Nongonoko wa Antswiso
wa Matematiki wa Giredi ya V

Grade R Mathematics
Improvement Programme

Xiletelo xa Migingiriko: Kotara ya 2

Activity Guide: Term 2

Xitsonga | English

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**.

The development and production of the training and classroom resources for the Grade R Mathematics and Language Improvement Project were made possible by generous project funding from the **United States Agency for International Development** and the **Zenex Foundation**.

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.

ACKNOWLEDGEMENTS

Special thanks to:

- The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- Colleagues from Wordworks, language technical partners on the Grade R Mathematics and Language Improvement Project, for collaborating on the materials development.
- The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (*R-Maths*) in the Western Cape between 2016 and 2019.
- The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V i matshalatshala ya **Ndzawulo ya Dyondzo ya Gauteng (Gauteng Department of Education)** na mutirhisaninkulu wa yona, **Gauteng Education Development Trust**.

Nhluvukiso na vuhumelerisi bya swipfuno swa vuleteri na swa le kamareni ro dyondzela swa Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V swi endliwile swi koteka hi timali ta tiphurojeke to hananiwa kusuka eka **United States Agency for International Development** na **Zenex Foundation**.

Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V yi fambisiwa hi **JET Education Services** na **Schools Development Unit** ya **UCT** na **Wordworks** tanihi vatirhisani va xithekiniki.

Schools Development Unit (SDU) leyi nga eka **University of Cape Town** (UCT) i mutirhisani wa xithekiniki wa matematiki eka Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V. SDU i yuniti leyi kumekaka eka School of Education ya le UCT leyi yi kongomisaka eka nhluvukiso wa xiphurofexinali wa vadyondzisi eka Matematiki, Sayense, Litheresi/Ririmi na Swikili swa Vutomi kusuka eka Giredi ya V kufika eka Giredi ya 12. SDU yi nyika mithwaso ya vudyondzisi na tikhoso to koma ta UCT leti pfumeleriweke, ntirho lowu kumekaka exikolweni, nhluvukiso wa timatheriyali na ndzavisiso ku seketela madyondziselo na madyondzelo eka mivangu ya Afrika-Dzonga hinkwayo.

Nkandziyiso lowu wa timatheriyali ta matematiki wu vuyeriwile kusuka eka ku vulavurisana ka vatirhisani ka vatirhikulobye va Wordworks naswona wu antswisiwile hi mfambelaniso wa vona wa timatheriyali ta Nongonoko wa Antswiso wa Tindzimi. Wu fuwisiwile hi ntirho wa vakulukumba va Nhluvukiso wa Tindzumulo wa Ndzawulo ya Dyondzo ya Gauteng na Tindzawulotsongotsongo ta Kharikhulamu ya Xiyimo xa Masungulo leti nga eka levhele ya Xifundzatsongo na Xifundzakulu leti va nga endla vuhoxaxandla bya nkoka eka vundzeni bya timatheriyali naswona va tirhaneke na tona hi ndlela yo aka ku tiyisisa leswaku ku na mfambelano na tipholisi, maendlelo na mikhuvanene ya xifundzakulu.

SWIKHENSO

Ku khensa ko hlawuleka eka:

- Vakulukumba va Ndzawulotsongo ya Kharikhulamu, Dyondzo ya Vadyondzisi na Dyondzo yo Hlawuleka ta Ndzawulo ya Dyondzo ya Gauteng eka vuhoxaxandla bya vona ku fambelanisa matheriyali wa hina.
- Vatirhikulobye kusuka eka Wordworks, vatirhisani va xithekiniki lava nga eka Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V, eka ku tirhisana eka nhluvukiso wa timatheriyali.
- Vakulukumba na vadyondzisi va Western Cape Education Department (WCED) eka vuhoxaxandla bya vona eka nsimeko lowu humeleleke wa Grade R Mathematics Programme (*R-Maths*) eKapa-Vupeladyambu exikarhi ka 2016 na 2019.
- Xipano xo tsala xa *R-Maths*: Vatirhi na vatsundzuxi va SDU, na vakulukumba va WCED.

Nongonoko wa Antswiso wa Matematiki wa Giredi ya V wu fambelanisiwile kusuka eka *R-Maths*, wu kandziyisiwile rosungula hi 2017 hi Schools Development Unit, University of Cape Town. Mfaneloxinawu ya mutumbuluxi ya *R-Maths* yi khomiwile hi University of Cape Town.

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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfalanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfalanganyisa nakambe, tekela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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Introduction

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

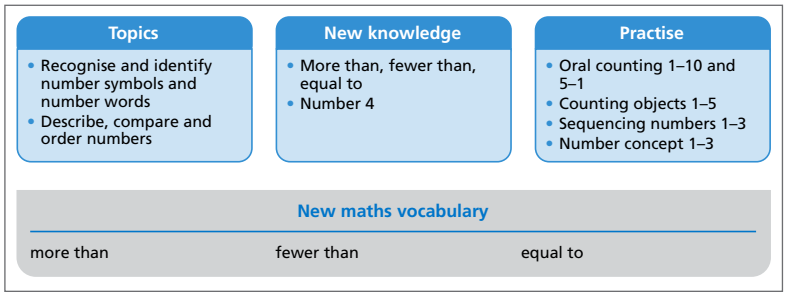
The Grade R Maths *Activity Guide: Term 2* offers a structure for teaching maths in the second term of Grade R by:

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

Features of Activity Guide: Term 2

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

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



- 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:

Manghenelo

Nongonoko wa Antswiso wa Matematiki wa Giredi ya V (*Grade R Maths*) wu simekiwile eka vutivi bya kahle bya matematiki, ntwisiso wa ku hundzisela emahlweni eka kharikhulamu ya Giredi ya V naswona vulemuki bya leswaku maendlelo yo dyondzisa man'wana ma ringanerile ku antswa ku kondletela madyondzelo na mivuyelo yo karhi.

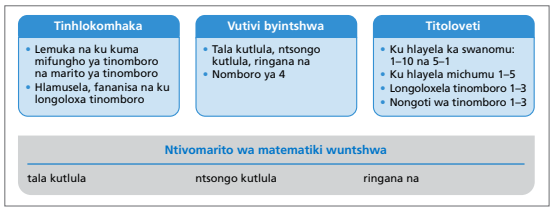
Xiletelo xa Migingiriko xa Grade R Maths: Kotara ya 2 xi nyika xivumbeko xa ku dyondzisa metse eka kotara ya vumbirhi ya Giredi ya V hi ku:

- longoloxa leswi nga endzeni eka Xiyenge xa Vundzeni swa Matematiki yin'wana na yin'wana eka khume ra mavhiki hinkwawo
- nyika hundziso wo ya emahlweni na le ka mpimo wa maandlalelo endzeni ka ntlhanu wa Swiyenge swa Vundzeni
- kongomisa eka Xiyenge xa Vundzeni lexikulu hi vhiki (Hambiswiritano, tinhlokomhaka kusuka eka Swiyenge swa Vundzeni swin'wana swi nga ha tivisiwa na ku titoloveta eka vhiki rolero. Madyondzelo na madyondziselo ya leswi fambelanaka na tinomboro swi endleka masiku hinkwawo naswona swi katsiwile eka Swiyenge swa Vundzeni hinkwaswo.)
- ringanyeta mitirho ya migingiriko ya ntlawa wa tlilasi hinkwayo, lowu leteriwaka hi mudyondzisi na lowu va tirhaka va ri voxe.

Swihlawulekisi swa Xiletelo xa Migingiriko: Kotara ya 2

Swihlawulekisi leswi landzelaka swi vumba xiphemu xa *Xiletelo xa Migingiriko: Kotara ya 2:*

- Nkatsakanyo wa leswi nga endzeni wu komba vutivi byintshwa na nkongomo wa maendlelo hi vhiki.
- Kotara, vhiki na Nkongomo wa Swiyenge swa Vundzeni swi vuriwa hi ndlela leyi nga erivaleni emasungulweni ya vhiki rin'wana na rin'wana.
- Mabokisi ya Tinhlokomhaka, ya Vutivi byintshwa na ya Titoloveti ya komba leswi swi nga ta angarheliwa evhikini.
- Ntivomarito wa matematiki wuntshwa lowu faneleke ku dyondzisiwa wu xaxametiwile hi vhiki.
- Nxaxamelo wu nyikiwile wa leswi u fanelaka ku swi lulamisa swa vhiki rin'wana na rin'wana.
- Mabokisi ya switsundzuxo ya nyika mianakanyo na switsundzuxo.



- Mabokisi ya mpfanganiso ya ringanyeta hilaha matematiki wu nga tiyisisiwaka hakona eka tidyondzo tin'wana na migingiriko ya siku na siku hi nkarhi wa nongonoko wa siku na siku wa Giredi ya V.
- Mabokisi ya 'Kamba leswaku vadyondzi va kota ku' ya letela nxiyaxiyo na makambelelo lama yaka emahlweni.
- Pheji ya makambelelo lama yaka emahlweni yi simekiwile eka migingiriko ya kotara.
- Swipfuno na tithempuleti swi katsiwile endzhaku ka xiletelo lexi.

Grade R Maths eka nongonoko wa siku na siku

Migingiriko ya siku na siku i ya nkoka naswona vadyondzi va tiphina hi mbuyelelo naswona va titwa va hlayisekile loko va tiva leswi faneleke ku endliwa na leswi swi languteriwaka eka vona.

Nkunguhato wu tlhela wu va wa nkoka ku tiyisisa leswaku migingiriko ya siku na siku yi famba kahle. Hlaya leswi nga endzeni swa vhiki kutani u lulamisa timatheriyali hinkwato leti u nga ta ti lava eka siku rin'wana na rin'wana nkarhi wu nga si fika. Lulamisa timatheriyali ta siku nkarhi wu nga si fika ku endlela leswaku xilo xin'wana na xin'wana xi va xi lunghekile nimixo.

Grade R Maths wu ringanyeta malongolokelo ya migingiriko leyi yi vuyeleriwaka siku na siku evhikini ra ntlhanu wa masiku. Malulamiselo ya kamara ro dyondzela na migingiriko leyi yi nga tirhisiwaka ku dyondzisa na ku tiyisisa minongoti ya matematiki swi ringanyetiwa hi vhiki. Leswi swi katsa:

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

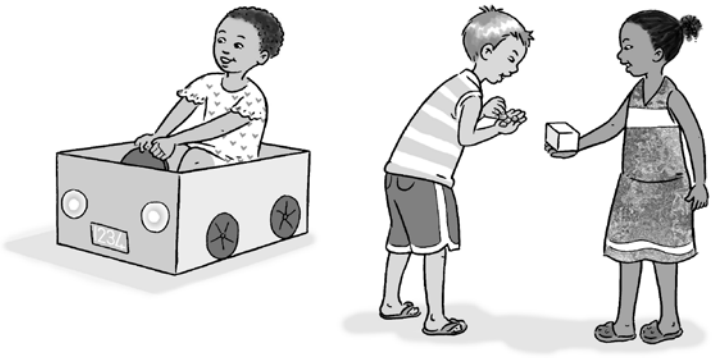
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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



Migingiriko ya tlilasi hinkwayo hi siku

- Rhayimi kumbe risimu
- Ku hlayela ka swanomu
- Ku hlayela michumu yo khomeka
- Migingiriko na swivutiso leswi fambelanaka na tinhlokomhaka ta Swiyenge swa Vundzeni

Emakumu ka nghingiriko wa tlilasi hinkwayo, komba vadyondzi leswi va nga ta laveka ku swi endla eka switichi swo tirhela swa vona. Timatheriyali hinkwato leti va ti lavaka ti fanele ku lulamisiwa leswaku va kota ku sungula ku tirha migingiriko leyi.

Micinco: ku rhurha exikarhi ka migingiriko

Ku rhurha exikarhi ka mete na switichi swo tirhela i nkarhi wa kahle swinene wa ku titoloveta ku hlayela ka nsumo na ku tiphina, tindlela ta vutumbuluxi ta ku rhurha, tanihi xikombiso, hi ku nonoka kufana na swibodze, ku thamuka kufana na timbila, va miyela kufana na makondlo, hi un'weun'we na makhadi ya mavito/mifungho ya swifaniso.

Migingiriko ya ntlawa lowutsongo

- Ku na nghingiriko wun'we lowu leteriwaka hi mudyondzisi hi siku.
- Ku na mune wa migingiriko ya ntlawa lowutsongo hi siku. Mune wa migingiriko ya ku tirha va ri voxe (kumbe migingiriko ya le tlhelo) yi fanele ku lulamisiwa eka mune wa **switichi swo tirhela** hinkwako etlilasini – ku nga va ematafuleni laha vadyondzi va tshamaka kumbe va yimaka, kumbe ehenhla ka mete, kumbe ehandle. Mitlawa yi cincana hi vhiki eka **xitichi xo tirhela**, swi ri karhi swi lawuriwa hi hilaha mudyondzisi a kunguhateke migingiriko hakona. Tsundzuxa vadyondzi ku cincana, ku avelana timatheriyali na ku pfunana loko va ri eku tirheni.

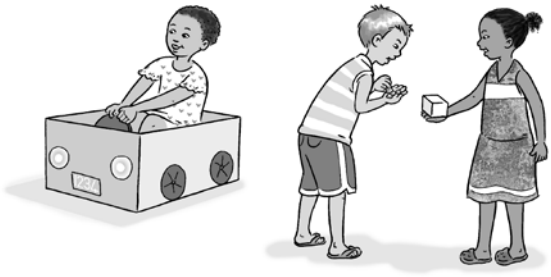
Nkarhi wo basisa

Vadyondzi va fanele ku tiva laha timatheriyali ti tshamaka kona. Xelufu kumbe tafula leri ri endleriweke switirhisiwa swa matematiki swi ta pfuna vadyondzi ku va va lulamerile. Khutaza vadyondzi ku pfunana hi nkarhi wo basisa. Ekusunguleni vadyondzi va lava mpfuneto kutani u ta boheka ku va tsundzuxa laha va faneleke ku veka kona swilo, kambe kungari khale va ta tolovela ku veka swilo laha swi tshamaka kona.

Hlawula varhangeri va ntlawa na vapfuni vo basisa vhiki rin'wana na rin'wana. Va nyiki swintirhwana swo kongoma na vutihlamuleri.

Migingiriko yo hlawula va tshunxekile

Lulamisa migingiriko yo tsakisa, yo tumbuluxa leyi vadyondzi va nga hlawulaka kusuka eka yona xikan'wekan'we loko va hetile nghingiriko wa vona wa xitichi xo tirhela. Leyi yi nga katsa:



- tibuloko kumbe switlangiso swo aka swin'wana
- swiphazamiso
- vumba byo tlangisa
- tibuku leti nga eka ndhawu yo hlaya
- ntlangu wa milorho, tanihi xikombiso, ku xava
- tipheji ta buku ya ntirho kumbe maphepha yo tirhela.

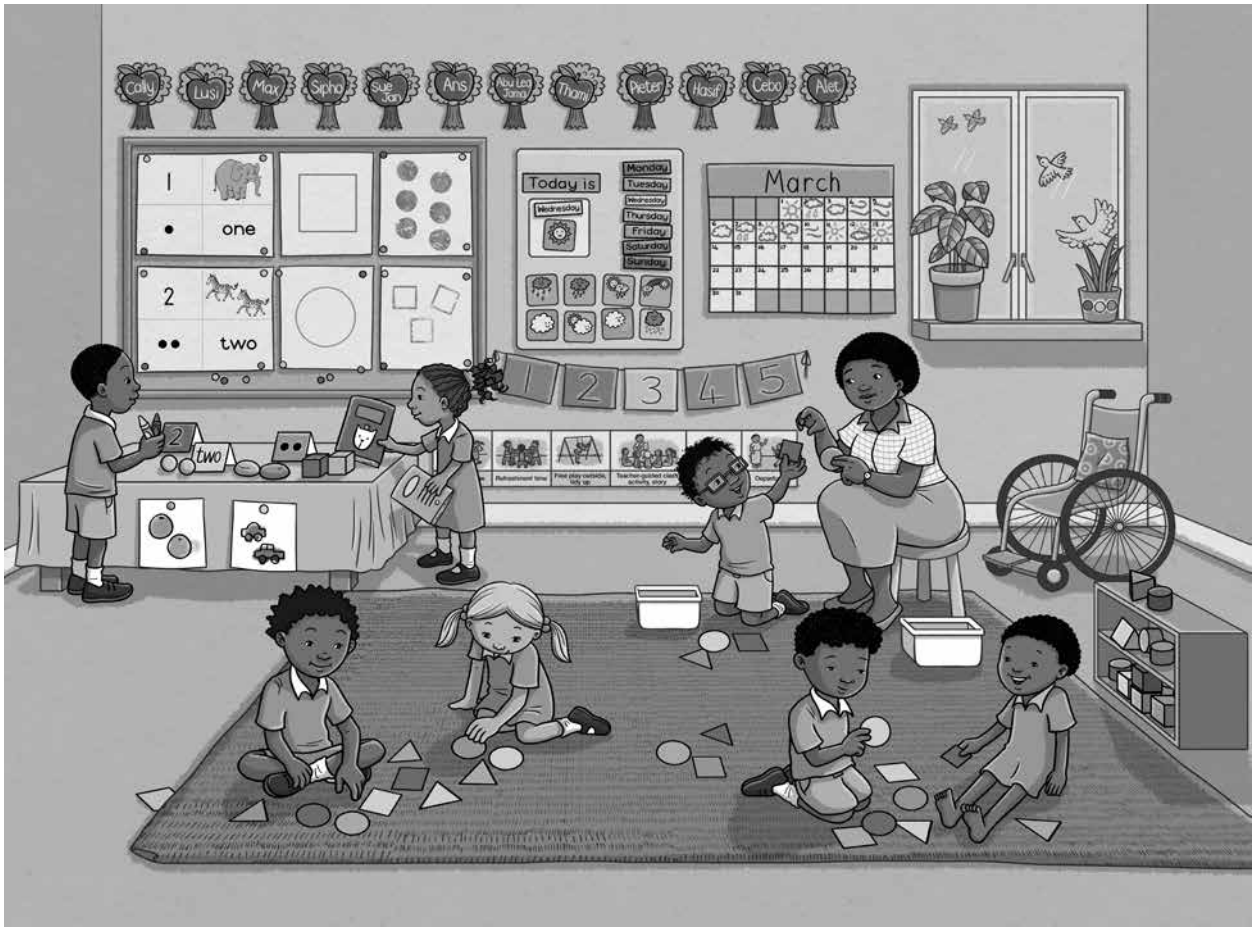
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 190 and 192 of this guide is based on the content that has been taught in Term 2. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



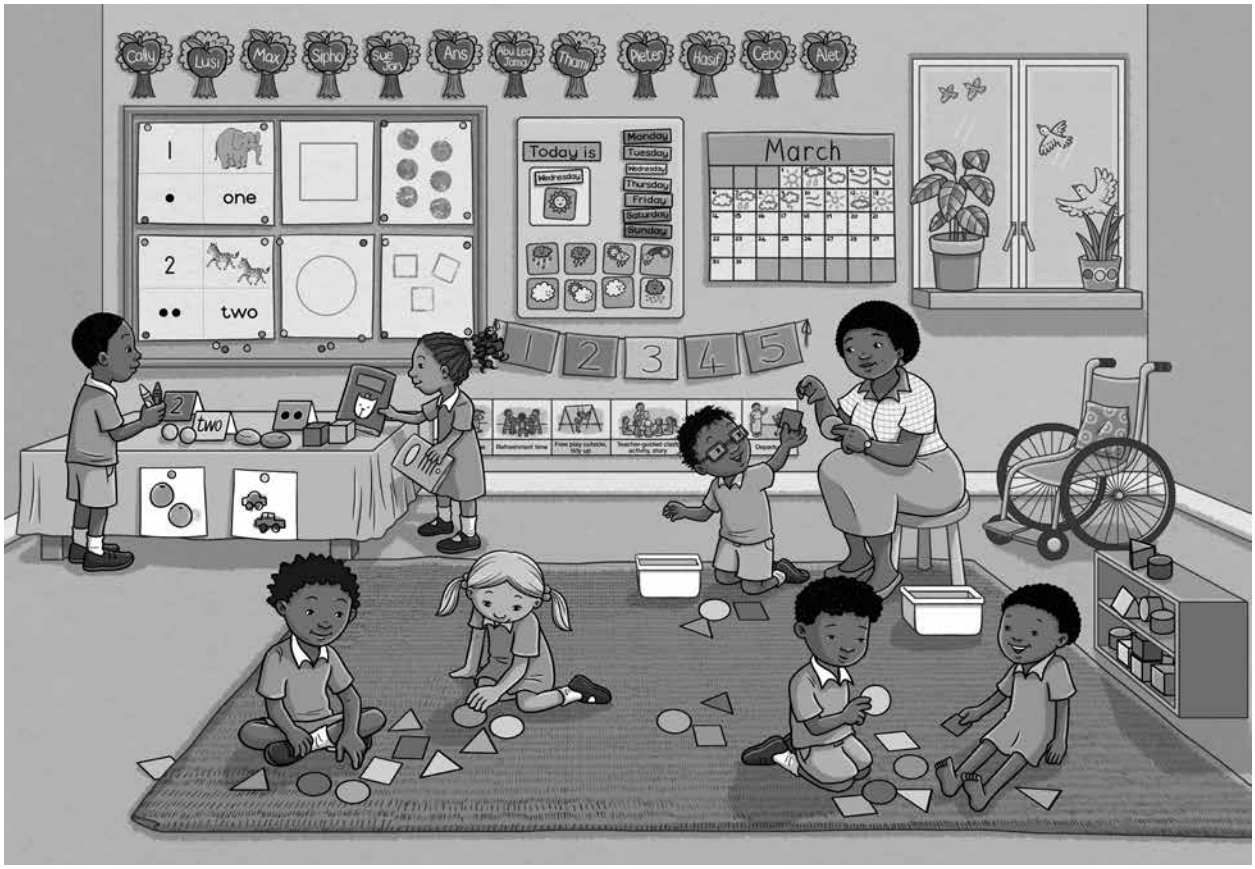
Makambelelo

Nxiyaxiyo na makambelelo lama yaka emahlweni hi nkarhi wa migingiriko leyi leteriwaka hi mudyondzisi na ya tlilasi hinkwayo swi nyika swivandlanene swa mitwisiso na nkatsakanyo wa kahle wa ku ya emahlweni ka mudyondzi un'wana na un'wana. Vuxokoxoko lebyi i bya nkoka eka ku letela ka ku dyondzisa ko yisa emahlweni na miphalalo ya vadyondzi hi un'weun'we. Nxaxamelo wa nkambisiso wa makambelelo lama yaka emahlweni lowu nga eka mapheji ya 191 na 193 ya xiletelo lexi wu simekiwile eka leswi nga endzeni leswi swi dyondzisiweke eka Kotara ya 2. Thempuleti leyi yi nga tirhisiwa ku rhekoda ku ya emahlweni ka mudyondzi un'wana na un'wana eka kotara.

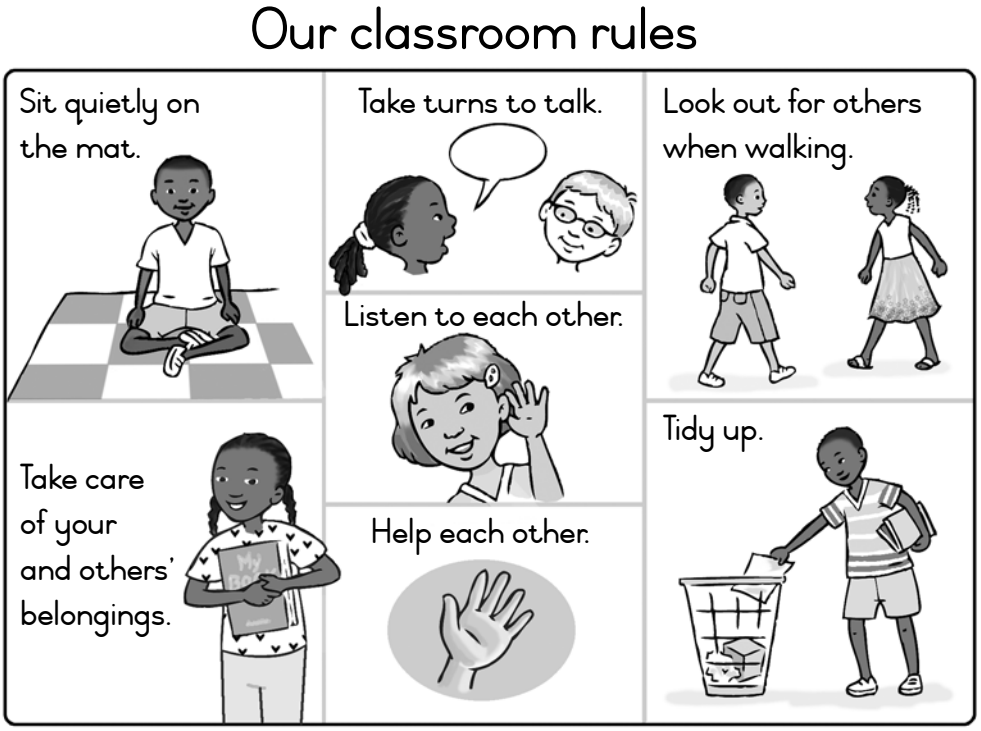
Grade R Maths ekamareni ro dyondzela

Lulamisa ndhawu ekamareni ro dyondzela leyi yi endleriweke matematiki naswona yi nga ekusuhi na mete. Lexi i xivandla lexi avelaniwaka laha vadyondzi vanga hoxaka xandla na ku vulavurisana hi nhlokomhaka leyi va nga eku dyondzeni hi mayelana na yona. Ndhawu ya matematiki ya kahle swinene yi ta katsa:

- xitafulana lexi nga khegetela khumbi
- layini ya tinomboro leyi endliweke hi ngoti na tiphekisi
- chati ya maxelo ya siku na siku
- khalendara ya n'hweti yin'wana na yin'wana leyi nga na tibuloko ta siku rin'wana na rin'wana
- chati leyi nga na mavito ya masiku ya vhiki
- nongonoko wa siku na siku lowu nga na swifaniso swa migingiriko yo hambanahambana
- makhadi ya mavito ya vadyondzi na mifungho leyi yi lulamisiweke hi ku ya hi mavito ya mitlawa ya vona
- mifungho ya vapfuni ku fambafamba exikarhi ka mavito ya vadyondzi hi ku ya hi siku rin'wana na rin'wana ra vhiki
- chati ya vapfuni.



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.

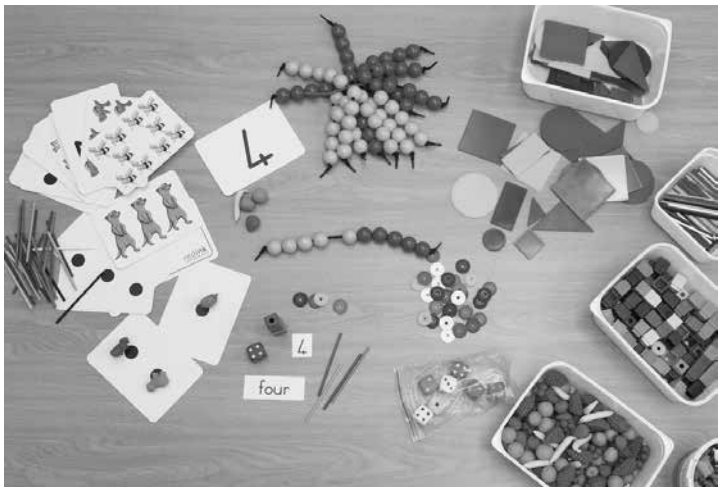


Resources for Grade R Maths

Grade R Maths Resource Kit

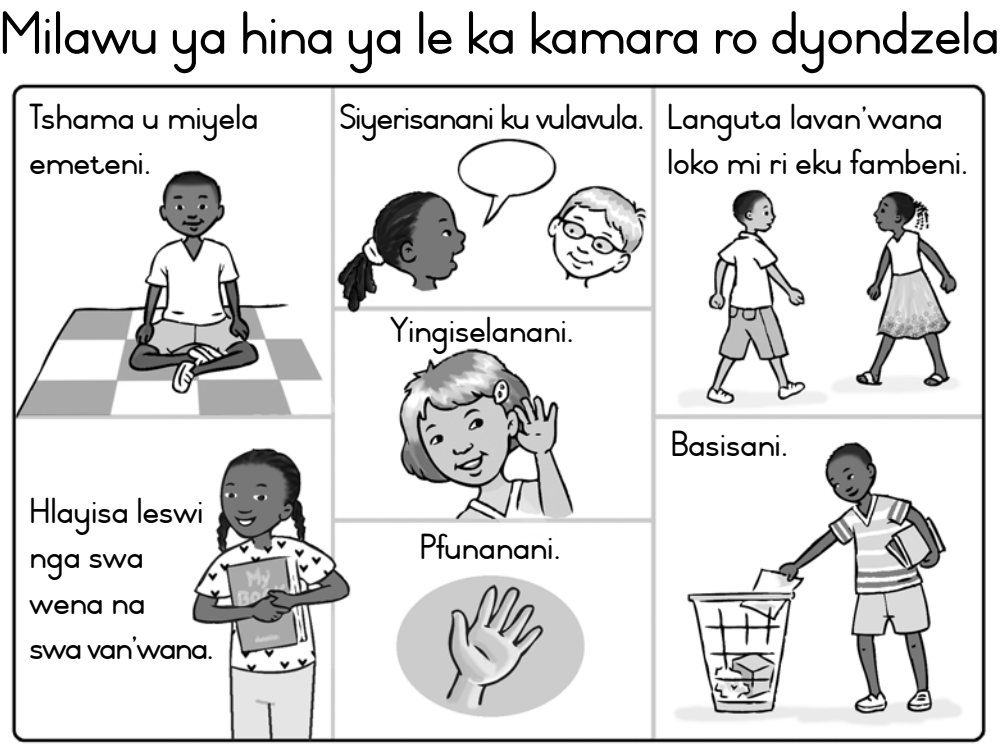
Grade R Maths provides a kit for learning and teaching maths that provides apparatus for a small group of six to eight learners to use. The kit includes the following items:

- 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.

Endlani phositara ya ‘milawu ya kamara ro dyondzela’ u ri na vadyondzi. Yi hayeke laha va nga ta kota ku yi vona hi ku olova. Ku fanele ku nga vi na kutlula tsevu kumbe nkombo wa milawu.

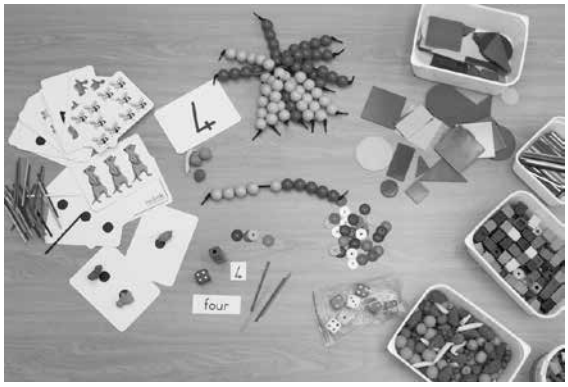


Swipfuno swa *Grade R Maths*

Khiti ya Swipfuno ya *Grade R Maths*

Grade R Maths yi nyika khiti ya madyondzelo na madyondziselo ya matematiki leyi yi nyikaka switirhisiwa swa ntlawa lowutsongo wa tsevu kufika nhungu wa vadyondzi ku swi tirhisa. Khiti leyi yi katsa michumu leyi landzelaka:

- timatheriyali to hlayela, tanihi xikombiso, tidisiki leti pendiweke na swimhandzana, mihandzu na swihlayeri swa swiharhi, na tibuloko ta Unifix
- dayizi ra jumbo
- tinjara ta khume ra vuhlalu bya xivumbeko
- makhadi ya mathonsi
- makhadi ya tinomboro: mifungho ya tinomboro (0–10) na mavito ya tinomboro (ziro–khume)
- tibuloko ta swihlawulekisi.



Leswi a swi fanelangi ku va swipfuno swi ri swoxe leswi vadyondzisi na vadyondzi va swi tirhisaka eka migingiriko ya matematiki. Michumu ya siku na siku kusuka ekaya yi kahle swinene eka ku ava, ku hlayela na ku valanga swivumbeko.

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

Timatheriyali leti vuyelerisiweke

Hlayisa timatheriyali leti vuyeleriweke eka tikhontheni leti leburiweke leti nga na swipfalo (to tanihi: mpako wa mihandzu na matsavu, tikhontheni ta 2-litara ta ayisikhirimi na timfuku ta 500-ml ta chizi ya feta). Veka tikhontheni leti exelufini kumbe kun'wana laha vadyondzi va nga ta kota ku fikela. Khutaza vadyondzi ku veka michumu ekule hi nkarhi wo basisa loko va yi tirhisile eka switichi swo tirhela swa vona kumbe hi nkarhi wa migingiriko yo hlawula va tshunxekile. Hi leyi mianakanyo yin'wana ya swipfuno swa matematiki:

- tipaniki na swipfalo swa mabodhlela (swivumbeko, tisayizi na mihlovo yo hambanahambana)
- mabokisi ya tisayizi to hambanahambana (xisibi xa meno, bokisi ra mecisi, rivelendzoho, murhi, mpako)
- tikhontheni ta pulasitiki (mabodhlela ya 500-ml ya litara yi1, timfuku ta majarini, timfuku ta yogati ta 250-ml na ta 500-ml, tikhontheni ta ayisikhirimi, mpako wa matsavu)
- mathumbu na tisilindara (switsondzelelo swa phepha ra xihambukelo swa khadibokisi, switsondzelelo swa thawula ra phepha, switsondzelelo swa foyili, swikotela)
- mabokisi ya matandza
- tikunupu, makhiya ya khale, malepula ya pulasitiki, swimhandzana swa ayisikhirimi, tithege ta maphakiti ya xinkwa
- tibolo to hambanahambana, tibinibege, tihulahupu.

Swipfuno swin'wana

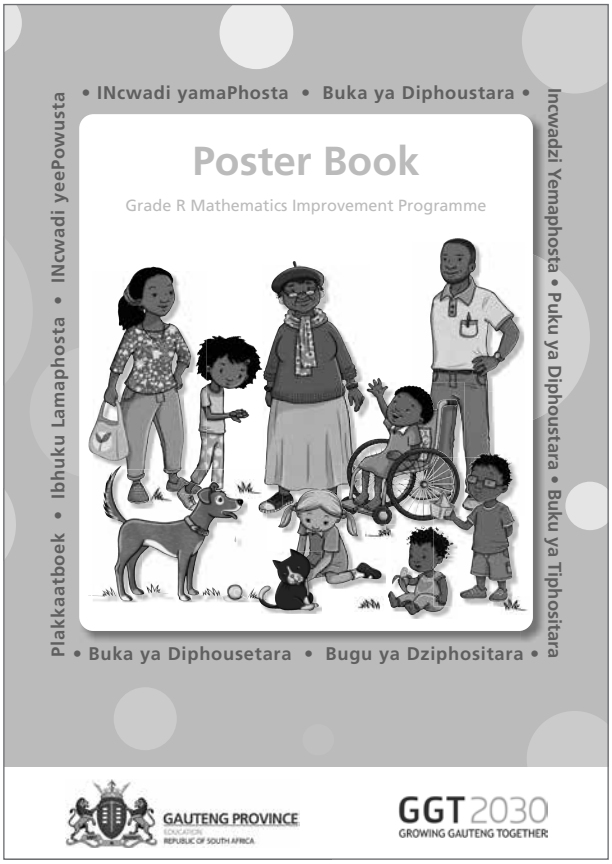
Swipfuno swa kamara ro dyondzela swo tirhiseka swin'wana swa madyondziselo ya *Grade R Maths* swi katsa:

- tikhirayoni, pende, xinamarheti, xikero
- vumba byo tlangisa kumbe vumba byo fanisa
- tibuku leti nga tirhisiwaka eka mikanelo ya matematiki
- tibuloko to aka na switlangiso swo aka (hlengeleta swipetlu swa mapulangi loko swi fanerile)
- swiphazamiso swa swiphemuphemu swo khomaniseka na mitlangu yo hambanahambana, tanihi xikombiso, tidomino, tinyoka na malerha, Ludo, 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.

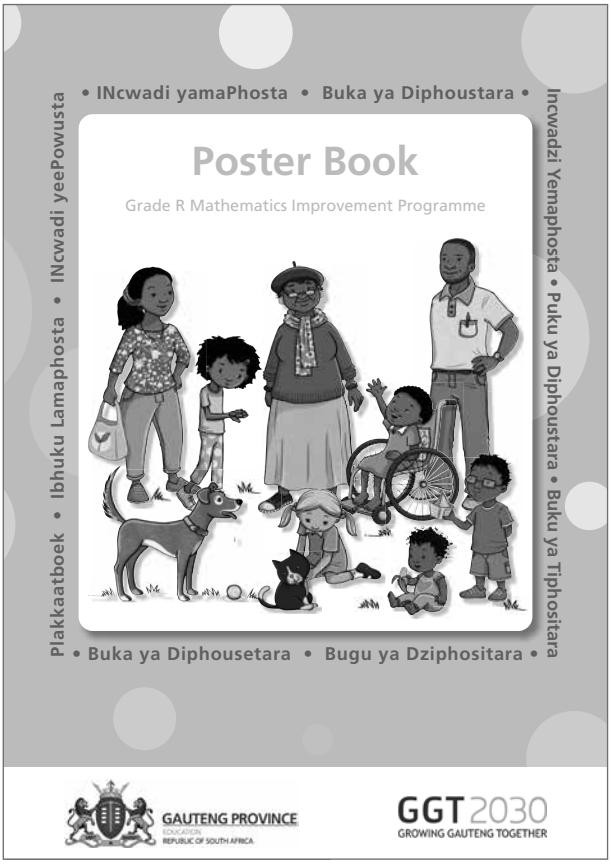


Teachers can encourage learners to discuss the posters and share their thinking by asking questions to guide them in focusing on a particular aspect of the poster, for example:

- 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?

- chati ya vulehelahenhla
- makhadi yo tlanga ya jumbo
- maliencenyeto: swingwece na timali ta phepha (ku yi tirhisa eka vhengele ro tlanga)
- wachi ya le khumbini ya analogo leyikulu
- xikalo xa ndzinganiso
- vuhlalu byo hlayela, ku ava, ku hulela na ku endla tipatironi
- misava na switirhisiwa swa ku tlanga swa mati
- switirhisiwa swa ku khandziya, ku ringanisa, ku jombha na ku thamuka.

Buku ya Tiphositara ya Grade R Maths



Ku na khumemune wa tiphositara leti nga eka *Buku ya Tiphositara* ya *Grade R Maths*. Tiphositara leti ti nyika mivangu ya ntolovelo leyi vadyondzi va nga tixakelanisaka na yona leyi yi angarhelaka xiphemu xo karhi xa matematiki, tanihi xikombiso, ekamareni ro dyondzela, erivaleni ra mitlangu, na le khixini. Tiphositara leti ti endleriwa ku hlohlotela ntsakelo na nkanelo hi tinhlokomhaka ta matematiki, ku katsa na: tinomboro, tipatironi, ndhawu na xivumbeko, malongoloxelo ya nkarhi na mpimo. Tiphositara leti ti nga tirhisiwa ku vulavurisana na vadyondzi eka maehleketelelo ya vukhensivusoli na ku ehleketisisa. Ti kahle swinene eka ku hluvukisa swikili swo ololoxa swiphiqo na le milavisiso ya matematiki.

Vadyondzisi va nga khutaza vadyondzi ku kanela tiphositara leti na ku avelana maehleketelelo ya vona hi ku vutisa swivutiso ku va letela eka ku kongomisa eka xiphemu xo karhi xa phositara leyi, tanihi xikombiso:

- Xana u vona yini exifanisweni lexi?
- Xana u hleketa leswaku hi kwihi laha vana/ vanhu va nga kona?
- Xana ku humelela yini exifanisweni lexi?
- Xana u nga ndzi byela leswi xitori lexi xi vulavulaka hi mayelana na swona?
- Xana i swingani … u swi vonaka? Xana a ku ta vuriwa yini loko a ko va na xin'we henhla/ ehansi …?
- Xana ... xi le kwihi?
- Xana a ku ta humelela yini loko …?
- Xana u ehleketa leswaku ku ta humelela yini lexi nga ta landzela?
- Xana u ehleketa leswaku … va nga kota ku vona yini kusuka laha va nga yima kona?
- Xana i patironi yihi leyi u yi vonaka? Hlamusela patironi leyi.
- Xana i swivumbeko swihi leswi u swi vonaka?
- Hi xihi … xi nga leha kutlula hinkwaswo/koma kutlula hinkwaswo?
- Xana u nga kota ku tirhisa marito ya matematiki wahi kumbe wahi ku hlamusela xin'wana lexi nga exifanisweni?

Content overview: Term 2

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

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

Nkatsakanyo wa vundzeni: Kotara ya 2

Lemuka: Nkongomo wa Xiyenge xa Vundzeni na Vutivi byintshwa swi hi muhlovo wa wasi. Vundzeni byin'wana lebyi angarheliwaka evhikini byi hi muhlovo wa mpunga.

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 1	Vhiki ra 2	Vhiki ra 3	Vhiki ra 4	Vhiki ra 5
1. Tinomboro, Tioparexini na Vuxaka	Tala kutlula, ntsongo kutlula, ringana na Nomboro ya 4 Ku hlayela ka swanomu: 1–10 na 5–1 Ku hlayela michumu 1–5 Longoloxela tinomboro 1–3 Nongoti wa tinomboro 1–3	Swingwece swa Afrika-Dzonga Tinomboro ta odinali vun'we kufika eka vumune Ku endla mitlawa yi fana kufika eka 4 Ku hlayela michumu 1–6 Ku hlayela ka swanomu: 1–10 na 5–1 Ku longoloxela tinomboro 1–4 Nongoti wa tinomboro 1–4	Ku hlayela ka swanomu 1–15 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–4 Ku longoloxela tinomboro 1–4 Ku hlayela kuya endzhaku 5–1	Xin'we ehenhla, xin'we ehansi Ku hlayela ka swanomu 1–15 na 5–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–4	Nomboro ya 5 Ku hlayela ka swanomu: 1–15 na 5–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–4 Ku longoloxela tinomboro 1–4 Tala, ntsongo
2. Tipatironi, Tifankixini na Alijebura					
3. Ndhawu na Xivumbeko (Jometiri)			Xiyimo: ehansi ka Xiyimo: ekusuhi na, exikarhi ka, emahlweni ka, endzhaku, ehenhla ka Tlhelo: emahlweni, endzhaku Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu	Ku ava michumu ya 3-D: ku fanana na ku hambana Xiyimo: ehenhla Xiyimo: ehansi ka, ehenhla, endzeni, ehandle Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu Swiphazamiso swa swiphemu swa khumembirhi	
4. Mpimo		Nkulu kutlula hinkwaswo kufika eka ntsongo kutlula hinkwaswo, ntsongo kutlula hinkwaswo kufika eka nkulu kutlula hinkwaswo			
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo			Ku ava hi ku ya hi xihlawulekisi xin'we		

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

Nkongomo wa Xiyenge xa Vundzeni	Vhiki ra 6	Vhiki ra 7	Vhiki ra 8	Vhiki ra 9	Vhiki ra 10
1. Tinomboro, Tioparexini na Vuxaka	Ku hlayela ka swanomu 1–20 Hlayela kuya endzhaku 7–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–5 Ku longoloxela tinomboro 1–5 Ku endla mitlawa yi fana	Ku hlayela ka swanomu 1–20 na 7–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–5 Tala kutlula, ntsongo kutlula, ringana na	Ku hlayela ka swanomu 1–20 na 7–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–5	Ku hlayela ka swanomu 1–20 na 7–1 Ku hlayela michumu 1–7 Nkumbetelo 1–7	Ku tlhantlha na ku vumba tinomboro Tithekiniki ta ku ololoxa swiphiqo Ku hlanganisa na ku susa hi ku tirhisa michumu yo khomeka Tinomboro eka mivangu leyi nga toloveleka Ku hlayela ka swanomu 1–20 na 7–1 Ku hlayela michumu 1–7 Nongoti wa tinomboro 1–5 Ku longoloxela tinomboro 1–5 Tala kutlula, ntsongo kutlula Xana i nomboro mani leyi yi taka emahlweni ka, endzhaku ka?
2. Tipatironi, Tifankixini na Alijebura	Kopunula na ku ndlandlamukisa tipatironi to vuyelela to olova Tumbuluxa na ku hlamusela patironi ya wena n'wini				
3. Ndhawu na Xivumbeko (Jometiri)		Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu	Landzelela matlhelo Ku hingakanya ntila wa le xikarhi Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu Kuya emahlweni, kuya endzhaku Tiyisisa xiyimo		Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu
4. Mpimo				Ku pima na ku fananisa: vulehi (leha, lehanyana, leha kutlula hinkwaswo; koma, komanyana, koma kutlula hinkwaswo) Vulehi: leha, koma	
5. Matirhiselo ya Vuxokoxoko bya Tinhlayo		Hlengeleta, ava kutani u endla vuyimeri bya mihlengelo ya michumu Xopaxopa na ku vika vuxokoxoko bya tinhlayo Ku ava na ku ntlawahata			

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise and identify number symbols and number words • Describe, compare and order numbers	• More than, fewer than, equal to • Number 4	• Oral counting 1–10 and 5–1 • Counting objects 1–5 • Sequencing numbers 1–3 • Number concept 1–3

New maths vocabulary

more than | fewer than | equal to

Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

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

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Lemuka na ku kuma mifungho ya tinomboro na marito ya tinomboro • Hlamusela, fananisa na ku longoloxa tinomboro	• Tala kutlula, ntsongo kutlula, ringana na • Nomboro ya 4	• Ku hlayela ka swanomu: 1–10 na 5–1 • Ku hlayela michumu 1–5 • Longoloxela tinomboro 1–3 • Nongoti wa tinomboro 1–3

Ntivomarito wa matematiki wuntshwa

tala kutlula | ntsongo kutlula | ringana na

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- thempuleti ya xipendiwankhaviso xa nomboro na thempuleti ya nomboro ya 4 (pheji ya 209)
- 8 wa makhadi ya mathonsi, makhadi ya mifungho na makhadi ya marito ya nomboro ya '4'
- 1 ya sete ya makhadi ya mathonsi ya tinomboro ta 1–4 hi mudyondzi (lama nga na maveketelelo ya mathonsi yo hambanahambana)
- thempuleti ya vumba byo tlangisa: Nomboro ya 4 hi mudyondzi (pheji ya 213)
- swiphazamiso swa swifaniso swo hambanahambana hi mudyondzi (Dirowa kumbe u kopunula xifaniso xipandzu xa phepha/khadibodo ra sayizi ya A5. Tsema xifaniso hi switiripi swa mune kutani u nombora switiripi 1 kufika eka 4. Vona Xitichi xo tirhela xa 2.)
- xitiripi xa mifungho ya tinomboro na xitiripi xa mathonsi ya tinomboro ta 1–4: 1 hi mudyondzi (vona nghingiriko lowu leteriwaka hi mudyondzisi, goza ra 3, pheji ya 33)
- sete ya swiphazamiso swa tinomboro leti panaka na swiphazamiso swa swifaniso leswi panaka 1–4 hi phere ya vadyondzi (vona Xitichi xo tirhela xa 4).

Migingiriko ya tlilasi hinkwayo

Siku ra 1

XITSUNDZUXO

Ku hlayela ka swanomu ku nga endliwa hi nkarhi wa ku cincana. Endla ku hlayela ka swanomu loku ku va na ku gingiriteka na ku tiphina.

Leswi lavekaka

- Chati ya masiku ya ku velekiwa
- Swipendiwankhaviso swa tinomboro 1–3
- Xipendiwankhaviso xa tinomboro: Nomboro ya 4 (pheji ya 209)
- *Xitori xa nomboro ya 4* (pheji ya 195)

1. **Rhayimi:** Vulani rhayimi kusuka eka Kotara ya 1.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.

TIP

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

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

   Guiding questions:

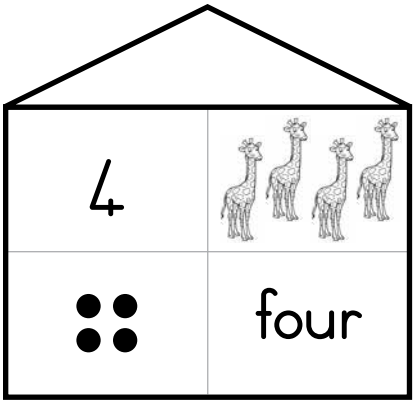
   - Which month are we in?
   - Which is the first month?
   - Are there any months that have five learners' names in it? (If there are, count these together.)

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

   Guiding questions:

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

   Tell the *Number 4 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 4, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area. Count the giraffes together.



   Guiding questions:

   - Who has seen a giraffe before? Where?
   - How do you think they move?
   - How does an elephant/a zebra/a meerkat move?
   - How many more giraffes are there than meerkats?
   - How many fewer meerkats are there than giraffes?
   - If one giraffe went to the meerkats' house, how many animals would be in the meerkats' house?

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

Day 2

What you need

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

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

   Guiding questions:

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

XITSUNDZUXO

Tsundzuka ku vulavula hi mayelana na nongonoko wa siku na siku. Tsundzuka ku endla khalendara, masiku ya vhiki, tin'hweti ta lembe na chati ya masiku ya ku velekiwa siku rin'wana na rin'wana.

3. **Ku hlayela michumu 1–5:** Vadyondzi va languta chati ya masiku ya ku velekiwa. Hlayelani swin'we ntlhanu wa tin'hweti leto sungula ta lembe. Kanelani ntiyiso wa leswaku vadyondzi va ha ku vuya kusuka eka holideyi kutani u kongomisa miehleketo ya vona eka n'hweti ya nkarhi wa sweswi ya lembe.

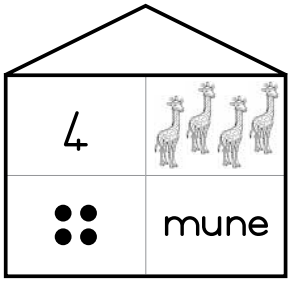
   Swivutiso swo letela:

   - Xana i n'hweti yihi leyi hi nga eka yona?
   - Xana hi yihi n'hweti yo sungula?
   - Xana ku na tin'hweti tihi kumbe tihi leti ti nga na ntlhanu wa mavito ya vadyondzi eka tona? (Loko ti ri kona, hlayelani swin'we.)

