

INkqubo yeMathematika
yokuPhucula yeBanga R

Grade R Mathematics
Improvement Programme

IsiKhokelo semiSebenzi: Ikota 3

Activity Guide: Term 3



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

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

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

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

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

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

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

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

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

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Senza umbulelo ongazenzisiyo:

- ★ KwiCandelo leKharithulam kwiSebe leMfundo laseGauteng, Izifundo zooTitshala kunye namagosa eCandelo elikhethekileyo leMfundo ngenkxaso yabo ekuvelisweni kwale mathirieleli.
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- ★ Iqela lababhali be*R-Maths*: Abasebenzi kwiSDU, kunye namagosa eWCED.

INkqubo yeMathematika yokuPhucula yeBanga R ilungiselelwe kwi*R-Maths*, yapapashwa okokuqala ngowama2017 yiSchools Development Unit, kwiYunivesithi yaseKapa. Ilungelo loshicilelo le*R-Maths* ligcinwe yiYunivesithi yaseKapa.

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Le layisensi inika abasebenzisi bezi zixhobo ilungelo lokuba bangazihambisa kwabanye abantu, bangazixuba, bangazitshintsha baze bazandise kodwa oko bangakwenzeli inzuzo okubalulekileyo kukuba bafumane imvume. Xa ubani ethe wazixuba, wazitshintsha okanye wazandisa, kufuneka ke izixhobo ezitshintshiweyo zibe nelayisensi ehambelana noko.

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Introduction

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

The Grade R Maths *Activity Guide: Term 3* offers a structure for teaching maths in the third 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 3

The following features form part of *Activity Guide: Term 3*:

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

Topics	New knowledge	Practise
<ul style="list-style-type: none">• Recognise and identify number symbols and number words• Describe, compare and order numbers	<ul style="list-style-type: none">• Number 7• Oral counting: backwards 10-1• Counting objects 1-10	<ul style="list-style-type: none">• Oral counting: forwards 1-20, backwards 7-1• Sequencing numbers 1-6• Two/three more/fewer• Add, take away• Reinforce number concept 1-6
New maths vocabulary		
seven	as many as	difference between

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

Grade R Maths in the daily programme

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

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

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

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

Intshayelelo

INkqubo yeMathematika yokuPhucula yeBanga R (*Grade R Maths*) isekelwe kulwazi oluncomekayo lwemathematika, ukuqondwa kwenkqubela kwikharithulam yeBanga R, kwanokuqondwa kokuba ezinye iindlela zokufundisa zilungiselelwe ukukhuthaza ukufunda kwaneziphumo ezithile.

IsiKhokelo semiSebenzi: Ikota 3 sika*Grade R Maths* sinikela ngohlelo lokufundisa imathematika kwikota yesithathu yeBanga R ngokuthi:

- silandelelanise umxholo weNkalo yomXholo weMathematika kwezi veki zilishumi
- sibonelele ngenkqubela kwanesantya sokusebenza kwiiNkalo zomXholo ezintlanu
- sigxininise kwiNkalo yomXholo omnye ngeveki (Kodwa ke, izihloko ezithathwe kwezinye iiNkalo zomXholo zisenokufundiswa kwaye baqhelaniswa nazo abafundi ebudeni beveki leyo. Ukufunda nokufundisa okoyamene namanani kwenziwa rhoqo ngosuku ngalunye kwaye kudityaniswa nazo zonke ezinye iiNkalo zomXholo.)
- sicebise ngemisebenzi yeklasi yonke, ekhokelwa ngutitshala kunye nomsebenzi wamaqela azimeleyo.

Iimpawu zesiKhokelo semiSebenzi: Ikota 3

Ezi mpawu zilandelayo ziyinxalenye ye*SiKhokelo semiSebenzi: Ikota 3*:

- Uhlaziyo lomxholo olubonisa ukugxila kolwazi olutsha nokuziqhelisa iveki nganye.
- Ikota, iveki neNkalo yomXholo ekuGxininiswa kuyo kucaciswe kakuhle ekuqaleni kweveki nganye.
- Iibhokisi ezithi Izihloko, Ulwazi olutsha nethi Ziqhelise kubonisa oko kuza kwenziwa kwiveki leyo.
- Isigama esitsha semathematika esiza kufundiswa sidwelisiwe kwiveki nganye.

Izihloko	Ulwazi olutsha	Ziqhelise
<ul style="list-style-type: none">• Qaphela walathe iisimboli zamanani kunye namanani angamagama• Chaza, thelekisa uze ulandelelanise amanani	<ul style="list-style-type: none">• Inani 7• Ukubala ngomlomo: ukubuyela umva 10–1• Ukubala izinto 1–10	<ul style="list-style-type: none">• Ukubala ngomlomo: ukuya phambili 1–20 nokubuyela umva 7–1• Ukulandelelanisa amanani 1–6• Ezimbalwa/ngaphezulu ngezizimbi/ntathu• Dibanisa, thabatha• Bethelela ingqikelelo-manana 1–6
Isigama esitsha semathematika		
sixhenxe	kaninzi kangange-	umahlako phakathi kwe-

- Uluhlu loko kuza kwenziwa kwiveki nganye lunikiwe.
- Iibhokisi zeengcebiso zinika iimbono nezikhumbuzi.
- Iibhokisi zodityaniso zinika iingcebiso ngendlela imathematika enokubethelelwa ngayo kwezinye izifundo kwanemisebenzi yemihla ngemihla ngeli lixa lenkqubo yeBanga R.
- Iibhokisi ezithi 'Qwalasela ukuba abafundi bayakwazi uku-' zinika isikhokelo kwingqwalasela kwanohlolo oluqhubekayo.
- Iphepha lohloko oluqhubekayo lisekelwe kwimisebenzi yekota.
- Izixhobo kwaneethempleyithi (imifuziselo) ziqukiwe ekupheleni kwesi sikhokelo.

U*Grade R Maths* kwinkqubo yemihla ngemihla

Okwenziwa rhoqo kubalulekile nabafundi bayazonwabela izinto eziphindaphindwayo kwaye baziva bezithemba xa bekwazi oko kufanele ukuba bakwazi kwanoko kulindelekileyo kubo.

Ukwenza izicwangciso nako kubalulekile ukuze kuqinisekiswa ukuba oko kwenziwa rhoqo kwenzeka ngaphandle kwamagingxigingxi. Funda umxholo weveki uze ulungise zonke izinto oza kuzidinga kusuku ngalunye kuselithuba. Beka izinto oza kuzisebenzisa ngolo suku kwangexa elingaphambili ukwenzela ukuba ithi intsasa ifika zonke izinto zibe sezimi ngendlela.

U*Grade R Maths* ucebisa ulandelelaniso lwemisebenzi ephindwayo mihla le kwiintsuku zontlanu zeveki. Ukumiswa kakuhle kweklasi kunye nemisebenzi kunokwenziwa ukufundisa nokubethelela kwiikhonsepthe zemathematika iveki nganye. Oku kuquka:

Whole class activities per day

- Rhyme or song
- Oral counting
- Counting concrete objects
- Activities and questions linked to Content Area topics

At the end of the whole class activity, show the learners what they will be required to do at their workstations. All the materials they need should be set out so that they can begin working on the activities.



Transitions: moving between activities

Moving between the mat and the workstations is a great time to practise rhythmic counting and fun, creative ways to move, for example, slowly like tortoises, hopping like rabbits, quietly like mice, one by one with their name/picture symbol cards.

Small group activities

- There is one teacher-guided activity per day.
- There are four small group activities per day. These four independent activities (or side activities) should be set out at four **workstations** around the classroom – either at tables where the learners are seated or stand, or on the mat, or outside. The groups rotate to each **workstation** over the course of a week, depending on how the teacher has planned the activities. Remind learners to take turns, share materials and help each other while working.

Tidy-up time

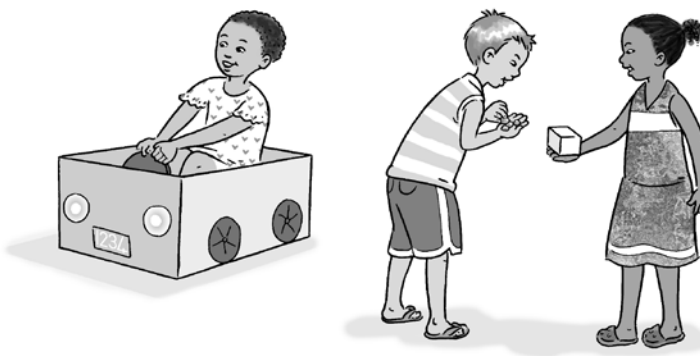
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

Choose group leaders and tidy-helpers each week. Give them specific tasks and responsibilities.