4. **Ku tivisa nomboro ya '4':** Kombetela swipendiwankhaviso swa nomboro ya 1 kufika eka 3.

   Swivutiso swo letela:

   - Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi landzelaka?
   - Xana ku ta va na swo tala kumbe switsongo kutlula 3?



   Rungula *Xitori xa nomboro ya 4*. Yindlu ya xiharhi hi wona nkongomo wa xitori lexi. Komba swiphemu swa xipendiwankhaviso xa tinomboro loko u ri karhi u vumba xitori xa swiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 4, tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhaviso eka yindlu ya xiharhi ekhumbini eka ndhawu ya matematiki. Hlayelani swin'we tinhutlwa leti.

   Swivutiso swo letela:

   - Xana i mani a nga tshama a vona nhutlwa? Kwihi?
   - Xana u ehleketa leswaku ti famba njhani?
   - Xana ndlopfu/mangwa/manghovo u famba njhani?
   - Xana ku na tinhutlwa tingani to tala kutlula vamanghovo?
   - Xana ku na vamanghovo vangani vatsongo kutlula tinhutlwa?
   - Loko nhutlwa yin'we yo ya endlwini ya vamanghovo, xana ku ta va na swiharhi swingani endlwini ya vamanghovo?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- 5 wa tibanana, 4 wa malamula, 4 wa maapula, 4 wa tisitirowuberi (*Khiti ya Swipfuno*)
- Risimu: *Ku endla saladi ya mihandzu* (pheji ya 195)
- 8 wa makhadi ya mathonsi ya nomboro ya '4', 8 wa makhadi ya mifungho ya nomboro ya '4', 8 wa makhadi ya marito ya nomboro ya '4'

1. **Risimu:** Tivisa risimu, *Ku endla saladi ya mihandzu*.

   Swivutiso swo letela:

   - I mani a nga tshama a dya saladi ya mihandzu?
   - Xana i muhandzu wihi u wu tsakelaka eka saladi ya wena ya mihandzu?
   - Xana i mixaka yo hambanahambana yingani hi nga yimbelela hi yona?

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

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

   Guiding questions:

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

   Count each pile of fruit together.
4. **More than/fewer than; equal to:** Focus on the oranges and apples.

   Guiding questions:

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

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

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

Integration

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

Day 3

What you need

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

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

XITSUNDZUXO

Endla ku hlayela ka swanomu ka siku na siku ku tsakisa. Katsa mianakanyo ya vadyondzi loko swi koteka.

2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–5:** Vadyondzi va tshama hi xirhendzevutana. Veka mune wa mitlawa ya swihlayeri swa mihandzu emeteni: ntlhanu wa tibanana, malamula manharhu, maapula mambirhi na mune wa tisitirowuberi.
   Swivutiso swo letela:
   - Xana u ehleketa leswaku ku na tibanana/malamula/maapula/tisitirowuberi tingani?
   - Xana i nhulu yihi yi nga na mihandzu yo tala kutlula hinkwayo/yitsongo kutlula hinkwayo?

   Hlayelani swin'we nhulu yin'wana na yin'wana ya mihandzu.

4. **Tala kutlula/ntsongo kutlula; ringana na:** Kongomisa eka malamula na maapula.
   Swivutiso swo letela:
   - Xana hi swihi leswi hi fanelaka ku swi endla ku endlela leswaku nhlayo ya malamula/maapula yi ringana na nhlayo ya tisitirowuberi?
   - Xana hi ta endla njhani leswaku ntlawa malamula/mapula wu va na mune?
5. **Tafula ra matematiki:** Vadyondzi va huma va ya ehandle hi mitlawa ya mune. Mudyondzi un'wana na un'wana loyi a nga entlaweni u fanele ku hlengeleta michumu leyitsongo yo fana, tanihi xikombiso, swirhambyana kumbe matluka. Vadyondzi va vuya va ta tshama emeteni hi mitlawa ya vona. Ntlawa wun'wana na wun'wana wu vula leswaku i yini, naswona i swingani, leswi va swi kumeke. Kanelani ku fanana na ku hambana exikarhi ka mihlengelo. Nyika ntlawa wun'wana na wun'wana khadi ra mathonsi ya nomboro ya mune, khadi ra mfungho wa nomboro ya 4 kumbe khadi ra rito ra nomboro ya 4. Hi nkarhi wun'we, ntlawa wun'wana na wun'wana wu veka michumu ya wona na khadi ra nomboro ya 4 etafuleni.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo ntirhela xin'wana na xinwana.

XITSUNDZUXO

Michumu leyi vadyondzi va yi hlengeletaka yi boheka ku va leyitsongo ku enela ku ringana etafuleni.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Ntivomarito wa matematiki wuntshwa wu nga tirhisiwa esikwini hinkwaro, tanihi xikombiso, eka mikanelo ya nkarhi wa swinambunambu.

Siku ra 3

Leswi lavekaka

- Risimu: *Ku endla saladi ya mihandzu* (pheji ya 195)
- Swihlayeri swa mihandzu (*Khiti ya Swipfuno*)
- Swipendiwankhaviso swa tinomboro 1–4
- 2 wa mikambana
- 7 wa swihlayeri swa mihandzu
- 20 wa makhadi ya mathonsi ya tinomboro ta '1–4', 20 makhadi ya mifungho ya tinomboro ta '1–4' na 20 wa makhadi ya swifaniso swa tinomboro ta '1–4' (*Khiti ya Swipfuno*)

1. **Risimu:** Yimbelelani *Ku endla saladi ya mihandzu* ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–5:** Hlayelani swin'we tintiho leti nga exandleni xin'we. Kanelani leswaku i swirho swa miri swihi leswi vadyondzi va nga na ntlhanu wa swona na switsongo swa swona.

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

   Guiding questions:

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

   Repeat with other configurations.

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

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

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

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

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

Day 4

What you need

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

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

   Guiding questions:

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

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

4. **Makhadi ya mathonsi 1–4:** Komba vadyondzi makhadi ya mathonsi ya 1–4.

   Swivutiso swo letela:

   - Xana i yini lexi? (khadi ra mathonsi ra 3)
   - Kasi leri ke? (khadi ra mathonsi ra 1)
   - Xana ku humelela yini loko hi veka leswi, 1 na 3, swin'we? (Komba khadi ra mathonsi ra 4.)

   Vuyelela hi maveketelelo man'wana.

   Khoma makhadi ya tinomboro ta 1–4, makhadi ya swifaniso swa tinomboro ta 1–4 na makhadi ya mifungho ya tinomboro ta 1–4 hi xivumbeko xa fene ku endlela leswaku vadyondzi va kota ku vona ntsena vundzhaku bya makhadi lama. Vadyondzi va siyerisana ku teka khadi. Va vula nhlayo ya mathonsi lama nga ekhadini kutani va komba tlilasi.

   - Xana i swiharhi swihi leswi swi nga eka swipendiwankhaviso swa tinomboro swi pananaka na khadi leri _____ a nga ri khoma?

   Veka makhadi ya mifungho ya tinomboro ta 1–4 ekhumbini hi malongolokelo lama nga hoxeka.

   - Xana u vona yini hi mayelana na malongolokelo ya makhadi lama?
   - Xana hi tihi tindlela tin'wana leti hi nga ma veketelaka hatona?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- 2 wa tikhontheni ta pulasitiki to vonikela yin'wana na yin'wana yi ri na 5 wa michumu leyi nga tisayizi to hambanahambana, tanihi xikombiso, tinyawa, maribye
- Risimu: *Ku endla saladi ya mihandzu* (pheji ya 195)
- 4 wa tihulahupu (kumbe choko/ntambhu yo endla swirhendzevutana)
- 10 ra tibuloko ta mhandzi
- 20 wa makhadi ya mifungho ya tinomboro ta '1–4', 20 wa makhadi ya marito ya tinomboro ta '1–4'na 20 wa makhadi ya mathonsi ya tinomboro ta '1–4'
- 10 ra tibuloko ta Unifix
- Xichayana xa vuyimbeleri

1. **Risimu:** Yimbelelani *Ku endla saladi ya mihandzu*.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–5:** Vadyondzi va tshama hi xirhendzevutana. Veka tikhontheni timbirhi leti nga na ntlhanu wa michumu leyi nga na tisayizi to hambanahambana exikarhi emeteni.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na michumu yingani endzeni ka khontheni yin'wana na yin'wana?
   - Xana u ehleketa leswaku khontheni yin'wana na yin'wana yi na nhlayo yo fana ya michumu?

   Hlayeleni swin'we michumu leyi. Lemukisa vadyondzi leswaku sayizi ya michumu leyi a yi khumbi nhlayo ya michumu leyi.

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

   Guiding questions:

   - How can we order these hula hoops?
   - Which hula hoop should be first? Why?
   - Which comes before, next, after?
   - Are there more/fewer learners around this hula hoop or around this hula hoop?

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

Day 5

What you need

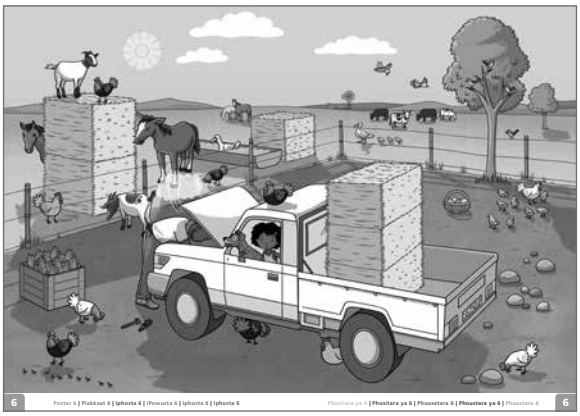
- Groups of five objects placed around the room
- Song: *Making fruit salad* (page 194)
- Poster 6

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

TIP

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

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



   Guiding questions:

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

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

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

4. **Ku titoloveta na ku landzelelanisa 1–4:** Veka mune wa tihulahupu emeteni ku ri na buloko ya mhandzi yin'we eka buloko yin'we, tibuloko timbirhi eka leyi landzelaka, na swo kota sweswo. Endla leswaku vadyondzi un'wana na un'wana a teka khadi ra swifaniso ra tinomboro, khadi ra mifungho ya tinomboro, khadi ra marito ya tinomboro kumbe khadi ra mathonsi ya 1, 2, 3 kumbe 4, kumbe exikarhi ka buloko yin'we na mune wa tibuloko ta Unifix kusuka emeteni. Tlanga risimu kutani u endla leswaku vadyondzi va fambisana na vuyimbeleri. Loko vuyimbeleri byi yima, va tshama ehansi ekusuhi na hulahupu leyi nga na nhlayo leyi pananaka ya tibuloko.
   Swivutiso swo letela:
   - Xana hi nga ti landzelelanisa njhani tihulahupu leti?
   - Xana i hulahupu yihi yi faneleke ku va ya vun'we? Hikwalahokayini?
   - Xana hi yihi yi taka emahlweni, yi landzelaka, yi taka endzhaku?
   - Xana ku na vadyondzi vo tala/vatsongo ku rhendzela na hulahupu leyi?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

Leswi lavekaka

- Mitlawa ya ntlhanu wa michumu leyi vekiweke ku rhendzela na kamara
- Risimu: *Ku endla saladi ya mihandzu* (pheji ya 195)
- Phositara ya 6

1. **Risimu:** Yimbelelani *Ku endla saladi ya mihandzu* kutani mi endla ntlangu wa rona.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–5:** Veka mitlawa ya ntlhanu wa michumu eka swiyimo leswi vonakaka hi ndlela leyi nga erivaleni ku rhendzelaka na kamara ro dyondzela. Tlangani 'Ndzi hlometela hi xitihlwana xa mina', tanihi xikombiso: 'Ndzi hlometela hi xitihlwana xa mina ntlhanu wa tibege.' Hlayelani swin'we michumu leyi, kutani mi vuyelela hi ntlawa wun'wana wa ntlhanu wa michumu.

XITSUNDZUXO

A hi vadyondzi hinkwavo va nga ta tiva xiyimo xa purasi, ku fana na lexiwani. Teka nkarhi ku veka swi ri eka mbangu.

4. **Ku titoloveta 1–4:** Kanelani Phositara ya 6. Vulavula hi mayelana na leswi vadyondzi va kotaka ku swi vona.

   Swivutiso swo letela:
   - Xana u ehleketa leswaku hi kwihi laha vanhu lava va nga kona?
   - Xana u kota ku vona mune, swinharhu, swimbirhi kumbe xin'we xa xilo xihi kumbe xihi?
   - Xana ku na swinyenyana swo tala ensinyeni, kumbe masekwa mo tala exidan'wanini xa mati?
   - Xana ku na tinyandza tingani ta furhu etirakeni?
   - Xana ku na tinyandza tingani ta furhu ehansi?
   - Xana i tinyandza tingani ta furhu ti nga ta sala loko tihanci ti dya yin'we ya tinyandza leti?

   Khutaza vadyondzi ku ololoxa swiphiqo hi voxe. Tumbuluxa swivandlanene swa vona swa ku kumisisa hi voxe.
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Small group activities

Teacher-guided activity

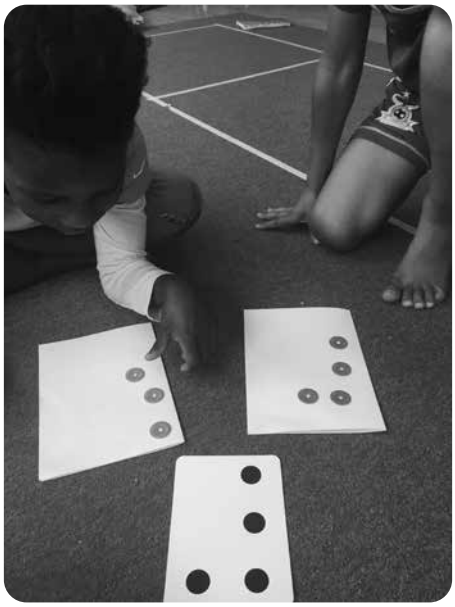
What you need

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

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

   Guiding questions:

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



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

   Guiding questions:

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

TIP

The concept of 'fewer' will need support.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

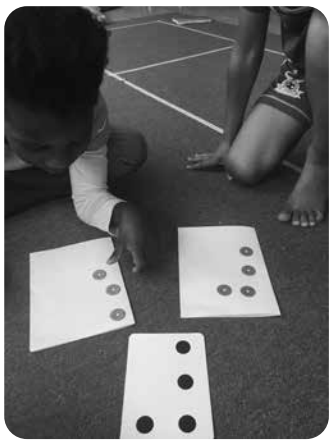
Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na:
  - Makhadi ya mathonsi ya tinomboro ta 1–4, makhadi ya mifungho ya tinomboro ta 1–4 na makhadi ya marito ya tinomboro ta 1–4 (*Khiti ya Swipfuno*)
  - 5 wa swihlayeri leswi pendiweke
- Makhadi ya mathonsi ya nomboro ya 4 (*Khiti ya Swipfuno*)
- Vumba byo tlangisa na mete hi mudyondzi
- Pheji ya A4 hi mudyondzi
- Tikhirayoni

1. **Ku hlayela ka swanomu:** Vadyondzi va tshama hi vambirhimbirhi. Va langutana naswona va phokotela swandla swa vona swin'we kutani va hlayela 1–10 na 5–1.
2. **Ku hlayela michumu 1–5:** Mudyondzi un'wana na un'wana u hlayela 5 wa swihlayeri.
3. **Ku pananisa 1–4:** Kombetela tinomboro leti nga eka swipendiwankhaviso. Vadyondzi va vekela makhadi ya vona lama pananaka ya mathonsi ya nomboro, makhadi ya mifungho ya tinomboro na makhadi ya marito ya tinomboro emahlweni ka vona. Va pananisa mitlawa ya swihlayeri eka lama, kutani va ma landzelelanisa kusuka eka 1 kufika eka 4.

   Swivutiso swo letela:

   - Xana u na swihlayeri swingani entlaweni wun'wana na wun'wana?
   - Xana i mani nomboro leyi yi nga emahlweni ka/endzhaku ka 3, exikarhi ka 1 na 3?
   - Xana i ntlawa wihi wu nga na 1 ya xihlayeri ehansi/ehenhla ka ntlawa wa wena hi 2 wa swihlayeri?



4. **Ku titoloveta 4:** Vadyondzi va veketela swihlayeri swa vona swa mune ku panana na makhadi ya mathonsi ya nomboro ya 4 yo hambanahambana.
5. **Ku titoloveta tala kutlula, ntsongo kutlula, ringana na:** Susa swihlayeri switsongo kusuka eka mitlawa ya vadyondzi ya mune.

   Swivutiso swo letela:

   - Xana ku na nhlayo yo fana ya swihlayeri?
   - Xana _____ u na swihlayeri swo tala/switsongo kutlula _____?
   - Xana hi nga swi endla njhani leswaku _____ na _____ va va na nhlayo yo ringana ya swihlayeri?

XITSUNDZUXO
Nongoti wa 'ntsongo' wu ta lava nseketelo.

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

Check that learners are able to:

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

Workstation 1

What you need	
• Playdough	• Playdough template: Number 4 per learner (page 212)

Learners use playdough to complete the template.

Workstation 2

What you need
• A tub per learner with puzzle strip pictures

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

6. **Ku titoloveta nomboro ya 4 hi ku tirhisa vumba byo tlangisa:**
   Vadyondzi va endla mfungho wa nomboro ya 4 hi vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 4.

Kamba leswaku vadyondzi va kota ku:

- hlayela hi nomu 1–10
- hlayela michumu 1–5
- kuma tala kutlula, ntsongo kutlula na ringana na
- tiva, pananisa, vula vito na ku landzelelanisa makhadi ya mifungho ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro 1–4
- pananisa michumu na makhadi ya mathonsi 1–4

Xitichi xo tirhela xa 1

Leswi lavekaka

- Vumba byo tlangisa
- Thempuleti ya vumba byo tlangisa: Nomboro ya 4 hi mudyondzi (pheji ya 213)

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leyi.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na swifaniso swa switiripi swa swiphazamiso

Vadyondzi va vekela switiripi swa swiphazamiso hi nandzelelano lowu nga lulama ku vumba xifaniso. Xikan'wekan'we loko va hetile, va siva leswi kutani va cincana na mudyondzi un'wana.

Workstation 3

What you need

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

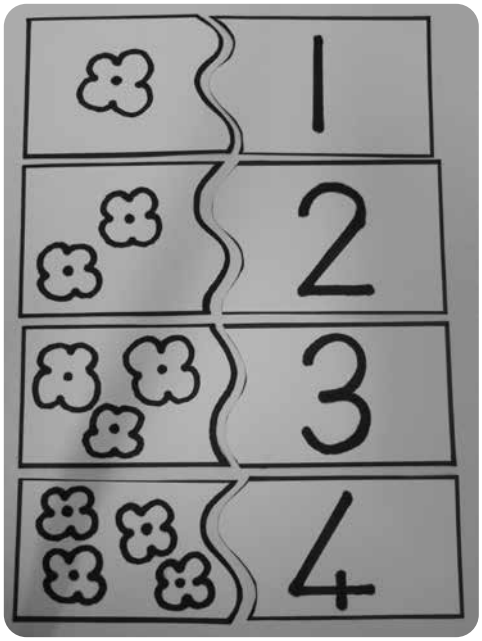
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

Workstation 4

What you need

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

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



Xitichi xo tirhela xa 3

Leswi lavekaka

- Mfuku hi mudyondzi:
  - Xitiripi xa tinomboro na xitiripi xa mathonsi 1–4
  - Marito ya tinomboro n'we kufika eka mune
  - Khontheni leyi nga na tibuloko ta Unifx kusuka eka *Khiti ya Swipfuno*

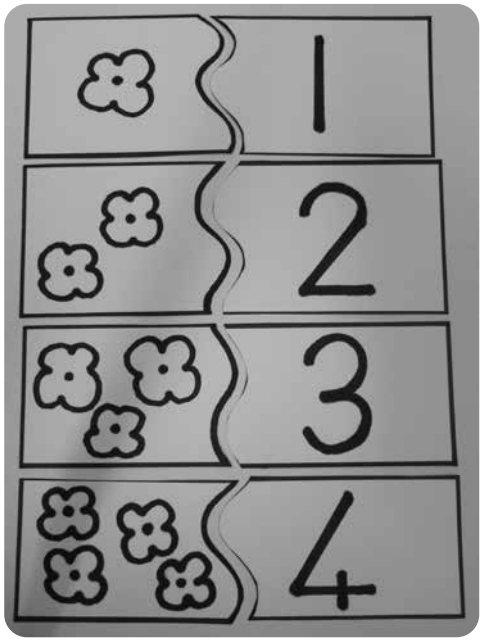
Vadyondzi va pananisa marito ya tinomboro ta n'we kufika eka mune eka xitiripi xa tinomboro (hi ku tirhisa swipendiwankhaviso tanihi xiyelaniso). Va vekela michumu hi tikholomu ehenhla ka nomboro yin'wana na yin'wana.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Sete ya swiphazamiso swa tinomboro leti pananaka na sete ya swiphazamiso swa swifaniso 1–4 hi phere ya vadyondzi

Vadyondzi va hetisa swiphazamiso swa tinomboro. Xikan'wekan'we loko va hetile, va cincana na vadyondzi van'wana.



Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Money: develop an awareness of South African coins	• South African coins • Ordinal numbers first to fourth • Making groups the same to 4 • Counting objects 1–6	• Oral counting 1–10 and 5–1 • Sequencing numbers 1–4 • Number concept 1–4 • Biggest to smallest, smallest to biggest

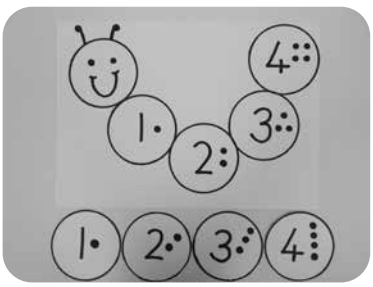
New maths vocabulary

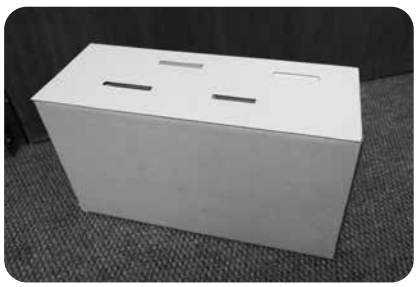
coins	money	springbok	blue crane	lily
rands	10c, 20c, 50c	kudu	protea	price
cents	R1, R2, R5	wildebeest	strelitzia	cost

Getting ready

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

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





Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Mali: tumbuluxa vulemukisi bya swingwece swa Afrika-Dzonga	• Swingwece swa Afrika-Dzonga • Tinomboro ta odinali vun'we kufika eka vumune • Ku endla mitlawa yi fana kufika eka 4 • Ku hlayela michumu 1–6	• Ku hlayela ka swanomu: 1–10 na 5–1 • Ku longoloxela tinomboro 1–4 • Nongoti wa tinomboro 1–4 • Nkulu kutlula hinkwaswo kufika eka ntsongo kutlula hinkwaswo, ntsongo kutlula hinkwaswo kufika eka nkulu kutlula hinkwaswo

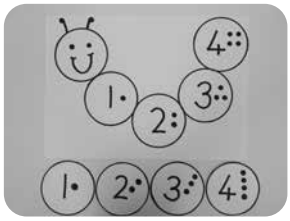
Ntivomarito wa matematiki wuntshwa

swingwece	mali	xipene	ncololwana	lili
tirhandi	10c, 20c, 50c	nhongo	phurothiya	nxavo
tisente	R1, R2, R5	hongonyi	xiluva xa sitirelitsiya	hakelo

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- swifaniso swa swiharhi na swimila leswi kumekaka eka swingwece swa Afrika-Dzonga
- swingwece swa ribungu na swa silivhere leswi tsemiweke swa khadibodo: 10c, 20c, 50c, R1, R2, R5 (tipheji ta 216–217) – 6 hi mudyondzi, na 4 swin'wana swa xin'wana na xin'wana
- 12 wa michumu ya 'swixavaxavani', tanihi xikombiso, mabokisi ya swa rivelendzhoho/swihlambameno, timfuku ta yogati na swo kota sweswo
- bokisi ra mali ro vonikela leri nga na mbhovo ku chela swingwece swa khadibodo endzeni, na mpfuleko wo humesa swingwece (Mabodhlela ya pulasitiki kumbe tikhontheni leswi nga tirhisiwaka.)
- makhadi ya mifungho ya tinomboro ta 1–4
- xiphemu xa A4 xa khadibodo kumbe pheji ya A4 leyi nga na thempuleti ya xirhendzevutana lexikulu lexi dirowiweke eka rona ra mudyondzi un'wana na un'wana
- pheji ya A4 leyi nga na mune wa swirhendzevutana, xin'wana na xin'wana xi ri na mfungho wa tinomboro na mathonsi lama pananaka ya tinomboro ta 1–4 swa mudyondzi un'wana na un'wana
- pheji ya A4 ya mudyondzi un'wana na un'wana leyi nga na xivumbeko xa phaphatana, xiphemu xin'wana na xin'wana xi ri na mfungho wa tinomboro na mathonsi lama pananaka ya tinomboro ta 1–4
- pheji ya giridi ya tinomboro ya mudyondzi un'wana na un'wana leyi nga na vunavi bya tinomboro 1–4 (pheji ya 218)
- ntlangu wa swingwece ebangini (pheji ya 197)
- bokisi ro posa ra mihlovo na tinomboro.



Whole class activities

Day 1

What you need

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

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

   Guiding questions:

   - What do you think I have in my hands?
   - What do we use money for?
   - How many different South African coins are there? Let's count.

   Count cardboard coins as you put them on the wall.
4. **Poster 7:** Discuss Poster 7. Discuss what the learners can see.

   Guiding questions:

   - Have you ever been to a market?
   - What are the people on this poster buying?
   - How many _____ do you think _____ is buying?
   - Do you go shopping? Tell me about it.
   - What does your family usually buy at the shops?

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

Day 2

What you need

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

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

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- 6 wa swingwece swa xiviri (10c, 20c, 50c, R1, R2, R5)
- 6 wa swingwece leswi tsemiweke swa khadibodo (mapheji ya 216–217)
- Phositara ya 7

1. **Risimu:** Yimbelelani risimu kusuka eka mavhiki lama nga hundza.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–6 (ku tivisa swingwece swa Afrika-Dzonga):** Dludla swingwece swa xiviri eswandleni swa wena.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ndzi na yini eswandleni swa mina?
   - Xana hi swihi leswi mali hi yi tirhisaka swona?
   - Xana ku na swingwece swingani swo hambanahambana swa Afrika-Dzonga? A hi hlayeleni.

   Hlayelani swingwece swa khadibodo loko u ri karhi u swi veketela ekhumbini.

4. **Phositara ya 7:** Kanelani Phositara ya 7. Kanelani hileswi vadyondzi va nga kotaka ku swi vona.

   Swivutiso swo letela:

   - Xana u tshama u ya emakete?
   - Xana vanhu lava nga eka phositara leyi va le ku xaveni ka yini?
   - Xana i _____ tingani/yingani u ehleketaka leswaku _____ u le ku yi xaveni?
   - Xana wa ya eku xaveni? Ndzi byeli hi mayelana na swona.
   - Xana hi swihi leswi ndyangu wa ka n'wina hakanyingi wu swi xavaka emavhengeleni?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- Risimu: *Ntlhanu wa swingwece swo vangama* (pheji ya 197)
- 6 wa michumu ya 'xaviwa' leyi vekiweke ku rhendzelaka na kamara ro dyondzela
- Khontheni leyi nga na swingwece leswi tsemiweke swa khadibodo (10c, 20c, 50c, R1, R2, R5) – 4 swa xin'wana na xin'wana
- Prestik
- 4 wa switulu

1. **Risimu:** Yimbelelani *Ntlhanu wa swingwece swo vangama*.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–6; tiva na ku pananisa swingwece:** Vadyondzi va tumbuluxa tafula ra swixavaxavani swin'we. Va hlawula michumu kusuka eka kamara ro dyondzela ku yi veketela etafuleni ku yi xavisa. Va hlawula swingwece swa khadibodo ku swi khomanisa eka michumu leyi hlawuriweke.

Guiding questions:

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

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

   Guiding questions:

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

   Repeat with four other learners.

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

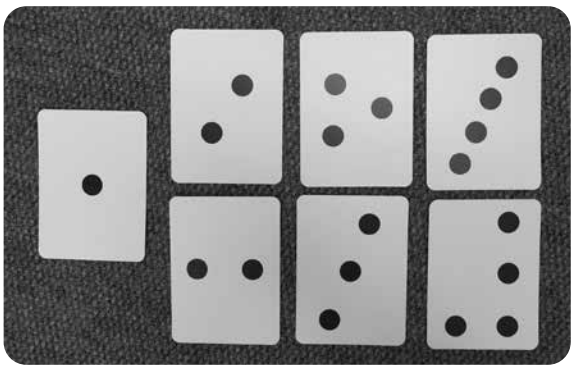
TIP
It is important for learners to sit in a way that they can all see the resources being used.

Day 3

What you need

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

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



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

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

Swivutiso swo letela:

- Xana hi swihi leswi u swi hlawuleke?
- Xana i swingwece swihi leswi hinkwerhu mi ehleketaka leswaku swi fanele ku khomanisiwa eka _____? Hikwalahokayini?
- Xana i xingwece xihi lexi xi pananaka na xingwece lexi nga eka _____?

4. **Tinomboro ta odinali – vun'we kufika eka mune:** Mune wa vadyondzi va tshama eka mune wa switulu leswi vekiweke xin'we endzhaku ka lexin'wana ingaku hiloko va ri ethekisini leyi yaka emavhengeleni.

   Swivutiso swo letela:

   - Xana i mani a nga tshama eka xitulu xa vun'we/vunharhu?
   - Xa i mana a nga tshama eka xitulu lexi nga endzhaku ka xitulu xa vun'we?
   - Xana i mani a nga tshama eka xitulu xo hetelela?
   - Xana i mani a nga tshama exikarhi ka _____ na _____?

   Vuyelela hi vadyondzi van'wana va mune.
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

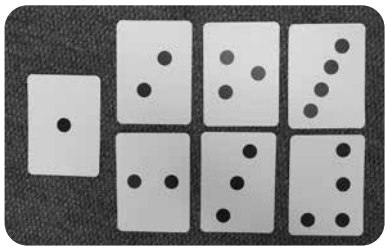
I swa nkoka leswaku vadyondzi va tshama hi ndlela leyi va nga kotaka ku vona hinkwavo swipfuno leswi nga eku tirhisiweni.

Siku ra 3

Leswi lavekaka

- Risimu: *Ntlhanu wa swingwece swo vangama* (pheji ya 197)
- 5 wa swingwece leswi tsemiweke swa khadibodo, 1 ya bokisi ra mali
- 6 wa michumu yo 'xaviwa' leyi vekiweke ku rhendzela na kamara ro dyondzela
- Khontheni leyi nga na swingwece leswi tsemiweke swa khadibodo (10c, 20c, 50c, R1, R2, R5) – 4 swa xin'wana na xin'wana
- Makhadi ya swifaniso swa tinomboro, makhadi ya mifungho ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–4 (*Khiti ya Swipfuno*)
- Swihlayeri (*Khiti ya Swipfuno*)
- Thamborini/xicokocoko

1. **Risimu:** Yimbelelani *Ntlhanu wa swingwece swo vangama*. Tirhisa swingwece na bokisi ra mali ku endla swiendlo.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–6:** Vuyelelani Siku ra 2, nghingiriko wa 3.
4. **Ku titoloveta tinomboro 1–4:** Komba makhadi ya tinomboro 1–4 hi rin'werin'we. Vadyondzi va huwelela nhlayo ya mathonsi lama nga eka khadi rin'wana na rin'wana. Veka makhadi lama emeteni hi maveketelelo yo hlangahlangana. Swin'we ma landzelelaniseni kusuka eka 1 kufika eka 4. Veka makhadi ya mathonsi ya 1–4 lama nga sala emeteni. Vadyondzi va pananisa lama eka makhadi ya mathonsi lama landzelelanisiweke.



5. **Ntlangu wo pananisa:** Nyika khadi ra mathonsi, khadi ra swifaniso, khadi ra mfungho wa nomboro, kumbe xihlayeri xin'we, swimbirhi, swinharhu kumbe swa mune eka mudyondzi un'wana na un'wana. Bana thamborini loko vadyondzi va ri karhi va famba na nsumo. Loko vuyimbeleri byi yima, vadyondzi va kuma nakuloni loyi a nga na nhlayo yo fana.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Nyika vadyondzi lavaya va nga si kumaka nkarhi wa ku xava, nkarhi wa ku pananisa xingwece eka nchumu lowu nga etafuleni loko va ri karhi va ya eka switichi swo tirhela swa vona.

Day 4

What you need

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

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

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

   Together count the coins in each bag and put them in two groups on the mat.
4. **Practising more than, fewer than, equal to:** Discuss the two groups of coins.

   Guiding questions:
   - I only want 4 coins in each group. What can we do?

   Count 4 coins into each packet. Look at the coins that are left on the mat.
   - Are there more coins left in this group or in this group?
   - Why does this group have fewer coins left?
5. **Ordering numbers 1–4:** With their eyes closed so they cannot see their number, four learners each take a number symbol card 1–4 out of a box. They stand next to each other and say what they think their number is. The rest of the learners say how they should move to order themselves from 1 to 4. Repeat with four other learners.

   Guiding questions:
   - Which number comes first?
   - Which number comes second/third/fourth?
   - Which number comes after _____?
   - Who is holding the last number?
   - What number is between _____ and _____?
6. **Small group activities:** Describe the activities at each workstation.

Siku ra 4

Leswi lavekaka

- Risimu: *Ntlhanu wa swingwece swo vangama* (pheji ya 197)
- 5 wa swingwece leswi tsemiweke swa khadibodo, 1 ya bokisi ra mali
- 2 wa tibege ta pulasitiki yo vonikela letitsongo: 6 wa swingwece leswi tsemiweke swa khadibodo eka yin'we na 5 eka leyin'wana
- Mifungho ya tinomboro 1–4 yi ri ebokisini

1. **Risimu:** Yimbelelani *Ntlhanu wa swingwece swo vangama*. Tirhisa swingwece na bokisi ra mali ku endla swiendlo.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–6:** Vadyondzi va tshama hi xirhendzevutana. Komba vadyondzi tibege ta pulasitiki timbirhi – yin'we leyi nga na tsevu wa swingwece leswi tsemiweke swa khadibodo na yin'wana leyi nga na ntlhanu wa swingwece leswi tsemiweke.

   Swivutiso swo letela:
   - Xana u ehleketa leswaku ku na swingwece swingani ebegeni leyi?
   - Kasi ebegeni leyi ke?
   - Xana u ehleketa leswaku ku na swingwece swo tala/switsongo ebegeni leyi? Xana u swi tiva njhani?

   Hlayelani swin'we swingwece leswi nga ebegeni yin'wana na yin'wana kutani mi swi veketela hi mitlawa yimbirhi emeteni.
4. **Ku titoloveta tala kutlula, ntsongo kutlula, ringana na:** Kanelani mitlawa leyimbirhi ya swingwece.

   Swivutiso swo letela:
   - Ndzi lava ntsena 4 wa swingwece eka ntlawa wun'wana na wun'wana. Xana hi swihi leswi hi nga swi endlaka?

   Hlayelela 4 wa swingwece eka nkwama wun'wana na wun'wana. Languta swingwece leswi nga sala emeteni.
   - Xana ku na swingwece swo tala leswi nga sala eka ntlawa lowu kumbe eka ntlawa lowu?
   - Hikwalahokayini ntlawa lowu wu ri na swingwece switsongo leswi nga sala?
5. **Ku landzelelanisa tinomboro 1–4:** Va tsipile mahlo ya vona ku endlela leswaku va nga koti ku vona nomboro ya vona, mune wa vadyondzi un'wana na un'wana u humesa khadi ra mfungho wa nomboro ya 1–4 ebokisini. Va yima ekusuhi na le kusuhi kutani va vula leswi va ehleketa nomboro ya vona hi yona. Vadyondzi lavan'wana hinkwavo va vula hilaha va faneleke ku famba hakona ku tilandzelelanisa kusuka eka 1 kufika eka 4. Vuyelela hi vadyondzi van'wana va mune.

   Swivutiso swo letela:
   - Xana i mani nomboro leyi yi nga eka vun'we?
   - Xana i mani nomboro ya vumbirhi/vunharhu/vumune?
   - Xana i mani nomboro leyi yi taka endzhaku ka _____?
   - Xana i mani loyi a nga khoma nomboro yo hetelela?
   - Xana i mani nomboro leyi yi nga exikarhi ka _____ na _____?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Day 5

What you need

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

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

   Guiding questions:

   - How many learners are standing?
   - Are there fewer or more than six? (Count them.)
   - Were you right?
   - If I want six learners standing, how many more learners must come up?
4. **Practising numbers 1–4:** Together recall the *Number 4 story* and frieze. Role-play the animals' movements and/or sounds, for example, one trumpet for the elephant, two trots for the zebras.
5. **Problem solving 1–4:** Discuss Poster 7. Talk about what the learners see.

   Guiding questions:

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

TIP

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

Integration

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

Siku ra 5

Leswi lavekaka

- Risimu: *Ntlhanu wa swingwece swo vangama* (pheji ya 197)
- Swipendiwankhaviso swa tinomboro 1–4
- *Xitori xa nomboro ya 4* (pheji ya 195)
- Phositara ya 7
- 10 ra swihlayeri leswi pendiiweke (*Khiti ya Swipfuno*)

1. **Risimu:** Yimbelelani *Ntlhanu wa swingwece swo vangama*. Tirhisa swingwece na bokisi ra mali ku endla swiendlo.
2. **Ku hlayela ka swanomu:** 1–10 na 5–1.
3. **Ku hlayela michumu 1–6:** Ntlhanu wa vadyondzi va yima emahlweni.
   Swivutiso swo letela:
   - Xana i vadyondzi vangani lava va nga yima?
   - Xana ku na vatsongo kumbe vo tala kutlula tsevu? (Va hlayeleni.)
   - Xana a wu tiyisile?
   - Loko ndzi lava leswaku ku yima tsevu wa vadyondzi, xana i vadyondzi vangani va faneleke ku ta?
4. **Ku titoloveta tinomboro 1–4:** Tsundzukani swin'we *Xitori xa nomboro ya 4* na xipendiwankhaviso xa nomboro ya 4. Encenyetani mafambelo ya swiharhi na/kumbe mipfumawulo, tanihi xikombiso, un'we u ba nkalanga wa ndlopfu, vambirhi va bonga tanihi timangwa.
5. **Ku ololoxa swiphiqo 1–4:** Kanelani hi mayelana na Phositara ya 7. Vulavulani hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.
   Swivutiso swo letela:
   - Xana u kota ku vona tsevu/mune/nharhu/mbirhi wa xilo xihi kumbe xihi?
   - Xana i mixaka yingani yo hambanahambana ya mihandzu u nga kotaka ku yi vona?
   - Xana ku na makavatla yo tala kumbe swihenge swo tala? Xana u swi tiva njhani?
   - Xana ku ta sala swihenge swingani loko Papa a xava swinharhu?
   - Xana i vanhu vangani lava va nga yima elayinini eka tafula ra tirholo ta vhoroso?
   - Xana mufana loyi a nga na xiketibodo u yimile kwihi elayinini?
   - Loko a xavela ndyangu wa ka vona tirholo ta vhoroso tinharhu kutani a dya timbirhi ta tona, xana ku ta sala tingani?
   - Loko a suka a famba, xana hi kwihi laha Laylah a nga ta va a yimile kona elayinini?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Hi lava vadyondzi leswaku va ololoxa xiphiqo hi xikongomelo xa ku va vaehleketi va vukhensivusoli.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Lulamisa mikarhi yo xava eka ndhawu ya milorho na le handle ka muako; yimbelelani tinsimu to xava kutani mi tlanga ntlangu wa switori swo xava.

Small group activities

Teacher-guided activity

What you need

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

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

   Guiding questions:

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

   Learners each count out six coins from their tubs.

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

   Learners compare coins.

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

   Guiding questions:

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

   Repeat the activity.

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

   Guiding questions:

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

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

   Guiding questions:

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

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 6 wa swingwece swa ribungu na swa silivhere leswi tsemiweke swa khadibodo
- Swihlayeri (*Khiti ya Swipfuno*)
- Mfuku hi mudyondzi un'wana na un'wana leyi nga na:
  – 6 wa swingwece swa ribungu na swa silivhere leswi tsemiweke swa khadibodo (10c, 20c, 50c, R1, R2, R5)
  – 2 wa swipfalo swa pulasitiki
- Michumu ya tafula ra matematiki leyi nga na swingwece leswi khomanisiweke leswaku swi ta 'xavisiwa'

1. **Ku hlayela michumu 1–6:** Vekela tsevu wa swingwece leswi tsemiweke swa khadibodo emeteni. Vadyondzi va kumbetela leswaku ku na swingani. Hlayelani swin'we swingwece leswi.

   Swivutiso swo letela:

   - Xana ku na swo tala kumbe switsongo kutlula nhlayo leyi a wu ehleketile hi yona?
   - Xana u na swo tala kumbe switsongo kutlula tsevu wa swingwece emfukwini ya wena?

   Vadyondzi un'wana na un'wana u hlayela a humesa tsevu wa swingwece kusuka eka emfukwini ya yena.

   - Xana u nga ndzi byela yini hi mayelana na swingwece swa wena?
   - Xana i tinomboro tihi, swiharhi swihi kumbe swimila swihi u swi vonaka? Xana swingwece leswi swa fana hi sayizi/muhlovo?

   Vadyondzi va fananisa swingwece.

2. **Dludla kutani u tlhantlha:** Vekela swipfalo swimbirhi emahlweni ka mudyondzi un'wana na un'wana. Vadyondzi va dludla swihlayeri leswi kutani va swi 'tlhantlha' hi mitlawa yimbirhi. Va vekela swihlayeri swa vona eswipfalwini swa vona tanihilaha swi 'tlhantlhiweke' hakona. Va siyerisana ku vula leswaku i swingani leswi va nga na swona exipfalwini xin'wana na xin'wana na leswaku i swingani hinkwaswo ka swona.

   Swivutiso swo letela:

   - Xana u yi tlhantlhile njhani mune?
   - Xana i mitlawa ya vamani yi nga na nhlayo yo fana ya swihlayeri?
   - Xana i vamani va tlhantlheke swa vona ku fana/ku hambana?
   - Hikwalahokayini mitlawa leyi yi fana/yi hambanile?

   Vuyelelani nghingiriko lowu.

3. **Ku titoloveta ku endla mitlawa yi ringana:** Vadyondzi va vekela swihlayeri swinharhu eswipfalwini swa vona na xin'we eka lexin'wana.

   Swivutiso swo letela:

   - Xana u nga yi endla njhani mitlawa ya swihlayeri leyi ga exipfalwini xin'wana na xin'wana leswaku yi ringana?
   - Xana u na nhlayo yo fana ya swihlayeri eka ntlawa wun'wana na wun'wana?

4. **Ku ava swingwece swa Afrika-Dzonga:** Vadyondzi va veka swingwece hi nhulu exikarhi ka xirhendzevutana.

   Swivutiso swo letela:

   - Xana hi nga swi ava njhani leswi?
   - Xana u nga kota ku swi ava hi ndlela yin'wana?

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

Check that learners are able to:

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

Workstation 1

What you need

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

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

Workstation 2

What you need

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

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

5. **Ku landzelelanisa; nkulu kutlula hinkwaswo kufika eka ntsongo kutlula hinkwaswo:** Vadyondzi va veketela swingwece leswi hi ku landzelelana kusuka eka leswitsongo kutlula hinkwaswo hi sayizi kufika eka leswikulu kutlula hinkwaswo, kutani endzhakukaswona kusuka eka leswikulu kusuka eka leswikulu kutlula hinkwaswo kufika eka leswitsongo kutlula hinkwaswo.
6. **Ku pananisa swingwece:** Langutani tafula ro xava ra matematiki na vadyondzi. Vadyondzi va pananisa xin'we xa swingwece swa vona eka nchumu wo karhi kutani va byela ntlawa hilaha swingwece swi pananaka hakona.

Kamba leswaku vadyondzi va kota ku:

- endla mitlawa yi ringana
- fananisa mitlawa yimbirhi kutani ku fana ku hambana na ku fana hi ku tirhisa mune wa michumu
- tiva swingwece swa Afrika-Dzonga, vona ku hambana na ku fana exikarhi ka leswi, kutani u swi pananisa
- landzelelanisa swingwece hi ku ya hi sayizi

Xitichi xo tirhela xa 1

Leswi lavekaka

- Pheji ya A4 kumbe xiphemu xa khadibodo lexi nga na xirhendzevutana lexikulu hi mudyondzi
- Xikero hi mudyondzi
- Tikhirayoni, na tipensele ta mihlovohlovo
- Swikombiso swa swingwece swa Afrika-Dzonga (phositara kumbe switsemiwa swa khadibodo), swi vekiwa laha vadyondzi va nga ta kota ku swi vona

Vadyondzi va tsema 'xingwece' kusuka ephepheni kumbe eka khadibodo. Va dirowa swifaniso hi matlhelo hamambirhi ya 'xingwece' xa vona. Va tsala nomboro leyi va yi tsakelaka eka tlhelo rin'wana na rin'wana. Endla swirhendzevutana swo engetela swa lavaya va nga ta tsakela ku endla swo tala.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Pheji ya A4 leyi nga na mune wa swirhendzevutana, xin'wana na xin'wana xi ri na mfungho wa tinomboro na mathonsi lama pananaka hi mudyondzi
- Pheji ya A4 leyi nga na xivumbeko xa phaphatana lexi nga na mifungho ya tinomboro ta 1–4 emirini hi mudyondzi
- Xinamarheti
- Tikhirayoni
- Xikero hi mudyondzi

Vadyondzi va penda kutani va tsema swirhendzevutana leswa mune. Va swi pananisa kutani va swi namarheta emirini wa phaphatana. Va penda exikandzeni xa phaphatana, kutani va dirowa milenge yimbirhi eka xirhendzevutana xin'wana na xin'wana.

Workstation 3

What you need

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

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

Workstation 4

What you need

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

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

Xitichi xo tirhela xa 3

Leswi lavekaka

- Pheji ya A4 leyi nga na giridi ya tinomboro ta 1–4 hi mudyondzi
- Tikhirayoni/tipensele

Vadyondzi va dirowa nhlayo leyi nga lulama ya swifaniso (swa leswi ‘va nga ta tsakela ku swi xava’) ekusuhi na mixaxa leyi nomboriweke 1–4. Vadyondzi va nga tlhela va pananisa swihlayeri kumbe swifaniso swa vumba byo tlangisa eka tinomboro ta 1–4.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Bokisi ro posa
- Mfuku ya mudyondzi un’wana na un’wana leyi nga na 13 wa swihlayeri kusuka eka *Khiti ya Swipfuno* (leswi katsaka mpimohansi wa xihlayeri xin’we xo tshwuka, swimbirhi swa wasi, swinharhu swa xitshopana na mune swa rihlaza)
- Ntlangu wa swingwece ebangini (pheji ya 197)
- Nkambana wa phere yin’wana na yin’wana ya vadyondzi

Vadyondzi va hlawula muhlovo lowu nga lulama na nhlayo leyi nga lulama ya swihlayeri ku swi posa eka mbhovo lowu pananaka ebokisini. Xikan’wekan’we loko va hetile, va tirhisa swihlayeri swa vona swinharhu leswi nga sala ku tlanga ‘Xingwece ebangini’.

Content Area Focus: Space and Shape (Geometry)

Topics	New knowledge	Practise
• Position, orientation and views • Describes, sorts and compares 2-D shapes	• Oral counting 1–15 • Counting objects 1–7 • Position: underneath	• Position: next to, between, in front of, behind, on top • Direction: forwards, backwards • Number concept 1–4 • Sequencing numbers 1–4 • Counting backwards 5–1 • Shapes: circle, square, triangle • Sorting by one attribute

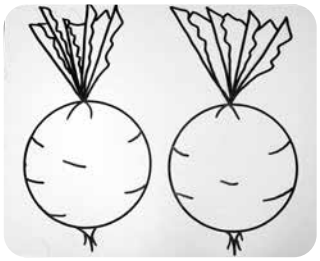
New maths vocabulary

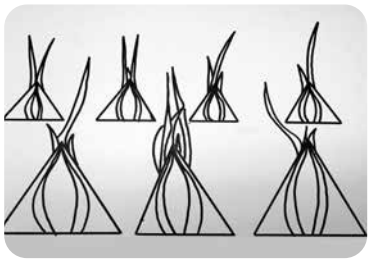
directions	face towards	underneath

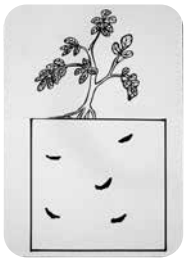
Getting ready

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

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







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

TIP Consolidate previous space and shape vocabulary.

Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Xiyimo, ndzetelo na matlhelo • Hlamusela, ava na ku fananisa swivumbeko swa 2-D	• Ku hlayela ka swanomu 1–15 • Ku hlayela michumu 1–7 • Xiyimo: ehansi ka	• Xiyimo: ekusuhi na, exikarhi ka, emahlweni ka, endzhaku, ehenhla ka • Tlhelo: emahlweni, endzhaku • Nongoti wa tinomboro 1–4 • Ku longoloxela tinomboro 1–4 • Ku hlayela kuya endzhaku 5–1 • Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu • Ku ava hi ku ya hi xihlawulekisi xin'we

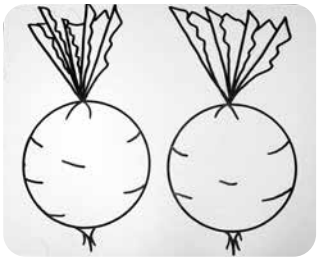
Ntivomarito wa matematiki wuntshwa

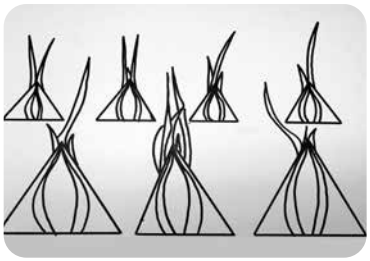
matlhelo	ku languta etlhelo ra	ehansi ka

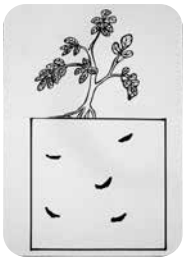
Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- switsemiwa swa khadibodo (leswi nga na tisayizi ta le xikarhi): 4 wa tinhlanharhu, 3 wa swirhendzevutana, 7 wa swikwere
- 10 ra tinhlanharhu ta khadibodo ta tisayizi na mihlovo yo hambanahambana
- switsemiwa leswikulu swa matsavu swa xitori







- vumba byo tlangisa
- khadibokisi leritsongo ra xinyeletana
- pheji ya xivumbeko ya A4 – 1 hi mudyondzi (Katsa tinhlanharhu to tala ta tisayizi to hambanahambana kutlula swivumbeko swin'wana.)
- pheji ya A4 leyi nga na 4 wa makheroti (vona Xitichi xo tirhela xa 2)
- 10 ra switiripi swa phepha ra rihlaza hi mudyondzi.