Free choice activities

Set out creative, interesting activities that learners can choose from once they have completed their workstation activity. These could include:

- blocks or other construction toys
- puzzles
- playdough
- books in the reading corner
- fantasy play, for example, shopping
- workbook or worksheet pages.



Imisebenzi yeklasi yonke yosuku ngalunye

- Isicengcelezo okanye ingoma
- Ukubala ngomlomo
- Ukubala izinto eziphathekayo
- Imisebenzi kunye nemibuzo eyoyanyaniswa nezihloko zeNkalo yomXholo

Ekupheleni komsebenzi weklasi yonke, bonisa abafundi oko kuza kufuneka bakwenze kwizitishi zokusebenzela zabo. Zonke izinto abazidingayo kufuneka zibekwe kakuhle ukwenzela ukuba baqalise ukwenza imisebenzi.



Ukutshintsha: ukuhambahamba phakathi kwemisebenzi

Ukuhambahamba phakathi kwemethi nezitishi zokusebenzela lelona xesha lihle lokuziqhelisa lokubala ucengceleza kunye nokuzonwabisa, iintshukumo ezinika umdla, umzekelo, ukucotha njengofudo, ukungcileza njengomvundla, ukuzola njengempuku, ngabanye ngabanye bephakamisa amakhadi emifanekiso/amagama eesimboli.

Imisebenzi yamaqela amancinci

- Kukho umsebenzi omnye okhokelwa ngutitshala ngosuku ngalunye.
- Kukho imisebenzi emine yamaqela amancinci ngosuku ngalunye. Le misebenzi ezimeleyo emine (okanye imisebenzi esecaleni) kufanele ibekwe kakuhle **kwizitishi zokusebenzela** ezine eklasini – nokuba kukwiitafile apho abafundi bahlala khona okanye bamileyo, okanye emethini, okanye phandle. Amaqela ajikeleza **kwizitishi sokusebenzela** ngasinye isithuba seveki, kuxhomekeka kwindlela utitshala acwangcise ngayo imisebenzi. Khumbuza abafundi ukuba batshintshane, babolekane izinto kwaye bancedisane xa besebenza.

Ixesha lokuqoqosha

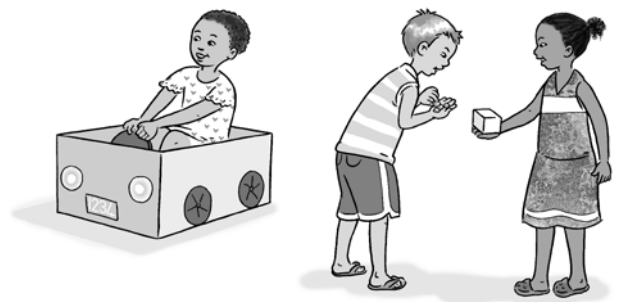
Abafundi kufuneka bazi ukuba izinto zibekwa phi na. Ukuzibeka eshelufini okanye etafileni elungiselelwe izixhobo zemathematika kuza kunceda abafundi bakwazi ukubeka kakuhle izinto. Khuthaza abafundi ukuba bancedisane ngexesha lokuqoqosha. Ekuqaleni abafundi baza kudinga uncedo kwaye kuza kufuneka ubakhumbuze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

Khetha iinkokeli zamaqela kunye nabo bancedisa ekuqoqosheni kwiveki nganye. Banike imisebenzi kwaneemfanelo ezithile.

Imisebenzi yokuzikhethela

Beka imisebenzi yobuchule, enika umdla abanokukhetha kuyo abafundi xa beyigqibile imisebenzi yabo abebeyenza kwizitishi sokusebenzela. Oku kusenokuquka:

- iibhloko okanye ezinye izixhobo zokwakha
- iiphazili
- intlama yokudlala
- iincwadi ezikwikona yokufunda
- imidlalo yelizwe lokuzakhela (ukudlalisa), umzekelo, ukuya kuthenga
- incwadi yokusebenzela okanye amaxwebhu okusebenzela.