XITSUNDZUXO Tiyisisa ntivomarito wa ndhawu na xivumbeko wa nkarhi lowu nga hundza.

Whole class activities

Day 1

What you need

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

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

   Guiding questions:

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

   Count the triangles and circles together 1–7. Then count the squares.
4. **Practising position – next to, between, in front of, behind, on top of:** Learners fetch one shape each from the mat. Play 'Sizwe says'. Give different instructions for each shape as you guide learners.

   Guiding instructions:

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

   Guiding questions:

   - Can you sit/lie with your shape *underneath* you, *underneath* your hand on the floor, *underneath* your foot?
   - What other part of your body can you place your shape *underneath*?
6. **Small group activities:** Describe the activities at each workstation.

TIP

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

TIP

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

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Switsemiwa swa khadibodo (swa tisayizi ta le xikarhi): 4 wa tinhlanharhu, 3 wa swirhendzevutana, 7 wa swikwere
- 16 wa tibuloko ta swihlawulekisi swa tinhlanharhu, swirhendzevutana na swikwere (*Khiti ya Swipfuno*)
- Risimu: *Ku endla saladi ya mihandzu* (pheji ya 195)
- Tilebulu ta nomboro ya 4 kusuka eka tafula ra matematiki (kusuka eka Vhiki ra 1)

1. **Risimu:** Yimbelelani *Ku endla saladi ya mihandzu*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Langutani swin'we eka mitlawa ya switsemiwa swa khadibodo swa tinhlanharhu ta mune, swirhendzevutana swinharhu na swikwere swa nkombo.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na tinhlanharhu/swirhendzevutana/swikwere swingani entlaweni lowu?
   - Xana i ntlawa wihi wu nga na swo tala/switsongo kutlula ntlawa lowu nga na tinhlanharhu/swirhendzevutana/swikwere?

   Hlayelani swin'we tinhlanharhu na swirhendzevutani leswi 1–7. Endzhaku ka swona hlayelani swikwere.
4. **Ku titoloveta xiyimo – ekusuhi na, exikarhi, emahlweni ka, endzhaku, ehenhla ka:** Vadyondzi va teka xivumbeko xin'we kusuka emeteni. Tlangani 'Sizwe u ri'. Nyika swileriso swo hambanahambana eka xivumbeko xin'wana na xin'wana loko u ri karhi u letela vadyondzi.

   Swileriso swo letela:

   - Hinkwavo lava nga na swirhendzevutana va vekela xivumbeko xa vona *emahlweni ka* tsolo ra vona, xikandza xa vona, khwiri ra vona. (Vuyelelani hi swikwere na tinhlanharhu.)
   - Khoma xirhendzevutana xa wena xi va *endzhaku ka* nhlana, tsolo ra wena, na swo kota sweswo hi xandla xin'we/swandla haswimbirhi.
   - Ringeta ku ringanisa yinhlanharhu ya wena *endzhaku ka* ndleve ya wena.
   - Famba u dzengenerile xivumbeko xa wena *ehenhla ka* nhloko ya wena.
   - Lava va nga na yinhlanharhu yi manyeni *exikarhi ka* matsolo ya n'wina.
   - Lava va nga na xirhendzevutana xi vekeni *ekusuhi ka* miri wa n'wina. Sweswi xi vekeni eka tlhelo lerin'wana ra miri wa n'wina. (Vuyelelani hi swikwere na tinhlanharhu.)
5. **Xiyimo:** Tivisa 'ehansi ka'.

   Swivutiso swo letela:

   - Xana u nga kota ku tshama/ku etlela u ri na xivumbeko xa wena *ehansi ka* wena, *ehansi ka* xandla xa wena efulorweni, *ehansi ka* nkondzo wa wena?
   - Xana i xiphemu xihi xin'wana xa miri wa wena u nga kotaka ku veka xivumbeko xa wena *ehansi ka* xona?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Khadibodo ri na matlhelo manharhu. Ri na vulehi, vuanami (anama) na vulehelahenhla. Eka Giredi ya V hi tirhisa switsemiwa ku komba swivumbeko swa matlhelo mambirhi, swo tanihi swirhendzevutana, swikwere, tinhlanharhu na tinhlamune. Kongomisa eka xivumbeko: vulehi, hilaha 'xivumbeko' xi anameke hakona, tilayini, tikhona kumbe mitontswo.

XITSUNDZUXO

Vadyondzi va veka swivumbeko etafuleni ra matematiki hi mitlawa ya mune ekusuhi na makhadi ya nomboro ya 4, loko va ri karhi va ya eka switichi swo tirhela swa vona.

Day 2

What you need

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

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

   Guiding questions:

   - Your head is on top of your _____?
   - Your nose is between your _____?
   - Your nose is next to your _____?
   - The floor is underneath your _____?
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7; more/fewer:** Learners sit in a circle. Place two shallow containers in the centre. Place five beanbags/socks in one container and two in the other. Learners estimate how many beanbags/socks are in each. Together count seven learners to each take a beanbag and stand back in their places. They take turns to throw their beanbags into either of the containers. Repeat with another seven learners. Discuss which container has more/fewer beanbags.
4. **Practising properties of the triangle; practising 1–4:** Without letting learners see the shape, hold a triangle-shaped cut-out behind your back. Learners must guess what shape it is. Give them clues, for example: 'It has three sides and three straight lines.'

   Guiding questions:

   - How is the triangle different to other shapes in the classroom?

   Learners look for 10 triangles hidden in the classroom. They place these on the mat next to number symbol cards 1–4.

   - Which group has more/fewer?
   - How many triangles does the group between 2 and 4 have?
   - How can we make the group of 3 have the same number of triangles as the group of 4?
5. **Small group activities:** Describe the activities at each workstation.

TIP

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

Day 3

What you need

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

Siku ra 2

Leswi lavekaka

- Risimu: *Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana* (pheji ya 197)
- 2 wa tikhontheni
- 7 wa tibinibege/masokisi lama songiweke
- 10 ra switsemiwa leswi nga na xivumbeko xa yinhlanharhu swa tisayizi na mihlovo yo hambanahambana, swi vekiwa ku rhendzela na kamara ro dyondzela
- Makhadi ya mifungho ya tinomboro ya 1–4 (*Khiti ya Swipfuno*)
- 1 ya buloko ya swihlawulekisi swa yinhlanharhu

1. **Risimu:** Yimbelelani *Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana*.
   Swivutiso swo letela:
   - Nhloko ya wena yi le henhla ka _____ ya wena?
   - Nhompfu ya wena yi le xikarhi ka _____ ya wena?
   - Nhompfu ya wena yi le kusuhi na _____ wa wena?
   - Fuloro yi le hansi ka _____ ya wena?
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7; tala/ntsongo:** Vadyondzi va tshama hi xirhendzevutana. Veka tikhontheni to ka ti nga entangi timbirhi exikarhi. Veka ntlhanu wa tibinibege/masokisi eka khontheni yin'we na mambirhi eka leyin'wana. Vadyondzi va kumbetela leswaku i tibinibege tingani/masokisi mangani lama nga eka yin'wana na yin'wana. Hlayelani swin'we nkombo wa vadyondzi leswaku un'wana na un'wana a teka binibege kutani va tlhela va ya yima etindhawini ta vona. Va siyerisana ku hoxa tibinibege ta vona endzeni ka yihi kumbe yihi ya tikhontheni leti. Vuyelelani hi nkombo wa vadyondzi van'wana. Kanelani leswaku i khontheni yihi yi nga na tibinibege to tala/titsongo.
4. **Ku titoloveta swihlawulekisi swa yinhlanharhu; ku titoloveta 1–4:** Ku ri hava ku pfumelela vadyondzi ku vona xivumbeko, khoma xitsemiwa lexi nga na xivumbeko xa yinhlanharhu xi va endzhaku ka nhlana wa wena. Vadyondzi va fanela ku vhumba leswaku i xivumbeko xihi. Va nyike vuthala, tanihi xikombiso: 'Xi na matlhelo manharhu na tilayini to thwixama tinharhu.'
   Swivutiso swo letela:
   - Xana yinhlanharhu yi hambana njhani na swivumbeko swin'wana leswi nga eka kamara ro dyondzela?

   Vadyondzi va lava 10 ra tinhlanharhu leti tumbetiweke ekamareni ro dyondzela. Va ti veka emeteni ekusuhi na makhadi ya mifungho ya tinomboro ta 1–4.
   - Xana i ntlawa wihi wu nga na swo tala/switsongo?
   - Xana i tinhlanharhu tingani ntlawa lowu nga exikarhi ka 2 na 4 wu nga na tona?
   - Xana hi nga wu endla njhani ntlawa wa 3 leswaku wu va na nhlayo yo fana tanihi ntlawa wa 4?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Vekela tikhontheni na tibinibege leti nga na makhadi ya mifungho ya tinomboro na makhadi ya marito ya tinomboro eka ndhawu ya matematiki.

Siku ra 3

Leswi lavekaka

- Risimu: *Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana* (pheji ya 197)
- 11 wa tibuloko ta mhandzi kusuka eka ndhawu ya tibuloko (leti nga na xivumbeko xa yinhlanharhu, xikwere na xirhendzevutana)
- Thamborini

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

   Guiding questions:

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

   Together count the blocks in each group.

   - Whose estimation was close?
4. **More, fewer, equal to:** Compare the groups of blocks.

   Guiding questions:

   - Which group has more/fewer?
   - What do we need to do to make the groups equal?
5. **Position – next to, between, underneath:** Give a few learners instructions to place blocks around the classroom using 'next to' and 'between'.

   Guiding instructions:

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

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

   Guiding questions:

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

   Learners stand one behind the other.

   - Who is in front of/behind you?

   Learners move to music and make new groups of four.
6. **Small group activities:** Describe the activities at each workstation.

TIP

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

Day 4

What you need

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

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

1. **Risimu:** Yimbelelani *Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana* ku ri na swiendlo.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Veka mitlawa yimbirhi ya tibuloko emeteni (nkombo eka ntlawa wun'we na mune eka lowun'wana).

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na tibuloko tingani eka ntlawa lowu?
   - Kasi eka lowu ke?

   Hlayelani swin'we tibuloko leti nga eka ntlawa wun'wana na wun'wana.

   - Xana i nkumbetelo wa mani lowu a wu ri ekusuhi?
4. **Tala, ntsongo, ringana na:** Fananisa mitlawa ya tibuloko.

   Swivutiso swo letela:

   - Xana i ntlawa wihi wu nga na swo tala/switsongo?
   - Xana hi swihi leswi hi fanelaka ku swi endla ku endla mitlawa leyi yi ringana?
5. **Xiyimo – ekusuhi na, exikarhi, ehansi ka:** Nyika vadyondzi vangarivangani swileriso ku veka tibuloko ku rhendzela na kamara ro dyondzela va ri karhi va tirhisa 'ekusuhi na' na 'exikarhi ka'.

   Swileriso swo letela:

   - Vekela buloko leyi nga na xivumbeko xa xikwere ekusuhi na tafula ra matematiki.
   - Vekela buloko leyi nga na xivumbeko xa yinhlanharhu exikarhi ka xitulu xa mina na nyangwa.

   Tlanga thamborini loko vadyondzi hinkwavo va ri karhi va fambafamba exikarhi ka tibuloko. Loko vuyimbeleri byi yima va endla mitlawa ya mune kutani va yima ekusuhi na le kusuhi.

   Swivutiso swo letela:

   - Xana i mani loyi a nga yima ekusuhi na _____?
   - Xana i mani loyi a nga exikarhi ka _____ na _____?

   Vadyondzi va yima un'we endzhaku ka un'wana.

   - Xana i mani loyi a nga emahlweni ka wena/endzhaku ka wena?

   Vadyondzi va famba na vuyimbeleri kutani va endla mitlawa yintshwa ya mune.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Kanelani hilaha vadyondzi lava va nga hava ntlawa wo hetiseka wa mune va faneleke ku ya kona ku endla mitlawa yo hetiseka. Kombela vadyondzi ku nyika mianakanyo hi mayelana na hilaha xiphiqo lexi nga ololoxiwaka hakona.

Siku ra 4

Leswi lavekaka

- Risimu: *Leyi i ndlela yo endla supu* (pheji ya 197)
- Xitori xa swivumbeko na swifaniso swa matsavu: *Va koka va kokile* (pheji ya 199)
- Khontheni etafuleni ra matematiki leyi nga na 8 wa tibuloko ta swihlawulekisi swa xirhendzevutana, 8 wa tibuloko ta swihlawulekisi swa xikwere na 8 wa tibuloko ta swihlawulekisi swa yinhlanharhu

1. **Risimu:** Tivisa risimu, *Leyi i ndlela yo endla supu*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.

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

   Guiding questions:

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

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

   Guiding questions:

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

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

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

Day 5

What you need

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

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

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

   Guiding questions:

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

   Look at examples of vegetable pictures and discuss the shapes.

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

   Guiding questions:

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

3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela swifaniso swa matsavu swa xitori emeteni. Vadyondzi va kumbetela kutani va hlayela nhlayo ya swifaniso swa matsavu lama nga kwalaho.

   Swivutiso swo letela:

   - Xana u tshama u vona supu yi ri karhi yi endliwa eka nkarhi lowu nga hundza?
   - Xana u vona xilo xihi kumbe xihi lexi nga tolovelekangiki hi mayelana na xivumbeko xa matsavu lama?

XITSUNDZUXO

Veka tibuluko ta swihlawulekisi na swivumbeko swa matsavu etafuleni ra matematiki leswaku swi ta pananisiwa.

4. **Xitori xa swivumbeko:** Rungula xitori hi ku tirhisa swifaniso.

   Swivutiso swo letela:

   - Xana i xivumbeko xihi xa matsavu lama hi ntolovelo?
   - Xana u nga ehleketa hi matsavu man'wana lama ma ku tsundzuxaka hi xivumbeko xa xirhendzevutana/yinhlanharhu?
   - Xana u tshama u vona matsavu ya xivumbeko xa xikwere?
   - Xana ku na mazambhala/makheroti mangani?
   - Xana ku na makheroti kumbe maxambhala yo tala?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

XITSUNDZUXO

Rhumela hungu eka vatswari/vahlayisi u ringanyeta leswaku va endla supu ya matsavu na vana va vona.

Leswi lavekaka

- Risimu: *Leyi i ndlela yo endla supu* (pheji ya 197)
- Xitori xa swivumbeko: *Va koka va kokile* (pheji ya 199)
- Swifaniso swa matsavu
- Phositara ya 9
- 1 ya movha wo tlangisa lowutsongo
- 1 ya nyeleti ya khadibodo leyitsongo

1. **Risimu:** Yimbelelani *Leyi i ndlela yo endla supu*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Hlayela nkombo wa swifaniso swa tinyala kusuka eka xitori xa Siku ra 4.
4. **Xitori xa swivumbeko:** Tsundzukani swin'we xitori lexi, u ri karhi u komba swifaniso swa matsavu.

   Swivutiso swo letela:

   - Xana u vone matsavu wahi kumbe wahi kumbe mihandzu yihi kumbe yihi ekaya kumbe emavhengeleni tolo leyi yi langutekaka ku fana na swikwere, swirhendzevutana kumbe tinhlanharhu?
   - Xana u vulavule na ndyangu wa ka n'wina hi mayelana na leswaku i matsavu mangani lama va ma tirhisaka hakanyingi loko va endla supu?

   Langutani swikombiso swa swifaniso swa matsavu kutani mi kanela swivumbeko leswi.

5. **Matlhelo:** Langutani Phositara ya 9. Kombela vadyondzi ku vula leswi va kotaka ku swi vona.

   Swivutiso swo letela:

   - Xana hi xihi lexi u nga kotaka ku xi vona lexi xi fanaka na xin'wana lexi u nga tshama u xi vona ekusuhi na le kaya ra ka n'wina?
   - Xana u ehleketa leswaku lexi i yini? (Kombetela muako lowu nga emepeni.)

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

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

Repeat this, with different destinations.

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

Integration

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

Small group activities

Teacher-guided activity

What you need

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

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

   Guiding questions:

   - Can you make two groups? One group with four shapes and one group with three shapes?
   - Can you put your matching dot cards and number symbol cards next to these groups?
   - Can you put your hand next to the group that has more/fewer shapes?
   - How can we make these groups equal?

Vekela movha ya xitlangiso laha Malusi a nga yima kona exifanisweni kutani u vekela nyeleti laha a yaka kona. Vadyondzi va tiendla wonge Malusi u le movheni, kutani va ku nyika mafambelo loko u ri karhi u fambisa movha lowu.

- Xana Malusi u vona yini ekusuhi na yena?
- Xana u fanele ku famba a thwixama laha? (Kombetela.)
- Xana u fanele ku chayela eka ndlela yihi ku ya e_____?
- Xana hi swihi leswi a nga ta swi vona endleleni?
- Xana i nkarhi wihi lowu a bohekaka ku jika?

Vuyelelani leswi, hi tindhawu to ya eka tona to hambanahambana.

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Kombela vadyondzi ku rungulela vatswari/vahlayisi va vona xitori lexi, *Va koka va kokile*, kanelani leswaku i matsavu mangani lama va ma tirhisaka loko va endla supu, na ku languta swivumbeko swa mihandzu na matsavu ekaya na/kumbe emavhengeleni.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mfuku ya mudyondzi un'wana na un'wana leyi nga na:
  - Makhadi ya mathonsi ya tinomboro ta 1–4, makhadi ya mifungho ya tinomboro ta 1–4, makhadi ya marito ya tinomboro ta 1–4
  - 7 wa tibuloko ta swihlawulekisi leswi hlanganisiweke (handle ka yinhlamune)
  - 4 wa swihlayeri swa swiharhi

1. **Ku hlayela ka swanomu 1–15:** Mudyondzi un'wana na un'wana wa hlayela kusuka eka 1 kufika eka 15.
2. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana va ri na timfuku ta vona. Un'wana na un'wana u hlayela 7 wa tibuloko ta swihlawulekisi.
3. **Ku titoloveta 1–4:** Letela vadyondzi ku tirha hi swivumbeko swa vona na makhadi ya mifungho ya tinomboro ta 1–4 na makhadi ya mathonsi ya tinomboro ta 1–4.

   Swivutiso swo letela:

   - Xana u nga endla mitlawa yimbirhi? Ntlawa wun'we wu ri na mune wa swivumbeko na ntlawa wun'we wu ri na swivumbeko swinharhu?
   - Xana u nga vekela makhadi ya mathonsi lama pananaka na makhadi ya mifungho ya tinomboro ekusuhi na mitlawa leyi?
   - Xana u nga kota ku vekela xandla xa wena ekusuhi na ntlawa lowu wu nga na swivumbeko swo tala/switsongo?
   - Xana hi nga endla njhani leswaku mitlawa leyi yi ringana?

4. **Sorting:** Put all the shapes in a pile in the middle of the mat.

   Guiding questions:

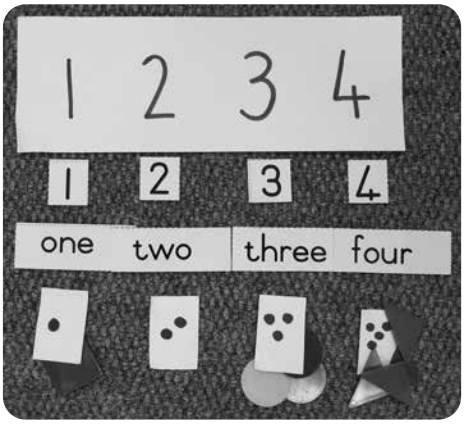
   - What is the same/different about these shapes?
   - What colours do you see?
   - How can we sort these shapes?

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

5. **Ordering and position – next to, between, underneath using 1–4:** Learners order number symbol, word and dot cards 1–4.

   Guiding questions:

   - Can you put your finger on the number next to number 1?
   - Is there another number next to 1?
   - What number is before/ after 3?
   - Can you show me the number that is between 1 and 3?



   - Can you choose one square to put *underneath* your number 1 dot card?
   - How many circles do you need to put *underneath* your number 3 dot card?
   - Can you put the right number of triangles *on top of* your number 4 dot card?

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

   Guiding questions:

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

Check that learners are able to:

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

4. **Ku ava:** Vekela swivumbeko hinkwaswo eka nhulu leyi nga exikarhi ka mete.

   Swivutiso swo letela:

   - Xana hi kwihi ku fana/ku hambana hi mayelana na swivumbeko leswi?
   - Xana i mihlovo yihi leyi u yi vonaka?
   - Xana hi nga swi ava njhani swivumbeko leswi?

XITSUNDZUXO Tibuloko ta swihlawulekisi i michumu leyi nga na matlhelo manharhu. Eka Giredi ya V hi vulavula hi mayelana na 'tibuloko' leti ti 'langutekaka ku fana na' swivumbeko swa matlhelo mambirhi, swo tanihi swirhendzevutana, swikwere, tinhlanharhu na tinhlamune. Tsundzuka ku kongomisa eka xikandza xa buloko xa swihlawulekisi loko u ri karhi u vulavula hi mayelana na xivumbeko.

5. **Ku landzelelanisa na xiyimo – ekusuhi na, exikarhi, ehansi ka hi ku tirhisa 1–4:** Vadyondzi va landzelelanisa makhadi ya mifungho ya tinomboro, makhadi ya marito ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–4.

   Swivutiso swo letela:

   - Xana u nga vekela ritiho ra wena ehenhla ka nomboro leyi nga ekusuhi na nomboro ya 1?
   - Xana ku na nomboro yin'wana ekusuhi na 1?
   - Xana i mani nomboro leyi yi nga emahlweni ka/endzhaku ka 3?
   - Xana u nga ndzi komba nomboro leyi yi nga exikarhi ka 1 na 3?
   - Xana u nga hlawula xikwere xin'we ku xi vekela *ehansi ka* khadi ra wena ra mfungho wa nomboro ya 1?
   - Xana i swirhendzevutana swingani leswi u fanelaka ku swi vekela *ehansi ka* khadi ra wena ra mathonsi ya nomboro ya 3?
   - Xana u nga vekela nhlayo leyi nga lulama ya tinhlanharhu *ehenhla ka* khadi ra wena ra mathonsi ya nomboro ya 4?

6. **Tlhelo na xiyimo:** Vadyondzi va hlayela va humesa mune wa swihlayeri swa swiharhi kusuka etimfukwini ta vona.

   Swivutiso swo letela:

   - Xana u nga kota ku endla swiharhi swi languta emahlweni eka mina?
   - Xana u kota ku vekela swiharhi swa wena xin'we endzhaku ka xin'wana swi languta enyangweni?
   - Xana i xiharhi xihi xi nga yima emahlweni/endzhaku ka _____?
   - Xana i xiharhi xihi xi nga yima exikarhi ka _____ na _____?
   - Xana u nga fambisa _____ ku ya yima ekusuhi na _____?

Kamba leswaku vadyondzi va kota ku:

- ava hi ku ya hi swivumbeko na mihlovo
- twisisa xiyimo 'ehansi ka'
- kombisa ntwisiso wa tlhelo
- hlayela hi nomu 1–15
- hlayela michumu 1–7
- landzelelanisa makhadi ya mifungho ya tinomboro ya 1–4

Workstation 1

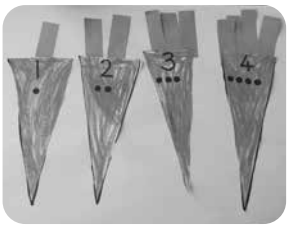
What you need	
• Shape page per learner	• Paint or crayons

Learners colour only the triangles on the page.

Workstation 2

What you need	
• Carrot A4 template per learner	• An A4 page per learner
• 10 strips for leaves per learner	• Glue

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



Workstation 3

TIP

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

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

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

Workstation 4

TIP

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

What you need
• Blocks

Learners build with blocks.

Xitichi xo tirhela xa 1

Leswi lavekaka

- Pheji ya xivumbeko hi mudyondzi
- Pende kumbe tikhirayoni

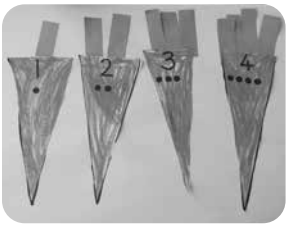
Vadyondzi va penda ntsena tinhlanharhu leti nga ephejini.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Thempuleti ya A4 ya makheroti hi mudyondzi
- 10 ra switiripi swa matluka hi mudyondzi
- Pheji ya A4 hi mudyondzi
- Xinamarheti

Vadyondzi va tsema mune wa makheroti. Va ma namarheta ehenhla ka pheji leyi hi ku landzelelana kusuka eka 1 kufika eka 4 kutani va namarheta nhlayo leyi nga lulama ya matluka eka rin'wana na rin'wana.



Xitichi xo tirhela xa 3

XITSUNDZUXO

U nga tlhela u tirhisa vuhlalu/timozayiki/switsemiwa leswi nga na swivumbeko swa pholisitirini kusuka eka mihlengelo ya wena ya malakatsi leswaku ri aviwa.

Leswi lavekaka

- Hi mudyondzi:
  - Thireyi yo avela kona, tanihi xikombiso, mabokisi ya matandza
  - Mfuku ya mpfangano wa swihlayeri swa mihandzu, swimhandzana, tibuloko ta Unifix, tidisiki leti pendiweke (*Khiti ya Swipfuno*)

Vadyondzi va ava michumu hi ku ya hi xihlawulekisi xin'we hi nkarhi, tanihi xikombiso, muhlovo kumbe xivumbeko.

Xitichi xo tirhela xa 4

XITSUNDZUXO

Kanelani hi tibuloko hi nkarhi wa swinambunambu, hi ku tirhisa ntivomarito lowu nga fanela, tanihi xikombiso, lehanyana, komanyana.

Leswi lavekaka

- Tibuloko

Vadyondzi va aka hi tibuloko.

Content Area Focus: Space and Shape (Geometry)

Topics	New knowledge	Practise
• Position, orientation and views • Describes, sorts and compares 3-D objects	• Sorting 3-D objects: similarities and differences • One more, one fewer • Position: above	• Oral counting 1–15 and 5–1 • Counting objects 1–7 • Number concept 1–4 • Position: underneath, on, in, out • Shapes: circle, square, triangle • Twelve-piece puzzles

New maths vocabulary

one fewer | altogether | above | front | back

Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Xiyimo, ndzetelo na matlhelo • Hlamusela, ava na ku fananisa michumu ya 3-D	• Ku ava michumu ya 3-D: ku fanana na ku hambana • Xin'we ehenhla, xin'we ehansi • Xiyimo: ehenhla	• Ku hlayela ka swanomu 1–15 na 5–1 • Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–4 • Xiyimo: ehansi ka, ehenhla, endzeni, ehandle • Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu • Swiphazamiso swa swiphemu swa khumembirhi

Ntivomarito wa matematiki wuntshwa

xin'we ehansi | hinkwaswo ka swona | ehenhla | emahlweni | endzhaku

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- khadibodo lerikulu ra xirhendzevutana, xikwere, yinhlanharhu (lerikulu ku ringanela mune wa vadyondzi ku yima swin'we)
- 2 wa makhadibodo lamatsongo ya tinhlanharhu, swikwere, swirhendzevutana
- makhadi ya mathonsi ya tinomboro na makhadi ya mifungho ya tinomboro ta 3 na 4 ku engetela eka *Khiti ya Swipfuno* (u ta lava yo ringanela 21 wa vadyondzi)
- endla xihingakanyo fambisa xihlayeri xa xiharhi (kusuka eka *Khiti ya Swipfuno*) hi ku (tirhisa michumu yo tanihi: mabokisi, swikhafu, mathumbu ya khadibodo na tibuloko ta timhandzi)
- switsemiwa swa phepha: swirhendzevutana, swikwere na tinhlanharhu swa tisayizi na mihlovo yo hambanahambana – kwalomu ka 3 hi mudyondzi
- swiphazamiso swa swiphemu swa khumembirhi (pheji ya 221)

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Rholi Pholi* (pheji ya 199)
- 1 ya bolo leyikulu
- Khadibokisi lerikulu ra xirhendzevutana, yinhlanharhu, xikwere
- Phositara ya 11
- Michumu leyi nga na xivumbeko xa xirhendzevutana, xikwere, yinhlanharhu yi vekiwa ku rhendzela na kamara ro dyondzela – 1 hi mudyondzi
- Tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)

1. **Rhayimi:** Vulani rhayimi, *Rholi Pholi*.

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

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

   Guiding questions:

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

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

   Compare differences and similarities between their objects. Place the objects in groups in the maths area on top of the cardboard shapes.
5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

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

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

   Guiding questions:

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

   Count and match the counters to the pictures.

2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Khunguluxela bolo ku ya eka nkombo wa vadyondzi un'we hi nkarhi loko tlilasi yi ri karhi yi hlayela 1–7. Vuyelela kungarikungani na vadyondzi van'wana. Vadyondzi lava va nga va na nkarhi, va phokotela loko mi ri karhi mi hlayela hinkwerhu swin'we.

4. **Ku titoloveta swivumbeko; ku fanana na ku hambana:** Yimisela ehenhla khadibodo lerikulu ra xirhendzevutana, xikwere, yinhlanharhu.

   Swivutiso swo letela:

   - Xana hi kwihi laha u nga kotaka ku vona swivumbeko leswi eka phositara leyi?
   - Xana u nga ehleketa hi xilo xihi kumbe xihi lexi nga ekaya ka n'wina/emisaveni lexi xi ku tsundzuxaka hi xihi kumbe xihi xa swivumbeko leswi?

   Vadyondzi va lava michumu leyi nga na xivumbeko xa xirhendzevutana, xikwere kumbe yinhlanharhu ku rhendzela na kamara ro dyondzela. Va vuyela etindhawini ta vona emeteni loko va kumile xin'wana.

   Fananisani ku fanana na ku hambana exikarhi ka michumu ya vona. Vekani michumu leyi hi mitlawa eka ndhawu ya matematiki ehenhla ka swivumbeko swa khadibodo.
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- Rhayimi: *Rholi Pholi* (pheji ya 199)
- Xitori: *Va koka va kokile* (pheji ya 199)
- Swifaniso swa xitori
- 1 ya xikwere lexikulu, 2 wa swirhendzevutana, 3 wa tinhlanharhu letikulu, 4 wa tinhlanharhu letitsongo – tibuloko ta swihlawulekisi (*Khiti ya Swipfuno*)
- Bege/bokisi
- 7 wa swihlayeri leswi pendiweke

1. **Rhayimi:** Vulani rhayimi, *Rholi Pholi*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Hlayelani swifaniso swa matsavu kusuka eka xitori *Va koka va kokile* kusuka eka Vhiki ra 3. Langutani 7 wa swihlayeri emeteni.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swihlayeri swingani entlaweni lowu?
   - Xana u ehleketa leswaku ku na swihlayeri swo tala/switsongo kutlula matsavu?

   Hlayelani kutani mi pananisa swihlayeri eka swifaniso.

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

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

   Guiding questions:

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

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

   Learners place the attribute block next to the matching vegetable picture on the maths table.
5. **Small group activities:** Describe the activities at each workstation.

Integration

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

Day 3

What you need

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

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

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

   Guiding questions:

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

XITSUNDZUXO

Tsundzuka leswaku buloko yin'wana na yin'wana yi na matlhelo manharhu, kambe vadyondzi va kongomisa eka vuhandle kumbe xikandza xa nchumu lowu wu langutekaka ku fana na xirhendzevutana, xikwere kumbe yinhlanharhu.

4. **Ku titoloveta swivumbeko:** Komba vadyondzi bege leyi nga na tibuloko ta swihlawulekisi endzeni ka yona.

   Swivutiso swo letela:

   - Loko michumu leyi nga ebegeni yi ri na xivumbeko xo fana tanihi leyi nga exitorini, xana i swivumbeko swihi leswi?
   - Xana i swikwere/swirhendzevutana/tinhlanharhu tingani leti ti faneleke ku va ebegeni?

   Mudyondzi un'we u twa leswi nga endzeni ka bege. Vadyondzi va siyerisana ku vula leswaku, 'Xi twala ku fana na _____ (xirhendzevutana/xikwere/yinhlanharhu).'

   Vadyondzi va vekela buloko ya swihlawulekisi ekusuhi na xifaniso xa matsavu lexi pananaka etafuleni ra matematiki.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Endlani ntlangu wa xitori lexi, *Va koka va kokile*.

Siku ra 3

XITSUNDZUXO

Ku hlayela ka swanomu: 1–15 na 5–1 wu nga endliwa hi nkarhi wo cinca.

Leswi lavekaka

- Risimu: *Loko u khomile xikwere* (pheji ya 199)
- 3 wa tikhontheni leti nga na tibuloko ta swihlawulekisi ta 8 wa swirhendzevutana, 8 wa swikwere na 8 wa tinhlanharhu (*Khiti ya Swipfuno*), xikan'we na 2 wa makhadibodo ya tinhlanharhu, swikwere, swirhendzevutana eka yin'wana na yin'wana

1. **Risimu:** Vadyondzi va yima hi xirhendzevutana. Va teka xivumbeko xin'we un'wana na un'wana kusuka eka tikhontheni letinharhu leti nga emeteni. Yimbelelani *Loko u khomile xikwere*. Vadyondzi va yimisela ehenhla swivumbeko leswi pananaka loko va ri karhi va yimbelela.
2. **Ku hlayela michumu 1–7:** Vadyondzi va tilulamisa hi mitlawa yinharhu: wun'we wu khomile swirhendzevutana, wun'we wu khomile swikwere na wun'we wu khomile tinhlanharhu. Nyika ntlawa wun'wana na wun'wana khontheni. Va veka swivumbeko swa vona emeteni ekusuhi na khontheni.
3. **Ku titoloveta 1–4; tala kutlula, ntsongo kutlula, ringana na:** Mudyondzi un'we eka ntlawa wun'wana na wun'wana u veka nkombo wa swivumbeko swa ntlawa endzeni ka khontheni loko ntlawa wu ri karhi wu hlayela 1 kufika eka 7. Vadyondzi va languta swivumbeko leswinharhu leswi nga emeteni.

   Swivutiso swo letela:

   - Xana ku na swivumbeko swingani emeteni?
   - Xana ku ta va na swo tala kumbe switsongo kutlula mune?
   - Xana i swivumbeko swingani swin'wana u swi lavaka ku endla ntlawa wa mune?
   - Xana u nga kota ku endla ntlawa wun'wana lowu wu nga na nhlayo yo ringana ya swivumbeko na ntlawa lowu?

TIP
Move between the three groups to support learners.

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

   Guiding questions:

   - Can you make one of the groups have one fewer shape than the other group?
   - How many shapes does the group have in it now?
   - How many more shapes does the first group have in it?

5. **Practising shapes and position:** Each learner holds a shape. Use instructions with positional words, for example: 'Those with small triangles, walk sideways and put your triangles behind my chair.'
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

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

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

XITSUNDZUXO

Fambafamba exikarhi ka mitlawa leyinharhu ku seketela vadyondzi.

4. **Xin'we henhla, xin'we ehansi:** Vadyondzi va ya emahlweni va tirha hi swivumbeko leswi nga emeteni.

   Swivutiso swo letela:

   - Xana u nga kota ku endla wun'we wa mitlawa leyi ku va na xivumbeko xin'we ehansi kutlula ntlawa lowun'wana?
   - Xana i swivumbeko swingani leswi ntlawa lowu wu nga na swona sweswi?
   - Xana i swivumbeko swingani ehenhla leswi ntlawa lowo sungula wu nga na swona?

5. **Ku titoloveta swivumbeko na xiyimo:** Mudyondzi un'wana na un'wana u khoma xivumbeko. Tirhisa swileriso leswi nga na marito ya xiyimo, tanihi xikombiso: 'Lava va nga na tinhlanharhu letitsongo, fambani mi ya ematlhelo kutani mi veka tinhlanharhu ta n'wina endzhaku ka xitulu xa mina.'
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- Risimu: *Loko u khomile xikwere* (pheji ya 199)
- Thepi yo namarheta/choko
- Khadibodo lerikulu ra xirhendzevutana, xikwere, yinhlanharhu (rin'wana na rin'wana ri kule kuringanela mune wa vadyondzi ku yima swin'we)
- Xichayana xa vuyimbeleri
- 24 wa tibuloko ta swihlawulekisi swa swirhendzevutana, tinhlanharhu, swikwere (*Khiti ya Swipfuno*)
- 24 wa makahadibokisi lamatsongo ya tinhlanharhu, swikwere na swirhendzevutana – 2 eka un'wana na un'wana
- Makhadi ya mathonsi ya tinomboro na makhadi ya mifungho ya tinomboro ta 3 na 4 ya 21 wa vadyondzi

1. **Risimu:** Yimbelelani risimu, *Loko u khomile xikwere* na swivumbeko.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1. Tirhisa thepi yo namarheta kumbe choko ku tumbuluxa lerha emeteni leswaku vadyondzi va tlula ku xaxamela na rona loko tlilasi yi ri karhi yi hlayela. Xitepisi xo tlulela xi nga pendiwa hi pende yo rhetela yo vangama ehandle eka ndhawu yo tlangela ya Giredi ya V.

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

4. **Practising shapes:** Hide shapes around the classroom. In groups of four, learners take turns to be 'Shape detectives' to find shapes.

   Learners move to a beat between the three large shapes on the floor. When the music stops, they sit around the shape that matches the one they found in the classroom.

   Guiding questions:

   - How many learners do you think would be able to stand on the circle/square/triangle at the same time?
   - Would more learners fit on the square or the circle? Why?

5. **Practising 1–4; more/fewer:** Three learners stand on each of the cardboard shapes.

   Guiding questions:

   - Can one more learner fit onto your cardboard shape?
   - If we want one fewer learner standing on the circle, what must we do?

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

3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela khadibodo lerikulu ra xirhendzevutana, xikwere na yinhlanharhu emeteni. Hlayelani leswaku i matlhelo yo thwixama mangani yinhlanharhu na xikwere swi nga na wona xin'wana na xin'wana. Hlayelani leswaku i mangani swi nga na wona hinkwawo ka wona.
4. **Ku titoloveta swivumbeko:** Tumbeta swivumbeko ku rhendzela na tlilasi. Hi mitlawa ya mune, vadyondzi va siyerisana ku va 'Valavisisi va swivumbeko' ku kuma swivumbeko.

   Vadyondzi va famba na nsumo exikarhi ka swivumbeko leswikulu swinharhu efulorweni. Loko vuyimbeleri byi yima, va tshama ku rhendzela na xivumbeko lexi xi pananaka na lexi va xi kumeke ekamareni ro dyondzela.

   Swivutiso swo letela:

   - Xana i vadyondzi vangani lava u ehleketaka leswaku va ta yima eka xirhendzevutana/xikwere/yinhlanharhu hi nkarhi wun'we?
   - Xana vadyondzi vo tala va ta ringana exikwereni kumbe exirhendzevutanini? Hikwalahokayini?
5. **Ku titoloveta 1–4; tala/ntsongo:** Vadyondzi vanharhu va yima eka xin'wana na xin'wana xa swivumbeko swa khadibodo.

   Swivutiso swo letela:

   - Xana mudyondzi un'wana un'we a nga kota ku ringana eka xivumbeko xa wena xa khadibodo?
   - Loko hi lava leswaku lava va nga yima exirhendzevutanini va va vatsongo hi mudyondzi un'we, xana hi swihi leswi hi bohekaka ku swi endla?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Day 5

What you need

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

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

   Guiding questions:

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

   Count the animal counters together.

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

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

   Guiding questions:

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

   Encourage the learners to use direction and position vocabulary.
5. **Small group activities:** Describe the activities at each workstation.

Small group activities

Teacher-guided activity

What you need

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

Siku ra 5

Leswi lavekaka

- Rhayimi: *Rholi Pholi* (pheji ya 199)
- 1 ya bolo leyikulu
- Swihlayeri swa mihandzu (*Khiti ya Swipfuno*)
- Ndlela ya 'xihingakanyo' leyitsongo (vona xifaniso lexi nga laha hansi)

1. **Rhayimi:** Vulani rhayimi, *Rholi Pholi*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vekela ntlawa wa nkombo wa swihlayeri swa swiharhi emeteni.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swiharhi swingani eka ntlawa lowu?

   Hlayelani swihlayeri swa swiharhi swin'we.

XITSUNDZUXO

Vekela swiharhi na ndlela ya xihingakanyo ebokisini ku endlela leswaku swi va swi tlakukile na leswaku vadyondzi hinkwavo va kota ku swi vona.

4. **Ku titoloveta xiyimo na tlhelo:** Lulamisa ndlela ya xihingakanyo leyitsongo. Landzelela swileriso swa vadyondzi ku fambafambisa xiharhi hi le ka ndlela ya xihingakanyo.

   Swivutiso swo letela:

   - Xana i ndlela yihi leyi hanci yi faneleke ku famba hi yona ku fika ehenhla ka buloko leyi?
   - Xana i ndlela yihi leyi hanci yi faneleke ku famba hi yona ku endlela leswaku yi va ehansi ka bokisi?
   - Hanci yi lava ku yima endzeni ka xirhendzevutana xa tibuloko, xana yi nga ya fika njhani kona?
   - Xana ku na ndlela yo hambana ya ku huma?

   Khutaza vadyondzi ku tirhisa ntivomarito wa matlhelo na xiyimo.
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Movha wo ttlangisa lowukulu kumbe n'wampompi lonkulu
- Tibuloko ta Unifix na tibuloko ta swihlawulekisi swa xirhendzevutana, xikwere na yinhlanharhu (*Khiti ya Swipfuno*)
- 4 wa tibuloko ta swihlawulekisi: 1 ya yinhlanharhu, 1 ya xikwere na 2 ta swirhendzevutana (*Khiti ya Swipfuno*)
- Swipfalo swa tikhontheni swa xirhendzevutana – 2 hi mudyondzi
- Mfuku ya mudyondzi un'wana na un'wana leyi nga na 4 wa tibuloko ta swihlawulekisi: tinhlanharhu/swikwere/swrhendzevutana (*Khiti ya Swipfuno*) (Hambanisa nkatsano eka mfuku yin'wana na yin'wana.)

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

Guiding questions:

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

Integration

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

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

   Guiding questions:

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

   Play 'Sizwe says'. For example:

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

1. **Ku hlayela ka swanomu:** Phokotelani na ku hlayela 1–15. Gimani ehansi na ku hlayela 5–1.
2. **Ku hlamusela nchumu kusuka eka swiyimo swo hambana:** Vekela movha wo tlangisa kumbe n'wampompi emeteni. Kombela vadyondzi ku hlamusela hi ku hlawulekisa leswi swi langutekisaka xiswona kusuka laha va nga tshama kona, tanihi xikombiso: 'Ndzi kota ku vona xikosi xa n'wampompi.'

Swivutiso swo letela:

- Xana swi languteka ku fana na yini kusuka ehenhla?
- Xana swi languteka ku fana na yini kusuka ehansi ka movha/n'wampompi?

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Kanelani mavonelo ya michumu kusuka eka swiyimo swo hambana hi mikarhi ya migingiriko ya siku na siku, tanihi xikombiso, buku hi nkarhi wa xitori.

3. **Ku hlayela michumu 1–7; ku fanana na ku hambana:** Vekela nhulu ya tibuloko ta Unifix na tibuloko ta swihlawulekisi emeteni. Vadyondzi va siyerisana ku va un'wana na un'wana a hlayela michumu ya nkombo. Kanelani swihlawuriwa swa vona swa michumu.

   Swivutiso swo letela:

   - Xana i yini swi fanaka/hambanaka hi mayelana na michumu leyi nga entlaweni ka wena?
   - Xana u nga kota ku swi ava leswi?
   - Ndzi byeli hilaha u swi avekeke hakona.
   - Xana u nga kota ku swi ava hi ndlela yin'wana?
4. **Ku titoloveta swivumbeko na xiyimo; ehenhla, ehansi, endzeni na le handle:** Vadyondzi va humesa kutani va hlayela tibuloko ta swihlawulekisi etimfukwini ta vona. Va vula leswaku i tibuloko tingani ti langutekaka ku fana na swirhendzevutana, swikwere na tinhlanharhu.

   Tlangani 'Sizwe u ri'. Tanihi xikombiso:

   - Vekela xikwere xa wena ehansi ka nkondzo wa wena.
   - Vekela xirhendzevutana xa wena enhlokweni ya wena.
   - Tlherisela yinhlanharhu ya wena emfukwini.

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

Guiding questions:

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

Check that learners are able to:

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

Workstation 1

What you need

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

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

5. **Ku titoloveta 1–4; n'we ehenhla/n'we ehansi:** Vadyondzi va tlanga ntlangu wa 'dludla kutani u tlhantlha' hi mune wa swihlayeri na swipfalo swimbirhi. (Vona nghingiriko lowu leteriwaka hi mudyondzisi eka Vhiki ra 2, eka pheji ya 49.)

   Swivutiso swo letela:

   - Xana ndzi na nhlayo yo fana ya swihlayeri eka xipfalo xin'wana na xin'wana?
   - Xana i swihlayeri swingani ndzi nga na swona ehenhla ka xipfalo xin'wana na xin'wana?
   - Xana i swihlayeri swingani ndzi nga na swona hinkwaswo ka swona?
   - Loko _____ a vekela xihlayeri xin'we ehenhla eka xipfalo xa yena, xana ku ta va na swingani?
   - Loko _____ a susa xihlayeri xin'we kusuka eka xipfalo lexi, xana ku ta va na swingani?
   - Xana i ntlawa wihi wu nga na xin'we ehenhla ka 2/3?
   - Xana i ntlawa wihi wu nga na xin'we ehansi ka 4/3/2?

Kamba leswaku vadyondzi va kota ku:

- hlamusela ku fanana na ku hambana exikarhi ka michumu kutani va yi ava
- hlamusela nchumu kusuka eka mavonelo yo hambanahambana
- kombisa ntwisiso wa xin'we ehenhla na xin'we ehansi
- kuma xirhendzevutana, xikwere na yinhlanharhu

Xitichi xo tirhela xa 1

Leswi lavekaka

- Switsemiwa swa phepha: swirhendzevutana, swikwere na tinhlanharhu swa tisayizi na mihlovo yo hambanahambana
- Xinamarheti
- Phepha
- Tikhirayoni
- Pheji ya A4 hi mudyondzi

Vadyondzi va namarheta xivumbeko kumbe swivumbeko ephejini ra vona. Va dirowa vuxokoxoko ehenhla ku rhendzela na swivumbeko leswi ku tumbuluxa xifaniso.

Workstation 2

What you need	
• Playdough • Dough cutters (square, circle, triangle)	• Plastic knives • Dough mats/boards • Poster 11

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

Workstation 3

What you need
• Blocks and/or Unifix blocks

Learners build whatever they like from blocks.

Workstation 4

What you need
• An assortment of twelve-piece puzzles

Learners build puzzles.

TIP

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

Xitichi xo tirhela xa 2

Leswi lavekaka

- Vumba byo tlangisa
- Switsemavumba (xikwere, xirhendzevutana, yinhlanharhu)
- Mikwana ya pulasitiki
- Mimete ya/tibodo ta vumba
- Phositara ya 11

Vadyondzi va endla hi vumba byo tlangisa swikwere, swirhendzevutana na tinhlanharhu hi ku tirhisa switsemavumba. Va tumbuluxa xifaniso hi ku tirhisa swivumbeko.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Tibuloko na/kumbe tibuloko ta Unifix

Vadyondzi va aka xihi kumbe xihi lexi va xi tsakelaka hi tibuloko.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Nhlengelo wa swiphazamiso swa swiphemu swo hambanahambana swa khumembirhi

Vadyondzi va aka swiphazamiso.

XITSUNDZUXO

Nyika mikarhi eka vadyondzi lava nga na vuswikoti byo hambanahambana ku tirha hi rivilo ra vona.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Recognise number symbols and number words • Describe, compare and order numbers	• Number 5	• Oral counting 1–15 and 5–1 • Counting objects 1–7 • Number concept 1–4 • Sequencing numbers 1–4 • More, fewer

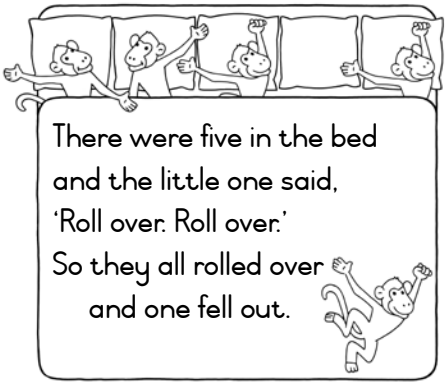
New maths vocabulary

number line order

Getting ready

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

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



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

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Lemuka mifungho ya tinomboro na mavito ya tinomboro • Hlamusela, fananisa na ku longoloxa tinomboro	• Nomboro ya 5	• Ku hlayela ka swanomu: 1–15 na 5–1 • Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–4 • Ku longoloxela tinomboro 1–4 • Tala, ntsongo

Ntivomarito wa matematiki wuntshwa

layini ya tinomboro nandzelelano

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- thempuleti ya xipendiwankhaviso xa nomboro na thempuleti ya nomboro ya 5 (pheji ya 211)
- 5 wa tilebulu ta mathonsi ya nomboro ya '5', 5 wa tilebulu ta mifungho ya nomboro ya '5' na tilebulu ta marito ta nomboro ya '5' ta tafula ra matematiki (pheji ya 211)
- 5 wa switsemiwa swa khadibodo swa swirhendzevutana swa rihlaza (ku ringanela 5 wa swihlayeri swa swiharhi)
- phositara ya *Ntlhanu emubedweni* kusuka eka Kotara ya 1, Vhiki ra 9, leyi nga cinciwanyana ku tirhisa tintohe
- mugiva wa tinomboro lowu wu endliweke hi ntambhu, tiphekisi na makhadi ya mifungho ya tinomboro ta 1–5 (vona Siku ra 3)
- 5 wa mabokisi ya poso, lama funghiweke hi mifungho ya tinomboro ta 1–5 (vona Siku ra 4)

- thempuleti ya vumba byo tlangisa: Nomboro ya 5 hi mudyondzi (pheji ya 215)
- pheji ya A4 hi mudyondzi leyi nga na 5 wa swifufunhunu leswi dirowiweke eka yona (vona Xitichi xo tirhela xa 2)
- 5 wa tipuleti ta phepha/swipfalo hi mudyondzi, xin'wana na xin'wana xi ri na mfungho wa nomboro na mathonsi ya tinomboro ta 1–5, tanihi xikombiso, 1 na thonsi rin'we, 2 na mathonsi mambirhi (vona Xitichi xo tirhela xa 3)
- 30 wa maribye
- kopunula swiphazamiso swa tinomboro (1 hi mudyondzi entlaweni) kutani u penda endzeni ka swifaniso (pheji ya 220).

Whole class activities

Day 1

What you need

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

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

   Guiding questions:

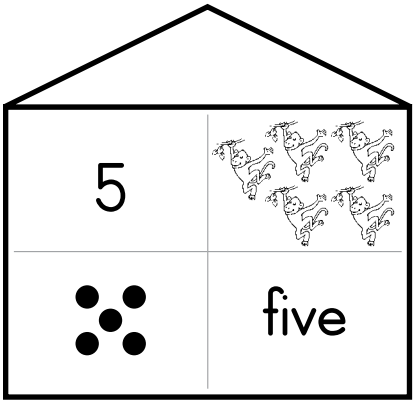
   - How many animals are in this group? And in this group?
   - Which group has more/fewer animals?

   Together count the animals 1–7 in each hula hoop.
4. **Introducing number '5':** Point to number friezes 1–4 on the wall.

   Guiding questions:

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

   Tell the *Number 5 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 5, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area. Count the monkeys together.



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

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Rholi Pholi* (pheji ya 199)
- 2 wa tihulahupu (kumbe u dirowa swirhendzevutana hi choko)
- 14 wa swihlayeri swa swiharhi (*Khiti ya Swipfuno*)
- Swipendiwankhaviso swa tinomboro 1–4
- Xipendiwankhaviso xa tinomboro: Nomboro ya 5 (pheji ya 211)
- *Xitori xa nomboro ya 5* (pheji ya 201)

1. **Rhayimi:** Vulani rhayimi, *Rholi Pholi*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela tihulahupu timbirhi emeteni. Hangalasela nkombo wa swihlayeri swa swiharhi endzeni ka hulahupu yin'we, kutani u vekela nkombo wa swihlayeri swa swiharhi swin'we endzeni ka leyin'wana.

   Swivutiso swo letela:

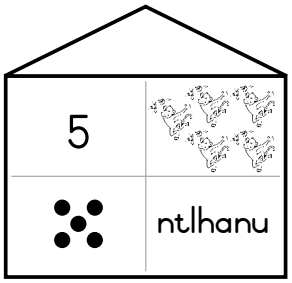
   - Xana ku na swiharhi swingani eka ntlawa lowu? Kasi eka ntlawa lowu ke?
   - Xana i ntlawa wihi wu nga na swiharhi swo tala/switsongo?

   Hlayelani swin'we swiharhi 1–7 eka hulahupu yin'wana na yin'wana.
4. **Ku tivisa nomboro ya '5':** Kombetela swipendiwankhaviso swa tinomboro ta 1–4 ekhumbini.

   Swivutiso swo letela:

   - Xana i yindlu yihi yi nga na xiharhi xin'we ehenhla kutlula yindlu ya vamanghovo?
   - Xana u swi tiva njhani?
   - Xana i swiharhi swingani swi tshamaka endlwini leyi yi akiweke endzhaku ka yindlu ya ndlopfu?
   - Xana i swiharhi swingani u ehleketaka leswaku swi ta tshama endlwini leyi nga ekusuhi?

   Rungula *Xitori xa nomboro ya 5*. Yindlu ya xiharhi hi wona nkongomo wa xitori lexi. Komba swiphemu swa xipendiwankhaviso xa tinomboro loko u ri karhi u vumba xitori xa swiharhi na swifaniso swa yindlu leyi: vuyimeri byo hambanahambana bya nomboro ya 5 , tanihi xikombiso, xifaniso, mathonsi, mfungho na rito. Kombisa swiphemu swa xipendiwankhaviso eka yindlu ya xiharhi ekhumbini eka ndhawu ya matematiki. Hlayelani tintohe leti swin'we.



   - Xana i mani a nga tshama a vona ntohe? Kwihi?
   - Xana i huwa yihi leyi ntohe yi yi endlaka?
   - Ndzi kombi hilaha ti fambaka hakona.
   - Xana ku na tintohe tingani to tala kutlula vamanghovo?
   - Loko manghovo wun'we o ya eka yindlu ya tintohe, xana i vamanghovo vangani va nga ta va va sele endlwini ya vamanghovo?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Day 2

What you need

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

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

   Guiding questions:

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

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

   - Which of these two groups has more/fewer/the same number of animals?
4. **Practising 5:** Discuss the three groups of animals.

   Guiding questions:

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

   Place four animals on the empty circle.

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

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

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

   Guiding questions:

   - What could we do with the animals that can't fit into these camps? (Arrange them individually on the maths table.)
6. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

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

Siku ra 2

Leswi lavekaka

- Risimu: *Ntlhanu wa tintohe emubedweni* (pheji ya 201) na swifaniso
- Makhadi ya mathonsi ya nomboro ya 5, makhadi ya mifungho ya nomboro ya 5, makhadi ya marito ya nomboro ya 5
- 3 wa switsemiwa swa khadibodo swa xirhendzevutana
- 19 wa swihlayeri swa swiharhi (*Khiti ya Swipfuno*)
- 30 wa swihlayeri swa swiharhi leswi tumbetiweke ku rhendzela na kamara ro dyondzela (1 hi mudyondzi)

1. **Risimu:** Yimbelelani risimu, *Ntlhanu wa tintohe emubedweni*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela swirhendzevutana swa khadibodo swinharhu emeteni, xin'we xi ri hava swiharhi, xin'we xi ri na nkombo wa swiharhi swi hangalakile, na xin'we xi ri na nkombo wa swiharhi swi yimile swin'we ekusuhi na le kusuhi.
   Swivutiso swo letela:
   - Xana u ehleketa leswaku ku na swiharhi swingani eka ntlawa lowu? Komba wun'we wa mitlawa leya nkombo kutani u hlayela swiharhi, endzhaku ka swona u komba ntlawa lowun'wana kutani u vutisa, 'Xana i swiharhi swingani?'
   - Xana hi wihi wa mitlawa leyimbirhi wu nga na nhlayo yo tala/yitsongo/yo ringana ya swiharhi?
4. **Ku titoloveta 5:** Kanelani mitlawa leyinharhu ya swiharhi.
   Swivutiso swo letela:
   - Loko ndzi lava ntsena ntlhanu wa swiharhi eka wun'wana na wun'wana wa mitlawa leyi, xana hi swihi leswi ndzi bohekaka ku swi endla? (Susa swimbirhi eka ntlawa wun'wana na wun'wana.)

   Vekela mune wa swiharhi eka xirhendzevutana xo va hava nchumu.
   - Xana i swiharhi swingani swin'wana u swi lavaka ku engetela eka ntlawa lowu ku endla ntlhanu?

XITSUNDZUXO

Tsundzuxa vadyondzi ku famba va miyerile ku endlela leswaku va nga chavisi swiharhi.

5. **Nhloto wa swiharhi:** Vekela khontheni ya swimhandzana kusuka eka *Khiti ya Swipfuno* etafuleni ra matematiki leswaku vadyondzi va tumbuluxa 'tikamba' ta ntlhanu wa swiharhi. Vekela swihlayeri swa swiharhi kusuka eka *Khiti ya Swipfuno* ku rhendzela na kamara ro dyondzela. Vadyondzi va ya eka 'nhloto wa swiharhi' ku kuma swiharhi. Va vekela leswi etafuleni hi 'tikamba' ta ntlhanu.
   Swivutiso swo letela:
   - Xana hi swihi leswi nga kotaka ku swi endla hi swiharhi leswi nga kotiki ku ringana eka tikamba leti? (Swi veketeleni hi xin'wexin'we etafuleni ra matematiki.)
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 3

Leswi lavekaka

- Risimu: *Ntlhanu wa tintohe emubedweni* (pheji ya 201) na swifaniso
- 7 wa tiphekisi ta swiambalo
- Mugiva wa tinomboro lowu nga na makhadi ya tinomboro ta 1–5 ku ma phekisa eka ngoti
- Makhadi ya mifungho ya tinomboro ya 1–5 (*Khiti ya Swipfuno*)
- 5 wa tihulahupu

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

   Guiding questions:

   - How many objects are on the mat?
   - How many objects will be left if we take one away? If we take another one away? If we take two away?
   - How many objects do we need to put back to have five? How many more objects do we need to put back to have seven?
4. **Practising and ordering numbers 1–5:** Introduce the number washing line. Take the number cards off the washing line and give them to five learners. Learners arrange themselves in order from 1 to 5.

   Guiding questions:

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

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

   - Which number is between 2 and 4?

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

   - Which number should come first, next, after?
   - Can you point to the number that is before, between?
5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

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

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

1. **Risimu:** Vadyondzi va yima hi xirhendzevutana. Va endla ntlangu wa risimu, *Ntlhanu wa tintohe emubedweni*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Kombela nkombo wa vadyondzi leswaku un'wana na un'wana a teka nchumu wun'we kusuka eka ku rhendzela na kamara ro dyondzela. Veka michumu leyi emeteni. Veketela vadyondzi ku endlela leswaku va kota ku vona leswi swi nga emeteni.

   Swivutiso swo letela:

   - Xana ku na michumu yingani emeteni?
   - Xana i michumu yingani yi nga ta sala loko hi susa wun'we? Loko hi susa wun'wana? Loko hi susa yimbirhi?
   - Xana i michumu yingani leyi hi fanelaka ku yi tlherisa ku va na ntlhanu? Xana i michumu yingani yin'wana leyi hi fanelaka ku yi tlherisa ku va na nkombo?

4. **Ku titoloveta na ku landzelelanisa tinomboro 1–5:** Tivisa mugiva wa tinomboro. Susa makhadi ya tinomboro emugiveni wa tinomboro kutani u ma nyika vadyondzi. Vadyondzi va ma veketela hi voxe hi ku landzelelana kusuka eka 1 kufika eka 5.

   Swivutiso swo letela:

   - Xana i nomboro yihi leyi yi faneleke ku ta eka vun'we, ku landzela, emahlweni ka, endzhaku ka?

   Hundzulukisa mudyondzi ku endlela leswaku vadyondzi van'wana va nga koti ku vona khadi ra yena ra nomboro.

   - Xana i nomboro yihi leyi yi nga exikarhi ka 2 na 4?

   Vekela mifungho ya tinomboro 1–5 exikarhi efulorweni. Kombela vadyondzi ku pfuna ku phekisa makhadi lama hi ku landzelelana kusuka eka 1 kufika eka 5 emugiveni wa tinomboro. Vadyondzi va phekisa tinomboro emugiveni loko u ri karhi u va vutisa swivutiso.

   - Xana i nomboro yihi leyi yi faneleke ku ta eka vun'we, ku landzela, endzhaku ka?
   - Xana u nga komba nomboro leyi yi nga emahlweni ka, exikarhi ka?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- Risimu: *Ntlhanu wa tintohe emubedweni* (pheji ya 201) na swifaniso
- 30 wa makhadi ya swifaniso swa tinomboro ta '1–5', makhadi ya mifungho ya tinomboro ta '1–5' na makhadi ya mathonsi ya tinomboro ta '1–5' (*Khiti ya Swipfuno*)
- Vuyimbeleri kumbe xichayana
- Mugiva wa tinomboro lowu nga na mifungho ya tinomboro ta 1–5 leyi phekisiweke engotini
- 5 wa mabokisi ya poso lama funghiweke 1–5
- Swihlayeri leswi pendiweke
- Makhadi ya mathonsi ya nomboro ya 5 (*Khiti ya Swipfuno*)

1. **Risimu:** Endlani ntlangu, *Ntlhanu wa tintohe emubedweni*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Phokotela nhlayo yihi kumbe yihi ya mikarhi exikarhi ka 1 na 7. Vadyondzi va hlayela nhlayo ya miphokotelo kutani va vula leswaku a ku ri na miphokotelo yingani.

TIP

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

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

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

   Place post boxes 1–5 below the washing line. Learners post their cards into the correct boxes when the music stops.

   Guiding questions:

   - Which group should post their numbers first, last, and so on? Why?

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

Day 5

What you need

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

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

   Guiding questions:

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

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

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

XITSUNDZUXO

Tirhisa makhadi ya tinomboro kusuka etafuleni ra matematiki loko u lava man'wana ya mudyondzi un'wana na un'wana eka nghingiriko wa 4.

4. **Ku titoloveta 1–5:** Vadyondzi va huwelela nomboro loko u ri karhi u va komba makhadi ya mathonsi 1–5. Kanelani leswaku i makhadi ya mathonsi wahi ya endlaka 5. Komba mikatsano yo hambanahambana ya mathonsi ku endla 5. Languta makhadi ya mathonsi ya nomboro ya 5 kutani mi kanela leswi swi fanaka/hambanaka hi mayelana na rin'wana na rin'wana.

   Phakela khadi ra mifungho ya tinomboro ta 1–5, khadi ra swifaniso swa tinomboro ya 1–5 kumbe khadi ra mathonsi ra tinomboro ta 1–5 eka mudyondzi un'wana na un'wana. Kombetela swipendiwankhaviso swa tinomboro. Vadyondzi va yimisela ehenhla khadi ra vona loko ri panana na nomboro leyi nga eka xipendiwankhaviso xa swiharhi loko u ri karhi u kombetela. Tlanga vuyimbeleri kumbe u dludla thamborini. Vadyondzi va famba na vuyimbeleri. Loko vuyimbeleri byi yima, va vumba mitlawa ya vadyondzi lava va nga na makhadi ya tinomboro leti pananaka.

   Vekela mabokisi ya poso 1–5 ehansi ka mugiva. Vadyondzi va posa makhadi ya vona emabokisini lama nga lulama loko vuyimbeleri byi yima.

   Swivutiso swo letela:

   - Xana i ntlawa wihi wu faneleke ku posa tinomboro ta vona ekusunguleni, ekuheteleleni, na swo kota sweswo? Hikwalahokayini?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

Leswi lavekaka

- Risimu: *Ntlhanu wa tintohe emubedweni* (pheji ya 201) na swifaniso
- Phositara ya 2
- Thamborini

1. **Risimu:** Endlani ntlangu, *Ntlhanu wa tintohe emubedweni*.
2. **Ku hlayela ka swanomu:** 1–15 na 5–1.
3. **Ku hlayela michumu 1–7:** Vuyelelani nghingiriko wo hlayela lowu mi wu endleke eka Siku ra 4.
4. **Ku titoloveta 1–5:** Tirhisa thamborini ku ba mihlayelo ya 1 kufika eka 5. Vadyondzi va tlula eka misumo ya thamborini. Exikarhi ka mitlulo, nyika swileriso hi ku tirhisa tinomboro ta 1–5. Tanihi xikombiso: 'Qhavulana na vanghana vanharhu.' 'Pananisa ntlhanu wa tintiho leti nga eka xandla xa wena xin'we eka ntlhanu wa tintiho leti nga eka xandla xa munghana wa wena.'
5. **Ku titoloveta 4 na 5:** Kanelani Phositara ya 2. Vulavulani hi mayelana na leswi vadyondzi va nga kotaka ku swi vona.

   Swivutiso swo letela:

   - Xana rivala ra n'wina ra mitlangu ri langutekisa xileswi?
   - Xana ku na xilo xihi kumbe xihi lexi xi fanaka/hambanaka?
   - Xana i mitlangu yihi leyi vana va nga eku yi tlangeni?

   Hlayelani swin'we leswaku i vana vangani va nga eku tlangeni ka ntlangu wun'wana na wun'wana. Hlawula vadyondzi ku kombetela loko u ri karhi u vutisa swivutiso.

   - Xana wa kota ku vona tinomboro ta 4 na 5?
   - Xana i vana vangani va tlangaka openi? Kasi emathayereni ke?

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

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

Integration

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

Small group activities

Teacher-guided activity

What you need

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

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

- Loko n'wana un'we un'wana a tikatsa eka vana lava, xana ku ta va na vangani?
- Xana i swilo swingani swi nga egojini ra sandi?
- Loko hi vekele xilo xin'we xin'wana/hi humese xin'we, xana ku ta va na swilo swingani?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Loko mi ri karhi mi tlanga mitlangu ya le handle ka muako kongomisa eka, tanihi xikombiso, ntlhanu wa tibolo, ntlhanu wa mikarhi, ntlhanu wa mihoxo, ntlhanu wa mikhomo.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 2 wa swipfalo swa pulasitiki hi mudyondzi
- Makhadi ya mathonsi ya nomboro ya 5
- Vumba byo tlangisa na mete hi mudyondzi
- Pheji ya A4 hi mudyondzi
- Tikhirayoni
- Mfuku hi mudyondzi leyi nga na:
  - Makhadi ya mathonsi ya tinomboro ta 1–5, makhadi ya mifungho ya tinomboro ta 1–5, makhadi ya marito ya tinomboro ta 1–5
  - 5 wa maribye
  - Vuhlalu byo tshwuka na bya xitshopana (*Khiti ya Swipfuno*)

1. **Ku pananisa makhadi ya mathonsi:** Komba vadyondzi makhadi ya mathonsi ya nomboro ya 5. Va veketela maribye ya vona ku panana na leswi. Vuyelelani hi maveketelelo ya mathonsi ya ntlhanu man'wana.

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

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

Guiding questions:

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

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

- Who has the same?

Choose a matching set of lids and compare these.

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

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

Guiding questions:

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

Hold two beads in your hand.

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

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

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

2. **Ku titoloveta 5:** Vadyondzi va hlayela ntlhanu wa maribye kusuka etimfukwini ta vona. Va pananisa makhadi ya vona ya marito ya nomboro ya 5 na makhadi ya vona ya mifungho ya nomboro ya 5 eka ntlhanu wa maribye.

   Vekela swipfalo swimbirhi emahlweni ka mudyondzi un'wana na un'wana. Tlangani swin'we ntlangu wa 'dludla kutani u tlhantlha' wa nomboro ya 5. Vadyondzi va vekela maribye eswipfalwini leswimbirhi leswi nga emahlweni ka vona tanihileswi va 'tlhantlheke' nhlengelo. Va siyerisana ku vula leswaku i swingani leswi va nga na swona exipfalwini xin'wana na xin'wana.

   Swivutiso swo letela:

   - Xana u ma tlhantlhile njhani maribye ya wena?
   - Xana i mani a nga na swo hambana?

   Vuyelelani nghingiriko lowu. Komba swipfalo swa mudyondzi un'we eka ntlawa lowu.

   - Xana i mani a nga na swo fana?

   Hlawula sete leyi pananaka ya swipfalo kutani u fananisa leswi.

   - Xana hi kwihi ku fana/ku hambana hi mayelana na mitlawa leyimbirhi?

3. **Vuhlalu bya xivumbeko:** Vadyondzi va komba nhlayo ya vuhlalu loko u ri karhi u va vutisa.

   Swivutiso swo letela:

   - Xana u nga ndzi komba vuhlalu byimbirhi?
   - Xana u nga ndzi komba rihlalu rin'we ro enegetela?
   - Xana u nga ndzi komba bya rin'we ehansi?

   Khoma vuhlalu byimbirhi exandleni xa wena.

   - Xana i vuhlalu byingani byo tala/byitsongo u byi lavaka eka nharhu/mune/ntlhanu?

   Khutaza vadyondzi ku nga hlayeli vuhlalu hi rin'we hi nkarhi un'we kambe swa antswa va ku komba nhlayo ya vuhlalu leyi u kombeleke yona. Vuhlalu byi seketela vadyondzi ku hlayela kuya emahlweni kusuka eka nomboro leyi hlawuriweke.

4. **Ku titoloveta nomboro ya 5 hi ku tirhisa vumba byo tlangisa:** Vadyondzi va endla mfungho wa nomboro ya 5 hi ku tirhisa vumba byo tlangisa. Seketela vadyondzi lava va nga lungheka ku tsala 5.

Check that learners are able to:

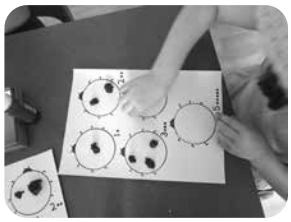
- identify number 5 dot, symbol and word cards
- match counters to number 5 dot cards
- notice similarities and differences in two groupings of five objects
- show one more, one fewer
- count on from a given number, up to 5

Workstation 1

What you need	
• Playdough	• Playdough template: Number 5 per learner (page 214)

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

Workstation 2



What you need	
• A copy of the A4 page with 5 ladybirds drawn on it per learner	• Paper scraps • Glue

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

Workstation 3

What you need	
• 15 pegs and counters per learner	• A set of numbered plates or lids 1–5 per learner

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

Workstation 4

What you need
• 1 set of number puzzles 1–5 per learner (page 219)

Learners complete the number puzzles.

Kamba leswaku vadyondzi va kota ku:

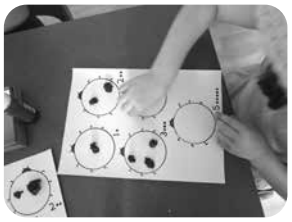
- kuma makhadi ya mathonsi ya nomboro ya 5, makhadi ya mifungho ya nomboro ya 5, makhadi ya marito ya nomboro ya 5
- pananisa swihlayeri eka makhadi ya mathonsi ya nomboro ya 5
- vona ku fana na ku hambana eka mitlawahato leyimbirhi ya ntlhanu wa michumu
- komba xin'we ehenhla, xin'we ehansi
- hlayela kuya emahlweni kusuka eka nomboro leyi nyikiweke, kufika eka 5

Xitichi xo tirhela xa 1

Leswi lavekaka	
• Vumba byo tlangisa	• Thempuleti ya vumba byo tlangisa: Nomboro ya 5 hi mudyondzi (pheji ya 215)

Vadyondzi va tirhisa vumba byo tlangisa ku hetisa thempuleti leya vumba byo tlangisa ya nomboro ya 5.

Xitichi xo tirhela xa 2



Leswi lavekaka	
• Kopi ya pheji ya A4 leyi nga na 5 wa swifufunhunhu leswi dirowiweke hi mudyondzi un'wana na un'wana	• Malakatsi ya phepha • Xinamarheti

Vadyondzi va vumba tibolo ta phepha. Va khavisa swifufunhunhu hi nhlayo leyi faneleke ya tibolo.

Xitichi xo tirhela xa 3

Leswi lavekaka	
• 15 wa tiphekisi na 15 wa swihlayeri hi mudyondzi	• Sete ya tipuleti kumbe swipfalo leswi nomboriweke 1–5 hi mudyondzi

Vadyondzi va khomanisa nhlayo leyi faneleke ya tiphekisi eka puleti/xipfalo xin'wana na xin'wana. Va vekela xihlayeri eka nthonsi rin'wana na rin'wana.

Xitichi xo tirhela xa 4

Leswi lavekaka
• 1 ya sete ya swiphazamiso swa tinomboro 1–5 hi mudyondzi (pheji ya 220)

Vadyondzi va hetisa swiphazamiso swa tinomboro.

Content Area Focus: Patterns, Functions and Algebra

Topics	New knowledge	Practise
• Copy and extend simple repeating patterns • Create own patterns • Describe the repeat in patterns	• Copy and extend simple repeating patterns • Create and explain own pattern • Oral counting 1–20 • Count backwards 7–1	• Counting objects 1–7 • Number concept 1–5 • Sequencing numbers 1–5 • Making groups the same

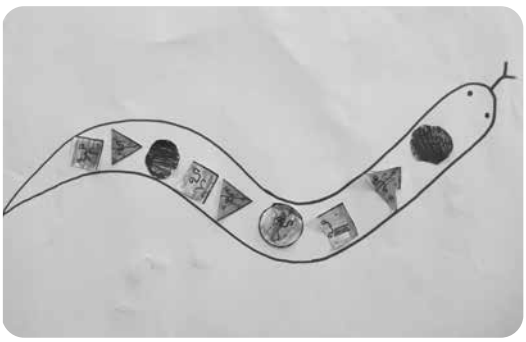
New maths vocabulary

carry on	continues	the same

Getting ready

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

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



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

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

Nkongomo wa Xiyenge xa Vundzeni: Tipatironi, Tifankixini na Alijebura

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Kopunula kutani u ndlandlamuxa tipatironi to vuyelela to olova • Tumbuluxa tipatironi ta wena n'wini • Hlamusela mbuyelelo eka tipatironi	• Kopunula na ku ndlandlamukisa tipatironi to vuyelela to olova • Tumbuluxa na ku hlamusela patironi ya wena n'wini • Ku hlayela ka swanomu 1–20 • Hlayela kuya endzhaku 7–1	• Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–5 • Ku longoloxela tinomboro 1–5 • Ku endla mitlawa yi fana

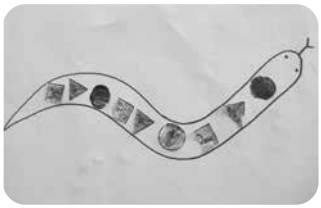
Ntivomarito wa matematiki wuntshwa

yana emahlweni | yi ya emahlweni | fana na

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- 30 wa makhadi lama nga na swirhendzevutana leswikulu swo tshwuka, swa wasi, swa rihlaza na swa xilamula (6 ya un'wana na un'wana)
- 7 wa swifaniso swa mazambhala
- pheji leyikulu leyi nga na makumu ya nsinya lowu nga na 7 wa matluka (3 lamakulu na 4 lamatsongo), lama khomanisiweke hi patironi: nkulu, ntsongo, ntsongo, nkulu, ntsongo, ntsongo, nkulu
- 7 wa switsemiwa swa matluka man'wana
- 6 wa switsemiwa swa swiluva swo tshwuka na 4 wa switsemiwa swa swiluva swa xitshopana
- 4 wa mitlawa ya swichayana/swicokocoko (tanihi xikombiso, tibele, swicokocoko, tikhokho, mindzhumba) – 1 hi mudyondzi
- 3 wa swifaniso swa xin'wana na xin'wana xa swichayana/swicokocoko leswa 4 (12 hinkwaswo ka swona)
- ngoti na 12 wa tiphekisi
- makhadi ya tipatironi ta tibuloko ta Unifix – 1 hi mudyondzi eka 2 wa mitlawa
- pheji ya A4 leyi nga na tipatironi ta swivumbeko leti faneleke ku ndlandlamukisiwa hi mudyondzi
- xivumbeko xa nyoka xa A4 na pheji ya A4 leyi nga na swirhendzevutana, swikwere, tinhlanharhu – 1 hi mudyondzi un'wana na un'wana



- makhadi ya tipatironi lama huleriweke vuhlalu (vuhlalu lebyi nga eka makhadi ya tipatironi byi boheka ku languteka ku fana na lebyiya byi nga ta tirhisiwa, hi sayizi na muhlovo – vona Xitichi xo tirhela xa 4).

XITSUNDZUXO

Ematshan'weni ya nyoka, hlawula xiharhi kumbe nchumu lowu fambelanaka na nkongomelo.

Whole class activities

Day 1

What you need

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

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

   Guiding questions:

   - How many potatoes do you see?

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

   Guiding questions:

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

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

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

   Add other learners.

   Whisper a new pattern to six other learners: one sitting, two standing, one sitting, two standing. Ask questions about this pattern and ask learners to extend the pattern.
5. **Identifying patterns in a picture:** Discuss Poster 7.

   Guiding questions:

   - What patterns can you see in this picture?

   Explain why this is a pattern.

   - What can you see that does not have a pattern on it?
   - How do we know if something is a pattern?
6. **Small group activities:** Describe the activities at each workstation.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Rhayimi: *Zambhala rin'we, mazambhala mambirhi* (pheji ya 203)
- 7 wa swifaniso swa mazambhala
- Phositara ya 7

1. **Rhayimi yo hlayela:** Vulani rhayimi, *Zambhala rin'we, mazambhala mambirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela nkombo wa swifaniso swa mazambhala.

   Swivutiso swo letela:

   - Xana i mazambhala mangani u ma vonaka?

   Vuyelelani rhayimi loko u ri karhi u kombetela zambhala rin'wana na rin'wana.
4. **Ku kopunula na ku ndlandlamukisa tipatironi:** Hlevetela etindleveni ta tsevu wa vadyondzi ku va kombela ku tshama hi ndlela leyi landzelaka: milenge leyi naviweke, milenge leyi khondliweke, milenge leyi naviweke, milenge leyi khondliweke, milenge leyi naviweke, milenge leyi khondliweke.

   Swivutiso swo letela:

   - Xana u nga ndzi byela yini hi mayelana na ndlela leyi vadyondzi lava va tshameke hayona?
   - Xana leyi i patironi?
   - Xana hi swihi leswi swi ku endlaka u vula sweswo?
   - Xana patironi leyi i yini?

   Khumba mudyondzi un'wana na un'wana loko tlilasi yi ri karhi yi yimbelela: 'Milenge leyi naviweke, milenge leyi khondliweke …'

   - Xana yi nga swi endla njhani leswaku patironi leyi yi ya emahlweni hi ndlela yo fana?

   Engetela vadyondzi van'wana.

   Hlevetela patironi yintshwa kufika eka vadyondzi van'wana va tsevu, vambirhi va yimile, un'we a tshamile, vambirhi va yimile. Vutisa swivutiso hi mayelana na patironi leyi kutani u kombela vadyondzi ku ndlandlamukisa patironi leyi.
5. **Ku kuma tipatironi leti nga exifanisweni:** Kanelani Phositara ya 7.

   Swivutiso swo letela:

   - Xana i tipatironi tihi leti u ti vonaka exifanisweni lexi?

   Hlamusela leswaku hikwalahokayini lexi xi ri patironi.

   - Xana hi xihi lexi u nga kotaka ku xi vona lexi xi nga hava patironi eka xona?
   - Xana u swi tiva njhani loko xin'wana xi ri patironi?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Day 2

What you need

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

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

   Guiding questions:

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

   Guiding questions:

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

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

   Learners extend the pattern.

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

   Guide learners to arrange themselves based on their suggestions.

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

Day 3

What you need

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

Siku ra 2

Leswi lavekaka

- Rhayimi: *Zambhala rin'we, mazambhala mambirhi* (pheji ya 203)
- 7 wa swifaniso swa mazambhala
- 30 wa makhadi ya swirhendzevutana ya mihlovohlovo

1. **Rhayimi yo hlayela:** Vulani rhayimi, *Zambhala rin'we, mazambhala mambirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vuyelelani rhayimi na ku kombetela nkombo wa swifaniso swa mazambhala.
4. **Ku kuma tipatironi eka michumu ya masiku hinkwawo:** Vadyondzi va kuma tipatironi leti nga eswiambalweni swa vona, na le kamareni ro dyondzela.
   Swivutiso swo letela:
   - Hikwalahokayini u vula leswaku leyi i patironi?
   - Xana u vona hi yini leswaku yi vuyelerisiwile?
   - Xana i yini lexi nga ta landzela eka patironi leti?
5. **Ku titoloveta tipatironi:** Nyika mudyondzi un'wana na un'wana khadi ra swirhendzevutana swa mihlovohlovo. Va kuma van'wana lava nga na makhadi lama pananaka kutani va endla mitlawa.
   Swivutiso swo letela:
   - Xana i yini swi fanaka/hambanaka hi mayelana na makhadi ya n'wina?
   - Xana ku na swirhendzevutana swo tshwuka swo tala/switsongo kutlula swirhendzevutana swa rihlaza?
   - Xana u swi tiva njhani?

   Letela vadyondzi lava nga na makhadi yo tshwuka na ya rihlaza ku suka va yima va khomile makhadi ya vona hi patironi leyi landzelaka: tshwuka, tshwuka, wasi, wasi, tshwuka, tshwuka, wasi, wasi.
   Vadyondzi va ndlandlamukisa patironi.
   - Xana i patironi yihi leyi u yi vonaka?
   - Xana i tipatironi tihi tin'wana leti hi nga ti endlaka?

   Letela vadyondzi ku tiveketela hi voxe hi ku ya hi swiringanyeto swa vona.
   - Xana i yini xi landzelaka?
   - Xana i yini xi teke emahlweni?
   - Xana yi nga yisa njhani emahlweni hi ndlela yo fana?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana. Vadyondzi va vekela makhadi ya vona etafuleni ra matematiki loko va ri karhi va ya eka switichi swo tirhela swa vona, hi ku ya hi muhlovo lowu u wu vulaka.

Siku ra 3

Leswi lavekaka

- Rhayimi: *Zambhala rin'we, mazambhala mambirhi* (pheji ya 203)
- Xifaniso xa nsinya lexi nga na 6 wa matluka lama khomanisiweke hi patironi (tanihilaha swi hlamuseriweke eka pheji ya 105)
- 1 ya tluka leri nga khomangiki ri tiya
- Prestik
- 3 wa matluka lamakulu na 3 wa matluka lamatsongo
- 6 wa switsemiwa swa swiluva swo tshwuka na 4 wa switsemiwa swa swiluva swa xitshopana

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

   Guiding questions:

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

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

   Guiding questions:

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

   Place extra flower cut-outs on the maths table for learners to use during the day.
5. **Copying and extending patterns:** Learners create a sound and action pattern, for example: clap, pat, clap, pat.

   Guiding questions:

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

   Together repeat the pattern.

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

   Change the pattern, for example: hop, hop, clap, clap, hop, hop, and discuss it.
6. **Small group activities:** Describe the activities at each workstation.

TIP

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

Day 4

What you need

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

1. **Rhayimi yo hlayela:** Vadyondzi va yima hi mitlawa ya mune kufika eka nhungu. Va endla swiendlo eka rhayimi yo hlayela na ntlangu, *Zambhala rin'we, mazambhala mambirhi*, loko tlilasi hinkwayo yi ri karhi yi vula marito ya rhayimi swin'we.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Languta ensinyeni lowu nga na tsevu wa matluka lama khomanisiweke hi patironi.
   Swivutiso swo letela:
   - Xana ku na matluka mangani ensinyeni lowu?
   - Xana ku ta va na mangani loko ndzi engetela tluka rin'we rin'wana?

   Engetela tluka rin'wana. Hlayelani swin'we matluka lama.
4. **Ku ololoxa swiphiqo swa 1–5 hi ku tirhisa tipatironi:** Vekela switsemiwa swa swiluva hi rixaxa ehansi ka nsinya hi patironi ya tshwuka, xitshopana, tshwuka, xitshopana.
   Swivutiso swo letela:
   - Xana ku na swiluva swingani?
   - Xana wa kota ku vona patironi? Ndzi byeli hi mayelana na patironi leyi.
   - Xana xiluva xa vun'we/vumbirhi/vunharhu/vumune i xa muhlovo wihi?
   - Xana i mihlovo yihi ndzi bohekaka ku yi engetela ku yisa emahlweni patironi leyi?
   - Xana ku na swiluva swingani sweswi?
   - Xana ku na swiluva swo tshwuka swo tala/switsongo kumbe swiluva swa xitshopana swo tala/switsongo?
   - Loko hi yisa emahlweni patironi leyi, xana yi ta languteka ku fana na yini?

   Vekela switsemiwa swa swiluva swo engetela etafuleni ra matematiki leswaku vadyondzi va swi tirhisi esikwini.
5. **Ku kopunula na ku ndlandlamukisa tipatironi:** Vadyondzi va tumbuluxa patironi ya mpfumawulo na xiendlo, tanihi xikombiso: phokotela, bambatela, phokotela, bambatela.
   Swivutiso swo letela:
   - Xana u vone yini naswona u twe yini?
   - Xana leyi i patironi? Hikwalahokayini/hikwalahokayini swi nga ri tano?

   Vuyelelani eka tipatironi swin'we.
   - Xana u vona yini hi mayelana na patironi leyi?
   - Xana ku ta yini endzhaku ka mphokotelo?
   - Xana u nga kota ku yi yisa emahlweni?

   Cinca patironi, tanihi xikombiso: thamuka, thamuka, phokotela, phokotela, thamuka, thamuka, kutani mi yi kanela.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Tirhisa matluka ya xiviri loko swi koteka. Ma vekele etafuleni ra matematiki leswaku vadyondzi va tumbuluxa patironi.

Siku ra 4

Leswi lavekaka

- Rhayimi: *Zambhala rin'we, mazambhala mambirhi* (pheji ya 203)
- Xifaniso xa nsinya lexi nga na 6 wa matluka lama khomanisiweke hi patironi
- 7 wa matluka man'wana
- Michumu ya masiku hinkwawo – yo tanihi switsalo, tipensele, tibuku, malepula na tiforoko – ku endla patironi
- 6 wa tikhontheni yin'wana na yin'wana yi ri na 30 wa swimhandzana leswi pendiweke (*Khiti ya Swipfuno*)

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

   Guiding questions:

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

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

   Guiding questions:

   - How would we carry on this pattern?

   They discuss patterns they see on their clothes. Create a sound and action pattern as on Day 3.
5. **Practising patterns:** Make patterns using everyday objects, for example: koki, pencil, koki, pencil. Ask guiding questions about the pattern. Learners should describe and extend the pattern.

   Learners gather in groups of five. Give each group a container with coloured sticks. Learners count six sticks each. They create their own patterns and together discuss these. Move between groups to give support.
6. **Small group activities:** Describe the activities at each workstation. Learners place the stick patterns on the maths table as they go to their workstations.

Day 5

What you need

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

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

   Guiding questions:

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

   Count the instruments together.

   - Who said the correct number?

TIP

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

1. **Rhayimi yo hlayela:** Tlangani ntlangu, *Zambhala rin'we, mazambhala mambirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Languta xifaniso xa nsinya lexi nga na tsevu wa matluka, na nkombo wa matluka emeteni.

   Swivutiso swo letela:

   - Xana ku na matluka mo tala/matsongo ensinyeni kumbe emeteni?

   Hlayelani swin'we matluka lama.
4. **Ku kopunula na ku ndlandlamukisa tipatironi:** Vadyondzi va kuma patironi ya matluka lama nga ensinyeni.

   Swivutiso swo letela:

   - Xana hi ta yi yisa njhani emahlweni patironi leyi?

   Va kanela tipatironi leti va ti vonaka eswiambalwini swa vona. Tumbuluxa patironi ya mpfumawulo na swiendlo tanihi le ka Siku ra 3.
5. **Ku titoloveta tipatironi:** Endla tipatironi hi ku tirhisa michumu ya masiku hinkwawo, tanihi xikombiso: khoki, pensele, khoki, pensele. Vutisa swivutiso swo letela hi mayelana na patironi leyi. Vadyondzi va fanele ku hlamusela na ku ndlandlamukisa patironi leyi.

   Vadyondzi va hlengeletana hi mitlawa ya ntlhanu. Nyika ntlawa wun'wana na wun'wana khontheni leyi nga na swimhandzana leswi pendiweke. Vadyondzi va hlayela tsevu wa swimhandzana un'wana na un'wana. Va tumbuluxa tipatironi ta vona vini kutani mi ti kanela swin'we. Fambafamba exikarhi ka mitlawa ku nyika nseketelo.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana. Vadyondzi va vekela tipatironi ta swimhandzana etafuleni ra matematiki loko va ri karhi va ya eka switichi swo tirhela swa vona.

Siku ra 5

Leswi lavekaka

- Rhayimi: *Zambhala rin'we, mazambhala mambirhi* (pheji ya 203)
- Ngoti na 12 wa tiphekisi
- 4 wa mitlawa ya swichayana/swicokocoko (tanihi xikombiso, tibele, swicokocoko, tikhokho, mindzhumba) – 1 hi mudyondzi
- 3 wa swifaniso swa xin'wana na xin'wana xa swicokocoko xa leswa 4

1. **Rhayimi yo hlayela:** Tlangani ntlangu, *Zambhala rin'we, mazambhala mambirhi*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela ntlawa wa nkombo wa swicokocoko na ntlawa wa nkombo wa tibele emeteni.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swichayana swingani eka ntlawa lowu?
   - Kasi eka ntlawa lowu ke?
   - Xana i ntlawa wihi u ehleketaka leswaku wu na swo tala/switsongo?

   Hlayelani swin'we swichayana leswi.
   - Xana i mani a vuleke nomboro leyi nga lulama?

XITSUNDZUXO

Tirhisa michumu yo tanihi tikhapi ta yogati, swimhandzana na tibuloko loko u ri hava swichayana.

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

Guiding questions:

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

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

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

   Guiding questions:

   - What pattern do you see?
   - How will this pattern continue?
   - Which picture comes next?
   - Which group will play first/last in this pattern?
5. **Small group activities:** Describe the activities at each workstation.

Integration

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

Small group activities

Teacher-guided activity

What you need

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

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

   Guiding questions:

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

Engetela mitlawa yin'wana yimbirhi ya swichayana. Vadyondzi va teka swichayana kutani vadyondzi hinkwavo lava nga na swichayana swo fana va tshama ekusuhi na le kusuhi hi xirhendzevutana.

Swivutiso swo letela:

- Loko ku ri na nkombo wa swicokocoko, xana i vadyondzi vangani hi faneleke ku va hlayela eka mudyondzi un'wana na un'wana ku kuma un'we?
- Xana i vadyondzi vangani va nga sala lava va nga hava swichayana? (Eka ntlawa wo hetelela.) Nyika vadyondzi lava xichayana.

XITSUNDZUXO

Kombela vadyondzi ku vekela swandla swa vona emathangeni ya vona swichayana swi ri efulorweni emahlweni ka vona. Va boheka ku nga swi pfuxi kufikela loko vadyondzi hinkwavo va ri na xichayana.

4. **Tipatironi ta mpfumawulo:** Komba vadyondzi mune wa makhadi ya swifaniso ya mune wa mitlawa ya swichayana. Va tlanga swichayana swa vona tanihiloko u ri karhi u va komba makhadi lama, rin'we hi nkarhi. Vekela makhadi lama emugiveni hi tipatironi to hambanahambana leswaku va ma landzelela. Va tlanga loko u ri karhi u kombetela.

   Swivutiso swo letela:

   - Xana i patironi yihi leyi u yi vonaka?
   - Xana patironi leyi yi ta ya njhani emahlweni?
   - Xana i xifaniso xihi xi landzelaka?
   - Xana i ntlawa wihi wu nga ta tlanga kusungula/ro hetelela eka patironi leyi?
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Migingiriko ya vutshila leyi yi kongomisaka eka patironi (tanihi xikombiso: tipatironi ta nsumo, tipatironi ta mpfumawulo wa le hansi na wa le henhla, ku endla na ku khavisa mafureme ya swifaniso), ku dirowa tipatironi leti ti hluvukisaka swikili swa mipfimbi leyitsongo ya miri tanihi xiphemu xa Matsalelo ya Voko na ma ya Tumbulukaka.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mugiva wa tinomboro lowu nga na makhadi ya 1–5 hi nandzelelano lowu nga lulamangiki
- 2 wa swipfalo swa pulasitiki/ tipuleti ta phepha hi mudyondzi
- Tibuloko ta Unifix leti aviweke hi muhlovo endzeni ka tikhontheni
- Mfuku hi mudyondzi leyi nga na:
  - Vuhlalu bya swivumbeko
  - 5 wa tibuloko ta Unifix
  - Khadi ra tipatironi ta tibuloko ta Unifix

1. **Ku hlayela ka swanomu:** 1–20 na 7–1.
2. **Ku titoloveta 5; vuhlalu bya swivumbeko:** Vadyondzi va tirhisa vuhlalu kusuka etimfukwini ta vona.

   Swivutiso swo letela:

   - Xana ku na nhlayo yo fana ya vuhlalu byo tshwuka na bya xitshopana? Xana u swi tiva njhani?
   - Hlayela vuhlalu byo tshwuka. Xana ku na byingani?

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

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

3. **Practising 1–5; number line:**
Together look at the number cards 1–5 on the washing line.

Guiding questions:

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

4. **Practising 1–5; Unifix blocks:**
Learners each count five Unifix blocks. They shake and break these onto the two lids in front of them.

Guiding questions:

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

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

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

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

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

Guiding questions:

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

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

Guiding questions:

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

- Hlayela vuhlalu bya xitshopana. Xana ku na byingani?
- Ndzi kombi byimbirhi. Ndzi kombi rihlalu rin'we rin'wana. Ndzi kombi bya rin'we ehansi.
- Khoma mune wa vuhlalu. Xana i vuhlalu byingani byo tala u byi lavaka ku komba ntlhanu?

Vadyondzi va hlayela ku ya emahlweni kufika eka ntlhanu, va sungula eka tinomboro to hambana. Tanihi xikombiso, va khoma vuhlalu byinharhu kutani va hlayela kusuka kwaloko kufika eka ntlhanu.

3. **Ku titoloveta 1–5; layini ya tinomboro:** Langutani swin'we makhadi ya tinomboro ta 1–5 lama nga emugiveni wa tinomboro.

   Swivutiso swo letela:

   - Xana hi swihi leswi hi lavaka ku swi endla ku vekela tinomboro leti hi nandzelelano lowu nga lulama?
   - Xana hi rihi khadi leri ri faneleke ku ta eka vun'we, vumbirhi, vunharhu, vumune na vuntlhanu?
   - Xana i nomboro yihi leyi yi nga emahlweni ka/endzhaku ka 4?

4. **Ku titoloveta 1–5; tibuloko ta Unifix:** Vadyondzi un'wana na un'wana u hlayela ntlhanu wa tibuloko ta Unifix. Va ti dludla kutani va ti tlhantlha ehenhla ka swipfalo swimbirhi leswi nga emahlweni ka vona.

   Swivutiso swo letela:

   - Xana u nga swi endla njhani haswimbirhi swa swipfalo swa wena swi va na nhlayo yo fana ya tibuloko?
   - Xana u lava tibuloko to tala ku endla leswi swi humelela?
   - Xana ku na ndlela yin'wana?
   - Xana ku ta humelela yini loko ndzi susa yin'we ya tibuloko ta wena kusuka eka xipfalo lexi? Xana mitlawa ya wena ya ha ta va na to fana/ringana?

   Susa buloko exipfalwini kusuka eka un'wana na un'wana wa vadyondzi.

   - Xana hi swihi leswi hi fanelaka ku swi endla ku endla mitlawa ya wena yi fana/ringana?

5. **Ku titoloveta tipatironi:** Tumbuluxa patironi hi ku tirhisa tibuloko ta Unifix. Kanelani patironi leyi na vadyondzi. Vekela tikhontheni leti nga na tibuloko ta Unifix emeteni. Vadyondzi va tirhisa tibuloko ta Unifix ku kopunula patironi leyi. Vadyondzi va tirhisa na mudyondzikulobye ku tumbuluxa patironi ya tibuloko ta Unifix. Mudyondzi un'wana na un'wana u hlawula muhlovo lowu a lavaka ku wu engetela.

   Va siyerisana ku engetela muhlovo ku ndlandlamukisa patironi. Vadyondzi va tirhisa tibuloko ta Unifix kutani va kopunula makhadi ya tipatironi.

   Swivutiso swo letela:

   - Xana i patironi yihi leyi u yi vonaka ekhadini ra wena?
   - Xana u nga yi yisa njhani emahlweni patironi leyi?
   - Xana i tingani ta tibuloko ta muhlovo wun'wana na wun'wana u fanelaka ku ti tirhisa eka xiphemu xin'wana na xin'wana xa patironi leyi?

6. **Ku tumbuluxa na ku hlamusela tipatironi:** Vadyondzi va tumbuluxa patironi ya vona vini hi ku tirhisa tibuloko ta Unifix. Va hlamusela patironi ya vona eka ntlawa.

   Swivutiso swo letela:

   - Xana u nga hi byela hi mayelana na patironi ya wena?
   - Xana u nga hlamusela leswi u swi vuyeleleke?

Check that learners are able to:

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

Workstation 1

What you need

- A shape pattern sheet per learner
- Pencil crayons

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

Workstation 2

What you need

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

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

Workstation 3

What you need

- Unifix block pattern cards
- Unifix blocks

Learners use Unifix blocks to copy patterns.

Workstation 4

What you need

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

Learners string beads according to the pattern cards.

Kamba leswaku vadyondzi va kota ku:

- hlayela hi nomu 1–20 na 7–1
- hlayela exikarhi ka 1 na 5, va ri karhi va tirhisa vuhlalu bya swivumbeko
- longoloxa tinomboro 1–5
- endla mitlawa yi fana/ringana kufika eka 5
- kuma, kopunula na ku ndlandlamukisa tipatironi
- tumbuluxa na ku hlamusela tipatironi ta vona vini

Xitichi xo tirhela xa 1

Leswi lavekaka

- Xipandzu xa tipatironi ta swivumbeko hi mudyondzi
- Tikhirayoni ta penisele

Vadyondzi va ndlandlamukisa tipatironi. Loko ku dirowa swi ri ntlhontlho, endla leswaku vadyondzi va tirhisa tibuloko ta swihlawulekisi kusuka eka *Khiti ya Swipfuno*.

Xitichi xo tirhela xa 2

Leswi lavekaka

- 1 ya thempuleti ya nyoka (vona pheji ya 105)
- 1 ya xipandzu xa tipatironi hi mudyondzi

Vadyondzi va tsema kutani va namarheta swivumbeko hi patironi ehenhla ka nyoka.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Makhadi ya tipatironi ta tibuloko ta Unifix
- Tibuloko ta Unifix

Vadyondzi va tirhisa tibuloko ta Unifix ku kopunula tipatironi.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Mfuku hi mudyondzi leyi nga na:
  – Ku hulela vuhlalu na njara
  – Makhadi ya tipatironi ta vuhlalu

Vadyondzi va hulela vuhlalu hi ku ya hi makhadi ya tipatironi.