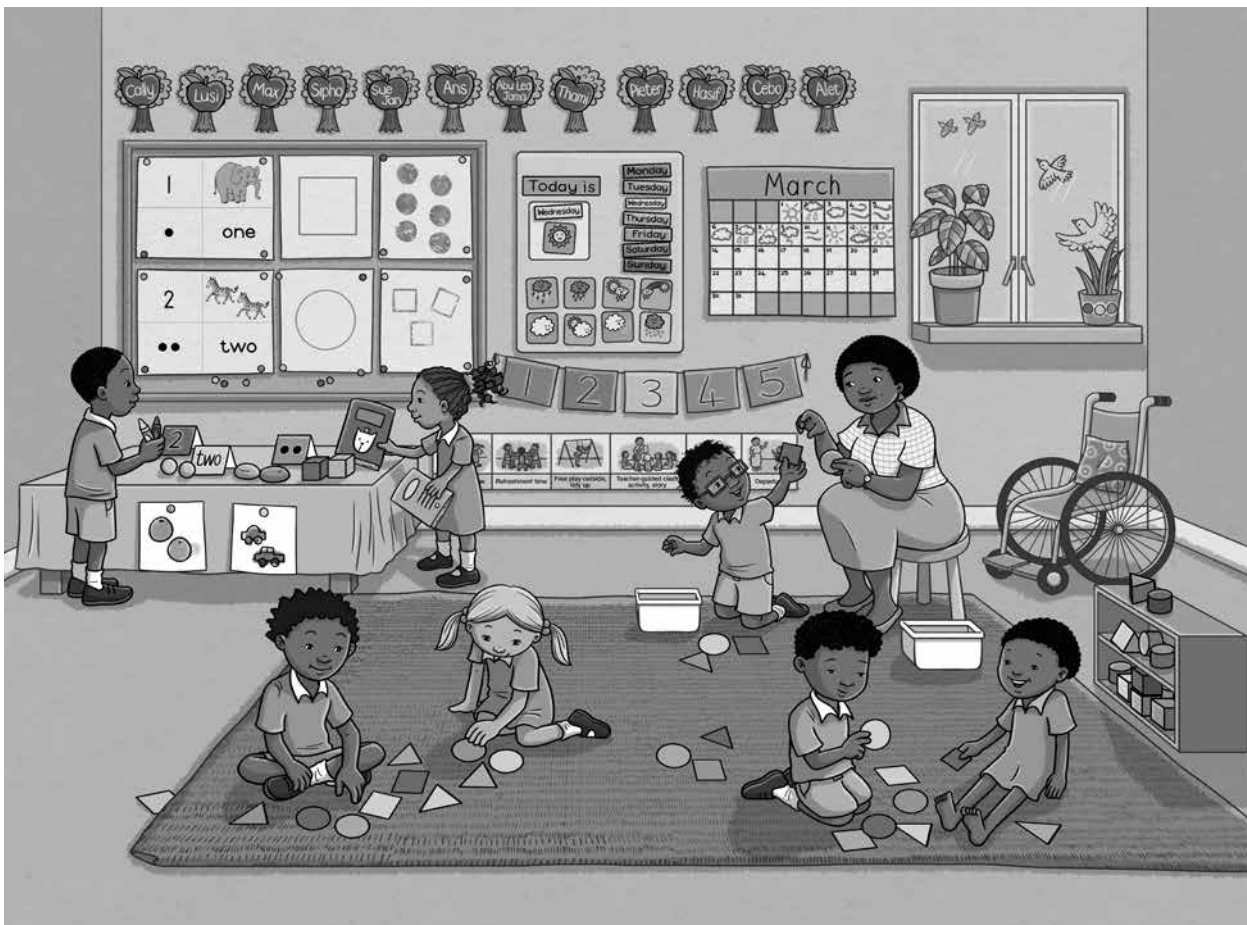
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 186 and 188 of this guide is based on the content that has been taught in Term 3. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