Content Area Focus: Data Handling

Topics	New knowledge	Practise
• Collect and sort objects • Represent sorted collections of objects • Discuss and report on sorted collections of objects	• Collect, sort and represent collections of objects • Analyse and report on data	• Oral counting 1–20 and 7–1 • Counting objects 1–7 • Number concept 1–5 • More than, fewer than, equal to • Sorting and classifying • Shapes: circle, square, triangle

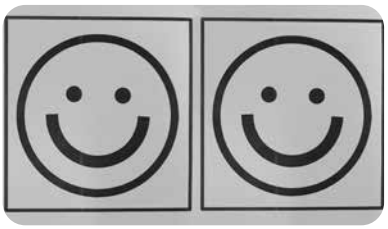
New maths vocabulary

similarities	pictograph

Getting ready

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

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



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

Nkongomo wa Xiyenge xa Vundzeni: Matirhiselo ya Vuxokoxoko bya Tinhlayo

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Hlengeleta kutani u ava michumu • Endla vuyimeri bya mihlengelo leyi aviweke ya michumu • Kanelani na ku vika hi mihlengelo leyi aviweke ya michumu	• Hlengeleta, ava kutani u endla vuyimeri bya mihlengelo ya michumu • Xopaxopa na ku vika vuxokoxoko bya tinhlayo	• Ku hlayela ka swanomu 1–20 na 7–1 • Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–5 • Tala kutlula, ntsongo kutlula, ringana na • Ku ava na ku ntlawahata • Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu

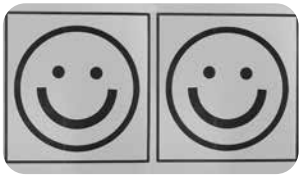
Ntivomarito wa matematiki wuntshwa

ku fana	phikitogirafu

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- 10 ra swifaniso swa swihahampfhuka leswitsongo swa un'wana na un'wana
- 1 ya xifaniso xa xirhendzevutana na 1 xa xikwere
- 7 wa swirhendzevutana swa sayizi ya A4 na 5 wa swikwere
- 2 wa swifaniso leswitsongo xin'wana na xin'wana xa: ku famba hi milenge, thekisi, movha, bazi (swa sayizi yo fana hinkwaswo)
- khadi leritsongo ra 5 cm × 5 cm leri nga na xikandza xo n'wayitela (hinkwawo ma sayizi yo fana) – 2 hi mudyondzi (vona Siku ra 3 na Siku ra 4)



- 2 wa swipandzu leswikulu swa tiphikitogirafu yin'wana na yin'wana yi ri na 4 wa tikholomu
- nhlengelo wa switlangiso swo aka swa mhandzi na swa pulasitiki, tanihi xikombiso, tibuloko, Lego
- timagazini leti nga na swifaniso swa swifambo
- 1 ya pheji ya girafu ya A4 (4 ya tikholomu na 6 wa mixaxa) hi mudyondzi: Kholomu ya le ximatsini yi na mifungho ya tinomboro na mathonsi ya tinomboro ta 1–5. Rixaxa ra le hansi ri ri na muhlovo eka rin'wana na rin'wana – tshwuka, wasi na xitshopana
- pheji ya girafu ya xivumbeko xo hambana ya mudyondzi un'wana na un'wana (Yin'wana na yin'wana yi fanele ku va na ntlhanu wa tikholomu leti leburiweke ehansi, tanihi xikombiso, 2 wa swirhendzevutana, 3 wa swikwere, 1 ya yinhlanharhu, 2 wa swikwere, 1 ya xirhendzevutana, lexi nga na xivandla ehenhla ka xin'wana na xin'wana (vona Xitichi xo tirhela xa 3))
- switsemiwa swa swirhendzevutana, swikwere na tinhlanharhu kusuka eka mavhiki lama nga hundza – kwalomu ka 12 hi mudyondzi.

Whole class activities

Day 1

What you need

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

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

   Guiding questions:

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

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

TIP
Properties of 3-D objects include length, width, height. Talk about sides, edges and corners.

4. **Sorting; more than, fewer than, equal to:** Look at the objects that are left.

   Guiding questions:

   - Do you think there are more objects that look like circles, or more objects that have straight edges and corners?
   - What do we need to do to find out?

   Together sort the objects into two groups and talk about them.

   - Do you think these two groups have an equal number of objects in them?
   - Which of these two groups do you think has more/fewer objects?
   - Which is the smallest/biggest object in this group?
   - What different colours can you see in this group?
   - What are the objects in this group made of?
   - How else can we sort these objects?

TIP
To help learners as they sort, provide two big containers, one labelled with a picture of a square and a rectangle, and another labelled with a picture of a circle.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Xifaniso xa A4 xa xirhendzevutana na xa xikwere swa tafula ra matematiki
- Michumu leyi nga na xivumbeko xa xirhendzevutana (tanihi xikombiso, tikhapi, bini ya malakatsi, tikhontheni ta yogati, swipfalo) leswi tumbetiweke ekamareni ro dyondzela
- Michumu leyi nga na xivumbeko xa xikwere na xa yinhlamune (tanihi xikombiso, mabokisi, madayizi, tibuloko, mabokisi ya lanci) leswi tumbetiweke ekamareni ro dyondzela

1. **Rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka mavhiki lama nga hundza ku yimbelela kumbe ku vula.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va ya eku hloteni ku kuma michumu leyi nga ekamareni ro dyondzela leyi yi langutekaka ku fana na swirhendzevutana, swikwere kumbe tinhlamune. (Tiyisisa leswaku u na michumu yo enela ku endlela leswaku ku va na wun'we hi mudyondzi.) Vadyondzi va veka michumu leyi exikarhi ka mete kutani va tshama hi xirhendzevutana. Avani swin'we michumu leyi hi mitlawa yimbirhi: wun'we lowu wu nga na xirhendzevutana na wun'wana lowu nga na michumu leyi nga na tikhona, matlhelo yo patlama na makumu yo thwixama (michumu ya xikwere na ya yinhlamune). Kanelani leswaku hikwalahokayini michumu leyi yi aviwile hi mitlawa leyi. Kongomisani eka swihlawulekisi swa michumu leyi kutani mi kanela xivumbeko.

   Swivutiso swo letela:

   - Xana ntlawa lowu wa michumu wu languteka tanihiloko wu ri na yo tala kumbe yitsongo kutlula nkombo wa michumu?

   Hlayelani swin'we mi humesa nkombo wa michumu leyi nga na xivumbeko xa xirhendzevutana kutani mi komba leswaku ku na yo tala kutlula nkombo wa michumu leyi nga na xivumbeko xa xirhendzevutana hinkwayo ka yona eka ntlawa wolowo. Vuyelelani hi ntlawa wun'wana wa michumu leyi nga na xivumbeko xa xikwere na xa yinhlamune. Vekelani nkombo wa michumu kusuka eka ntlawa wun'wana na wun'wana etafuleni ra matematiki ekusuhi na swifaniso swa xirhendzevutana na xikwere/yinhlamune.
4. **Ku ava; tala kutlula, ntsongo kutlula, ringana na:** Languta michumu leyi yi nga sala.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na michumu yo tala leyi yi langutekaka ku fana na swirhendzevutana, kumbe michumu yo tala leyi yi nga na makumu yo thwixama na tikhona?
   - Xana hi swihi leswi hi fanelaka ku swi endla ku swi kumisisa?

   Avani swin'we michumu leyi hi mitlawa yimbirhi kutani mi vulavula hi mayelana na yona.

   - Xana u ehleketa leswaku mitlawa leyimbirhi yi na nhlayo yo ringana ya michumu eka yona?
   - Xana hi wihi wa mitlawa leyimbirhi u ehleketaka leswaku yi na michumu yo tala/yitsongo?
   - Xana hi wihi nchumu lowutsongo kutlula hinkwayo/lowukulu kutlula hinkwayo entlaweni lowu?
   - Xana mihlovo yihi yo hambanahambana leyi u nga kotaka ku yi vona entlaweni lowu?
   - Xana michumu leyi nga entlaweni lowu yi endliwile hi yini?
   - Xana michumu leyi hi nga yi ava njhani hi ndlela yin'wana?

XITSUNDZUXO

Swihlawulekisi swa michumu ya 3-D swi katsa vulehi, vuanami, vulehelahenhla. Vulavulani hi mayelana na matlhelo, makumu na tikhona.

XITSUNDZUXO

Ku pfuna vadyondzi loko va ri karhi va ava, va nyike tikhontheni timbirhi letikulu, yin'we leyi leburiweke hi xifaniso xa xikwere na yinhlamune, kasi leyin'wana yi leburiwile hi xifaniso xa xirhendzevutana.

Learners sort objects into groups, as decided on by the class. Leave the objects in the maths area for further exploration.

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

Day 2

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 small toy cars/trucks
- Poster 8
- 7 large circles, 5 large squares

1. **Song:** Sing the song, *Little aeroplanes*. Show the aeroplane pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven toy cars or trucks on the mat.

   Guiding questions:

   - How many vehicles do you think there are?

   Together count the cars or trucks from 1 to 7.
4. **Data collection, sorting:** Learners stand in a circle. Call out different questions about how learners came to school today. Ask questions based on what you know of your learners' experience and how they come to school.

   Guiding questions:

   - Did you walk to school today?
   - Did you come to school in a car today?
   - Did you come to school in a taxi today?
   - Did you come to school by bus today?

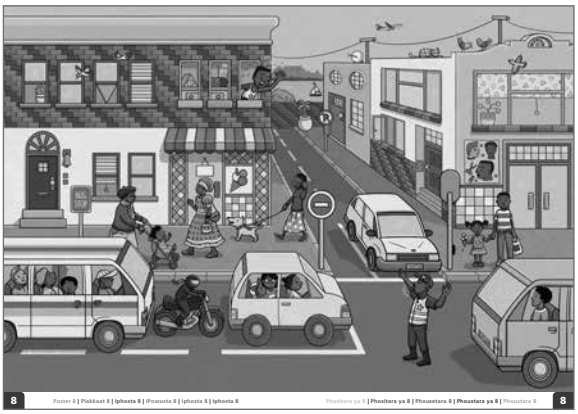
   Learners who answer yes, step into the circle. Discuss the learners' responses.

   - Who only stepped in once?
   - Who stepped in more than once? Why?

   Learners think of other ideas, based on transport and call out categories.
5. **Talk about different kinds of transport:** Discuss Poster 8. Talk about what types of transport learners can see.

   Guiding questions:

   - How many different kinds of transport can you see?
   - Are there more/ fewer on the ground or in the air?
   - What is the same about the transport on the ground?



TIP

If learners do not fit into these categories suggest that they choose the transport that they have used most often or even once in the past to get to school.

Vadyondzi va ava michumu hi mitlawa, tanihilaha swi bohiweke hi tlilasi. Tshikani michumu leyi endhawini ya matematiki ku endlela mbalango wo yisa emahlweni.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- Risimu: *Swihahampfhuka leswitsongo* (pheji ya 203)
- 10 ra swifaniso swa swihahampfhuka
- 7 wa mimovha/titiraka ta switlangiso letitsongo
- Phositara ya 8
- 7 wa swirhendzevutana leswikulu, 5 wa swikwere leswikulu

1. **Risimu:** Yimbelelani risimu leri, *Swihahampfhuka leswitsongo*. Komba swifaniso swa swihahampfhuka.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Veka nkombo wa mimovha kumbe titiraka ta switlangiso emeteni.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swipandzamananga swingani eka ntlawa lowu?

   Hlayeleni swin'we mimovha kumbe titiraka kusuka eka 1 kufika eka 7.
4. **Nhlengeleto wa vuxokoxoko bya tinhlayo, ku ava:** Vadyondzi va yima hi xirhendzevutana. Huwelela swivutiso swo hambanahambana hi mayelna na hilaha vadyondzi va teke hakona exikolweni namuntlha. Vutisa swivutiso leswi simekiweke eka leswi u swi tivaka hi ntokoto wa vadyondzi va wena na hilaha va taka hakona exikolweni.

   Swivutiso swo letela:

   - Xana u fambile hi milenge ku ta exikolweni namuntlha?
   - Xana u tile hi movha exikolweni namuntlha?
   - Xana u tile hi thekisi exikolweni namuntlha?
   - Xana u tile hi bazi exikolweni namuntlha?

   Vadyondzi lava va hlamulaka ina, va nghena endzeni ka xirhendzevutana. Kanelani miangulo ya vadyondzi.

   - Xana i mani a ngheneke kan'we?
   - Xana i mani a ngheneke ko tlula kan'we? Hikwalahokayini?

   Vadyondzi va ehleketa hi mayelana na mianakanyo yin'wana, hi ku ya hi xifambo kutani u huwelela mikhetekanyo.
5. **Vulavulani hi mayelana na mixaka yo hambanahambana ya swifambo:** Kanelani Phositara ya 8. Vulavulani hi mayelana na leswaku i mixaka yihi ya swifambo vadyondzi va nga kotaka ku yi vona.

   Swivutiso swo letela:

   - Xana i mixaka yingani yo hambanahambana ya swifambo u nga kotaka ku yi vona?
   - Xana ku na yo tala/yitsongo ehansi kumbe emoyeni?
   - Xana hi kwihi ku fana hi mayelana na swifambo leswi nga ehansi?

XITSUNDZUXO

Loko vadyondzi va nga ringani eka mikhetekanyo leyi ringanyeta leswaku va hlawula xifambo lexi va xi tirhiseke hakanyingi swinene kumbe hambi ku ri kan'we eka nkarhi lowu nga hundza.

- How are they different?
- How many vehicles have four wheels and how many have two wheels?
- What kinds of transport have two wheels?

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

Day 3

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 toy boats
- 4 small pictures: walking, a taxi, a car, a bus
- Small cards with a smiley face (all the same size) – 1 per learner
- Prepared pictograph page

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Repeat the counting activity from Day 2 using boats instead of cars and count from 1 to 7. Place the boats on the maths table for learners to sort according to colour.

   Note: If you don't have boats, these can be made from polystyrene trays with a stick pushed through the centre and paper for a sail. The sails could be different colours.

TIP
The question about types of transport must be appropriate to the context of your learners.

4. **Collecting data:** Discuss how learners travelled to school today.

   Guiding questions:

   - If we want to know if more learners travel to school by taxi than those who walk or who travel by car or bus, what do we need to do?

   Show four pictures of different forms of transport, and ask learners what these represent. Place these at each of the four corners of the mat. Learners collect a smiley face from a container on the mat and sit next to the picture that represents how they travel to school.

   Guiding questions:

   - Which group do you think has the most learners?
   - Which group has the fewest learners?

TIP
Learners' cards must be the same size.

5. **Representing data; more than, fewer than, equal to:** Ask learners how they can make a picture of how many learners use each type of transport. Guide them to place the four transport pictures in four columns to make a pictograph. Learners place their smiley face cards in the appropriate column above the correct mode of transport to complete the pictograph. Cards must be placed touching one another without spaces between them (see page 128).

- Xana swi hambanile njhani?
- Xana i swipandzamananga swingani swi nga na mune wa mavhilwa naswona i swingani swi nga na mavhilwa mambirhi?
- Xana i mixaka yihi ya swifambo yi nga na mavhilwa mambirhi?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 3

Leswi lavekaka

- Risimu: *Swihahampfhuka leswitsongo* (pheji ya 203)
- 10 ra swifaniso swa swihahampfhuka
- 7 wa swikepe swa switlangiso
- 4 wa swifaniso leswitsongo: ku famba hi milenge, thekisi, movha, bazi
- Makhadi lamatsongo lama nga na xikandza xo n'wayitela (hinkwawo swa sayizi yo fana) – 1 hi mudyondzi
- Pheji ya phikitogirafu leyi lulamisiweke

XITSUNDZUXO

Xivutiso hi mayelana na mixaka ya swifambo xi boheka ku va leswi faneleke eka mbangu wa vadyondzi va wena.

1. **Risimu:** Yimbelelani risimu leri, *Swihahampfhuka leswitsongo*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vuyelelani nghingiriko wa ku hlayela kusuka eka Siku ra 2 hi ku tirhisa swikepe ematshan'weni ya mimovha kutani mi hlayela kusuka eka 1 kufika eka 7. Vekela swikepe etafuleni ra matematiki leswaku vadyondzi va swi ava hi ku ya hi muhlovo.
   Lemuka: Loko mi ri hava swikepe, leswi swi nga endliwa kusuka eka tithireyi ta pholisitirini leti nga na ximhandzana lexi tlhomiweke exikarhi na phepha tanihi seyila. Maseyila ya nga va ya mihlovo yo hambanahambana.
4. **Ku hlengeleta vuxokoxoko bya tinhlayo:** Kanelani hilaha vadyondzi va tekeke rendzo hakona ku ta exikolweni namuntlha.
   Swivutiso swo letela:
   - Loko hi lava ku tiva loko vadyondzi vo tala va teka rendzo ku ta exikolweni hi thekisi kutlula lava va fambaka hi milenge kumbe lava va tekaka rendzo hi movha kumbe bazi, xana hi swihi leswi hi fanelaka ku swi endla?

   Komba mune wa swifaniso swa mixaka yo hambana ya swifambo, kutani u vutisa vadyondzi leswi swi yimelaka swona. Swi vekele eka yin'wana na yin'wana ya mune wa tikhona ta mete. Vadyondzi va hlengeleta swikandza swo n'wayitela kusuka eka khontheni emeteni kutani va tshama ekusuhi na xifaniso lexi xi yimelaka hilaha va tekaka rendzo hakona ku ta exikolweni.
   Swivutiso swo letela:
   - Xana i ntlawa wihi u ehleketaka leswaku wu na vadyondzi vo tala kutlula hinkwavo?
   - Xana i ntlawa wihi wu nga na vadyondzi vatsongo kutlula hinkwavo?

XITSUNDZUXO

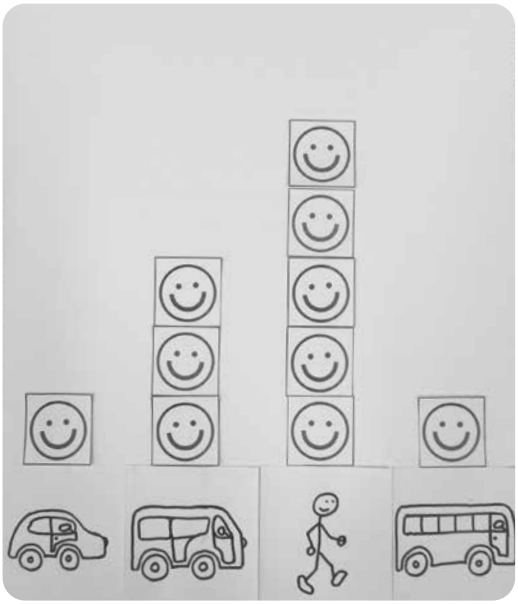
Makhadi ya vadyondzi ya boheka ku va ya sayizi yo fana.

5. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo; tala kutlula, ntsongo kutlula, ringana na:** Vutisa vadyondzi hilaha va nga endlaka hakona xifaniso xa leswaku i vadyondzi vangani va tirhisaka muxaka wun'wana na wun'wana wa xifambo. Va letele ku veke mune wa swifaniso swa swifambo eka mune wa tikholomu ku endla phikitogirafu. Vadyondzi va veka makhadi ya swikandza swo n'wayitela eka kholomu leyi faneleke leyi nga ehenhla ka muxaka lowu nga lulama wa xifambo ku hetisa phikitogirafu leyi. Makhadi ya boheka ku vekiwa ya khumbana ku ri hava swivandla exikarhi ka wona (vona pheji ya 129).

6. **Interpreting data:** Look at the pictograph.

   Guiding questions:

   - Do more learners travel to school by taxi than any other form of transport?
   - How do you know?
   - Do more learners travel to school by car or by bus?
   - How do you know?
   - Do more learners walk or come by car?



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

Day 4

What you need

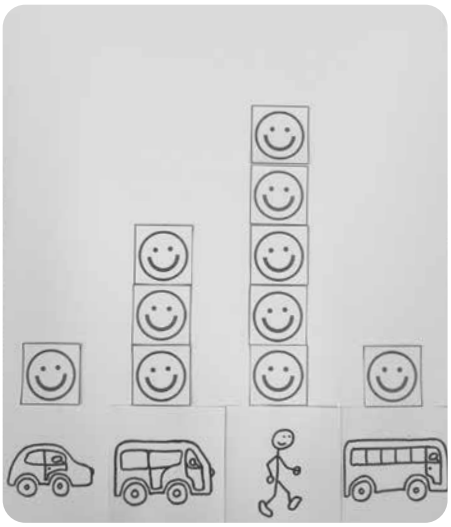
- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- Transport pictograph from Day 3
- Another pictograph as on Day 3 with the same four pictures of transport
- Small cards with a smiley face (all the same size) – 1 per learner
- Boats and cars from the maths table

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Whisper '6 boats' into a learner's ear. He/she fetches these from the maths table, and places them on the mat. Whisper '7 cars' into another learner's ear. He/she does the same as the first learner. Learners estimate how many objects there are in each group. Together count the objects from 1 to 6 and 1 to 7.
4. **Interpreting data:** Discuss the information shown on the pictograph learners completed on Day 3.

   Guiding questions:

   - What did we do yesterday to find out how you all come to school?
   - How do most learners come to school?
   - What kind of transport is used by the fewest learners?

6. **Ku humesa ntwisiso wa vuxokoxoko bya tinhlayo:** Languta phikitogirafu leyi.



Swivutiso swo letela:

- Xana vadyondzi vo tala va teka rendzo ku ta exikolweni hi thekisi kutlula muxaka wun'wana wihi kumbe wihi wa xifambo?
- Xana u swi tiva njhani?
- Xana vadyondzi vo tala va teka rendzo ku ta exikolweni hi movha kumbe hi bazi?
- Xana u swi tiva njhani?
- Xana vadyondzi vo tala va famba hi milenge kumbe va ta hi movha?

7. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- Risimu: *Swihahampfhuka leswitsongo* (pheji ya 203)
- 10 ra swifaniso swa swihahampfhuka
- Phikitogirafu ya swifambo kusuka eka Siku ra 3
- Phikitogirafu yin'wana tanihi le ka Siku ra 3 leyi nga mune wa swifaniso swo fana swa xifambo
- Makhadi lamatsongo lama nga na xikandza xo n'wayitela (hinkwawo swa sayizi yo fana) – 1 hi mudyondzi
- Swikepe na mimovha kusuka etafuleni ra matematiki

1. **Risimu:** Yimbelelani risimu leri, *Swihahampfhuka leswitsongo*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Hlevetela '6 wa swikepe' endleveni ya mudyondzi. U teka leswi kusuka etafuleni ra matematiki, kutani a swi veka emeteni. Hlevetela '7 wa mimovha' endleveni ya mudyondzi un'wana. U endla swo fana tanihi mudyondzi lowo sungula. Vadyondzi va kumbetela leswaku ku na michumu yingani eka ntlawa wun'wana na wun'wana. Hlayeleni swin'we michumu leyi kusuka eka 1 kufika eka 6 na kusuka eka 1 kufika eka 7.
4. **Ku humesa ntwisiso wa vuxokoxoko bya tinhlayo:** Kanelani vuxokoxoko lebyi kombiweke eka phikitogirafu leyi vadyondzi va yi hetiseke hi Siku ra 3.

Swivutiso swo letela:

- Xana hi swihi leswi hi swi endleke tolo ku kumisisa hilaha hikwenu mi taka hakona exikolweni?
- Xana vadyondzi vo tala va ta njhani exikolweni?
- Xana i muxaka wihi wa xifambo lowu tirhisiwaka hi vadyondzi vatsongo kutlula hinkwavo?

5. **Practising data collection and representation:** Discuss whether the learners used a different form of transport to get to school today. Create a pictograph as you did on Day 3, activity 4 and 5. Compare the pictographs for Day 3 and Day 4.

   Guiding questions:

   - What do you see on our transport pictograph today?
   - What is the same as yesterday?
   - What is different?

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

Day 5

What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- A collection of wooden and plastic construction toys, for example, blocks, Lego

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners stand in a circle. Touch seven learners, as the class counts 1–7. Learners sit down as you touch them. Move around the circle until everyone has had a turn. When you get to the last group, learners estimate whether there are still seven learners standing before you count.
4. **Sorting, classifying and comparing:** Show the learners a plastic object and a wooden object from the classroom, for example, a building block and a Lego block.

   Guiding questions:

   - What can you tell me about these things?

   Invite some learners to feel and describe the objects.

   - What do they feel like?
   - What is the same or different about them?

   Place a collection of wooden and plastic blocks and construction toys on the mat. Learners each take an object from the group. Ask the learners to make two groups, one of wooden objects and the other of plastic objects.

   - Which group do you think has more/fewer?
   - Has anyone got anything in their group that is exactly the same? What is the same about them?
   - How else could we sort these items?

TIP
Consider attributes such as colour, size, shape and texture when sorting objects.

5. **Ku titoloveta nhlengeleto na vuyimeri bya vuxokoxoko bya tinhlayo:** Kanelani loko vadyondzi va tirhise muxaka wo hambana wa xifambo ku ta exikolweni namuntlha. Tumbuluxa phikitogirafu tanihilaha u endleke hakona eka Siku ra 3, nghingiriko wa 4 na wa 5. Fananisani tiphikitogirafu ta Siku ra 3 na Siku ra 4.

   Swivutiso swo letela:

   - Xana i yini leswi u swi vonaka eka phikitogirafu ya hina ya swifambo namuntlha?
   - Xana i yini swi fanaka tanihi tolo?
   - Xana ku hambanile yini?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

Leswi lavekaka

- Risimu: *Swihahampfhuka leswitsongo* (pheji ya 203)
- 10 ra swifaniso swa swihahampfhuka
- Nhlengelo wa switlangiso swo aka swa mhandzi na swa pulasitiki, tanihi xikombiso, tibuloko, Lego

1. **Risimu:** Yimbelelani risimu, *Swihahampfhuka leswitsongo*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Khumba nkombo wa vadyondzi, loko tlilasi yi ri karhi hi hlayela 1–7. Vadyondzi va tshama ehansi loko u ri karhi u va khumba. Fambafamba ku rhendzela na xirhendzevutana kufikela loko munhu un'wana na un'wana a kumile nkarhi. Loko u fika eka ntlawa wo hetelela, vadyondzi va kumbetela loko ka ha ri na nkombo wa vadyondzi lava nga yima u nga si hlayela.
4. **Ku ava, ku ntlawahata na ku fananisa:** Komba vadyondzi nchumu wa pulasitiki na nchumu wa mhandzi kusuka ekamareni ro dyondzela, tanihi xikombiso, buloko yo aka na buloko ya Lego.

   Swivutiso swo letela:

   - Xana u nga ndzi byela yini hi mayelana na swilo leswi?

   Rhamba vadyondzi vangarivangani ku twa na ku hlamusela michumu leyi.

   - Xana swi twala ku fana na yini?
   - Xana hi kwihi ku fana/ku hambana hi mayelana na yona?

   Vekela nhlengelo wa tibuloko ta mhandzi na ta pulasitiki na switlangiso swo aka emeteni. Vadyondzi un'wana na un'wana u teka nchumu kusuka eka ntlawa. Kombela vadyondzi ku endla mitlawa yimbirhi, wun'we wa michumu ya mhandzi kasi lowun'wana wa michumu ya pulasitiki.

   - Xana i ntlawa wihi u ehleketaka leswaku wu na swo tala/switsongo?
   - Xana munhu wihi kumbe wihi u kume xilo xihi kumbe xihi entlaweni wa yena lexi xi fanaka kwatsa? Xana i yini xi fanaka hi mayelana na xona?
   - Xana michumu leyi hi nga yi ava njhani hi ndlela yin'wana?

XITSUNDZUXO

Anakanya hi swihlawulekisi swo tanihi muhlovo, sayizi, xivumbeko na nkhwaxelo loko u ri karhi u ava michumu.

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

Integration

Home Language and Life Skills: Learners use the construction toys to make cars, boats, taxis and other vehicles. They create groups of these to place on the maths table and talk about the vehicles they made and the groups that they sorted them into.

Small group activities

Teacher-guided activity

What you need

- 60 animal counters (*Resource Kit*)
- A4 graph grid per learner
- A tub per learner with red, yellow and blue animals, in groups of 5, 4 and 3 animals (*Resource Kit*) (Vary the combinations for each learner, for example, 5 red, 4 yellow and 3 blue animals.)
- Red, yellow and blue crayons

1. **Counting objects 1–7:** Place animal counters on the mat. Each learner chooses and counts out seven animals.

   Guiding questions:

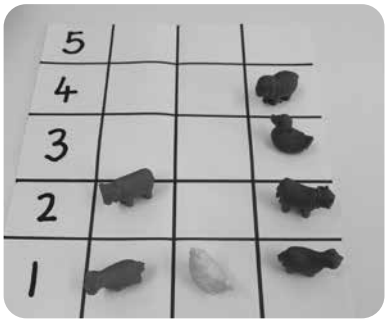
   - Is there anything the same/different about the animals in your group?
   - Do you have any that are the same as the learner sitting next to you? How many are the same?
   - What colour animals have you chosen?
   - How many of each colour do you have?

2. **More/fewer:** Learners compare the number of different-coloured animals they have in their groups.

   Guiding questions:

   - Do you have more/fewer red animals than other colour animals in your group?

3. **Collecting and sorting:** Learners put their animal counters from their tubs on the mat.



   Guiding questions:

   - Do you have more red animals than other colour animals in your group?
   - How can we find out the answer to this question?

   They sort their animals into colour groups.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Vadyondzi va tirhisa switlangiso swo aka ku endla mimovha, swikepe, mathekisi na swipandzamananga swin'wana. Va tumbuluxa mitlawa ya leswi ku yi veka etafuleni ra matematiki kutani va vulavula hi mayelana na swipandzamananga leswi va swi endleke na mitlawa leyi va swi aveleke eka yona.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 60 wa swihlayeri swa swiharhi (*Khiti ya Swipfuno*)
- Giridi ya girafu ya A4 hi mudyondzi
- Mfuku hi mudyondzi leyi nga na swiharhi swo tshwuka, xitshopana na wasi, hi mitlawa ya swiharhi ya 5, 4 ya 3 (*Khiti ya Swipfuno*) (Hambanisa mikatsano ya mudyondzi un'wana na un'wana, tanihi xikombiso, 5 wa swiharhi swo tshwuka, 4 wa swiharhi swa xitshopana na 3 wa swiharhi swa wasi.)
- Tikhirayoni to tshwuka, ta xitshopana na ta wasi

1. **Ku hlayela michumu 1–7:** Vekela swihlayeri swa swiharhi emeteni. Mudyondzi un'wana na un'wana wa hlawula kutani a hlayela a humesa nkombo wa swiharhi.

   Swivutiso swo letela:

   - Xana ku na xihi kumbe xihi lexi fanaka/hambanaka hi mayelana na swiharhi leswi nga entlaweni wa wena?
   - Xana u na swihi kumbe swihi leswi swi fanaka tanihi mudyondzi loyi a nga tshama ekusuhi na wena? Xa i swingani swi fanaka?
   - Xana i swiharhi swa muhlovo wihi leswi u swi hlawuleke?
   - Xana i swingani swa muhlovo wun'wana na wun'wana u nga na swona?

2. **Tala/ntsongo:** Vadyondzi va fananisa nhlayo ya swiharhi leswi pendiweke ku hambana na leswi va nga na swona emitlaweni ya vona.

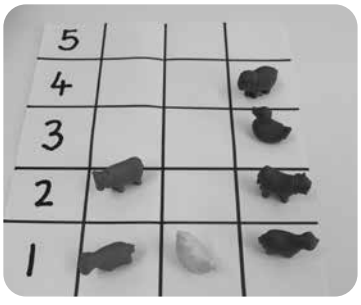
   Swivutiso swo letela:

   - Xana mi na swiharhi swo tshwuka swo tala/switsongo kutlula swiharhi swa mihlovo yin'wana entlaweni wa n'wina?

3. **Ku hlengeleta na ku ava:** Vadyondzi va veka swihlayeri swa vona swa swiharhi kusuka etimfukwini emeteni.

   Swivutiso swo letela:

   - Xana mi na swiharhi swo tshwuka swo tala kutlula swiharhi swa mihlovo yin'wana entlaweni wa n'wina?



   - Xana hi ta yi kumisisa njhani nhlamulo ya xivutiso lexi?

   Va ava swiharhi swa vona hi mitlawa ya mihlovo.

4. **Representing data:** Show learners the A4 graph.

   Guiding questions:

   - How can we show what colour animals each of you has in your groups?

   Guide learners towards putting the animals into the red, blue and yellow columns. They colour in the blocks where each animal is standing.

5. **Interpreting data:** Learners look at their graphs together and compare them.

   Guiding questions:

   - Do you have more red animals than other colour animals?
   - Who has fewer red animals than other colour animals?
   - Do you have more yellow or more blue blocks on your page?
   - Does anyone have the same number of red animals?
   - Who has fewer/more than this number of animals?
   - What is the difference/the same between _____'s and _____'s graphs?

TIP

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.

Check that learners are able to:

- sort objects according to colour
- colour a graph according to concrete objects in a group
- answer questions based on their own picture
- compare their picture with others and notice similarities and differences

Workstation 1

What you need

- Magazines with transport pictures
- Scissors
- 3 containers, each with a picture label for air travel, water travel and road travel

Learners cut out pictures and place them into the container with the matching picture.

Integration

Home Language and Life Skills: These pictures can be discussed as a Listening and Speaking activity and/or as a Beginning Knowledge activity.

4. **Ku endla vuyimeri bya vuxokoxoko bya tinhlayo:** Komba vadyondzi girafu ya A4.

   Swivutiso swo letela:

   - Xana hi nga swi komba njhani leswaku swiharhi swa mihlovo yihi un'wana na un'wana wa n'wina a nga na swona emitlaweni ya n'wina?

   Letela vadyondzi eka ku vekela swiharhi endzeni ka tikholomu to tshwuka, ta wasi na ta xitshopana. Va penda etibulokweni laha xiharhi xin'wana na xin'wana xi nga yima kona.

5. **Ku humesa ntwisiso wa vuxokoxoko bya tinhlayo:** Vadyondzi va languta tigirafu ta vona kutani va ti fananisa.

   Swivutiso swo letela:

   - Xana i mani a nga na swiharhi swo tshwuka swo tala kutlula swiharhi swa mihlovo yin'wana?
   - Xana u na swiharhi swo tshwuka switsongo kutlula swiharhi swa mihlovo yin'wana?
   - Xana u na tibuloko ta xitshopana to tala kumbe tibuloko ta wasi to tala ephejini ya wena?
   - Xana ku na munhu wihi kumbe wihi a nga na nhlayo yo fana ya swiharhi swo tshwuka?
   - Xana i mani a nga na switsongo/swo tala kutlula nhlayo leyi ya swiharhi?
   - Xana hi kwihi ku hambana/ku fana exikarhi ka tigirafu ta _____ na tigirafu ta _____?

XITSUNDZUXO

Tigirafu ta vadyondzi ti ta va ti hambanile. Va ta hlamula hi ku ya hi muhlovo wa swiharhi leswi nga etimfukwini ta vona.

Kamba leswaku vadyondzi va kota ku:

- ava swihlayeri hi ku ya hi muhlovo.
- penda girafu hi ku ya hi michumu yo khomeka leyi nga entlaweni
- hlamula swivutiso hi ku ya hi xifaniso xa vona vini
- fananisa xifaniso xa vona na swin'wana kutani va vona ku fana na ku hambana

Xitichi xo tirhela xa 1

Leswi lavekaka

- Timagazini leti nga na swifaniso swa swifambo
- Xikero
- 3 wa tikhontheni, yin'wana na yin'wana yi ri na lebulu ya xifaniso xa le moyeni, xa le matini na xa le magondzweni

Vadyondzi va tsema swifaniso kutani va swi vekela endzeni ka khontheni leyi nga na xifaniso lexi pananaka.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Swifaniso leswi swi nga kaneriwa tanihi nghingiriko wa ku Yingisela na wa ku Vulavula na/kumbe nghingiriko wa Vutivi bya Masungulo.

Workstation 2

What you need

- Masking tape/string to create 4 columns on the mat/table
- A box with polystyrene, plastic, foil and paper/cardboard waste items
- Place one of each kind of waste item in each of the 4 columns

Learners sort objects according to what they are made of.

Workstation 3

What you need

- Shape graph page – different for each learner
- A container with cut-out circles, squares and triangles
- Glue

Learners paste or draw the correct number of shapes in each column.

Workstation 4

What you need

- Items from the *Resource Kit*: fruit counters, sticks, Unifix blocks, coloured discs
- 5 containers with red, blue, yellow, green and black stickers/labels – a different colour on each
- Egg box with 6 spaces – 1 per learner

Learners sort the items from the *Resource Kit* according to colour. They then replace these and sort and classify the items in any other way using the egg boxes.

Integration

Home Language and Life Skills (outdoor play): Make a grid in the outdoor play area. Learners collect and sort different outdoor objects in the grid.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Thepi yo namarheta/njara ku tumbuluxa 4 wa tikholomu emeteni/etafuleni
- Bokisi leri nga na michumu ya thyaka ya pholisitirini, ya pulasitiki, ya foyili na ya phepha/khadibodo
- Vekela wun'we wa muxaka wun'wana na wun'wana wa nchumu wa thyaka eka yin'wana na yin'wana ya tikholomu leta 4

Vadyondzi va ava michumu hi ku ya hi leswi swi endliweke haswona.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Pheji ya xivumbeko xa girafu – yo hambana ya mudyondzi un'wana na un'wana
- Khontheni leyi nga na switsemiwa swa swirhendzevutana, swikwere na tinhlanharhu
- Xinamarheti

Vadyondzi va namarheta kumbe va dirowa nhlayo yo lulama ya swivumbeko eka kholomu yin'wana na yin'wana.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Michumu kusuka eka *Khiti ya Swipfuno*: swihlayeri swa mihandzu, swimhandzana, tibuloko ta Unifix, tidisiki leti pendiweke
- 5 wa tikhontheni leti nga na switikara/tilebulu to tshwuka, ta wasi, ta xitshopana, ta rihlaza, na ta ntima – muhlovo wo hambana eka yin'wana na yin'wana
- Bokisi ra matandza leri nga na 6 wa tindhawu – 1 hi mudyondzi

Vadyondzi va ava michumu kusuka eka *Khiti ya Swipfuno* hi ku ya hi muhlovo. Endzhaku ka swona va siva leyi kutani va ava na ku ntlawahata michumu leyi hi ndlela yin'wana yihi kumbe yihi hi ku tirhisa mabokisi ya matandza.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi (ntlangu wa le handle ka muako): Endla giridi eka ndhawu yo tlanga ya le handle ka muako. Vadyondzi va hlengeleta na ku ava michumu yo hambanahambana ya le handle ka muako eka giridi.

Content Area Focus: Space and Shape (Geometry)

Topics	New knowledge	Practise
• Properties of shapes – compare same and different, sort according to properties • Position • Orientation and views	• Follow directions • Midline crossing	• Oral counting 1–20 and 7–1 • Counting objects 1–7 • Number concept 1–5 • Shapes: circle, square, triangle • Forwards, backwards • Reinforce position

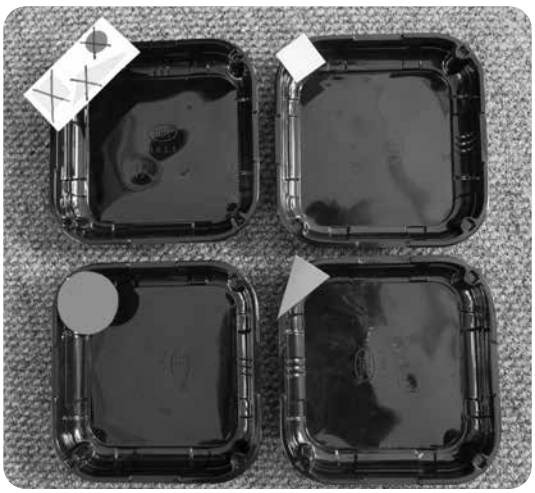
New maths vocabulary

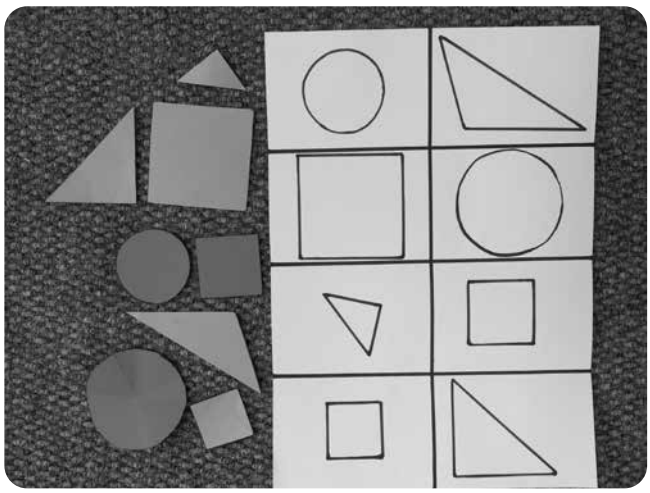
opposite	around	along	through	over

Getting ready

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

- pictures of 7 ducklings
- 2 large cardboard circles – 1 red, 1 green
- big cardboard circles, squares and triangles – 3 of each
- 7 playdough/plastic ducks
- 40 cardboard triangles, circles and squares similar in size to the attribute blocks
- 30 cardboard circles, squares and triangles of various sizes and colours
- 30 other cardboard shapes, for example, diamonds, hearts, stars
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them
- shape matching boards and shapes that can be placed on the board – a different board for each learner.





Nkongomo wa Xiyenge xa Vundzeni: Ndhawu na Xivumbeko (Jometiri)

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Swihlawulekisi swa swivumbeko – fananisa ku fana na ku hambana, ava hi ku ya hi swihlawulekisi • Xiyimo • Ndzetelo na matlhelo	• Landzelela matlhelo • Ku hingakanya ntila wa le xikarhi	• Ku hlayela ka swanomu 1–20 na 7–1 • Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–5 • Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu • Kuya emahlweni, kuya endzhaku • Tiyisisa xiyimo

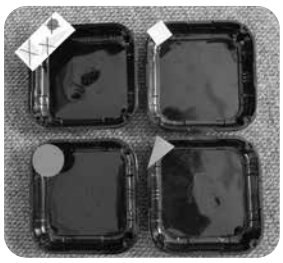
Ntivomarito wa matematiki wuntshwa

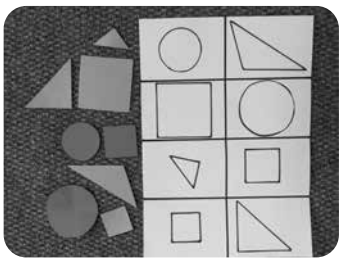
mfularhelo | ku rhendzela na | ku xaxamela na | hi le xikarhi ka | hi le henhla ka

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- swifaniso swa 7 wa swisekwana
- 2 wa swirhendzevutana swa khadibodo leswikulu – 1 xo tshwuka, 1 xa rihlaza
- khadibodo lerikulu ra swirhendzevutana, swikwere na tinhlanharhu – 3 wa xin'wana na xin'wana
- 7 wa masekwa ya vumba byo tlangisa/swa pulasitiki
- 40 wa tinhlanharhu, swirhendzevutana na swikwere swa khadibodo swo fana hi sayizi na swihlawulekisi swa tibuloko
- 30 wa swirhendzevutana, swikwere na tinhlanharhu ta khadibodo ta tisayizi na mihlovo yo hambanahambana
- 30 wa swivumbeko swin'wana swa khadibodo, tanihi xikombiso, tidayimani, timbilu na tinyeleti
- 4 wa tikhontheni leti leburiweke – 1 leyi nga na xirhendzevutana, 1 leyi nga na xikwere, 1 leyi nga na yinhlanharhu, 1 leyi nga na xifaniso xa 3 wa swivumbeko leswi nga na xihambano exikarhi ka swona
- tibodo ta swivumbeko leti pananaka na swivumbeko leswi swi nga vekiwaka eka tibodo leti – bodo yo hambana ya mudyondzi un'wana na un'wana.





Whole class activities

Day 1

What you need

- Song: *Seven little ducks* (page 202)
- Pictures of 7 ducklings
- 5 hula hoops
- 1 red and 1 green cardboard circle

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Count the duckling pictures from 1 to 7.
4. **Practising position:** Learners sit in a circle. Put five hula hoops in the middle of the circle. Learners move *between* the hula hoops when you show a green circle and sit *next to* a hula hoop when you show a red circle.

   Then let five learners stand together *in* each of the hula hoops. Learners demonstrate actions according to the guiding questions.

   Guiding questions:

   - How high/low can you reach?
   - How wide can you stretch?
   - Do you all have the same amount of space in your hula hoops?
   - Why/why not?

   Let another learner stand *in* each hoop.

   - Now that there is one more learner in your hula hoop, has the amount of space that you each have changed?
   - How many more learners do you think could fit into the space in your hula hoop before all the space is taken?

   Learners move *between* the hula hoops again, *forwards* and *backwards*. Then let five different learners stand together *in* each of the hula hoops.

   - How many learners could sit *inside* the hula hoop to fill up all the space?

   Learners sit *in* the hula hoop to see how many will fit into one hula hoop. They move *around* the hula hoop they have been sitting in. They sit *outside* the hula hoop with their feet *on* the hula hoop.
5. **Small group activities:** Describe the activities at each workstation.

TIP
This activity can be done outside.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Nkombo wa swisekwana* (pheji ya 203)
- 7 wa swifaniso swa swisekwana
- 5 wa tihulahupu
- 1 wa xirhendzevutana xa khadibodo xo tshwuka na 1 xa rihlaza

1. **Risimu:** Yimbelelani risimu, *Nkombo wa swisekwana* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Hlayela swifaniso swa swisekwana kusuka eka 1 kufika eka 7.

XITSUNDZUXO
Nghingiriko lowu wu nga endleriwa ehandle.

4. **Ku titoloveta xiyimo:** Vadyondzi va tshama hi xirhendzevutana. Vekela ntlhanu wa tihulahupu exikarhi ka xirhendzevutana. Vadyondzi va famba *exikarhi ka* tihulahupu loko u komba xirhendzevutana xa rihlaza kutani va tshama *ekusuhi na* hulahupu loko u komba xirhendzevutana xo tshwuka.

   Endzhaku ka swona endla leswaku ntlhanu wa vadyondzi va yima swin'we *endzeni ka* yin'wana na yin'wana ya tihulahupu. Vadyondzi va kombisa swiendlo hi ku ya hi swivutiso swo letela.

   Swivutiso swo letela:

   - Xana i ehenhla/ehansi kufika kwihi u nga fikelaka?
   - Xana i ku anama kufika kwihi u nga tivambaka?
   - Xana hinkwenu mi na mpimo wo fana wa ndhawu eka tihulahupu ta n'wina?
   - Hikwalahokayini/hikwalahokayini swi nga ri tano?

   Endla leswaku mudyondzi un'wana a yima *eka* hulahupu yin'wana na yin'wana.

   - Sweswi ku nga na mudyondzi un'wana un'we eka hulahupu ya wena, xana mpimo wa ndhawu leyi u nga na yona wu cincile?
   - Xana i vadyondzi vangani van'wana u ehleketaka leswaku va nga kota ku ringana endzeni ka ndhawu leyi nga eka hulahupu loko ndhawu hinkwayo yi nga si tekiwa?

   Vadyondzi va famba *exikarhi ka* tihulahupu nakambe, *kuya emahlweni* na *kuya endzhaku*. Endzhaku ka swona endla leswaku ntlhanu wa vadyondzi vo hambana va yima swin'we *endzeni ka* yin'wana na yin'wana ya tihulahupu.

   - Xana i vadyondzi vangani va nga kotaka ku yima *endzeni* ka tihulahupu ku tatisa ndhawu leyi?

   Vadyondzi va tshama *endzeni ka* hulahupu ku vona leswaku i vangani va nga ta ringana endzeni ka hulahupu yin'we. Va fambafamba *ku rhendzela na* hulahupu leyi a va tshamile endzeni ka yona. Va tshama *ehandle ka* hulahupu mikondzo ya vona yi ri *ehenhla ka* hulahupu.

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Day 2

What you need

- Song: *Seven little ducks* (page 202) and pictures
- 7 plastic/playdough ducks
- Plastic lid
- Big cardboard circles, squares and triangles – 3 of each

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put a lid with a group of seven ducks on the mat. Learners estimate how many ducks there are. Together count the ducks.
4. **Practising shapes:** Learners play the game, 'I spy … (shape)' and identify circles, triangles and squares around the classroom. For example: 'I spy with my little eye a shape that has three corners and is stuck up on the wall.'
5. **Practising shapes and direction:** Place large cardboard shapes on the ground. Learners follow instructions to move to a specific shape. For example: 'Jump and stop at a circle, crawl to a shape with three corners, twirl to a shape with four straight sides.'
6. **Small group activities:** Describe the activities at each workstation.

TIP
This activity could be done outside. Use chalk to draw shapes instead of using cardboard shapes.

Day 3

What you need

- Song: *Seven little ducks* (page 202) and pictures of ducks and ducklings
- 7 plastic/playdough ducks
- 7 circle attribute blocks (*Resource Kit*)
- Dot cards 1–5 (*Resource Kit*)
- Big cardboard circles, squares and triangles – 3 of each
- 3 beanbags

1. **Song:** Sing the song, *Seven little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and a group of seven circles on the mat. Learners estimate how many there are in each group. Together count each group.

   Guiding questions:

   - Do you think these groups have an equal number of objects?
4. **Practising circles and 1–5:** Discuss the ducks and circles with the learners.

   Guiding questions:

   - Can you see any part of the ducks or ducklings that look like circles?
   - Where in the room do you see circle shapes?

Siku ra 2

Leswi lavekaka

- Risimu: *Nkombo wa swisekwana* (pheji ya 203) na swifaniso
- 7 wa swisekwana swa pulasitiki/vumba byo tlangisa
- Xipfalo xa pulasitiki
- Khadibodo lerikulu ra swirhendzevutana, swikwere na tinhlanharhu – 3 swa un'wana na un'wana

1. **Risimu:** Yimbelelani risimu, *Nkombo wa swisekwana* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela xipfalo lexi nga na ntlawa wa nkombo wa swisekwana emeteni. Vadyondzi va kumbetela leswaku ku na swisekwana swingani. Hlayeleni swin'we swisekwana leswi.
4. **Ku titoloveta swivumbeko:** Vadyondzi va tlanga ntlangu, 'Ndza hlometela … (xivumbeko)' kutani ndzi kuma swirhendzevutana, tinhlanharhu na swikwere ku rhendzela na kamara ro dyondzela. Tanihi xikombiso: 'Ndza hlometela hi xitihlwana xivumbeko lexi xi nga na tikhona tinharhu naswona xi namarhetiwile ekhumbini.'
5. **Ku titoloveta swivumbeko na tlhelo:** Vekela swivumbeko swa khadibodo leswikulu ehansi. Vadyondzi va landzelela swileriso ku famba ku ya eka xivumbeko xo karhi. Tanihi xikombiso: 'Tlula kutani u yima exirhendzevutanini, kasa u ya eka xivumbeko lexi nga na tikhona tinharhu, ndziwilita u ya eka xivumbeko lexi nga na matlhelo ya mune.'
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Nghingiriko lowa wu nga endleriwa ehandle. Tirhisa choko ku dirowa swivumbeko ematshan'weni ya ku tirhisa swivumbeko swa khadibodo.

Siku ra 3

Leswi lavekaka

- Risimu: *Nkombo wa swisekwana* (pheji ya 203) na swifaniso swa masekwa na swisekwana
- 7 wa swisekwana swa pulasitiki/vumba byo tlangisa
- 7 wa tibuloko ta swihlawulekisi swa xirhendzevutana (*Khiti ya Swipfuno*)
- Makhadi ya mathonsi 1–5 (*Khiti ya Swipfuno*)
- Khadibodo lerikulu ra swirhendzevutana, swikwere na tinhlanharhu – 3 swa un'wana na un'wana
- 3 wa tibinibege

1. **Risimu:** Yimbelelani risimu, *Nkombo wa swisekwana*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vekela nkombo wa masekwa na ntlawa wa nkombo wa swirhendzevutana emeteni. Vadyondzi va kumbetela leswaku ku na swingani eka ntlawa wun'wana na wun'wana. Hlayelani swin'we ntlawa wun'wana na wun'wana.
   Swivutiso swo letela:
   - Xana u ehleketa leswaku mitlawa leyi yi na nhlayo yo fana ya michumu?
4. **Ku titoloveta swirhendzevutana na 1–5:** Kanelani masekwa na swirhendzevutana na vadyondzi.
   Swivutiso swo letela:
   - Xana u kota ku vona xiphemu xihi kumbe xihi xa masekwa kumbe swisekwana leswi langutekaka ku fana na swirhendzevutana?
   - Xana hi kwihi ekamareni laha u vonaka swivumbeko swa swirhendzevutana?

Show the learners dot cards 1–5.

- What shape are the dots?
- How many dots do you see on these cards?

Show two cards with different numbers of dots.

- Does this card have more/fewer dots than this one?

5. **Practising shapes:** Place cardboard shapes in the middle on the mat. Play a beanbag game. Give three learners each a beanbag. They follow instructions, for example: 'Throw your beanbag onto the shape that has three corners, the shape that has one more than three corners, the shape that has four sides.' The learners name the shape on which the beanbag lands and discuss the properties. Repeat with other learners.
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *If you're holding a square* (page 198)
- 24 circle, square, triangle attribute blocks (*Resource Kit*)
- Big cardboard circles, squares and triangles – 2 of each
- 7 boxes (3 that have square faces and 4 that have rectangular faces)
- Song: *What can I do?* (page 204)

1. **Song:** Hand out 24 circle, square and triangle attribute blocks and 6 cardboard shapes. Sing *If you're holding a square*. Learners cross their midline by passing their shapes from one hand to the other when they stand up.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven different-sized boxes on the mat. Learners estimate how many boxes there are and then count them.

   Guiding questions:

   - Do any of the boxes have square-shaped sides?
   - How do you know? How many?
   - Are all the sides of the box square?
   - Are there any boxes that don't have square sides? How many?
4. **More than, fewer than, equal to:** Sort the boxes into two groups: those that have a square side and those that don't.

   Guiding questions:

   - Which group has more/fewer boxes? How many are there in each group?
   - What do we need to do to make these groups equal?

Komba vadyondzi makhadi ya mathonsi ya 1–5.

- Xana mathonsi ma hi xivumbeko xihi?
- Xana i mathonsi mangani u kotaka ku ma vona emakhadini lama?

Komba makhadi mambirhi lama nga na tinhlayo to hambana ta mathonsi.

- Xana khadi leri ri na mathonsi yo tala/matsongo kutlula leriwani?

5. **Ku titoloveta swivumbeko:** Vekela swivumbeko swa khadibodo exikarhi emeteni. Tlangani ntlangu wa binibege. Nyika vadyondzi vanharhu un'wana na un'wana binibege. Va landzelela swileriso, tanihi xikombiso: 'Hoxa binibege ya wena eka xivumbeko lexi nga na tikhona tinharhu, xivumbeko lexi nga na yin'we ehenhla ka tikhona tinharhu, xivumbeko lexi nga na mune wa matlhelo.' Vadyondzi va vula vito ra xivumbeko lexi binibege yi welaka eka xona kutani va kanela swihlawulekisi. Vuyelelani hi vadyondzi van'wana.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- Risimu: *Loko u khomile xikwere* (pheji ya 199)
- 24 wa tibuloko ta swihlawulekisi swa swirhendzevutana, swikwere na tinhlanharhu (*Khiti ya Swipfuno*)
- Khadibodo lerikulu swirhendzevutana, swikwere na tinhlanharhu – 2 swa un'wana na un'wana
- 7 wa mabokisi (3 lama ma nga na swikandza swa xikwere na 4 lama ma nga na swikandza swa yinhlamune)
- Risimu: *Xana ndzi nga endla yini?* (pheji ya 205)

1. **Risimu:** Phakela 24 wa tibuloko ta swihlawulekisi swa swirhendzevutana, swikwere, tinhlanharhu na 6 swivumbeko swa khadibodo. Yimbelelani *Loko u khomile xikwere*. Vadyondzi va tsemakanya layini ya vona ya le xikarhi hi ku hundzisela swivumbeko swa vona kusuka eka xandla xin'we kuya eka lexin'wana loko va suka va yima.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vekela nkombo wa mabokisi lama nga na tisayizi to hambanahambana emeteni. Vadyondzi va kumbetela leswaku ku na mabokisi mangani kutani endzhaku ka swona va ma hlayela.

   Swivutiso swo letela:

   - Xana ku na mabokisi lama ma nga na matlhelo ya xivumbeko xa xikwere?
   - Xana u swi tiva njhani? I mangani?
   - Xana matlhelo hinkwawo ya bokisi i xikwere?
   - Xana ku na mabokisi lama ma nga riki na matlhelo ya xikwere? I mangani?
4. **Tala kutlula, ntsongo kutlula, ringana na:** Ava mabokisi hi mitlawa yimbirhi: lama ma nga na tlhelo ra xikwere na lama ma nga hava.

   Swivutiso swo letela:

   - Xana i ntlawa wihi wu nga na mabokisi yo tala/matsongo? Xana ku na mangani eka ntlawa wun'wana na wun'wana?
   - Xana hi swihi leswi hi fanelaka ku swi endla ku endla mitlawa leyi yi ringana?

5. **Practising shapes:** Learners sit in a circle. Place a triangle, circle and square attribute block behind three learners. One learner skips around the outside of the seated learners as the class sings the song *What can I do?* He or she picks up the correct attribute block from behind a learner and places it behind another learner. Repeat with different learners.
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *What can I do?* (page 204)
- Hula hoops, boxes, chairs and other objects for obstacle course

1. **Song:** Learners sing the song, *What can I do?* while you play the game as described in Day 4, activity 5. Choose different learners from those who played the game on Day 4.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap your hands any number of times from 1 to 7. Learners count the claps.
4. **Practising direction – backwards, forwards:** Learners follow a simple obstacle course outdoors, for example, moving over, under, around, between, along, through, in and out. They follow directions to move forwards and backwards on the course.
5. **Small group activities:** Describe the activities at each workstation.

TIP

Learners cross their midline when following instructions, like touch your foot with your opposite hand, or touch your shoulder with your opposite hand.

Integration

Home Language and Life Skills: Play a game of musical shapes. Place large shape cut-outs in a circle on the floor. Learners step from shape to shape when the music plays. When it stops, they say what shape they are standing on.

5. **Ku titoloveta swivumbeko:** Vadyondzi va tshama hi xirhendzevutana. Vekela buloko ya swihlawulekisi swa yinhlanharhu, xirhendzevutana na xikwere endzhaku ka vadyondzi vanharhu. Mudyondzi un'we wa thamuka ku rhendzela na vuhandle bya vadyondzi lava nga tshama loko tlilasi yi ri karhi yi yimbelela risimu *Xana ndzi nga endla yini?* U pambula buloko ya swihlawulekisi leyi nga lulama kusuka endzaku ka mudyondzi kutani a yi veka endzhaku ka mudyondzi un'wana. Vuyelela hi vadyondzi vo hambanahambana.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

Leswi lavekaka

- Risimu: *Xana ndzi nga endla yini?* (pheji ya 205)
- Tihulahupu, mabokisi, switulu na michumu yin'wana ya ndlela ya swihingakanyo

1. **Risimu:** Vadyondzi va yimbelela risimu, *Xana ndzi nga endla yini?* loko mi ri karhi mi tlanga ntlangu lowu tanihilaha wu hlamuseriweke hakona eka Siku ra 4, nghingiriko wa 5. Hlawula vadyondzi vo hambana eka lavaya va tlangeke ntlangu lowu hi Siku ra 4.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Phokotela swandla swa wena nhlayo yihi kumbe yihi ya mikarhi kusuka eka 1 kufika eka 7. Vadyondzi va hlayela miphokotelo.
4. **Ku titoloveta tlhelo – kuya endzhaku, kuya emahlweni:** Vadyondzi va landzelela ndlela ya swihingakanyo yo olova ehandle ka muako, tanihi xikombiso, ku famba hi le henhla ka, ehansi, ku rhendzela na, exikarhi ka, ku xaxamela na, hi le xikarhi ka, endzeni na ehandle. Va landzelela matlhelo ku famba kuya emahlweni na le ndzhaku endleleni leyi.
5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Vadyondzi va tsemakanya layini ya le xikarhi ka miri ya vona loko va ri karhi va landzelela swileriso, swo fana na khumba nkondzo wa wena hi xandla xa wena xa mfularhelo, kumbe khumba katla ra wena hi xandla xa wena xa mfularhelo.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Tlangani ntlangu wa swivumbeko swa vuyimbeleri. Vekela switsemiwa swa swivumbeko leswikulu hi xirhendzevutana efulorweni. Vadyondzi va ba goza kusuka eka xivumbeko ku ya eka xivumbeko loko vuyimbeleri byi tlanga. Loko byi yima, va vula leswaku i xivumbeko xihi lexi va yimeke eka xona.

Small group activities

Teacher-guided activity

What you need

- 24 attribute blocks (triangle, circle, square)
- Sticks (*Resource Kit*)
- A tub for each learner with:
  - 7 plastic/cardboard shapes (triangles, circles, squares)
  - 1 small car or animal counter

1. **Counting objects 1–7:** Place 24 attribute blocks on the mat. Learners take turns to each count seven attribute blocks. They count how many of each shape they have in their group of seven attribute blocks.

   Guiding questions:

   - Which shape does _____ have one of/two of?

2. **Practising shapes; creating images:** Place attribute blocks on the mat to make an image. Learners copy the image using their attribute blocks.

   Guiding questions:

   - Do you have all the shapes you need for this?
   - Which shapes are you missing?
   - How many of each of these do you need?

   Learners use the attribute blocks and cardboard shapes from their tubs to create their own image.

   - What shapes did you use?
   - Why did you use a triangle for a hat?
   - What if we added this circle here?
   - How many shapes did you use?
   - Who used the most circles?
   - Is there anyone who doesn't have a square?

3. **Practising shapes; using sticks:** Create a triangle or square using coloured sticks. Discuss it with the learners. Cover it and ask them to copy it. Repeat the activity, varying the size of the shape.

   Attempt to create a circle with the sticks.

TIP

Learners practise crossing the midline by having their shapes on one side of their body and building their shape image on the other side.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 24 wa tibuloko ta swihlawulekisi (yinhlanharhu, xirhendzevutana, xikwere)
- Swimhandzana (*Khiti ya Swipfuno*)
- Mfuku ya mudyondzi un'wana na un'wana leyi nga na:
  - 7 wa swivumbeko swa pulasitiki/khadibodo (tinhlanharhu, swirhendzevutana, swikwere)
  - 1 ya xihlayeri xa ximovhana kumbe xihlayeri xa xiharhi

1. **Ku hlayela michumu 1–7:** Vekela tibuloko ta swihlawulekisi emeteni. Vadyondzi va siyerisana ku va un'wana na un'wana a hlayela nkombo wa tibuloko ta swihlawulekisi. Va hlayela leswaku i tingani ta xivumbeko xin'wana na xin'wana leti va nga na tona entlaweni wa vona wa nkombo wa tibuloko ta swihlawulekisi.

   Swivutiso swo letela:

   - Xana i xivumbeko xihi _____ a nga na xin'we xa xona/swimbirhi swa xona?

XITSUNDZUXO

Vadyondzi va titoloveta ku tsemakanya layini ya le xikarhi hi ku va na swivumbeko swa vona etlhelo rin'we ra miri wa vona na hi ku aka xifaniso xa xivumbeko xa vona etlhelo lerin'wana.

2. **Ku titoloveta swivumbeko; ku tumbuluxa swifaniso:** Vekela tibuloko ta swihlawulekisi emeteni ku endla xifaniso. Vadyondzi va kopunula xifaniso hi ku tirhisa tibuloko ta vona ta swihlawulekisi.

   Swivutiso swo letela:

   - Xana u na swivumbeko hinkwaswo leswi u swi lavaka swa lexi?
   - Xana i swivumbeko swihi u kayivelaka swona?
   - Xana i swingani swa xin'wana na xin'wana swa lexi u swi lavaka?

   Vadyondzi va tirhisa tibuloko ta swihlawulekisi na swivumbeko swa khadibodo kusuka etimfukwini ta vona ku tumbuluxa xivumbeko xa vona.

   - Xana i swivumbeko swihi leswi u swi tirhiseke?
   - Hikwalahokayini u tirhisile yinhlanharhu tanihi xigqoko?
   - Xana a swi ta ku yini loko a hi engetele xirhendzevutana lexi laha?
   - Xana i swivumbeko swingani leswi u swi tirhiseke?
   - Xana i mani a tirhiseke swirhendzevutana swo tala kutlula hinkwaswo?
   - Xana ku na munhu un'wana wihi kumbe wihi loyi a nga hava xikwere?

3. **Ku titoloveta swivumbeko; hi ku tirhisa swimhandzana:** Tumbuluxa yinhlanharhu kumbe xikwere hi ku tirhisa swimhandzana leswi pendiweke. Yi kaneleni na vadyondzi. Yi funengete kutani u va kombela ku yi kopunula. Vuyelela nghingiriko lowu, u ri karhi u hambanisa sayizi ya xivumbeko.

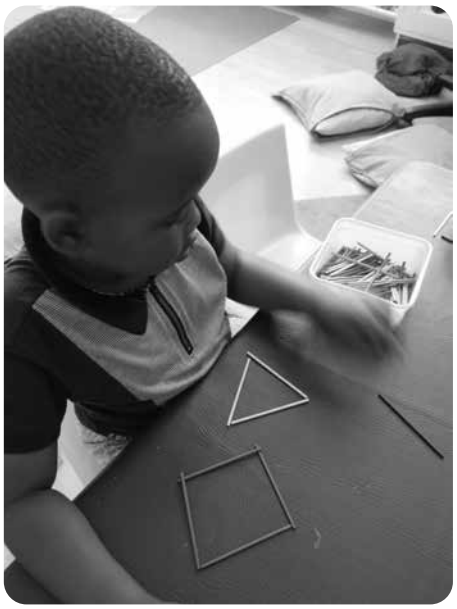
   Ringeta ku tumbuluxa xirhendzevutana hi swimhandzana.

Guiding questions:

- Does this look like a circle? Why do you think so/not?
- Could you make a circle in any other way? (Trace around a cup.)

TIP
Encourage the use of position and direction vocabulary.

4. **Directions and position:** Learners use the sticks to create their own shapes. They follow instructions using the car or animal counter from their tubs. For example: 'Move the car/animal forwards around your shapes, backwards in between your shapes, forwards over the green/blue/yellow stick, reverse to park/stand inside a shape.' Ask each learner to give an instruction to the group.



Check that learners are able to:
- copy images made with shapes
- create images using shapes and respond to related questions
- respond to instructions with different directions and positions

Workstation 1

What you need

- 40 cardboard circles, triangles and squares
- 30 other shapes (for example, rectangle, kite, oval)
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them (see page 138)

Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.

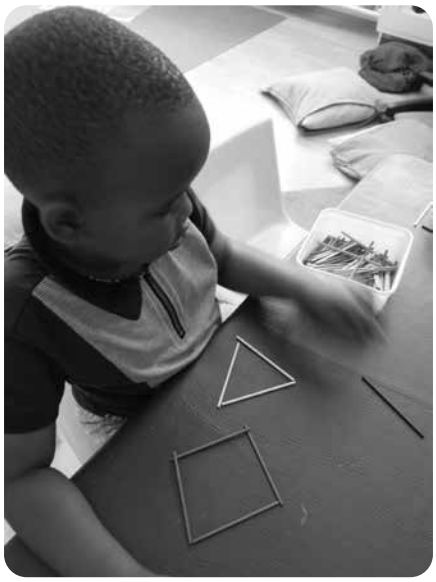
Swivutiso swo letela:

- Xana lexi xi languteka ku fanana na xirhendzevutana? Hikwalahokayini u ehleketa tano/u nga ehleketi tano?
- Xana u nga kota ku endla xirhendzevutana hi ndlela yin'wana yihi kumbe yihi? (Landzelerisa ku rhendzela na khapi.)

XITSUNDZUXO

Khutaza ku tirhisiwa ka ntivomarito wa xiyimo na matlhelo.

4. **Matlhelo na xiyimo:** Vadyondzi va tirhisa swimhandzana ku tumbuluxa swivumbeko swa vona vini. Va landzelela swileriso hi ku tirhisa xihlayeri xa ximovhana kumbe xihlayeri xa xiharhi kusuka etimfukwini ta vona. Tanihi xikombiso: 'Fambisa xihlayeri xa movha/xiharhi kuya emahlweni ku rhendzela na swivumbeko swa wena, kuya endzhaku exikarhi ka swivumbeko swa wena, kuya emahlweni hi le henhla ka ximhandzana xa rihlaza/xa wasi/xa xitshopana, tlhelerisela endzhaku ku paka/ku yima endzeni ka xivumbeko.' Kombela mudyondzi un'wana na un'wana ku nyika xileriso eka ntlawa.



Kamba leswaku vadyondzi va kota ku:

- kopunula swifaniso leswi endliweke hi swivumbeko
- tumbuluxa swifaniso hi ku tirhisa swivumbeko na ku angula eka swivutiso leswi fambelanaka
- angula eka swileriso leswi nga na matlhelo yo hambanahambana na swiyimo swo hambanahambana

Xitichi xo tirhela xa 1

Leswi lavekaka

- 40 wa swirhendzevutana, tinhlanharhu na swikwere swa khadibodo
- 30 wa swivumbeko swin'wana (tanihi xikombiso, yinhlamune, khayiti, ovhali)
- 4 wa tikhontheni leti leburiweke – 1 leyi nga na xirhendzevutana, 1 leyi nga na xikwere, 1 leyi nga na yinhlanharhu, 1 leyi nga na 3 wa swifaniso swa swivumbeko leswi nga na xihambano exikarhi ka swona (vona pheji ya 139)

Vadyondzi va ava swivumbeko hi 4 wa tikhontheni leti leburiweke. Va tumbuluxa swifaniso swa vona vini hi ku tirhisa swivumbeko.

Workstation 2

What you need

- Wooden blocks (triangle-, square- and circle-shaped)
- Playdough
- 1 plastic knife or stick (*Resource Kit*) per learner

Learners press the playdough flat. They cut around the blocks and create images with their shapes.

TIP Use other objects if you don't have blocks, for example, tiles, plastic cups or rulers, to create shapes such as triangles, circles and squares.

Workstation 3

What you need

- Masking tape/hula hoops
- Unifix blocks/Duplo/wooden blocks

Use hula hoops and masking tape to make shapes on the floor. Learners place blocks along the hoops and tape.

Workstation 4

What you need

- 1 shape board per learner (see page 138)
- Matching shape cut-outs

Learners match shapes to those on their boards. They swap boards once they have finished.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Tibuloko ta mhandzi (leti nga na xivumbeko xa yinhlanharhu, xikwere na xirhendzevutana)
- Vumba byo tlangisa
- 1 ya mukwana wa pulasitiki kumbe ximhandzana (*Khiti ya Swipfuno*) hi mudyondzi

Vadyondzi va phata vumba byo tlangisa byi patlalala. Va tsema ku rhendzela na tibuloko kutani va tumbuluxa swifaniso hi swivumbeko swa vona.

XITSUNDZUXO

Tirhisa michumu yin'wana loko u ri hava tibuloko, tanihi xikombiso, tithayili, tikhapi ta pulasitiki kumbe tirhula, ku tumbuluxa swivumbeko swo tanihi swirhendzevutana, tinhlanharhu na swikwere.

Xitichi xo tirhela xa 3

Leswi lavekaka

- Thepi yo namarheta/tihula hupu
- Tibuloko ta Unifix/Duplo/ tibuloko ta mhandzi

Tirhisa tihula hupu na thepi yo namarheta ku endla swivumbeko efulorweni. Vadyondzi va vekela tibuloko ku xaxamela na tihulahupu na thepi leyi.

Xitichi xo tirhela xa 4

Leswi lavekaka

- 1 ya bodo ya xivumbeko hi mudyondzi (vona pheji ya 139)
- Switsemiwa swa swivumbeko leswi pananaka

Vadyondzi va pananisa swivumbeko eka leswiya swi nga etibodweni ta vona. Va cincana tibodo ta vona xikan'wekan'we loko va hetile.

Content Area Focus: Measurement

Topics	New knowledge	Practise
• Length – compare and order objects using appropriate vocabulary	• Measuring and comparing: length (long, longer, longest; short, shorter, shortest)	• Oral counting 1–20 and 7–1 • Counting objects 1–7 • Estimation 1–7 • Length: tall, short

New maths vocabulary

long | short | longer | longest | length

Getting ready

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

- pictures of 4 long worms and 3 short worms
- 4 × 20–30 cm long, and 3 shorter playdough worms
- a length of string per learner and learners' names
- scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- lengths of cardboard that should all be the same width, but different lengths – 1 per learner
- strips of coloured paper of the same width, but different lengths – 10 per learner
- A4 page per learner with line down the middle; a short strip pasted to the top of one side and a long strip pasted to the top of the other side
- A3/A4 page per learner with a different length worm on each
- A4 page per learner with 5 lines of different lengths running across the page.

TIP Place various items from nature on the maths table during the week, for example, feathers, sticks, leaves. These can be used for measuring and ordering.

Whole class activities

Day 1

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 playdough worms
- 1 A3 page
- 2 A4 pages
- Term 1 height chart
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.

Nkongomo wa Xiyenge xa Vundzeni: Mpimo

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Vulehi – fananisa na ku landzelelanisa michumu hi ku tirhisa ntivomarito lowu faneleke	• Ku pima na ku fananisa: vulehi (leha, lehanyana, leha kutlula hinkwaswo; koma, komanyana, koma kutlula hinkwaswo)	• Ku hlayela ka swanomu 1–20 na 7–1 • Ku hlayela michumu 1–7 • Nkumbetelo 1–7 • Vulehi: leha, koma

Ntivomarito wa matematiki wuntshwa

leha	lehanyana	vulehi
koma	leha kutlula hinkwaswo	

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- swifaniso swa 4 wa swivungwana swo leha na 3 wa swivungwana swo koma
- 4 × 20–30 cm swo leha, na 3 wa swivungwana swo komanyana swa vumba byo tlangisa
- vulehi bya njara hi mudyondzi na mavito ya vadyondzi
- swikafu, tirhibono, mabandi, tintambhu ta tintangu, njara – 7 ta un'wana na un'wana, ta vulehi byo hambana hinkwato
- vulehi bya khadibodo lebyi byi faneleke ku va bya vuanami byo fana, kambe vulehi byo hambana – 1 hi mudyondzi
- switiripi swa phepha leri pendiweke ra vuanami byo fana, kambe vulehi byo hambana – 10 hi mudyondzi
- phepha ra A4 hi mudyondzi leri nga na layini leyi rhelelaka hi le xikarhi; xitiripi xo koma lexi namarhetiweke eka vuhenhla bya tlhelo rin'we na xitiripi xo leha lexi xi namarhetiweke eka vuhenhla bya tlhelo lerin'wana
- pheji ya A3/A4 hi mudyondzi leyi nga na xivungwana xa vulehi byo hambana eka rin'wana na rin'wana
- pheji ya A4 hi mudyondzi leyi nga na 5 wa tilayini ta vulehi byo hambana leti tsutsumaka ti hingakanya pheji leyi.

XITSUNDZUXO

Vekela michumu yo hambanahambana kusuka eka ntumbuluko etafuleni ra matematiki evhikini, tanihi xikombiso, tinsiva, swimhandzana, matluka. Leswi swi nga tirhisiwa eka ku pima na ku landzelelanisa.

Migingiriko ya tlilasi hinkwayo

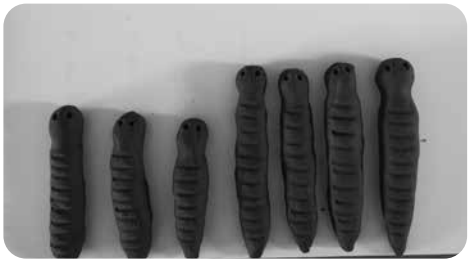
Siku ra 1

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa swifaniso swa swivungwana
- 7 wa swivungwana swa vumba byo tlangisa
- 1 ya pheji ya A3
- 2 wa tipheji ta A4
- Chati ya vulehelahenhla ya Kotara ya 1
- Njara na mavito ya ntlawa wun'we wa vadyondzi

1. **Risimu:** Yimbelelani risimu, *Leha na koma* ku ri na swifaniso.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**
   Learners sit in a circle. Look at the seven playdough worms on an A3 page.



   Guiding questions:
   - How many worms do you think there are?

   Count the worms together.
4. **Long and short:** Place a long and a short worm on an A4 page.
   Guiding questions:
   - What is the same/different about these worms?
   - What else can you see in our classroom that is long/short?
   - How can we find out if an object is longer or shorter than another object?
   - What are some of the different ways we can measure objects?
5. **Reinforcing length:** Look at the height chart from Term 1. Measure the height of one group of learners and add their measurements to the height chart. Discuss and compare similarities and differences in learners' heights.
   Guiding questions:
   - Is your height the same as the last time we measured you, or are you taller than you were?
   - How can we find out how tall you are?
   - Is there another way?
6. **Small group activities:** Describe the activities at each workstation.

TIP
Remember to measure from the ground to the top of the learner's head. Measure one group each day.

Day 2

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for one group
- Sticks (*Resource Kit*)
- Scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Display seven belts and six scarves in two separate groups.
   Guiding questions:
   - How many belts/scarves do you think there are in each group?
   - Do you think each group has an equal number of objects?

   Count the belts and scarves and discuss.
   - What do we need to do to make the groups equal? (Add one more scarf.)

2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Languta nkombo wa swivungwana swa vumba byo tlangisa leswi nga eka pheji ya A3.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swivungwana swingani?

   Hlayelani swin'wes wivungwana leswi.
4. **Leha na koma:** Vekela xivungwana xo leha na xo koma eka pheji ya A4.

   Swivutiso swo letela:

   - Xana hi kwihi ku fana/ku hambana hi mayelana na swivungwana leswi?
   - Xana hi xihi xin'wana u nga kotaka ku xi vona ekamareni ra hina ro dyondzela lexi xi nga leha/koma?
   - Xana hi nga swi kumisisa njhani loko nchumu wu lehile kumbe wu komile kutlula nchumu wun'wana?
   - Xana hi tihi tin'wana tindlela to hambanahambana hi nga pimaka michumu hi tona?

XITSUNDZUXO

Tsundzuka ku pima kusuka ehansi kufika ehenhla ka nhloko ya mudyondzi. Pima ntlawa wun'we siku rin'wana na rin'wana.

5. **Ku tiyisisa vulehi:** Languta chati ya vulehelahenhla kusuka eka Kotara ya 1. Pima vulehelahenhla bya ntlawa wun'we wa vadyondzi kutani u engetela mipimo leyi eka chati ya vulehelahenhla. Kanelani kutani mi fananisa ku fana na ku hambana eka vulehelahenhla bya vadyondzi.

   Swivutiso swo letela:

   - Xana vulehelahenhla bya wena bya fana na bya nkarhi lowu nga hundza lowu hi ku pimeke, kumbe u lehile kutlula leswi a wu ri xiswona?
   - Xana hi nga swi kumisisa njhani leswaku u lehile kufika kwihi?
   - Xana ku na ndlela yin'wana?
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa swifaniso swa swivungwana
- Njara na mavito ya ntlawa wun'we
- Swimhandzana (*Khiti ya Swipfuno*)
- Swikafu, tirhibono, mabandi, tintambhu ta tintangu, njara – 7 ta un'wana na un'wana, hinkwato ta vulehi byo hambana
- Thepi yo namarheta/choko

1. **Risimu:** Yimbelelani risimu, *Leha na koma* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Kombisa nkombo wa mabandi na tsevu wa swikafu hi mitlawa yo hambana yimbirhi.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na mabandi mangani/swikafu swingani eka ntlawa wun'wana na wun'wana?
   - Xana u ehleketa leswaku ntlawa wun'wana na wun'wana wu na nhlayo yo fana ya michumu?

   Hlayelani mabandi na swikafu kutani mi kanela.
   - Xana hi swihi leswi hi fanelaka ku swi endla ku endla mitlawa leyi yi ringana? (Engetela xikafu xin'wana xin'we.)

Count the items again. Put them in two rows, matching the belts and scarves to show that each group has the same number of objects.

4. **Exploring length:** Display the scarves, ribbons, belts, shoelaces and string.

   Guiding questions:

   - How did you measure your objects (in Day 1)?

   Learners compare the length of the scarves, ribbons, belts, shoelaces and string by placing them next to each other and discussing which is longer/shorter.

   - How do you know that one is short and one is long?
   - Can you use your hand/foot/a stick to measure your object?

   Learners sit in five groups. They measure scarves, belts and so on, and discuss length using hands/feet/sticks.

   Use masking tape or draw a line with chalk. Learners place the items on the line and arrange them from longest to shortest.

   - Why did we put all the belts and scarves on the line when we arranged them from longest to shortest?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

TIP

If there is not enough time to complete measuring the learners' height and adding the measurements to the height chart, continue to do this at other times in the daily programme, for example, at snack time.

Day 3

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 wooden sticks of different lengths
- 23 coloured plastic sticks (*Resource Kit*)
- String and names for one group of learners
- Lengths of cardboard of the same width and different lengths – 1 per learner
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven coloured plastic sticks (from the *Resource Kit*) and the seven wooden sticks on the mat in two separate groups.

Hlayelani michumu leyi nakambe. Yi vekeni hi mixaxa yimbirhi, mi ri karhi mi pananisa mabandi na swikafu ku komba leswaku ntlawa wun'wana na wun'wana wu na nhlayo yo fana ya michumu.

4. **Ku valanga vulehi:** Kombisa swikafu, tirhibono, mabandi, tintambhu ta tintangu na njara.

   Swivutiso swo letela:

   - Xana u yi pime njhani michumu ya wena (eka Siku ra 1)?

   Vadyondzi va fananisa vulehi bya swikafu, tirhibono, mabandi, tintambhu ta tintangu na njara hi ku swi vekela ekusuhi na le kusuhi kutani va kanela leswaku hi xihi xi nga lehanyana/hi xihi xi nga komanyana.

   - Xana u swi tiva njhani leswaku xin'wana xi komile kasi xin'wana xi lehile?
   - Xana u nga kota ku tirhisa xandla xa wena/nkondzo wa wena/ximhandzana ku pima nchumu wa wena?

   Vadyondzi va vuya va ta tshama emeteni hi ntlhanu wa mitlawa. Va pima swikafu, mabandi, na swo kota sweswo, kutani va kanela vulehi hi ku tirhisa swandla/mikondzo/swimhandzana.

   Tirhisa thepi yo namarheta kumbe u dirowa layini hi choko. Vadyondzi va vekela michumu elayinini kutani va yi vekela kusuka eka lowo leha kutlula hinkwayo kufika eka lowo koma kutlula hinkwayo.

   - Xana hikwalahokayini hi vekerile mabandi hinkwawo na swikafu hinkwaswo elayinini loko hi swi veketela kusuka eka xo leha kutlula hinkwayo kufika eka koma kutlula hinkwaswo?

5. **Chati ya vulehelahenhla:** Pima ntlawa lowu landzelaka wa vadyondzi kutani u engetela mipimo ya vona eka chati ya vulehelahenhla.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Loko ku nga ri na nkarhi wo enela ku hetisa ku pima vulehelahenhla bya vadyondzi na ku engetela mipimo leyi eka chati ya vulehelahenhla, yanani emahlweni mi endla leswi hi mikarhi yin'wana eka nongonoko wa siku na siku, tanihi xikombiso, eka nkarhi wa swinambunambu.

Siku ra 3

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa swifaniso swa swivungwana
- 7 wa swimhandzana swa mhandzi swa vulehi byo hambanahambana
- 23 wa swimhandzana swa pulasitiki leswi pendiweke (*Khiti ya Swipfuno*)
- Njara na mavito ya ntlawa wun'we wa vadyondzi
- Vulehi bya khadibodo ra vuanami byo fana na vulehi byo hambana – 1 hi mudyondzi
- Thepi yo namarheta/choko

1. **Risimu:** Yimbelelani risimu, *Leha na koma* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela nkombo wa swimhandzana swa pulasitiki leswi pendiweke (kusuka eka *Khiti ya Swipfuno*) na nkombo wa swimhandzana swa mhandzi emeteni eka mitlawa yo hambana yimbirhi.

Guiding questions:

- How many sticks do you think there are in each of these groups?

Count the sticks and discuss. Compare the lengths of the sticks.

- What do you think we could measure in our classroom with the short plastic sticks/longer wooden sticks?
- Why?

Learners measure objects in the classroom with sticks.

4. **Reinforcing measurement – length:** Discuss the items that learners measured with sticks.

Guiding questions:

- What did you find in the classroom that is long/short?
- Whose object was longest/shortest?
- What object can you think of outside of our classroom that is long/short?

Place the cardboard strips in the middle of the mat. Show the learners two of the strips.

- Which of these two strips is long/short?

Repeat with two other strips.

Learners each fetch one strip from the middle of the mat. Put one strip down as a guide.

- If we want to arrange our strips according to length from shortest to longest what do we need to do?
- How should we line them up?

Line the strips up alongside a masking tape or a chalk line. Learners take turns to place their strips from shortest to longest. Remind learners why it is important to align the ends of the strips with the bottom of the masking tape/chalk line when measuring. They estimate where their strip will go, and help each other if a strip needs to be moved.

- What do you think about where _____ has put their strip?
- Should we move _____'s strip? Why?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

TIP

Use questions to guide the learners to problem solve around the arrangement of the strips.

Swivutiso swo letela:

- Xana u ehleketa leswaku ku na swimhandzana swingani eka wun'wana na wun'wana wa mitlawa leyi?

Hlayelani swimhandzana leswi kutani mi kanela. Fananisani vulehi bya swimhandzana leswi.

- Xana u ehleketa leswaku i yini hi nga swi pimaka ekamareni ra hina ro dyondzela hi swimhandzana swa pulasitiki swo koma/swimhandzana swa mhandzi swo leha?
- Hikwalahokayini?

Vadyondzi va pima michumu leyi nga ekamareni ro dyondzela hi swimhandzana.

4. **Ku tiyisisa mpimo – vulehi:** Kanelani michumu leyi vadyondzi va yi pimeke hi swimhandzana.

   Swivutiso swo letela:

   - Xana u kume yini ekamareni ro dyondzela lexi xi nga leha/koma?
   - Xana i nchumu wa mani a wu lehile kutlula hinkwayo/komile kutlula hinkwayo?
   - Xana i nchumu wihi u nga wu ehleketaka lowu nga ehandle ka kamara ra hina ro dyondzela lowu wu nga leha/koma?

Vekela switiripi swa khadibodo exikarhi ka mete. Komba vadyondzi swimbirhi swa switiripi.

- Xana hi xihi xa switiripi leswimbirhi xi nga leha/koma?

Vuyelela hi switiripi swin'wana swimbirhi.

Vadyondzi un'wana na un'wana u teka xitiripi xin'we kusuka exikarhi ka mete. Vekela xitiripi xin'we ehansi tanihi xiletelo.

- Loko hi lava ku veketela switiripi swa hina hi ku ya hi vulehi kusuka eka lexo koma kutlula hinkwaswo kufika eka lexo leha kutlula hinkwaswo xana hi swihi leswi hi fanelaka ku swi endla?
- Xana hi fanele ku swi forisa njhani?

Forisa switiripi swi xaxamela na thepi yo namarheta kumbe layini ya choko. Vadyondzi va siyerisana ku veka switiripi swa vona kusuka eka lexo koma kutlula hinkwaswo kufika eka lexo leha kutlula hinkwaswo. Tsundzuxa vadyondzi leswaku hikwalahokayini swi ri swa nkoka ku xaxameta makumu ya switiripi na vuhansi bya thepi yo namarheta/layini ya choko loko ku pimiwa. Va kumbetela laha xitiripi xa vona xi nga ta ya kona, kutani va pfunana loko xitiripi xi lava ku susiwa.

- Xana u ehleketa yini hi mayelna na laha _____ a vekeke xitiripi xa yena kona?
- Xana hi fanele ku susa xitiripi xa _____? Hikwalahokayini?

5. **Chati ya vulehelahenhla:** Pima ntlawa lowu landzelaka wa vadyondzi kutani u engetela mipimo ya vona eka chati ya vulehelahenhla.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Tirhisa swivutiso ku letela vadyondzi ku ololoxa swiphiqo hi mayelana na maveketelelo ya switiripi.

Day 4

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 different lengths of rope
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle, while you stand holding five pieces of rope. Learners estimate how many you are holding. Count these together.

   Guiding questions:

   - How many more pieces of rope do we need to have seven pieces?

   Add two more and count again.

4. **Exploring length:** Discuss the pieces of rope you are holding.

   Guiding questions:

   - How many of these pieces of rope are touching the floor?
   - Why don't they all touch the floor?
   - How can we find out which is the shortest/longest piece of rope?

   Draw a line on the floor and ask learners to guide you in arranging the pieces of rope from longest to shortest. Remove five pieces of rope.
5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for the last group of learners
- Term 1 height chart
- Birthday chart

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. As you clap, learners count and say how many claps there are.

Siku ra 4

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa swifaniso swa swivungwana
- 7 wa vulehi byo hambana bya ntambhu
- Njara na mavito ya ntlawa wun'we wa vadyondzi

1. **Risimu:** Yimbelelani risimu, *Leha na koma* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana, loko u yimile u khomile ntlhanu wa swiphemu swa ntambhu. Vadyondzi va kumbetela leswaku i swingani leswi u nga swi khoma. Hlayelani swin'we leswi.

Swivutiso swo letela:

- Xana i swiphemu swingani swa ntambhu hi swi lavaka ku va na nkombo wa swiphemu?

Engetelani swimbirhi swin'wana kutani mi hlayela nakambe.

4. **Ku valanga vulehi:** Kanelani swiphemu swa ntambhu leyi u nga yi khoma.

Swivutiso swo letela:

- Xana i swingani swa swiphemu leswa ntambhu swi khumbaka fuloro?
- Hikwalahokayini hinkwaswo swi nga khumbi fuloro?
- Xana hi nga swi kumisisa njhani leswaku hi xihi xi phemu xa ntambhu lexi komeke/leheke kutlula hinkwaswo?

Dirowa layini efulorweni kutani u kombela vadyondzi ku ku letela eka ku veketela swiphemu leswa ntambhu kusuka eka lexo leha kutlula hinkwaswo kufika eka lexo koma kutlula hinkwaswo. Susa ntlhanu wa swiphemu swa ntambhu.

5. **Chati ya vulehelahenhla:** Pima ntlawa lowu landzelaka wa vadyondzi kutani u engetela mipimo ya vona eka chati ya vulehelahenhla.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 5

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa swifaniso swa swivungwana
- Njara na mavito ya ntlawa wo hetelela wa vadyondzi
- Chati ya vulehelahenhla ya Kotara ya 1
- Chati ya masiku ya ku velekiwa

1. **Risimu:** Yimbelelani risimu, *Leha na koma* ku ri na swifaniso.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Phokotela nhlayo yihi kumbe yihi ya mikarhi exikarhi ka 1 na 7. Loko u ri karhi u phokotela, vadyondzi va hlayela kutani va vula leswaku ku na miphokotelo yingani.

4. **Height chart:** Measure the last group of learners and add their measurements to the height chart. Discuss the Term 2 height chart.

   Guiding questions:

   - Who is taller/shorter than you?
   - How do you know?
   - Are there any learners that are the same height as each other?

   Compare Term 1 and 2 height charts.

   - Has anything changed since Term 1?
   - Who is taller this term than they were last term?

   Look at the birthday chart and count together how many months have passed since you did the Term 1 height chart.

   - Do you think the height chart will look different if we do it again at the end of the year, in the last month?
   - Why?

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

Integration

Home Language and Life Skills: Outdoor activities can include measuring long and short breaths before and after running, and measuring long and short shadows at different times of the day. When reading stories to the learners, point out words that are long (have a lot of letters in them) and words that are short (have only one or two letters in them).

Small group activities

Teacher-guided activity

What you need

- 7 toilet roll tubes
- 1 small chair per learner
- Unifix blocks (*Resource Kit*)
- Different lengths of string and paper, sticks (*Resource Kit*)

1. **Practising length; sorting objects:** Place string, paper and sticks in a pile on the mat. Learners sort these into two groups: long and short.

   Guiding questions:

   - How did you decide what to put into each group?

2. **Practising length; comparing objects:** Place a toilet roll tube lengthways on the mat.

4. **Chati ya vulehelahenhla:** Pima ntlawa wo hetelela wa vadyondzi kutani u engetela mipimo ya vona eka chati ya vulehelahenhla. Kanelani chati ya vulehelahenhla ya Kotara ya 2.

   Swivutiso swo letela:

   - Xana i mani a nga leha/koma kutlula wena?
   - Xana u swi tiva njhani?
   - Xana ku na vadyondzi vahi kumbe vahi lava va nga na vulehelahenhla byo fana tanihi un'wana na un'wana wa vona?

   Fananisa tichati ta vulehelahenhla ta Kotara ya 1 na 2.

   - Xana ku na xilo xihi kumbe xihi lexi nga cinca kusukela hi Kotara ya 1?
   - Xana i mani a nga lehanyana eka kotara leyi kutlula leswi a ri xiswona kotara leyi nga hundza?

   Langutani eka chati ya masiku ya ku velekiwa kutani mi hlayela swin'we leswaku i tin'hweti tingani leti ti nga hundza kusukela loko mi endlile chati ya vulehelahenhla ya Kotara ya 1.

   - Xana u ehleketa leswaku chati ya vulehelahenhla yi ta languteka ku hambana loko hi yi endla nakambe ekuheleni ka lembe, hi n'hweti yo hetelela?
   - Hikwalahokayini?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Migingiriko ya le handle ka muako yi nga katsa ku pima vuanami byo leha na byo koma ku nga si tsutsumiwa na le ndzhaku ka ku tsutsuma, na ku pima mindzhuti yo koma na yo leha hi mikarhi yo hambana ya siku. Loko u hlayela vadyondzi switori, kombetela marito lama ma nga leha (lama ma nga na maletere yo tala eka wona) na marito lama nga koma (lama ma nga na letere rin'we kumbe mambirhi eka wona).

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- 7 wa mathumbu ya switsondzelelo swa phepha ra le xihambukelweni
- 1 ya xitulu lexitsongo hi mudyondzi
- Tibuloko ta Unifix (*Khiti ya Swipfuno*)
- Vulehi byo hambana bya njara na phepha, swimhandzana (*Khiti ya Swipfuno*)

1. **Ku titoloveta vulehi; ku ava michumu:** Vekela njara, phepha na swimhandzana enhulwini emeteni. Vadyondzi va ava leswi hi mitlawa yimbirhi: leha na koma.

   Swivutiso swo letela:

   - Xana u xi tekile njhani xiboho xa leswi u faneleke ku swi veka eka ntlawa wun'wana na wun'wana?

2. **Ku titoloveta vulehi; ku fananisa michumu:** Vekela thumbu ra switsondzelelo swa phepha ra le xihambukelweni ri nava emeteni.

Guiding questions:

- Can you find anything in the classroom that is longer/shorter than this?

Learners each fetch two things, and take turns to explain what they have found and why they are longer/shorter than the toilet roll tube.

3. **Counting objects 1–7; measuring chairs:** Place seven toilet roll tubes in a line lengthways touching one another.

Guiding questions:

- How many toilet roll tubes do you think there are?

Count the toilet roll tubes together.

- Can you see anything in the classroom that you think is the same length as these seven toilet roll tubes lined up together?
- How can we use one toilet roll tube to measure the height of your chair?

Learners explore this.

- Where could we start measuring?

Discuss and guide them in marking where they start and end. Together count how many toilet roll tubes were needed to measure the height of the chair.

- How many toilet roll tubes do you think we will need to measure the length of the seat of the chair?
- Do you think we will need more or fewer toilet roll tubes to measure the seat?
- What else could we use to measure different parts of your chairs?

Learners find something in the classroom that they would like to use to measure with. They explore measuring different parts of the chair using the objects they found, paper and string lengths.

Swivutiso swo letela:

- Xana u nga kota ku kuma xilo xihi kumbe xihi ekamareni ro dyondzela lexi xi nga leha/koma kutlula lexi?

Vadyondzi un'wana na un'wana u teka swilo swimbirhi, kutani va siyerisana ku hlamusela leswi va swi kumeke na leswaku hikwalahokayini swi lehile/komile kutlula thumbu ra switsondzelelo swa phepha ra le xihambukelweni.

3. **Ku hlayela michumu 1–7; ku pima switulu:** Vekela nkombo wa mathumbu ya switsondzelelo swa phepha ra le xihambukelweni hi layini ma nava ya ri karhi ya khumbana.

Swivutiso swo letela:

- Xana u ehleketa leswaku ku na mathumbu ya switsondzelelo swa phepha ra le xihambukelweni mangani?

Hlayelani swin'we mathumbu ya switsondzelelo swa phepha ra le xihambukelweni

- Xana u nga kota ku vona xilo xihi kumbe xihi ekamareni ro dyondzela lexi u ehleketaka leswaku xi na vulehi byo fana na bya nkombo wa mathumbu lama ya switsondzelelo swa phepha ra le xihambukelweni lama forisiweke swin'we?
- Xana hi nga ri tirhisa njhani thumbu ra xitsondzelelo xa phepha ra le xihambukelweni rin'we ku pima vulehelahenhla bya xitulu xa wena?

Vadyondzi va valanga leswi.

- Xana hi kwihi laha hi nga sungulaka kona ku pima?

Kanelani kutani u va letela eka ku fungha laha va sungulaka kona na ku hetelela kona. Hlayelani swin'we leswaku i mathumbu ya switsondzelelo swa phepha ra le xihambukelweni mangani lama a ma laveka ku pima vulehelahenhla bya xitulu.

- Xana u ehleketa leswaku i mathumbu ya switsondzelelo swa phepha ra le xihambukelweni mangani hi nga ta ma lava ku pima vulehi bya vutshamo bya xitulu?
- Xana u ehleketa leswaku ku pima xitulu hi ta lava mathumbu ya switsondzelelo swa phepha ra le xihambukelweni mo tala kumbe matsongo?
- Xana hi swihi swin'wana leswi hi nga swi tirhisaka ku pima swiphemu swo hambanahambana swa switulu swa n'wina?

Vadyondzi va kuma xilo xin'wana ekamareni ro dyondzela lexi va nga ta tsakela ku xi tirhisa ku pima hi xona. Va valanga ku pima swiphemu swo hambanahambana swa xitulu hi ku tirhisa michumu leyi va yi kumeke, vulehi bya phepha na vulehi bya njara.

4. **Reinforcing length; Unifix blocks:** Show learners a length of five Unifix blocks joined together. They choose string and pieces of paper that are longer than the blocks. Repeat with lengths of up to seven Unifix blocks.

Guiding questions:

- How do you know that this is longer than the blocks?
- Can you find something that is shorter/the same length?

Learners create their own lengths using the blocks and arrange these from shortest to longest.

TIP

Use appropriate non-standard units to measure objects, for example, small blocks to measure books, plastic sticks to measure the seat of the chair and longer objects or pieces of string to measure the top of the desk.

Check that learners are able to:

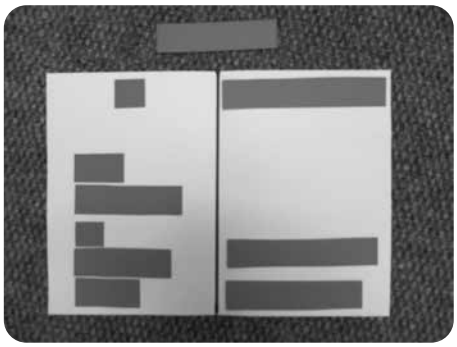
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

Workstation 1

What you need

- 10 strips of paper per learner
- Sheet of paper
- Glue
- Kokis
- 1 medium-length cardboard strip placed in the middle of the table

Learners measure paper strips against the cardboard strip. They paste strips onto the 'long' or the 'short' side of the page. They use kokis to turn the strips into anything they like.



4. **Ku tiyisisa vulehi; tibuloko ta Unifix:** Komba vadyondzi vulehi bya ntlhanu wa tibuloko ta Unifix leti khomanisiweke. Va hlawula njara na swiphemu swa phepha leswi swi nga leha kutlula tibuloko leti. Vuyelelani hi vulehi bya kufika eka nkombo wa tibuloko ta Unifix.