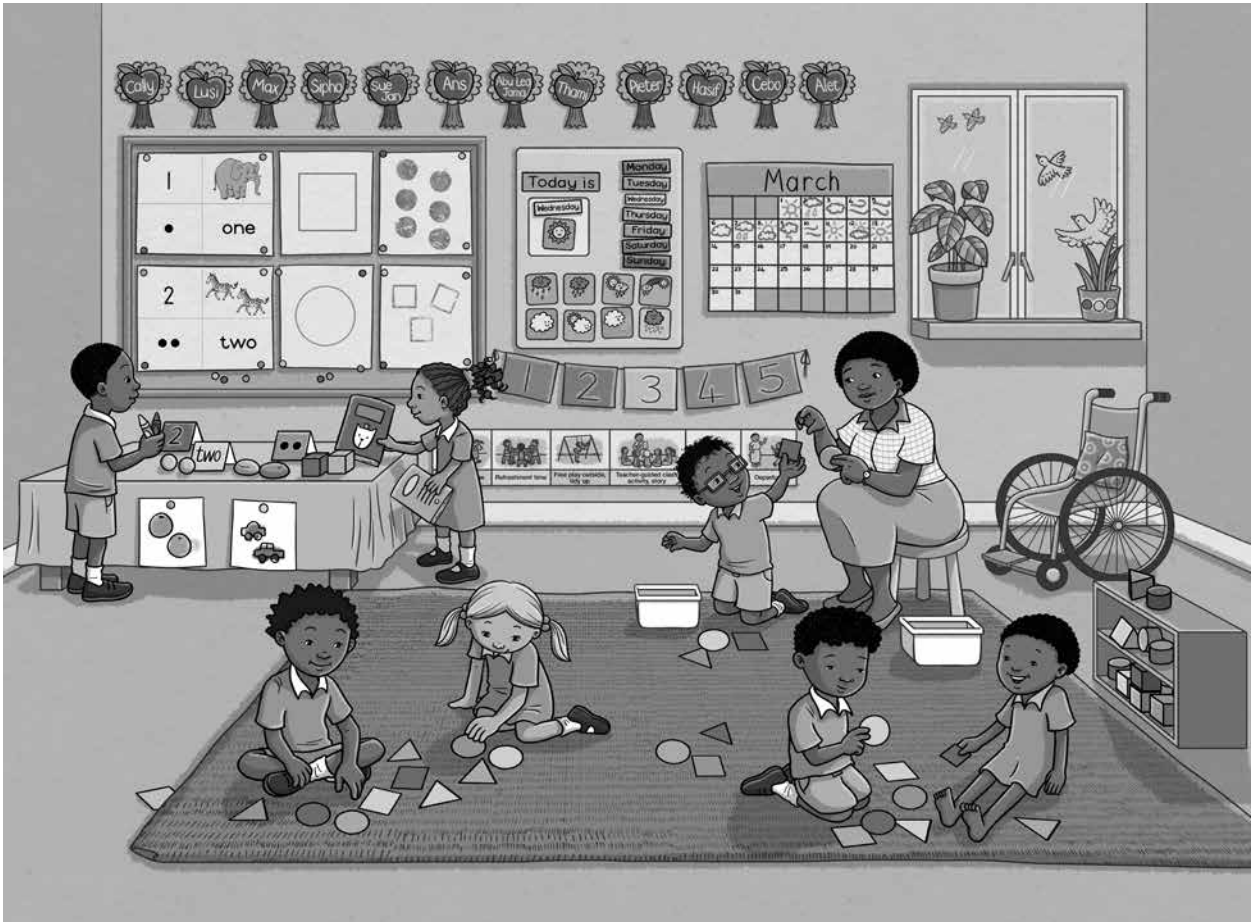
Uhlolo

Uqwalaselo kunye nohlolo oluqhubekayo ngexesha lemisebenzi ekhokelwa ngutitshala neyeklasi yonke lunika amathuba ngamava kwanohlalutyio lwenkqubela yomfundi ngamnye. Ezi nkukacha zibalulekile ekubeni zikhokele ukufundisa okuqhubayo kunye nongenelelo kubafundi ngabanye. Itsheklisti yephepha lohlolo oluqhubekayo ekwiphepha 187 no189 lesi sikhokelo lisekelwe kumxholo ofundiswe kwiKota 3. Le thempleyithi isenokusetyenziselwa ukurekhoda inkqubela yomfundi ngamnye yaloo kota.