Swivutiso swo letela:

- Xana u swi tiva njhani leswaku lexi xi lehile kutlula tibuloko leti?
- Xana u nga kota ku kuma xilo xin'wana lexi xi nga koma/xi nga na vulehi byo fana?

Vadyondzi va tumbuluxa vulehi bya vona vini hi ku tirhisa tibuloko kutani va ti veketela kusuka eka leyo koma kutlula hinkwato kufika eka leyo leha kutlula hinkwato.

XITSUNDZUXO

Tirhisa tiyuniti leti nga riki ta ntolovelo ku pima michumu, tanihi xikombiso, tibuloko letitsongo ku pima tibuku, swimhandzana swa pulasitiki ku pima vutshamo bya xitulu na michumu yo lehanyana kumbe swiphemu swa njara ku pima vuhenhla bya desika.

Kamba leswaku vadyondzi va kota ku:

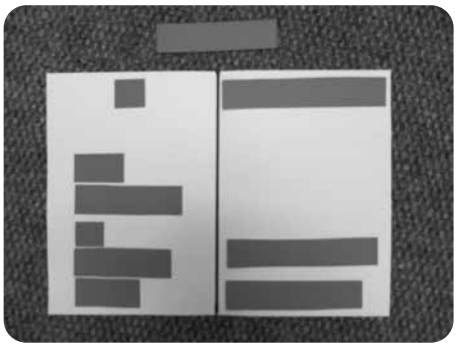
- fananisa na ku landzelelanisa michumu hi ku ya hi vulehi – leha na koma
- komba ntwisiso wa leha na koma; henhla na koma

Xitichi xo tirhela xa 1

Leswi lavekaka

- 10 ra switiripi swa phepha hi mudyondzi
- Xipandzu xa phepha
- Xinamarheti
- Tikhoki
- 1 ya xitiripi xa khadibodo xa vulehi bya le xikarhi lexi vekiweke exikarhi ka tafula

Vadyondzi va pima switiripi swa phepha ehenhla ka xitiripi xa khadibodo. Va namarheta switiripi leswi ehenhla ka tlhelo lero 'leha' kumbe lero 'koma' ra pheji. Va tirhisa tikhoki ku hundzuluxa switiripi swi va xilo xihi kumbe xihi lexi va xi tsakelaka.

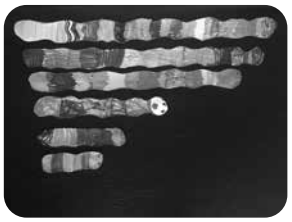


Workstation 2

What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

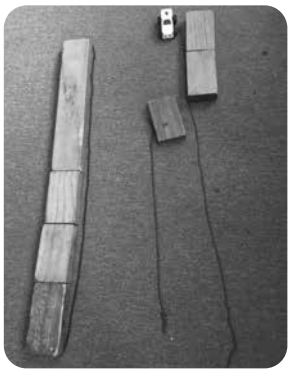


Workstation 3

What you need

- Wooden blocks
- Lengths of string

Learners build long and short trains/trucks/roads in the block area. They use lengths of string to measure these.



Workstation 4

What you need

- Playdough
- A4 page per learner with 5 lines of different lengths
- Sticks (*Resource Kit*)

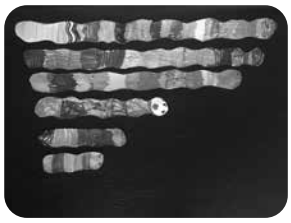
Learners make lengths of playdough that match each of the lines on the template. They decorate these using sticks to make patterns.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Thempuleti ta swivungwana swa vulehi byo hambanahambana – 1 ya pheji hi mudyondzi
- Xikero
- Tikhirayoni

Vadyondzi va khavisa kutani va tsema swivungwana.

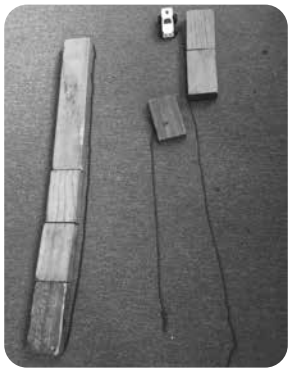


Xitichi xo tirhela xa 3

Leswi lavekaka

- Tibuloko ta mhandzi
- Vulehi bya njara

Vadyondzi va aka switimela/titiraka/mapatu yo leha na yo koma eka ndhawu ya tibuloko. Va tirhisa vulehi bya njara ku pima leswi.



Xitichi xo tirhela xa 4

Leswi lavekaka

- Vumba byo tlangisa
- Pheji ya A4 hi mudyondzi leri nga na 5 wa tilayini ta vulehi byo hambana
- Swimhandzana (*Khiti ya Swipfuno*)

Vadyondzi va endla vulehi bya vumba byo tlangisa lebyi byi pananaka na yin'wana na yin'wana ya tilayini leti nga eka thempuleti. Va khavisa leswi hi ku tirhisa swimhandzana ku endla tipatironi.

Content Area Focus: Numbers, Operations and Relationships

Topics	New knowledge	Practise
• Describe, compare and order numbers • Addition and subtraction (oral) • Problem solving	• Breaking down and building up numbers • Problem-solving techniques • Addition and subtraction using concrete objects • Numbers in familiar settings	• Oral counting 1–20 and 7–1 • Counting objects 1–7 • Number concept 1–5 • Sequencing numbers 1–5 • More than, fewer than • What number comes before, after? • Shapes: circle, square, triangle

New maths vocabulary

add	take away

Getting ready

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

- 7 plastic cups and 7 plastic saucers (from fantasy area)
- small boxes/containers numbered 1, 2, 3, 4, 5
- 2 plates
- 7 Unifix blocks
- 7 Duplo blocks
- 5 chairs
- 5 A4 sheets with animal frieze phone numbers for houses 1–5: Elephant: 53 412, Zebras: 43 215, Meerkats: 33 212, Giraffes: 41 224, Monkeys: 21 543
- learners' phone numbers on individual sheets
- a different shape-tracing page for each learner in a group
- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups each with a variety of small objects up to 5. Cut the toe-end off a stocking and put the stocking over the open end of each box/cup. The objects inside should not be visible. (see Workstation 3)
- 1 set of matching number and picture cards 1–5 per learner (similar to Week 5)
- ask learners to find out their address and phone number.

Nkongomo wa Xiyenge xa Vundzeni: Tinomboro, Tioparexini na Vuxaka

Tinhlokomhaka	Vutivi byintshwa	Titoloveti
• Hlamusela, fananisa na ku longoloxa tinomboro • Ku hlanganisa na ku susa (swa nomu) • Ku ololoxa swiphiqo	• Ku tlhantlha na ku vumba tinomboro • Tithekiniki ta ku ololoxa swiphiqo • Ku hlanganisa na ku susa hi ku tirhisa michumu yo khomeka • Tinomboro eka mivangu leyi nga toloveleka	• Ku hlayela ka swanomu 1–20 na 7–1 • Ku hlayela michumu 1–7 • Nongoti wa tinomboro 1–5 • Ku longoloxela tinomboro 1–5 • Tala kutlula, ntsongo kutlula • Xana i nomboro mani leyi yi taka emahlweni ka, endzhaku ka? • Swivumbeko: xirhendzevutana, xikwere, yinhlanharhu

Ntivomarito wa matematiki wuntshwa

hlanganisa	susa

Ku lungheka

Eka migingiriko ya vhiki leri, u ta fanela ku lulamisa leswi landzelaka:

- 7 wa tikhapi ta pulasitiki na 7 wa tisosara ta pulasitiki (ndhawu ya milorho)
- mabokisi lamatsongo/tikhontheni letitsongo leti nomboriweke 1, 2, 3, 4, 5
- 2 wa tipuleti
- 7 wa tibuloko ta Unifix
- 7 wa tibuloko ta Duplo
- 5 wa switulu
- 5 wa swipandzu swa A4 leswi nga na tinomboro ta tiqingho ta swiphendiwankhaviso swa swiharhi ta tindlu 1–5: N'wandlopfu: 53 412, Van'watimangwa: 43 215, Van'wamanghovo: 33 212, Van'wanhutlwa: 41 224, Van'wantohe: 21 543
- tinomboro ta tiqingho ta vadyondzi leti nga eka swipandzu hi xin'wexin'we
- pheji yo landzelerisela xivumbeko yo hambana ya mudyondzi un'wana na un'wana entlaweni
- 1 ya sete ya makhadi ya mathonsi ya 1–5 hi mudyondzi
- 1 ya sete ya makhadi ya mifungho ya tinomboro ta 1–5 hi mudyondzi
- 10 ra mabokisi/tikhapi yin'wana na yin'wana yi ri na michumu leyitsongo yo hambanahambana ya kufika eka 5. Tsema makumu ya swikunwani swa mulenze u wu vekela eka makumu lamo pfuleka ya bokisi rin'wana na rin'wana/khapi yin'wana na yin'wana. Michumu leyi nga endzeni a yi fanelangi ku vonaka. (vona Xitichi xo tirhela xa 3)
- 1 ya sete ya makhadi ya tinomboro na makhadi ya swifaniso swa tinomboro lama pananaka ya 1–5 hi mudyondzi (ku fana na le ka Vhiki ra 5)
- kombela vadyondzi ku kumisisa tiadirese ta vona na nomboro ya riqingho.

Whole class activities

Day 1

What you need

- Song: *Long and short* (page 204)
- 7 plastic cups and 7 plastic saucers (fantasy area)
- A variety of counters from the *Resource Kit*
- Dot cards 1–5
- Small boxes/containers numbered 1, 2, 3, 4, 5

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven cups and seven saucers on a box in the middle of the circle.

   Guiding questions:

   - How many cups and saucers do you think there are in these two groups?
   - Do you think there are the same number in each group?

   Together count the cups and saucers, discuss learners' estimations and match the cups to the saucers.

4. **Practising numbers 1–5:** Show learners the dot cards quickly without holding them up for a long time. Learners say how many dots are on each card. Show a dot card with an instruction linked to the number of dots on the card, for example: 'Find two friends wearing shoes.' 'Clap your hands three times.' Learners take turns to think of action instructions linked to the number of dots.
5. **Ordering numbers 1–5; more than, fewer than, equal to:** Place the dot cards face down. Learners take turns to pick up two cards. If the cards match, they keep them and if not they put the cards back. When learners find a matching pair they put them in the appropriate box.

TIP

Make sure all learners are able to see the cups and saucers.

Migingiriko ya tlilasi hinkwayo

Siku ra 1

Leswi lavekaka

- Risimu: *Leha na koma* (pheji ya 205)
- 7 wa tikhapi ta pulasitiki na 7 wa tisosara ta pulasitiki (ndhawu ya milorho)
- Swihlayeri swo hambanahambana kusuka eka *Khiti ya Swipfuno*
- Makhadi ya mathonsi 1–5
- Mabokisi lamatsongo/ tikhontheni letitsongo leti nomboriweke 1, 2, 3, 4, 5

1. **Risimu:** Yimbelelani risimu, *Leha na koma*.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela nkombo wa tikhapi na nkombo wa tisosara eka bokisi leri nga exikarhi ka xirhendzevutana.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na tikhapi na tisosara tingani eka mitlawa leyimbirhi?
   - Xana u ehleketa leswaku ku na nhlayo yo fana eka ntlawa wun'wana na wun'wana?

   Hlayelani swin'we tikhapi na tisosara leti, kanelani mikumbetelo ya vadyondzi kutani mi pananisa tikhapi eka tisosara.

4. **Ku titoloveta tinomboro 1–5:** Komba vadyondzi makhadi ya mathonsi hi ku hatlisa handle ko ma yimisela ehenhla nkarhi wo leha. Vadyondzi va vula leswaku i mathonsi mangani lama nga eka khadi rin'wana na rin'wana. Komba khadi ra mathonsi leri nga na xileriso lexi fambelanisiweke na nhlayo ya mathonsi lama nga ekhadini leri, tanihi xikombiso: 'Kuma vanghana vambirhi lava nga ambala tintangu.' 'Phokotela swandla swa wena kanharhu.' Vadyondzi va siyerisana ku ehleketa hi swileriso swa swiendlo leswi fambelanisiweke na nhlayo ya mathonsi.
5. **Ku landzelelanisa tinomboro 1–5, tala kutlula, ntsongo kutlula, ringana na:** Veka makhadi ya tinomboro ya languta ehansi. Vadyondzi va siyerisana ku pambula makhadi mambirhi. Loko makhadi lama ya panana, va tshama na wona naswona loko ma nga panani, va tlherisa makhadi lama. Loko vadyondzi va kuma phere leyi pananaka va yi veka ebokisini leri faneleke.

XITSUNDZUXO

Tiyisisa leswaku vadyondzi hinkwavo va kota ku vona tikhapi na tisosara.

Guiding questions:

- How many dots are on _____'s cards?
- Are the cards the same?
- Which card has more dots?
- Which card has fewer dots?
- What would we need to do to make both cards have the same number of dots?

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

Day 2

What you need

- 2 plates with 7 Unifix blocks on one and 7 Duplo blocks on another
- 5 chairs

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two plates on a box in the middle of the circle, one with seven Unifix blocks, and one with seven Duplo blocks. Learners estimate the number of blocks on each plate.

TIP
Make sure all learners are able to see the blocks on the plates.

Guiding questions:

- Do you think there are more/fewer blocks on this plate?
- How can we tell if they have the same number of blocks?

Count the blocks on each plate and discuss learners' estimations.

4. **Adding using objects:** Two learners stand.

Guiding questions:

- How many learners are standing?
- If we add one more learner, how many will there be?

One more learner stands. Together count the learners who are standing. Continue adding one learner at a time, until there are five, counting them together each time you add one. Repeat the activity using chairs. A learner fetches two chairs.

Swivutiso swo letela:

- Xana i mathonsi mangani lama ma nga emakhadini ya _____?
- Xana makhadi lama ma fana?
- Xana i khadi rihi ri nga na mathonsi yo tala?
- Xana i khadi rihi ri nga na mathonsi matsongo?
- Xana hi swihi leswi hi nga ta fanela ku swi endla ku endla leswaku makhadi hamambirhi ya va na nhlayo yo fana ya mathonsi?

6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 2

Leswi lavekaka

- 2 wa tipuleti leti nga na 7 wa tibuloko ta Unifix eka yin'we na 7 wa tibuloko ta Duplo eka leyin'wana
- 5 wa switulu

1. **Risimu/rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka Kotara ya 1 kumbe 2 ku yimbelela kumbe ku vula.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela tipuleti timbiri ebokisini leri nga exikarhi ka xirhendzevutana, yin'we yi ri na nkombo wa tibuloko ta Unifix, kasi leyin'wana yi ri na nkombo wa tibuloko ta Duplo. Vadyondzi va kumbetela nhlayo ya tibuloko leti nga eka yin'wana na yin'wana ya tipuleti.

Swivutiso swo letela:

- Xana u ehleketa leswaku ku na tibuloko to tala/titsongo epuletini leyi?
- Xana hi nga swi vula njhani loko ti ri na nhlayo yo fana ya tibuloko?

Hlayelani tibuloko leti nga epuletini yin'wana na yin'wana kutani mi kanela mikumbetelo ya vadyondzi.

4. **Ku hlanganisa hi ku tirhisa michumu:** Vadyondzi vambirhi va suka va yima.

Swivutiso swo letela:

- Xana i vadyondzi vangani lava va nga yima?
- Loko hi va hlanganisa na mudyondzi un'wana un'we, xana ku ta va na vangani?

Mudyondzi un'wana un'we u suka a yima. Hlayelani swin'we vadyondzi lava va nga yima. Yanani emahlweni mi hlanganisa mudyondzi un'we hi nkarhi, kufikela loko ku ri na ntlhanu, mi va hlayela swin'we nkarhi wun'wana na wun'wana loko u hlanganisa un'we. Vuyelelani nghingiriko lowu hi ku tirhisa switulu. Mudyondzi u teka switulu swimbirhi.

XITSUNDZUXO

Tiyisisa leswaku vadyondzi hinkwavo va kota ku vona tibuloko leti nga etipuletini.

- If _____ fetches one more chair, how many will there be?
- If three learners have a chair, how many more chairs will we need for all of them to have a chair?

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

Day 3

What you need

- 1 container with 7 paint brushes and 1 container with 5 kokis
- 5 chairs
- Game: Musical chairs (page 204)
- Tambourine/music

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place the two containers on a box in the middle of the circle, one containing seven paint brushes, and the other containing five kokis. Discuss the containers.

   Guiding questions:

   - How many things do you think are in this container?
   - Do you think there are more/fewer in this container?

4. **Subtracting objects:** Five learners stand.

   Guiding questions:

   - How many learners are standing?
   - If _____ goes and sits at his/her table, how many learners will be left standing?
   - How do you know?
   - If we take another learner away, how many learners will be left standing?

   Repeat this with up to five learners. Take away one learner at a time.

5. **Subtraction game:** Play the game, Musical chairs.
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number washing line 1–5
- Poster 1

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say. Let learners 'vote' for the song/rhyme they want. Count how many hands are held up for different song/rhyme options.

- Loko _____ a teka xitulu xin'wana xin'we, xana ku ta va na switulu swingani?
- Loko vadyondzi vanharhu va ri na xitulu, xana i switulu swo tala swingani hi nga ta swi lava leswaku hinkwavo ka vona va va na xitulu?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 3

Leswi lavekaka

- 1 ya khontheni leyi nga na 7 wa tibulachi ta pende na 1 ya khontheni leyi nga na 5 wa tikhoki
- 5 wa switulu
- Ntlangu: Switulu swa vuyimbeleri (pheji ya 205)
- Thamborini/vuyimbeleri

1. **Risimu/rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka Kotara ya 1 kumbe 2 ku ri yimbelela kumbe ku vula.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi va tshama hi xirhendzevutana. Vekela tikhontheni timbirhi ebokisini leri nga exikarhi ka xirhendzevutana, yin'we leyi nga na nkombo wa tibulachi ya pende, kasi leyin'wana yi na ntlhanu wa tikhoki. Kanelani tikhontheni leti.

   Swivutiso swo letela:

   - Xana u ehleketa leswaku ku na swilo swingani endzeni ka khontheni leyi?
   - Xana u ehleketa leswaku ku na swo tala/switsongo ebegeni leyi?

4. **Ku susa michumu:** Ntlhanu wa vadyondzi va yima emahlweni.

   Swivutiso swo letela:

   - Xana i vadyondzi vangani lava va nga yima?
   - Loko _____ a famba a ya tshama etafuleni ra yena, xana i vadyondzi vangani va nga ta sala va yimile?
   - Xana u swi tiva njhani?
   - Loko hi susa mudyondzi un'wana, xana i vadyondzi vangani va nga ta sala va yimile?

   Vuyelelani leswi kufikela eka ntlhanu wa vadyondzi. Susa mudyondzi un'we hi nkarhi.
5. **Ntlangu wo susa:** Tlangani ntlangu, Switulu swa vuyimbeleri.
6. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Siku ra 4

Leswi lavekaka

- Mugiva wa tinomboro 1–5
- Phositara ya 1

1. **Risimu/rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka Kotara ya 1 kumbe 2 ku ri yimbelela kumbe ku vula. Endla leswaku vadyondzi va 'vhotela' risimu/rhayimi leyi va yi lavaka. Hlayela leswaku i swandla swingani leswi swi yimiseriweke ehenhla eka swihlawuriwa swa tinsimu/tirhayimi to hambanahambana.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Two learners stand with their backs to the class. The class says, 'Ready, steady, number!' On 'number', the learners turn and hold up any number of fingers from 1 to 7. Discuss who has the most/fewest fingers showing. Together count the number of fingers each learner is showing. Repeat with other learners.

Guiding questions:

- Who is showing more/fewer fingers?
- Who is showing the same number of fingers?
- How do you know?
- How many fingers is _____ showing?

Ask learners to show numbers 1–5 on the number washing line for those learners who show fingers between 1 and 5.

- Does this number come before/after/between 2, 3, 4?

4. **Talk about number:** Discuss Poster 1. Talk about what learners see in the picture. Learners use their fingers to show their answers.

Guiding questions:

- How many people are missing from the family in this picture? Who is missing?
- Are there enough chairs for the number of people in the kitchen?
- If one chair is taken away, how many chairs will be left?
- How many bowls are on the table?
- If two bowls are taken away, how many will be left on the table?
- How many spoons are on the table?
- If Granny joined them at the table and needed a spoon, how many spoons should we add? How many would there be altogether?

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

TIP
Learners may use their fingers to solve the problems.

Day 5

What you need

- Number friezes 1–5
- Number symbol and dot cards 1–5 (*Resource Kit*)
- 5 A4 sheets with animal frieze phone numbers for houses 1–5
- 2 old/toy phones
- Learners' phone numbers on individual sheets

2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vadyondzi vambirhi va yima va fularhela tlilasi. Tlilasi yi ri, 'Lungheka, yimeka, nomboro!' Eka 'nomboro', vadyondzi va hundzuluka kutani va yimisela ehenhla nhlayo yihi kumbe yihi ya tintiho kusuka eka 1 kufika eka 7. Kanelani leswaku i mani a nga na tintiho to tala/titsongo kutlula hinkwato leti kombiweke. Hlayelani swin'we nhlayo ya tintiho leti mudyondzi un'wana na un'wana a ti kombaka. Vuyelelani hi vadyondzi van'wana.

Swivutiso swo letela:

- Xana i mani a kombaka tintiho to tala/titsongo?
- Xana i mani a kombaka nhlayo yo fana ya tintiho?
- Xana u swi tiva njhani?
- Xana i tintiho tingani _____ a ti kombaka?

Kombela vadyondzi ku komba tinomboro ta 1–5 eka mugiva wa tinomboro eka vadyondzi lavaya va kombaka tintiho exikarhi ka 1 na 5.

- Xana i mani nomboro leyi yi nga emahlweni ka/endzhaku ka/exikarhi ka 2, 3, 4?

4. **Vulavulani hi mayelana na nomboro:** Kanelani Phositara ya 1. Vulavulani hi mayelana na leswi vadyondzi va swi vonaka exifanisweni. Vadyondzi va tirhisa tintiho ta vona ku komba tinhlamulo ta vona.

Swivutiso swo letela:

- Xana i vanhu vangani va kayivelaka eka ndyangu lowu nga exifanisweni lexi? Xana i mani loyi a kayivelaka?
- Xana ku na switulu swo enela swa nhlayo ya vanhu lava nga ekhixini?
- Loko xitulu xin'we xi susiwa, xana i switulu swingani swi nga ta sala?
- Xana i mikambana yingani yi nga etafuleni?
- Loko mikambana yimbirhi yi susiwa, xana i yingani yi nga ta sala etafuleni?
- Xana i malepula mangani ma nga etafuleni?
- Loko Kokwana wa xisati a tikatsa etafuleni kutani a lava lepula, xana i malepula mangani hi faneleke ku ma engetela? Xana ku ta va na mangani hinkwawo ka wona?

5. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

XITSUNDZUXO

Vadyondzi va nga ha tirhisa tintiho ta vona ku ololoxa swiphiqo leswi.

Siku ra 5

Leswi lavekaka

- Swipendiwankhaviso swa tinomboro 1–5
- Makhadi ya mifungho ya tinomboro na makhadi ya mathonsi ya tinomboro ta 1–5 (*Khiti ya Swipfuno*)
- 5 wa swipandzu swa A4 leswi nga na tinomboro ta tiqingho ta swipendiwankhaviso swa swiharhi ta tiyindlu ta 1–5
- 2 wa tiqingho ta khale/tiqingho ta switlangiso
- Tinomboro ta tiqingho ta vadyondzi leti nga eka swipandzu hi xin'wexin'we

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the activity from Day 4 with guiding questions.
4. **Practising numbers 1–5; addition, subtraction:** Show dot cards and number symbol cards 1–5. Learners organise themselves into groups according to the dot card or number symbol card that you show.

TIP
Support learners based on their level of number knowledge.

Guiding questions:

- How many learners are in your group?
- If one learner joins another group, how many learners will be left in your group?
- If one more learner joins your group, how many will there be in your group altogether?
- How many groups of five learners are there?
- This group has one learner too few. Who can we ask to join this group so that they have the correct number?

5. **Practising addresses and phone numbers; reinforcing numbers 1–5:** Tell the learners that the meerkats phoned the animals in house numbers 1, 2, 4 and 5 to invite them to a party. Place the phone numbers for each house below the correct house.

   Dramatise calling the animals. Dramatise the animals in house numbers 1, 2, 4 and 5 phoning the meerkats to say they would love to go to the party. Learners repeat the numbers with you as you role-play phoning each number.

   Guiding questions:

   - If you had a party, where would you tell your friends to go?
   - If they got lost, what number could they phone you on?

   Guide two learners to dramatise telling each other their phone number on the phone. Write these on paper. Repeat with other learners.

   - Are any numbers repeated in this phone number?

1. **Risimu/rhayimi:** Vadyondzi va hlawula risimu kumbe rhayimi kusuka eka Kotara ya 1 kumbe 2 ku yi yimbelela kumbe ku vula.
2. **Ku hlayela ka swanomu:** 1–20 na 7–1.
3. **Ku hlayela michumu 1–7:** Vuyelelani nghingiriko lowu kusuka eka Siku ra 4 ku ri na swivutiso swo letela.
4. **Ku titoloveta tinomboro 1–5; ku hlanganisa na ku susa:** Komba makhadi ya mathonsi na makhadi ya mifungho ya tinomboro ta 1–5. Vadyondzi va tiveka hi mitlawa hi ku ya hi khadi ra mathonsi kumbe khadi ra mfungho wa nomboro leri u ri kombaka.

Swivutiso swo letela:

- Xana i vadyondzi vangani va nga eka ntlawa wa wena.
- Loko mudyondzi un'we a tikatsa eka ntlawa wun'we, xana i vadyondzi vangani va nga ta sala entlaweni wa wena?
- Loko mudyondzi un'we un'wana a tikatsa eka ntlawa wa wena, xana ku ta va na vangani entlaweni wa wena hinkwavo ka vona?
- Xana ku na mitlawa yingani ya ntlhanu wa vadyondzi?
- Ntlawa lowu i wutsongo hi mudyondzi un'we. Xana i mani loyi hi nga n'wi kombelaka ku tikatsa eka ntlawa lowu ku endlela leswaku va va na nhlayo leyi nga lulama?

5. **Ku titoloveta tiadirese na tinomboro ta tiqingho; ku tiyisisa nomboro 1–5:** Byela vadyondzi leswaku van'wamanghovo va bele riqingho swiharhi leswi nga eka tinomboro ta tiyindlu ta 1, 2, 4 na 5 ku swi rhamba enkhubyeni. Vekela tinomboro ta tiqingho eka yindlu yin'wana na yin'wana ehansi ka yindlu leyi nga lulama.

   Endlani ntlangu wo huwelela swiharhi. Endlani ntlangu wa swiharhi leswi nga eka tinomboro ta tiyindlu ta 1, 2, 4 na 5 swi ri karhi swi bela riqingho van'wamanghovo ku vula leswaku swi ta rhandza ku ta enkhubyeni. Vadyondzi va vuyelela tinomboro leti na wena loko u ri karhi u encenyeta ku bela riqingho nomboro yin'wana na yin'wana.

   Swivutiso swo letela:

   - Loko a wo va na nkhuvo, xana hi kwihi laha a wu ta byela vanghana va wena ku ya kona?
   - Loko va lahleka, xana i nomboro yihi leyi a va ta ku bela riqingho eka yona?

   Letela vadyondzi vambirhi ku endla ntlangu va byelana nomboro ya vona ya riqingho eriqinghweni. Tsala leswi ephepheni. Vuyelelani hi vadyondzi van'wana.

   - Xana ku na tinomboro tihi kumbe tihi ti nga vuyeleriwa eka nomboro leyi ya riqingho?

XITSUNDZUXO

Seketela vadyondzi hi ku ya hi levhele ya vona ya vutivi bya tinomboro.

6. **Practising phone numbers; reinforcing numbers 1–5:** Learners each hold a copy of their phone number. They follow your directions, for example: 'Stand if you have a 4 in your phone number.' 'Wave if you have a 3.'
7. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Write numbers 1 to 5 in a circle outdoors with chalk. Learners count as they move around the circle and step on each number. Create an outdoor pathway of number words from one to five by writing them in order over and over again. Let the learners 'read' the words as they walk down the path.

Small group activities

Teacher-guided activity

What you need

- Number washing line
- Dot cards 1–5
- Animal counters
- Unifix blocks
- A tub per learner with number symbol cards 1–5 and 5 coloured counters

1. **Point and count 1–5:** Learners look at the number washing line. Give instructions to individual learners, for example: 'Show me number 1/3/5, show me the number that comes before/after 4, show me the number that is between 1 and 3.'
2. **Dot cards 1–5; matching numbers; estimating:** Place 10 dot cards face down on the mat. Each learner has a turn to pick up a card and to say how many dots there are. Together count the dots.

3. **Ordering numbers 1–5:** Together order the dot cards 1–5. Learners count animal counters to match the number of dots.

   They each order their number symbol cards 1–5. They build Unifix towers to match each number.

6. **Ku titoloveta tinomboro ta riqingho; ku tiyisisa tinomboro 1–5:** Vadyondzi un'wana na un'wana u khoma kopi ya tinomboro ta yena ta riqingho. Va landzelela swiletelo swa wena: 'Yima loko u ri na 4 eka nomboro ya wena ya riqingho.' 'Hahayita loko u ri na 3.'
7. **Migingiriko ya ntlawa lowutsongo:** Hlamusela migingiriko leyi nga eka xitichi xo tirhela xin'wana na xinwana.

Mpfanganiso

Ririmi ra le Kaya na Swikili swa Vutomi: Tsala tinomboro ta 1 kufika eka 5 endzeni ka xirhendzevutana ehandle ka muako hi choko. Vadyondzi va hlayela loko va ri karhi va famba ku rhendzela na xirhendzevutana kutani va kandziya nomboro yin'wana na yin'wana. Tumbuluxa ndlela ya le handle ka muako ya marito ya tinomboro kusuka eka n'we kufika eka ntlhanu hi ku ma tsala hi ku landzelelana hi ku vuyelelavuyelela. Endla leswaku vadyondzi va 'hlaya' marito lama loko va ri karhi va famba hi ndlela leyi.

Migingiriko ya ntlawa lowutsongo

Nghingiriko lowu leteriwaka hi mudyondzisi

Leswi lavekaka

- Mugiva wa tinomboro
- Makhadi ya mathonsi 1–5
- Swihlayeri swa swiharhi
- Tibuloko ta Unifix
- Mfuku hi mudyondzi leyi nga na makhadi ya mifungho ya tinomboro ta 1–5 na 5 wa swihlayeri leswi pendiweke

1. **Kombetela kutani u hlayela 1–5:** Vadyondzi va languta mugiva wa tinomboro. Nyika swileriso eka vadyondzi hi un'weun'we, tanihi xikombiso: 'Ndzi kombi nomboro ya 1/3/5, ndzi kombi nomboro leyi yi taka emahlweni ka/endzhaku ka 4, ndzi kombi nomboro leyi yi nga exikarhi ka 1 na 3.'
2. **Makhadi ya mathonsi 1–5; ku pananisa tinomboro; ku kumbetela:** Vekela 10 ra makhadi ya mathonsi ya languta ehansi emeteni. Mudyondzi un'wana na un'wana u na nkarhi wa ku pambula khadi kutani a vula leswaku ku na mathonsi mangani. Hlayelani swin'we mathonsi lama.

3. **Ku landzelelanisa tinomboro 1–5:** Landzelerisani swin'we makhadi ya mathonsi 1–5. Vadyondzi va hlayela swihlayeri swa swiharhi ku pananisa na nhlayo ya mathonsi.

   Un'wana na un'wana u landzelelanisa makhadi ya mifungho ya yena ya tinomboro ya 1–5. Va aka swihondzo swa Unifix ku pananisa na nomboro yin'wana na yin'wana.

4. **Counting; more than/fewer than; using counters:** Each learner counts five counters from their tub. Give instructions, for example: 'Show me three counters; one fewer than three; one more than four.'
5. **Matching counters to dot cards:** Learners use their counters to match the dot cards 1–5. Discuss the different ways each number is shown.
6. **Dot cards; breaking up numbers:** Show learners a dot card with 3 dots and a dot card with 1 dot. They put their counters into two groups matching these.

Guiding questions:

- How many counters are there in each of your groups?
- How many counters are there altogether?
- Show me the dot card that matches this group.

Now show them dot card 5.

- How many more counters do you need to add to the group to have this many?
- How many counters do you need to take away from this group if you only want three counters left?

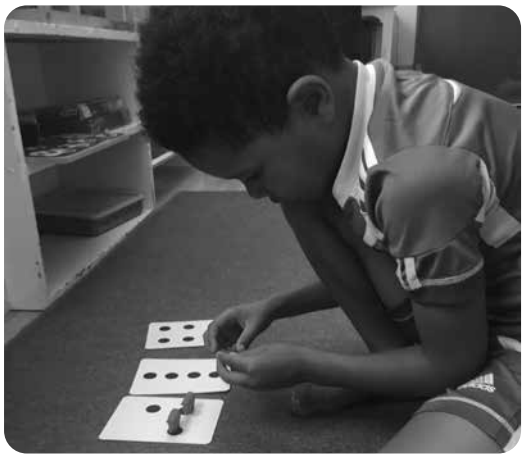
Repeat with dot cards and matching counters 4 and 1; 3 and 2; 2 and 2, using guiding questions.

7. **Familiar numbers:** Guide learners in remembering their phone numbers and addresses.

Check that learners are able to:

- break down and build up numbers between 1 and 5
- solve problems with numbers 1–5
- demonstrate an understanding of more and fewer
- demonstrate an understanding of what number comes before and after
- demonstrate an understanding of their address and phone number

4. **Ku hlayela; kutlula/ntsongo kutlula; va tirhisa swihlayeri:** Mudyondzi un'wana na un'wana u hlayela ntlhanu wa swihlayeri kusuka emfukwini ya yena. Nyika swileriso, tanihi xikombiso: 'Ndzi kombi swihlayeri swinharhu; xin'we xitsongo eka swinharhu; xin'we kutlula mune.'
5. **Ku pananisa swihlayeri eka makhadi ya mathonsi:** Vadyondzi va tirhisa swihlayeri swa vona ku pananisa makhadi ya mathonsi ya 1–5. Kanelani tindlela to hambanahambana leti nomboro yin'wana na yin'wana yi kombiweke hatona.
6. **Makhadi ya mathonsi; ku tlhantlha tinomboro:** Komba vadyondzi khadi ra mathonsi leri nga na 3 wa mathonsi na khadi ra mathonsi leri nga na 1 ra nthonsi. Va vekela swihlayeri swa vona hi mitlawa yimbirhi leyi pananaka na leswi.



Swivutiso swo letela:

- Xana ku na swihlayeri swingani eka wun'wana na wun'wana wa mitlawa ya n'wina?
- Xana ku na swihlayeri swingani hinkwaswo ka swona?
- Ndzi kombi khadi ra mathonsi leri ri pananaka na ntlawa lowu.

Sweswi va kombi khadi ra mathonsi ya 5.

- Xana i swihlayeri swingani kutlula u swi lavaka ku engetela eka ntlawa lowu leswaku wu va na ntalo lowu?
- Xana i swihlayeri swingani switsongo u nga ta swi susa eka ntlawa lowu loko u lava ntsena leswaku ku va na swihlayeri swinharhu leswi nga sala?

Vuyelela hi makhadi ya mathonsi kutani mi pananisa swihlayeri swa 4 na 1; 3 na 2; 2 na 2, u ri karhi u tirhisa swivutiso swo letela.

7. **Tinomboro ta ntolovelo:** Letela vadyondzi eka ku tsundzuka tinomboro ta vona ta tinqingho na tiadirese ta vona.

Kamba leswaku vadyondzi va kota ku:

- tlhantlha na ku vumba tinomboro ta le xikarhi ka 1 na 5
- ololoxa swiphiqo hi tinomboro ta 1–5
- kombisa ntwisiso wa tala na ntsongo
- kombisa ntwisiso wa leswaku i nomboro yihi yi taka emahlweni ka na le ndzhaku ka
- kombisa ntwisiso wa tiadirese na ti nomboro ta vona ta tiqingho

Workstation 1

What you need	
• 1 blank A4 page in a plastic sleeve per learner • Whiteboard kokis	• A cloth for each pair of learners • Number washing line • Sticks (*Resource Kit*)

Learners write the numbers 1 to 5 with kokis using the number washing line as a guide. They count out the number of sticks to match each number.

Workstation 2

What you need	
• Circle, square and triangle attribute blocks (*Resource Kit*)	• Shape-tracing page – a different page for each learner

Learners trace around the attribute blocks from the *Resource Kit* according to the number symbols on the page.

Workstation 3

What you need	
• 1 set of dot cards 1–5 per learner • 1 set of number symbol cards 1–5 per learner	• 10 boxes/cups with stocking over the open end of each and objects inside (up to 5)

Learners reach into the cups and feel how many objects there are. They match dot cards and number symbol cards according to the number of objects in each cup.

Workstation 4

What you need
• Number and picture matching cards

Learners choose cards. They find the matching number or picture cards.

Xitichi xo tirhela xa 1

Leswi lavekaka

- 1 ya pheji ya A4 leyi nga tsalelangiki yi ri eka xilivhi xa pulasitiki hi mudyondzi
- Tikhoki ta xitsalelo xo basa
- Lapi ra phere yin'wana na yin'wana ya vadyondzi
- Mugiva wa tinomboro
- Swimhandzana (*Khiti ya Swipfuno*)

Vadyondzi va tsala tinomboro ta 1 kufika eka 5 hi tikhoki va ri karhi va tirhisa mugiva wa tinomboro tanihi xiletelo. Va hlayela nhlayo ya swimhandzana ku panana na nomboro yin'wana na yin'wana.

Xitichi xo tirhela xa 2

Leswi lavekaka

- Tibuloko ta swihlawulekisi ta swirhendzevutana, swikwere na tinhlanharhu (*Khiti ya Swipfuno*)
- Pheji yo landzelerisa swivumbeko – pheji yo hambana ya mudyondzi un'wana na un'wana

Vadyondzi va landzelerisa ku rhendzela na tibuloko ta swihlawulekisi kusuka eka *Khiti ya Swipfuno* hi ku ya hi mifungho ya tinomboro leti nga ephejini.

Xitichi xo tirhela xa 3

Leswi lavekaka

- 1 ya sete ya makhadi ya mathonsi ya 1–5 hi mudyondzi
- 1 ya sete ya makhadi ya mifungho ya tinomboro ta 1–5 hi mudyondzi
- 10 ra mabokisi/tikhapi leti nga na swipfalo eka tlhelo lero pfuleka ra yin'wana na yin'wana na michumu leyi nga endzeni (kufika eka 5)

Vadyondzi va fikelela vundzeni bya tikhapi kutani va twa leswaku ku na michumu yingani. Va pananisa makhadi ya mathonsi na makhadi ya mifungho ya tinomboro hi ku ya hi nhlayo ya michumu leyi nga eka khapi yin'wana na yin'wana.

Xitichi xo tirhela xa 4

Leswi lavekaka

- Makhadi ya tinomboro na ya swifaniso lama pananaka

Vadyondzi va hlawula makhadi. Va kuma makhadi ya tinomboro kumbe ya swifaniso leswi pananaka.

Assessment

Term 2: Exemplar Record of Continuous Assessments

Key ✓ = competent ● = partially competent ✗ = not yet competent	NUMBERS, OPERATIONS AND RELATIONSHIPS														COMMENTS	
Learners' names	Distinguishes between more than, fewer than, and equal to	Identifies number symbols: 4	Recognises the South African coins: 10c, 20c, 50c, R1, R2, R5	Identifies the South African coins: 10c, 20c, 50c, R1, R2, R5	Understands ordinal numbers; first, second, third and fourth	Counts objects: 1–6	Identifies number symbols: 5	Solves problems with concrete objects: 1–4	Solves problems using counters or number ladder: 1–4	Addition and subtraction using concrete objects: 1–4	Recognises numbers in familiar contexts	Oral counting: 1–20	Counts backwards: 7–1	Oral counting: 1–15	Counts objects: 1–7	Final coding
Date																

Makambelelo

Kotara ya 2: Rhekodo ya Xikombiso ya Makambelelo lama Yaka Emahlweni

Khiya ✓ = wa swi kota ● = u swi kota hi xiphemu ✗ = a nga si swi kota		TINOMBORO, TIOPAREXINI NA VUXAKA														SWIBUMABUMELO
Mavito ya vadyondzi	**Siku**	Wa hambanisa exikarhi ka tala kutlula, ntsongo kutlula, na ringana na	U kuma mifungho ya tinomboro: 4	U lemuka swingwece swa Afrika-Dzonga: 10c, 20c, 50c, R1, R2, R5	U kuma swingwece swa Afrika-Dzonga: 10c, 20c, 50c, R1, R2, R5	U twisisa tinomboro ta odinali; vun'we, vumbirhi, vunharhu na vumune	U hlayela michumu: 1–6	U kuma mifungho ya tinomboro: 5	U oloxa swiphiqo hi michumu yo khomeka: 1–4	U oloxa swiphiqo hi u tirhisa swihlayeri kumbe lerha ra tinomboro: 1–4	U hlanganisa na ku susa hi ku tirhisa michumu yo khomeka: 1–4	U lemuka tinomboro eka miyangu leyi nga tolovelekeka	Ku hlayela ka swanomu: 1–20	U hlayela kuya endzhaku: 7–1	Ku hlayela ka swanomu: 1–15	U hlayela michumu: 1–7	Ku nyika khodi ko hetelela

| Key | | |

Khiya ✓ = wa swi kota ● = u swi kota hi xiphemu ✗ = a nga si swi kota	TIPATIRONI, TIFANKIXINI NA ALIJEBURA			NDHAWU NA XIVUMBEKO (JOMETIRI)					MPIMO		MATIRHISELO YA VUXOKOXOKO BYA TINHLAYO					SWIBUMABUMELO	
Mavito ya vadyondzi	U kuma tipatironi to vuyelela to olova	U kopunula na ku ndlandlamukisa tipatironi to vuyelela to olova	U tumbuluxa patironi ya yena n'wini hi swifaniso	U hlamusela xiyimo: ehansi ka	U ava michumu ya 3-D hi ku ya hi ku fanana na ku hambana	U hambanisa exikarhi ka xin'we ehenhla, xin'we ehansi	U landzelela matlhelo	U lemuka na ku tirhisa ntsemakanyo wa le xikarhi ka miri	U pima na ku fananisa michumu hi ku ya hi vuleli	U hambanisa exikarhi ka leha, lehanyana, leha kutlula hinkwaswo na koma, komanyana, koma kutlula hinkwaswo	U hlengeleta michumu hi ku ya hi tisayizi	U ava mihlengelo ya michumu	U endla vuyimeri bya mihlengelo leyi aviweke ya michumu	U xopaxopa vuxokoxoko bya tinhlayo hi ku tirhisa swivutiso	U vika hi vuxokoxoko bya tinhlayo hi ku ya hi swifaniso swa yena n'wini kumbe michumu ya yena n'wini leyi aviweke		Ku nyika khodi ko hetelela
Siku																	

Resources

Songs, rhymes and stories

Week 1

Counting song: *Making fruit salad*

(To the tune of *Here we go round the mulberry bush*)

This is the way we make salad, make salad, make salad,
This the way we make salad,
Let us get the fruit.
We fetch one banana, one banana, one banana,
We fetch one banana,
Let's get more fruit.
We fetch two apples, two apples, two apples,
We fetch two apples,
Let's get more fruit.
(Repeat with three oranges, four grapes.)
We fetch five berries, five berries, five berries,
We fetch five berries,
And add some juice.

Story: *Number 4 story* (with Number 4 frieze template)

Next came the Giraffes. There were four of them. They looked at the other three houses and wondered how they would manage to fit into a house with their long necks. They decided that because there were four of them, they would need four high windows so that they could open them wide and stretch their long necks out.

The number symbol 4 and number word four, went on the front of the house where everyone could see them. And the four doorbells went on the door.

When the Giraffes went outside, they had to bend down very low to fit through the door, just as they did when they drank water from the nearby stream. When they stood up straight, they were tall enough to look into their house through the high windows, and could almost see over the top of their house. They loved living next to the Meerkats and chatted to them every day.

Swipfuno

Tinsimu, tirhayimi na switori

Vhiki ra 1

Risimu ro hlayela: *Ku endla saladi ya mihandzu*

(Hi nsumo wa *Hi rhendzeleka hi nsinya wa murhibeyila*)

Leyi i ndlela yo endla saladi, endla saladi, endla saladi,
Leyi i ndlela yo endla saladi,
A hi tekeni mihandzu.
Hi teka banana yin'we, banana yin'we, banana yin'we,
Hi teka banana yin'we,
A hi tekeni mihandzu yo tala.
Hi teka maapula mambirhi, maapula mambirhi, maapula mambirhi,
Hi teka maapula mambirhi,
A hi tekeni mihandzu yo tala.
(Vuyelelani hi malamula manharhu, na madiriva ya mune.)
Hi teka ntlhanu wa tirebeyila, ntlhanu wa tirebeyila, ntlhanu wa tirebeyila,
Hi teka ntlhanu wa tirebeyila,
Kutani hi chela juzi.

Xitori: *Xitori xa nomboro ya 4* (xi ri na thempuleti ya xipendiwankhaviso xa Nomboro ya 4)

Kutani ku ta Van'wanhutlwa. A ku ri na mune wa vona. Va langute tiyindlu letin'wana tinharhu kutani va hlamala hilaha va nga ta kota ku ringana hakona endzeni ka yindlu na tinhamu ta vona leto leha. Va bohe leswaku hikuva a ku ri na mune wa vona, va ta lava mune wa mafasitere ya le henhla ku endlela leswaku va ta ma pfula ya ku gaa, kutani va olola tinhamu ta vona ti humela ehandle.

Mfungho wa nomboro ya 4 na rito ra nomboro ya mune, swi ye emahlweni ka yindlu laha munhu un'wana na un'wana a ta kota ku swi vona. Kutani tibele ta le rivantini ti ye enyangweni.

Loko Van'wanhutlwa va humela ehandle, a va boheka ku korhamela ehansi swinene ku kota ku ringana enyangweni, ku fana na leswi a va endlisa xiswona loko va nwa mati exinambyanini xa kwala kusuhi. Loko va yima va ku thwixi, a va lehile ku ringanela ku kota ku languta endlwini ya vona hi le mafasitere lama le henhla, naswona a va kota ku vonanyana ehenhla ka xihlungwana xa yindlu ya vona. A va rhandza ku tshama ekusuhi na Van'wamanghovo va bula na vona masiku hinkwawo.

Week 2

Money song: *Five shiny coins*

(To the tune of *Ten green bottles hanging on the wall*)

Five shiny coins in my pocket today,
Five shiny coins in my pocket today,
Five shiny coins and with one of them I pay,
Now there are four shiny coins in my pocket today.
(Repeat with four, three, two, one, no shiny coins – nothing to pay.)

Game: Coin in the bank

Place a bowl ('bank') on the table that learners are seated at, or in the middle of the circle of learners on the mat. Each learner attempts to flip counters into the bowl. They then count how many times they got their counters into the bowl, and which colour counters (out of the two colours they have) they got in more often.

Week 3

Song: *Head, shoulders, knees and toes*

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes.

Counting song: *This is the way we make soup*

(To the tune of *Here we go round the mulberry bush* – adaptation of *Making fruit salad* from Week 1)

This is the way we make soup, make soup, make soup,
This the way we make soup,
Let us get the veggies.
We fetch one potato, one potato, one potato,
We fetch one potato,
Let's get some more.
We fetch two carrots, two carrots, two carrots,
We fetch two carrots,
Let's get some more.
(Repeat with three big onions.)
We fetch four small onions, four small onions, four small onions,
We fetch four small onions,
And add some stock.

Vhiki ra 2

Risimu ra mali: *Ntlhanu wa swingwece swo vangama*

(Hi nsumo wa *Rin'we ra mabodhlela henhla ka khume*)

Namuntlha ndzi na ntlhanu wa swingwece swo vangama exikhwameni xa mina,
Namuntlha ndzi na ntlhanu wa swingwece swo vangama exikhwameni xa mina,
Ntlhanu wa swingwece swo vangama ndzi hakela hi xin'we,
Sweswi namuntlha ku na mune wa swingwece swo vangama exikhwameni xa mina.

(Vuyelelani hi mune, swinharhi, swimbirhi, xin'we, ku hava swingwece swo vangama – ku hava xo hakela.)

Ntlangu: Xingwece ebangini

Vekela nkambana ('bangi') etafuleni leri vandyondzi va nga tshama eka rona, kumbe exikarhi ka xirhendzevutana xa vadyondzi emeteni. Mudyondzi un'wana na un'wana u ringeta ku hoxela swihlayeri swa xiphepherele enkambaneni. Endzhaku ka swona va hlayela leswaku i kangani va hoxeleke swihlayeri swa vona enkambeni, naswona i swihlayeri swa mihlovo yihi (ehenhla ka mihlovo leyi va nga na yona) va yi hoxeleke yi nghena ko tala.

Vhiki ra 3

Risimu: *Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana*

Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana
Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana
Na xinhompfana, swindlebyana, xinon'wana, swimahlwana
Nhloko, makatla, xifuva, xisuti, matsolo, swikunwana.

Risimu ro hlayela: *Leyi i ndlela yo endla supu*

(Hi nsumo wa *Hi rhendzeleka hi nsinya wa murhibeyila* – ntekelelo wa *Ku endla saladi ya mihandzu* kusuka eka Vhiki ra1)

Leyi i ndlela yo endla supu, endla supu, endla supu,
Leyi i ndlela yo endla supu,
A hi tekeni matsavu.
Hi teka zambhala rin'we, zambhala rin'we, zambhala rin'we,
Hi teka zambhala rin'we,
A hi tekeni man'wana mo tala.
Hi teka makheroti mambirhi, makheroti mambirhi, makheroti mambirhi,
Hi teka makheroti mambirhi,
A hi tekeni man'wana mo tala.
(Vuyelelani hi tinyala tinharhu.)
Hi teka swizambhalani swa mune, swizambhalani swa mune, swizambhalani swa mune,
Hi teka swizambhalani swa mune,
Kutani hi chela sitoko.

Shape story: *They pulled and they pulled*

One day a farmer went to his fields to pull up some vegetables for supper. He went to the potatoes and began to pull one out of the ground. The farmer pulled and pulled, but he couldn't pull up the potato. He called his wife to help. The farmer pulled and his wife pulled and finally the potato came out of the ground. 'What is going on?' asked the farmer. 'This potato is square!'

Next, the farmer and his wife went to get some carrots. They pulled and they pulled and they pulled and finally two carrots came out of the ground. 'What is going on?' asked the farmer's wife. 'These carrots are circle-shaped!'

The farmer and his wife wanted onions with their supper so they went to the onion patch. The farmer pulled and his wife pulled. They both pulled and pulled, but the onions wouldn't come out. They called their four children to help. Then the family pulled and pulled and finally three onions came out of the ground. 'What is going on?' they asked. 'These onions are triangle-shaped!'

They decided to make vegetable soup, so they needed four more onions. They needed more help and called one neighbour. It took them a long time to pull four more onions out of the ground. And even though they were smaller, they were also triangle-shaped!

The farmer and his wife took their potato, carrots and onions to the kitchen and made soup for supper. They invited their neighbour. 'Delicious!' all seven of them said at the same time.

Week 4

Rhyme: *Roly Poly*

(Learners roll their hands around each other as they move them according to the directions.)

Roly Poly, Roly Poly, up, up, up. *(hands move up)*
Roly Poly, Roly Poly, down, down, down. *(hands move down)*
Roly Poly, Roly Poly, out, out, out. *(hands move away from each other)*
Roly Poly, Roly Poly, in, in, in. *(hands move towards each other)*
Roly Poly, Roly Poly, hide both hands.

Shape song: *If you're holding a square*

(To the tune of *If you're happy and you know it*)

If you're holding a square, stand up!
If you're holding a square, stand up!
If you're holding a square, if you're holding a square,
If you're holding a square, stand up.

(Repeat with other shapes.)

Xitori xa swivumbeko: *Va koka va kokile*

Siku rin'wana murimi u yile ensin'wini ya yena ku ya kha matsavu yo lalela. U yile emazambhaleni kutani a sungula ku tsuvula rin'we emisaveni. Murimi a koka a kokile, kambe a nga kotangi ku tsuvula zambhala. Kutani a vitana nsati wakwe ku ta n'wi pfuna. Murimi na nsati wa yena va koka kutani ekuheteleleni zambhala ri tsuvuka. 'Xana ku humelela yini?' ku vutisa murimi. 'Zambhala leri ri xikwere!'

Endzhaku ka swona, murimi na nsati wakwe va yile ku ya kuma makheroti. Va koka va kokile va koka va kokile kutani ekuheteleleni makheroti mambirhi ya tsuvuka. 'Xana ku humelela yini?' ku vutisa nsati wa murimi. 'Makheroti lama ma na xivumbeko xa xirhendzevutana!'

Murimi na nsati wakwe a va lava tinyala eka swo lalela swa vona kutani va ya eka xindhawana xa tinyala. Murimi a tsuvula na nsati wa yena a tsuvula. Havambirhi va koka va kokile, kambe tinyala ti nga tsuvuki. Va vitana vana va vona va mune ku ta va pfuna. Endzhaku ka swona vandyangu va koka va kokile kutani ekuheteleleni tinyala tinharhu ti tsuvuka. 'Xana ku humelela yini?' va vutisa. 'Tinyala leti ti na xivumbeko xa yinhlanharhu!'

Va teke xiboho xa ku endla supu ya matsavu, hikokwalaho a va lava mune wa tinyala tin'wana. A va lava mpfuno wo tala kutani va vitana muakelana un'we. Swi va tekele nkarhi wo leha ku tsuvula tinyala tin'wana ta mune. Naswona hambileswi a ti ri letitsongonyana, na tona a ti ri ta xivumbeko xa yinhlanharhu!

Murim na nsati wakwe va teke mazambhala ya vona, makheroti na tinyala va kongoma ekhixini va ya endla supu yo lalela. Va rhambe muakelana wa vona. 'Hmmm, yo nkhulee!' va swi vula xikan'we hinkwavo ka vona va ri nkombo.

Vhiki ra 4

Rhayimi: *Rholi Pholi*

(Vadyondzi va khomanisa swandla swa vona loko va ri karhi va swi fambafambisa hi ku ya hi matlhelo.)

Rholi Pholi, Rholi Pholi, henhla, henhla, henhla. (*swandla swi ya ehenhla*)
Rholi Pholi, Rholi Pholi, hansi, hansi, hansi. (*swandla swi ya ehansi*)
Rholi Pholi, Rholi Pholi, handle, handle, handle. (*swandla swa tshikana*)
Rholi Pholi, Rholi Pholi, ndzeni, ndzeni. (*swandla swa hlangana*)
Rholi Pholi, Rholi Pholi, tumbeta swandla haswimbirhi.

Risimu ra swivumbeko: *Loko u khomile xikwere*

(Hi nsumu wa *Loko u tsakile na swona u swi tiva*)

Loko u khomile xikwere, suka u yima!
Loko u khomile xikwere, suka u yima!
Loko u khomile xikwere, loko u khomile xikwere,
Loko u khomile xikwere, suka u yima.

(Vuyelelani hi swivumbeko swin'wana.)

Week 5

Counting song: *Five monkeys in a bed*

There were five in the bed
and the little one said,
'Roll over. Roll over.'
So they all rolled over and one fell out.
(Repeat for four, three, two.)
There was one in the bed
and the little one said,
'Good night. Sleep tight.'

Story: *Number 5 story* (with Number 5 frieze template)

The five Monkeys love to swing between the five branches of the tree in their garden. They also have five poles in between the tree and their house. To get inside they often swing from these onto the roof of their house and in through the windows. They do this instead of going through the door. Next to the door is a big flowerpot with five flowers.

When the Monkeys get tired and need a rest, they often swing down from the roof through one of the five windows instead of going into the house through one of the five doors. Otherwise they rest on their five hammocks outside. There are five so each one has their own.

All the animals stood in the road together to look at their marvellous houses: Elephant was in number 1, the Zebras were in number 2, the Meerkats were in number 3, the Giraffes were in number 4 and the Monkeys were in number 5. They had a party to celebrate their friendship and their smart houses.

Vhiki ra 5

Risimu ro hlayela: *Ntlhanu wa tintohe emubedweni*

A ku ri na ntlhanu emubedweni
lontsongo a huwelela,
'Pfukani. Pfukani.'
Kutani hinkwavo va pfuka kambe un'we a wela ehansi.
(Vuyelelani ka mune, nharhu, mbirhi.)
A ku ri na un'we emubedweni
lontsongo a huwelela,
'Ri perile. Etlelani swinene.'

Xitori: *Xitori xa nomboro ya 5* (xi ri na thempuleti ya xipendiwankhaviso xa Nomboro ya 5)

Ntlhanu wa Van'wantohe va rhandza ku devula exikarhi ka ntlhanu wa marhavi ya nsinya exirhapeni xa vona. Va tlhela va va na ntlhanu wa tiphuphu exikarhi ka nsinya na yindlu ya vona. Ku nghena endzeni hakanyingi va devula kusuka eka tona va ya elwangwini ra yindlu kutani va nghena hi mafasitere. Va endla leswi ematshan'weni yo nghena hi le nyangweni. Ekusuhi na nyangwa ku na poto ra swiluva lerikulu leri ri nga na ntlhanu wa swiluva.

Loko Van'wantohe va karhele naswona va lava ku wisa, hakanyingi va devula va ya ehansi kusuka elwangwini va ta hi le ka rin'wana ra mafasitere lama ntlhanu ematshan'weni yo nghena endlwini hi le ka wun'we wa tinyangwa leta ntlhanu. Nkarhi wun'wana va wisa eka mibedomutepa ya vona ya ntlhanu leyi nga ehandle. Ku na ntlhanu wa yona lero un'wana na un'wana u na wa yena.

Swiharhi hinkwaswo swi yime epatwini swi hlamala tiyindlu ta vona leto saseka: N'wandlopfu a ri eka nomboro ya 1, Van'wamangwa a va ri eka nomboro ya 2, Van'wamanghovo a va eka nomboro ya 3, Van'wanhutlwa a va ri eka nomboro ya 4, kasi Van'wantohe a va ri eka nomboro ya 5. Va vile na nkhuvu ku tlangela vunghana bya vona na tiyindlu ta vona leto saseka.

Week 6

Counting rhyme and game: *One potato, two potatoes*

One potato, two potatoes,
Three potatoes, four,
Five potatoes, six potatoes,
Seven potatoes, I want more!

Playing the potato game:
Eight learners stand in a circle, each holding out one fist in front of their bodies. Walking around the inside of the circle, one learner uses his or her fist and begins saying the rhyme to count off each fist by gently tapping it. The learner then counts back from 7 to 1 as they return to their place in the circle. The next learner then has a turn.

Week 7

Counting song: *Little aeroplanes*

One little, two little, three little aeroplanes
Four little, five little, six little aeroplanes
Seven little, eight little, nine little aeroplanes
Ten little aeroplanes fly.

Ten little, nine little, eight little aeroplanes
Seven little, six little, five little aeroplanes
Four little, three little, two little aeroplanes
One little aeroplane flies.

Week 8

Counting song: *Seven little ducks*

Seven little ducks went waddling one day
over the hill and far away.
Mother duck said, 'Quack, quack, quack,'
and only six little ducks came back.

Six little ducks went waddling one day
over the hill and far away.
Mother duck said, 'Quack, quack, quack,'
and only five little ducks came back.

(Repeat counting backwards each time.)

Vhiki ra 6

Rhayimi yo hlayela na ntlangu: *Zambhala rin'we, mazambhala mambirhi*

Zambhala rin'we, mazambhala mambirhi
Mazambhala manharhu, mune.
Mazambhala ya ntlhanu, mazambhala ya tsevu
Mazambhala ya nkombo, ndzi lava man'wana!

Tlangani ntlangu wa mazambhala:
Nhungu wa vadyondzi va yima hi xirhendzevutana, un'wana na un'wana a kongomisile xibakele emahlweni ka miri wa yena. A ri karhi a famba a rhendzeleka endzeni ka xirhendzevutana, mudyondzi un'we u tirhisa xibakele xa yena kutani a sungula a vula rhayimi ya ku hlayela xibakele xin'wana na xin'wana hi ku xi khumba switsongo. Endzaku ka swona mudyondzi u hlayela kuya endzhaku kusuka eka 7 kuya eka 1 loko a ri karhi a vuyela endhawini ya yena exirhendzevutanini. Endzhaku ka swona mudyondzi loyi a landzelaka u kuma nkarhi.

Vhiki ra 7

Risimu ro hlayela: *Swihahampfhuka leswitsongo*

Swihahampfhuka swa xin'we lexitsongo, swimbirhi leswitsongo, swinharhu leswitsongo
Swihahampfhuka swa mune leswitsongo, ntlhanu leswitsongo, tsevu leswitsongo
Swihahampfhuka swa nkombo leswitsongo, nhungu leswitsongo, khume leswitsongo
Swihahampfhuka swa khume leswitsongo haha.
Swihahampfhuka swa khume leswitsongo, kaye leswitsongo, nhungu leswitsongo
Swihahampfhuka swa nkombo leswitsongo, tsevu leswitsongo, ntlhanu leswitsongo
Swihahampfhuka swa mune leswitsongo, swinharhu leswitsongo, swimbirhi leswitsongo
Xihahampfhuka xin'we lexitsongo xa haha.

Vhiki ra 8

Risimu ro hlayela: *Nkombo wa swisekwana*

Nkombo wa swisekwana swi humile swi tirhendzelekela siku rin'wana swi gonya xintshabyana ekule na leswin'wana.
Manana N'wasekwa a ku, 'Kwaa, kwaa, kwaa,'
ko va ntsena tsevu wa swisekwana ntsena swi nga vuya.

Tsevu wa swisekwana swi humile swi tirhendzelekela siku rin'wana swi gonya xintshabyana ekule na leswin'wana.
Manana N'wasekwa a ku, 'Kwaa, kwaa, kwaa,'
ko va ntsena ntlhanu wa swisekwana ntsena swi nga vuya.

(Vuyelelani ku hlayela kuya endzhaku nkarhi wun'wana na wun'wana.)

Shape song and game: *What can I do?*

(To the tune of *Skip to my Lou*)

I've lost my circle, what can I do?
I've lost my triangle, what can I do?
I've lost my square, what can I do?
Can you help me, please?

Week 9

Length song: *Long and short*

(To the tune of *Three blind mice*)

Long and short *(hold hands wide apart and then close together)*
Long and short *(hold hands wide apart and then close together)*
See the worms *(wiggle hands)*
See the worms *(wiggle hands)*
I like to see them wiggle around
I like to see them dig in the ground
I like them 'cos they don't make a sound
Long and short. *(hold hands wide apart and then close together)*

Week 10

Game: Musical chairs

Each learner has one chair.

Learners move between all their chairs while the teacher plays music.

When the music stops, they sit on a chair.

Before starting the music again remove between one and five chairs. Learners count with you as you do this and say how many fewer learners will be able to sit down the next time the music stops.

Those who don't find a chair, sit and clap with the beat.

Repeat until there is only one chair remaining.

Risimu ra swivumbeko na ntlangu: *Xana ndzi nga endla yini?*

(Hi nsumo wa *Thamukela eka Lou*)

Ndzi lahlile xirrhendzevutana xa mina, xana ndzi nga endla yini?
Ndzi lahlile yinhlanharhu ya mina, xana ndzi nga endla yini?
Ndzi lahlile xikwere xa mina, xana ndzi nga endla yini?
Xana u nga ndzi pfuna, ndza ku kombela?

Vhiki ra 9

Rhayimi ya vulehi: *Leha na koma*

(Hi nsumo wa *Makondlo manharhu ya mabofu*)

Leha na koma (*khomanani hi swandla leswi pfuriweke ekule na miri kutani endzhaku ka swona va vuyelelana*)
Leha na koma (*khomanani hi swandla leswi pfuriweke ekule na miri kutani endzhaku ka swona va vuyelelana*)
Vonani swivungwana (*tshombonyokisani swandla*)
Vonani swivungwana (*tshombonyokisani swandla*)
Ndzi rhandza ku swi vona swi tshombonyoka erivaleni
Ndzi rhandza swivungwana swa mavalavala
Ndza swi rhandza hikuva swa kala
Leha na koma. (*khomanani hi mavoko mi ri kule na le kule kutani endzhaku ka swona mi vuyelelana*)

Vhiki ra 10

Ntlangu: Switulu swa vuyimbeleri

Mudyondzi un'wana na un'wana u na xitulu xin'we.

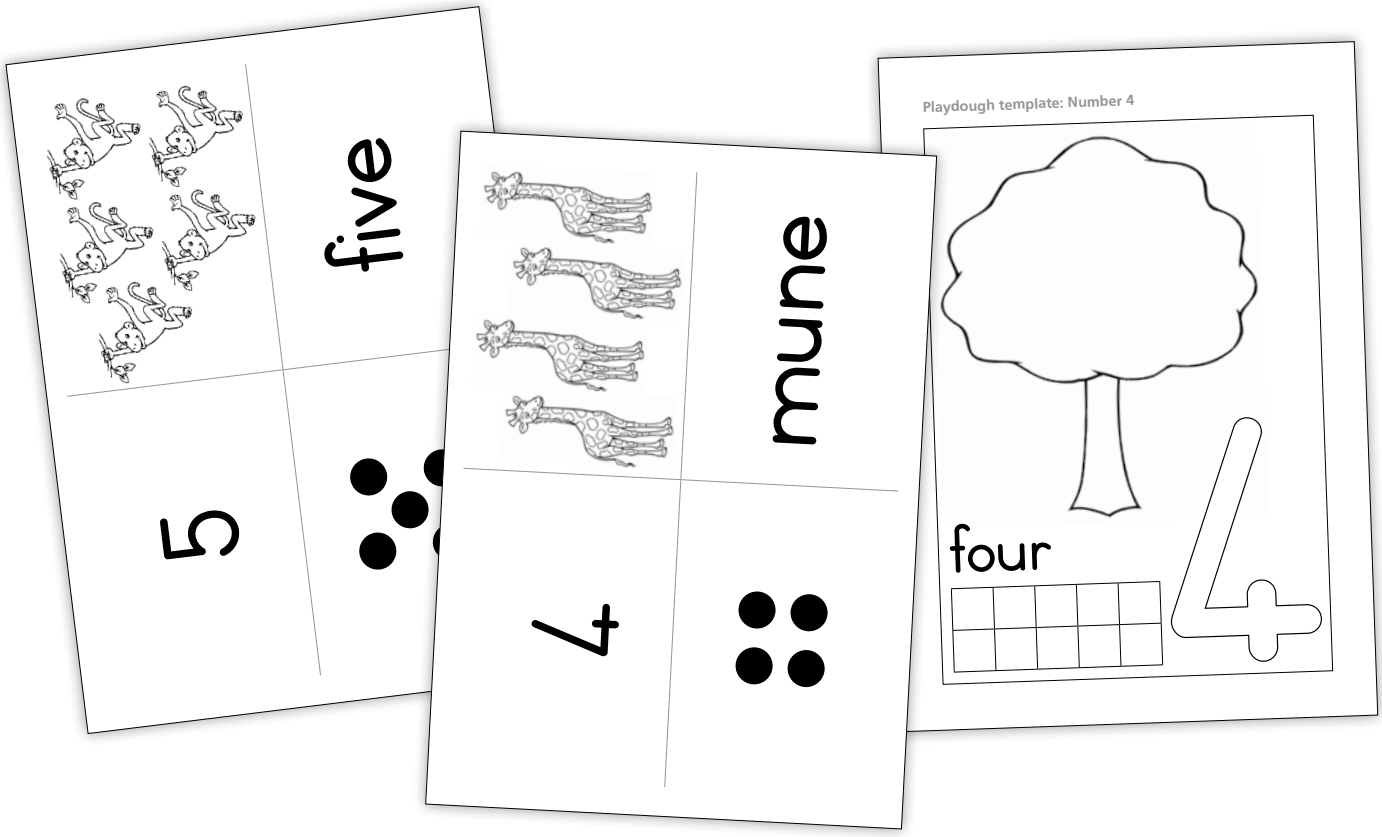
Vadyondzi va fambafamba exikarhi ka switulu swa vona loko mudyondzisi a ri karhi a tlanga vuyimbeleri.

Loko vuyimbeleri byi yima, va tshama exitulwini.

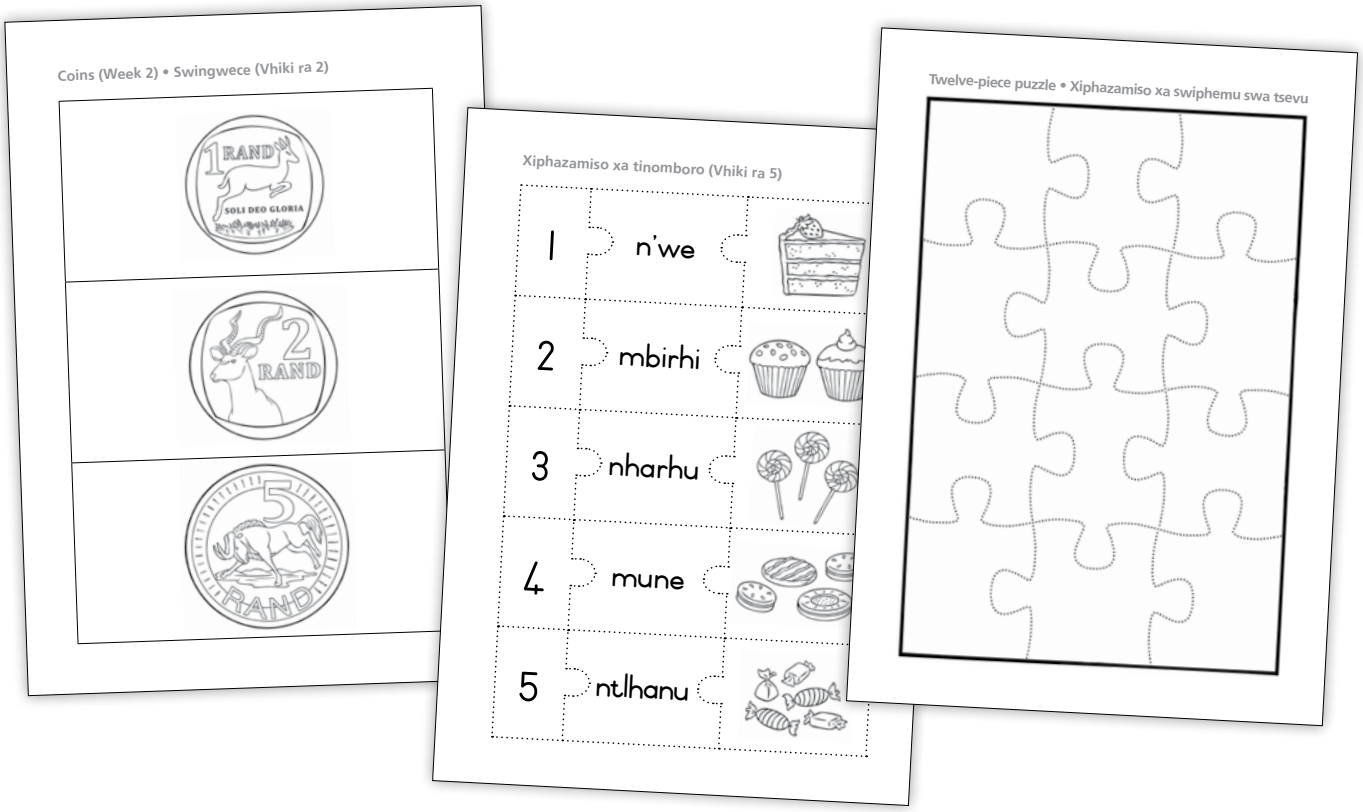
Loko vuyimbeleri byi nga si sungula nakambe susani exikarhi ka xitulu xin'we na switulu swa ntlhanu. Vadyondzi va hlayela na wena loko u ri karhi u endla leswi kutani vula leswaku i vadyondzi vangani va tsongo va nga ta kota ku tshama ehansi nkarhi lowu taka loko vuyimbeleri byi yima.

Lava va nga kumiki xitulu, va tshama kutani va phokotela nsumo.

Vuyelelani kufikela loko ku ri na xitulu xin'we lexi nga sala.



Templates • Tithempuleti



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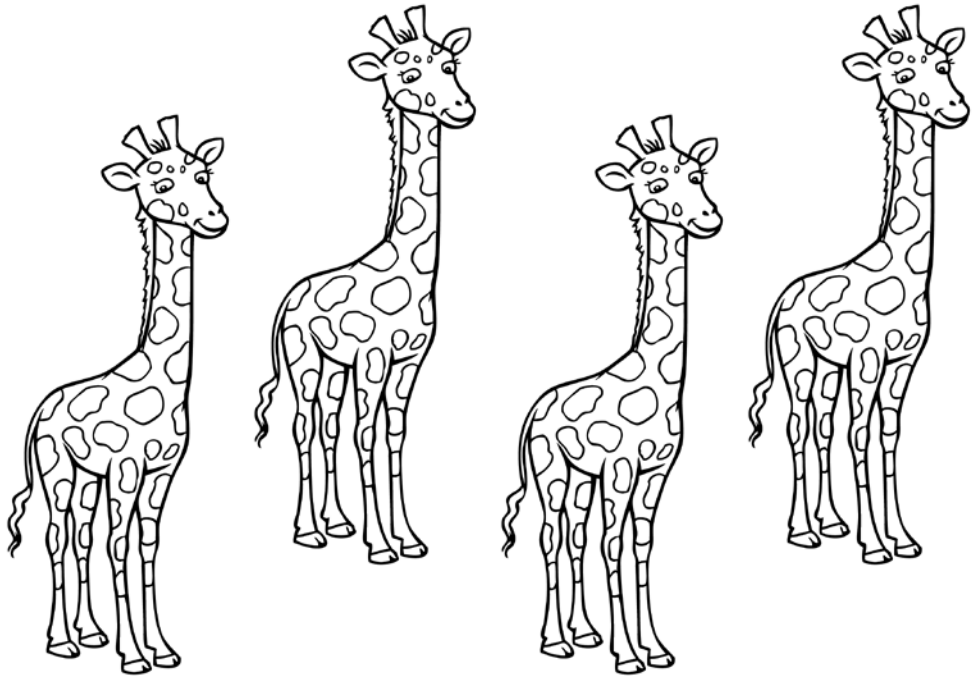
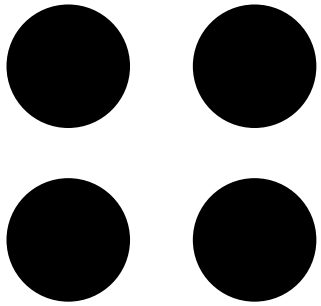
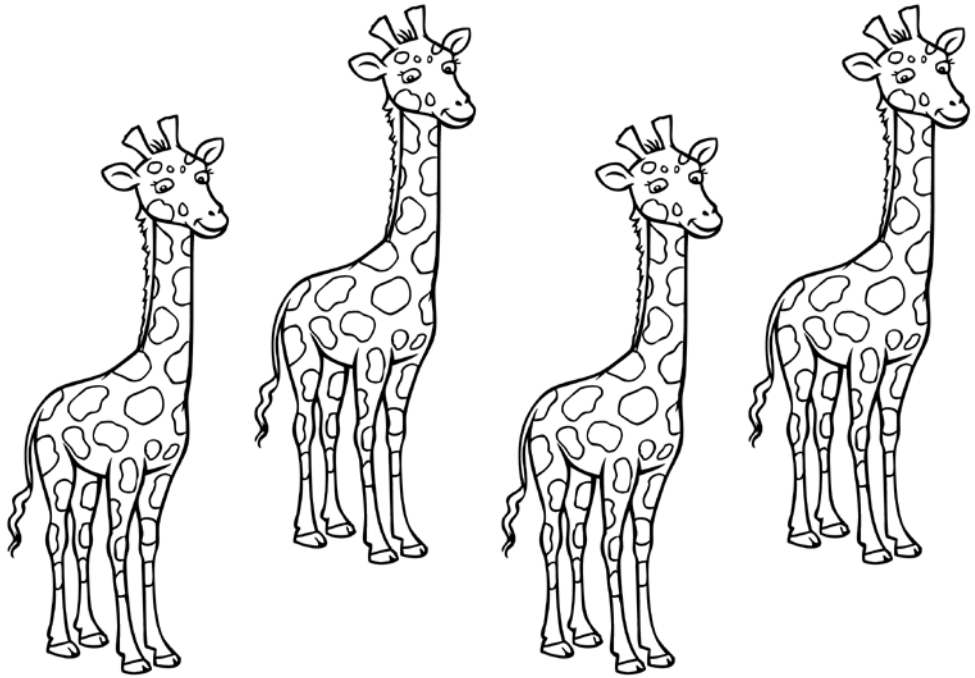




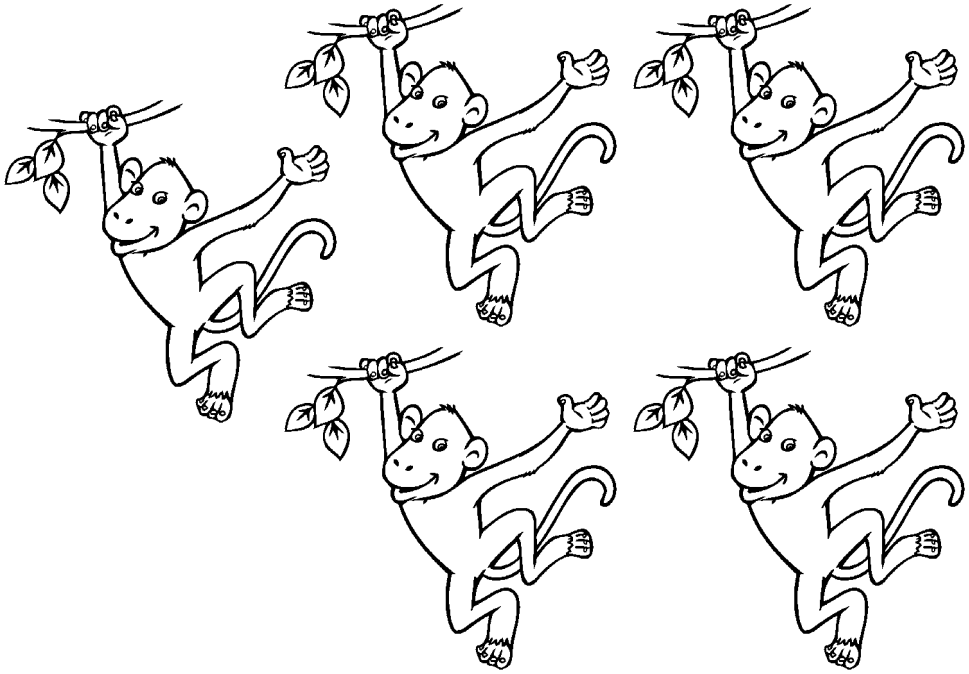
four

4



mune

5



five

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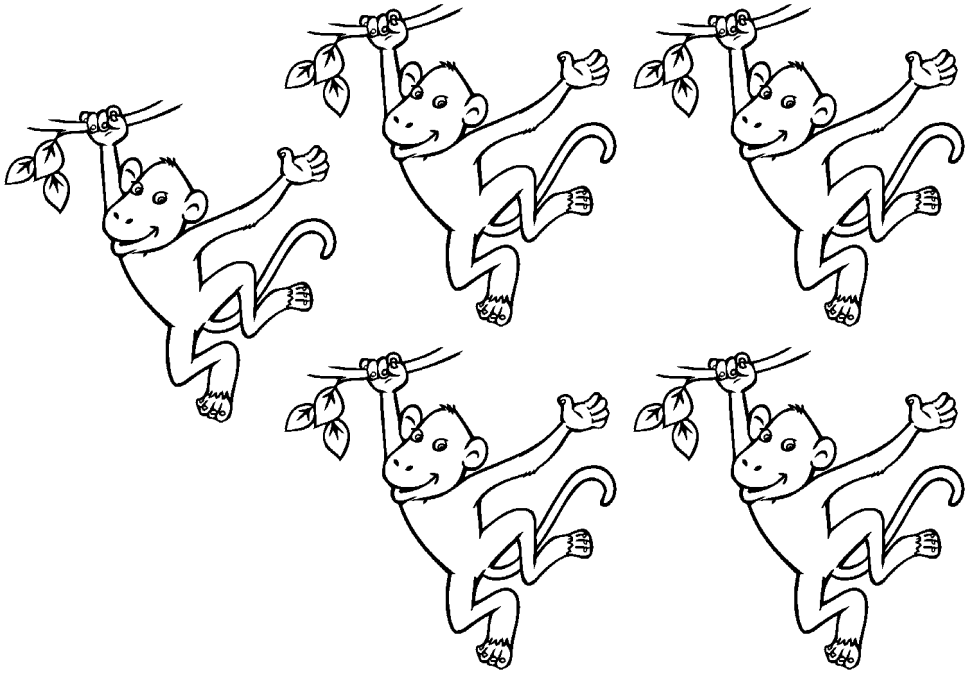
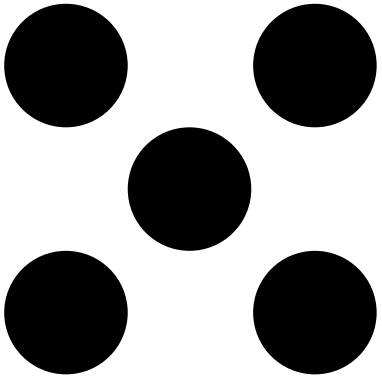
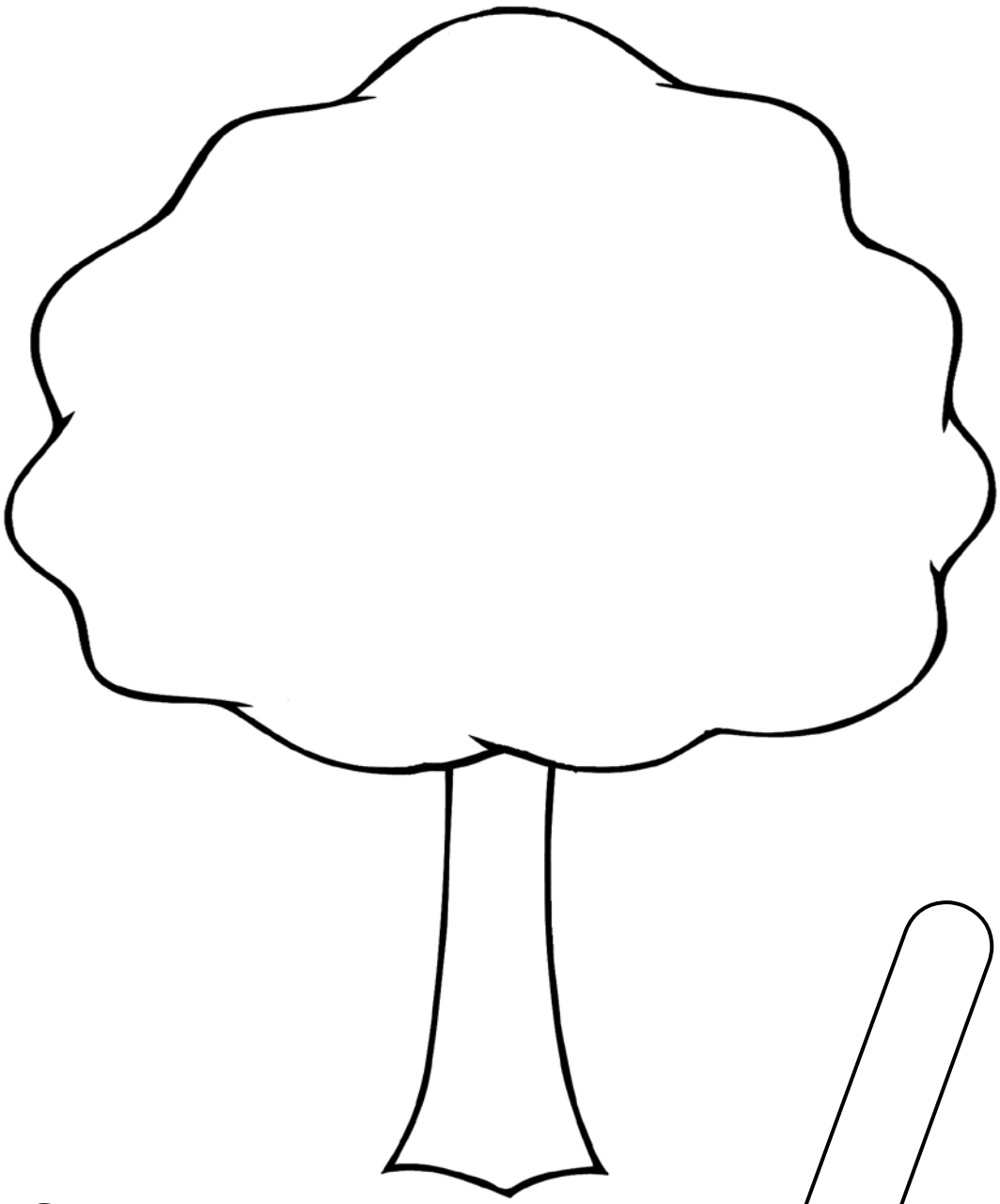




ntlhanu

Playdough template: Number 4



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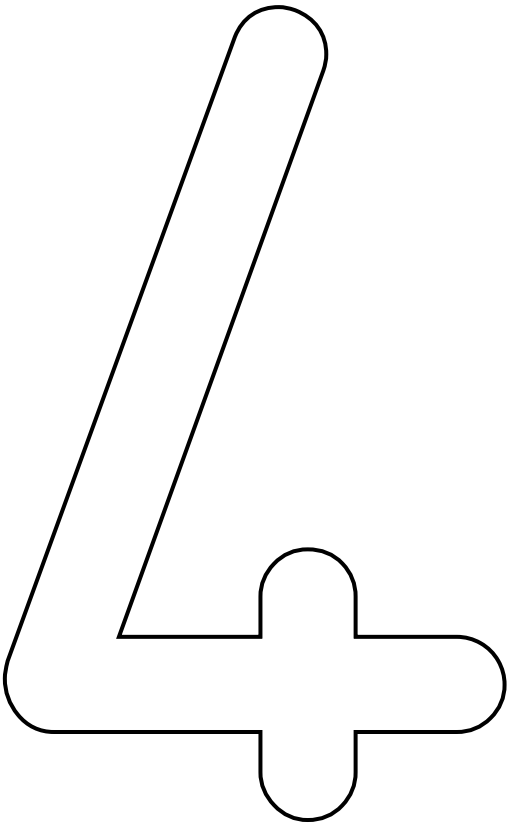
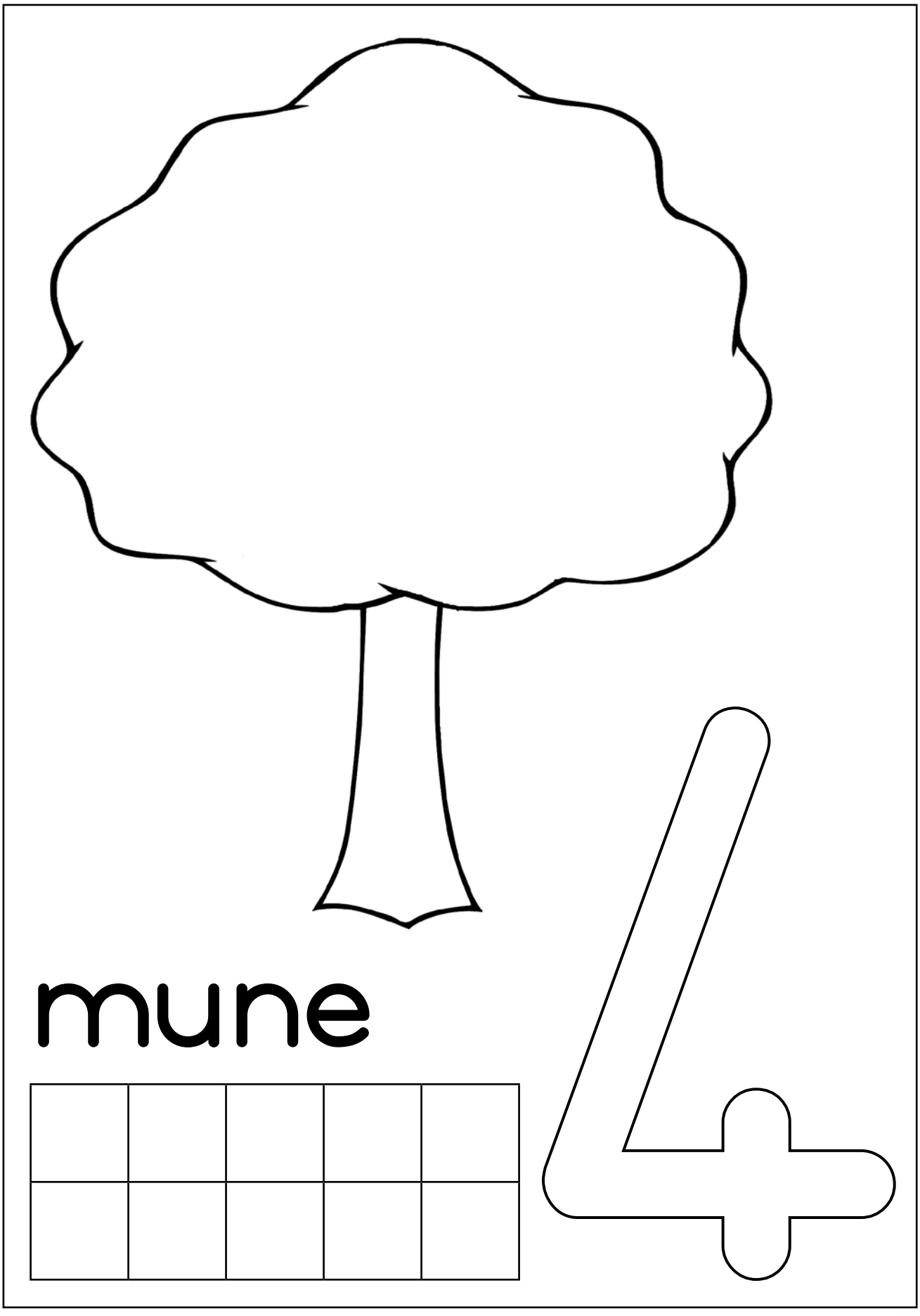
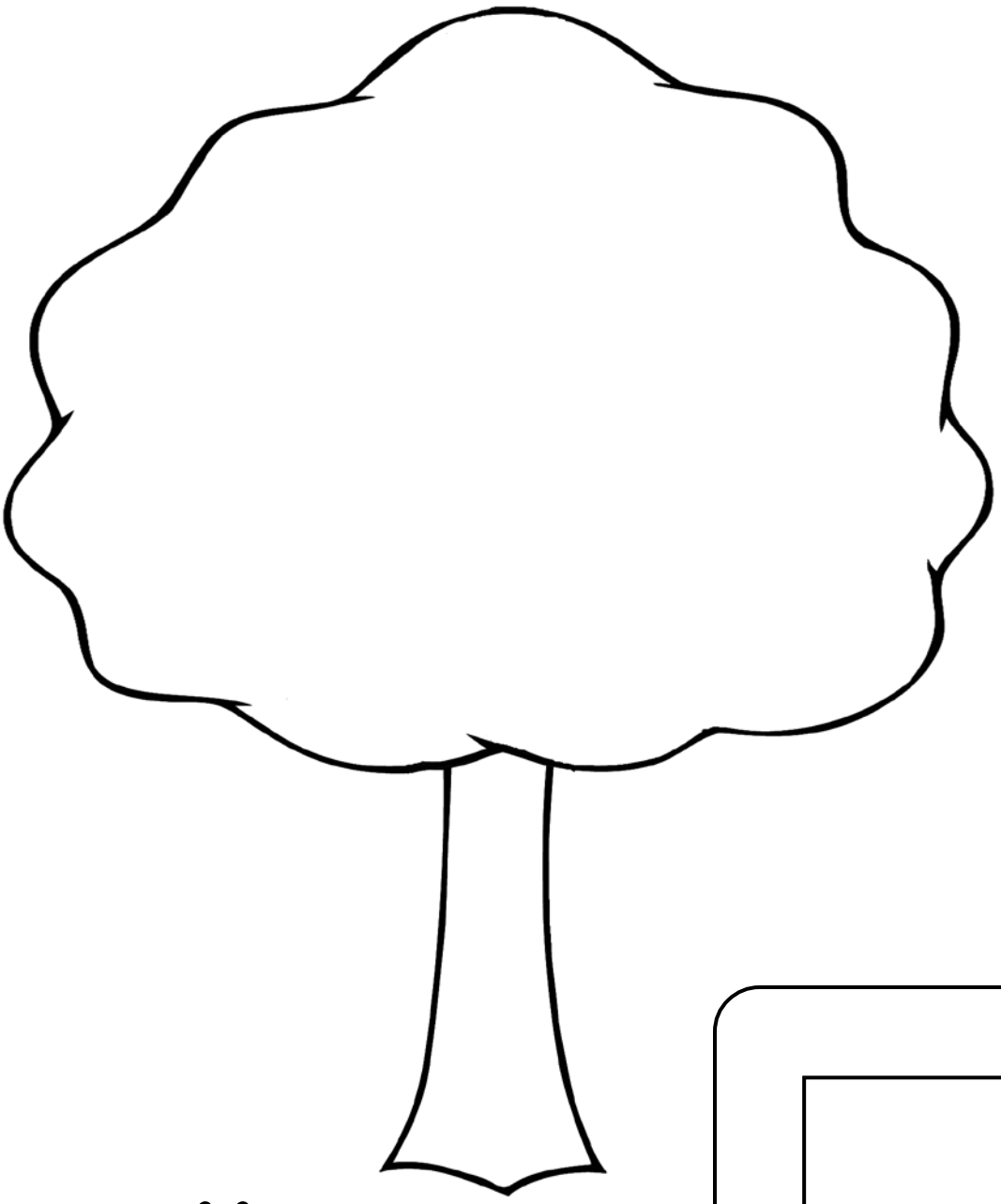


Thempuleti ya vumba byo tlangisa: Nomboro ya 4



Playdough template: Number 5

Thempuleti ya vumba byo tlangisa: Nomboro ya 5



ntlhanu

5

10c

20c

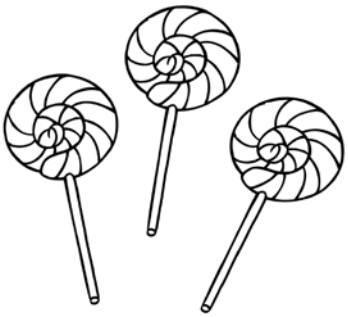
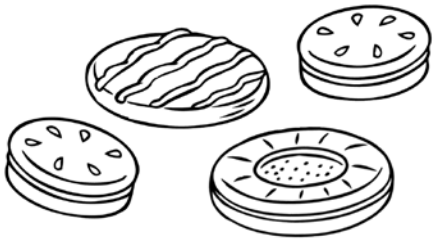
50c

Coins (Week 2) • Swingwece (Vhiki ra 2)

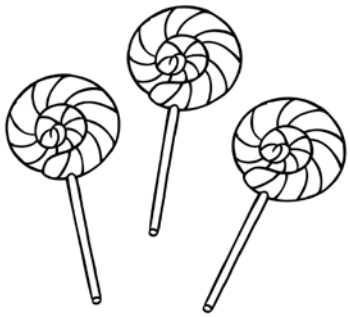
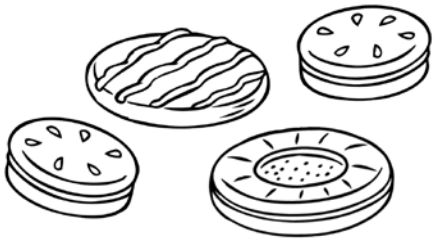
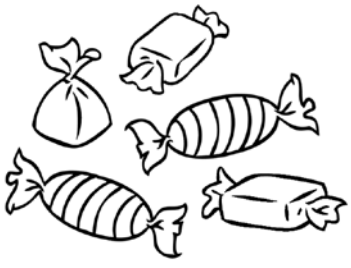
Number grid (Week 2) • Giridi ya tinomboro (Vhiki ra 2)

4	
2	
1	
3	

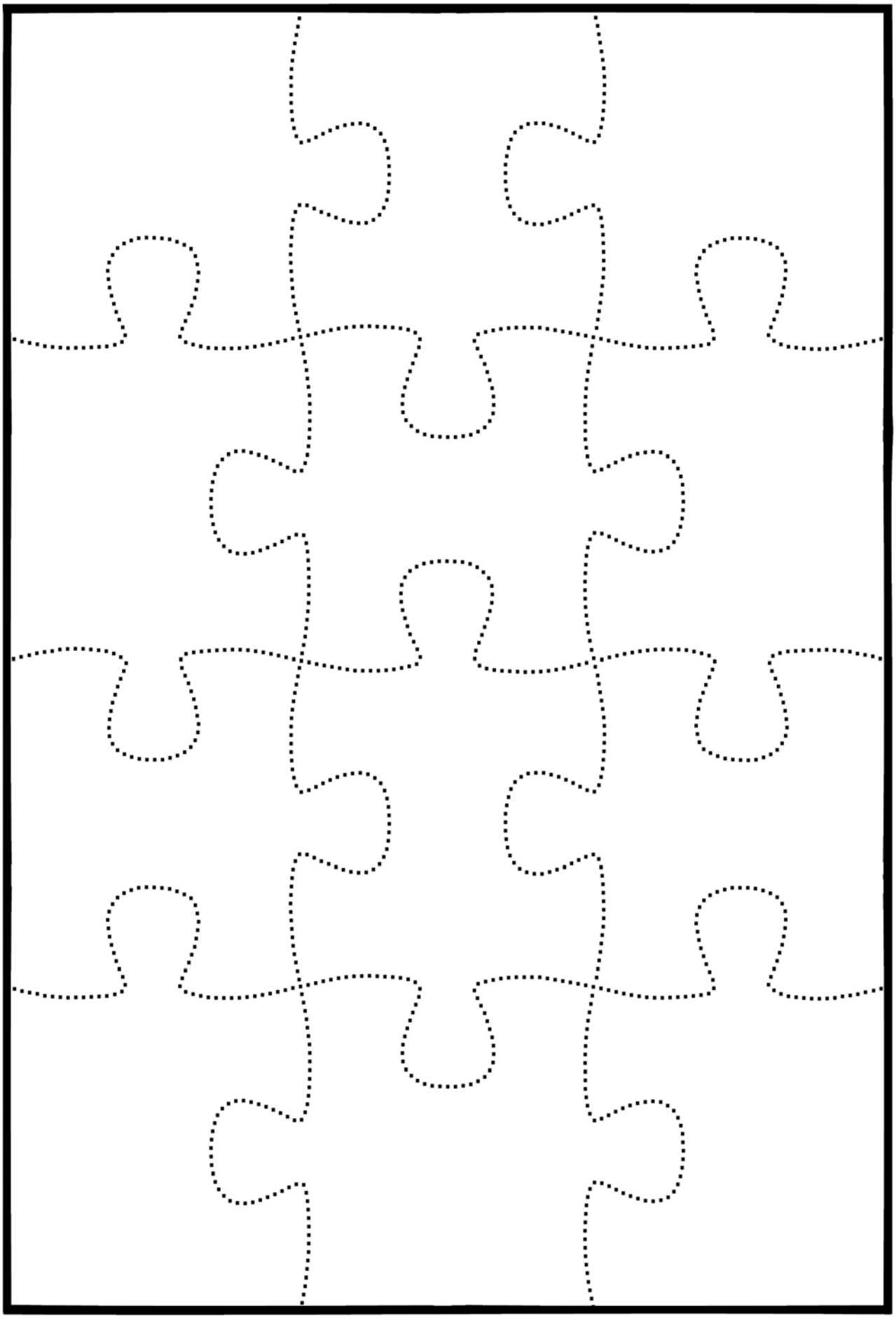
Number puzzle (Week 5)

1	one	
2	two	
3	three	
4	four	
5	five	

Xiphazamiso xa tinomboro (Vhiki ra 5)

1	n'we	
2	mbirhi	
3	nharhu	
4	mune	
5	ntlhanu	

Twelve-piece puzzle • Xiphazamiso xa swiphemu swa tsevu



Notes • Tinotsi

Notes • Tinotsi

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