UGrade R Maths eklasini

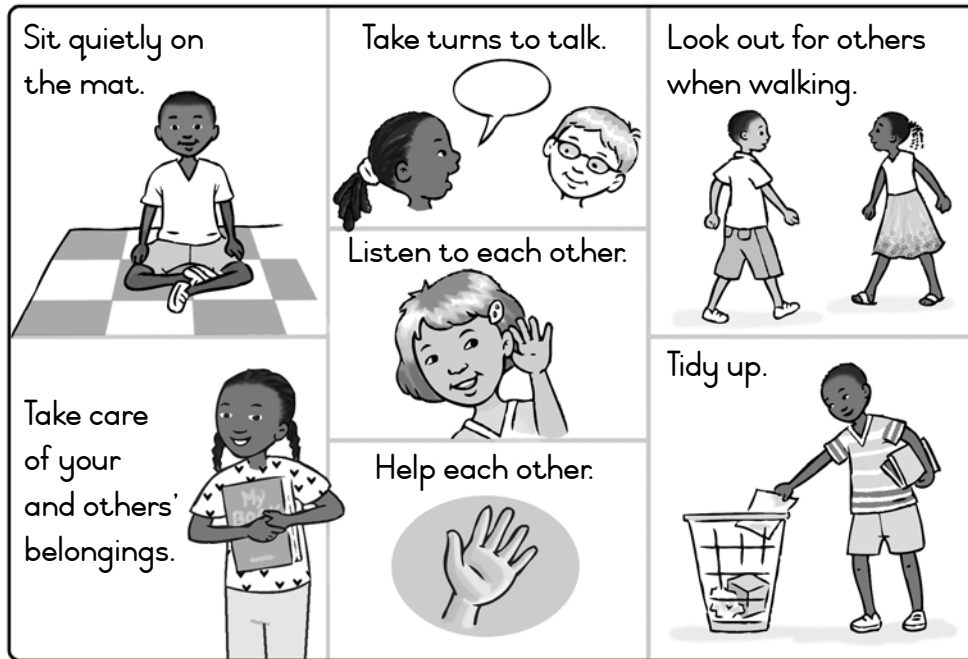
Yenza indawo eklasini ekuza kuba yeyemathematika kuphela nekufutshane nemethi. Le yindawo yomntu wonke apho abafundi bafaka igalelo baze bathethe ngesihloko abafunda ngaso. Le ndawo yeMathematika isenokuquka:

- itafile encinci eyoyame ngodonga
- umgca-manani owenziwe ngomsonto neephegi
- itshathi yemozulu yemihla ngemihla
- ikhalenda yenyanga nganye eneebhloko zosuku ngalunye
- itshathi enamagama eentsuku zeveki
- inkqubo yemihla ngemihla enemifanekiso yemisebenzi eyahlukeneyo
- amakhadi anamagama neesimboli zabafundi ahlelwe ngokwamagama amaqela abo
- iisimboli zabancedisi eziza kugqithiswa phakathi kwamagama abafundi ngosuku ngalunye lweveki
- itshathi yabancedisi (yoncedo).



Make a 'classroom rules' poster with the learners. Display it where they can easily see it. There should be no more than six or seven rules.

Our classroom rules

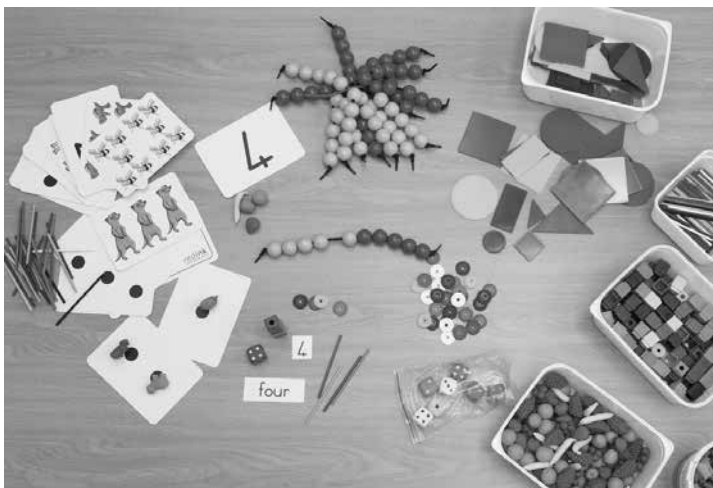


Resources for Grade R Maths

Grade R Maths Resource Kit

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

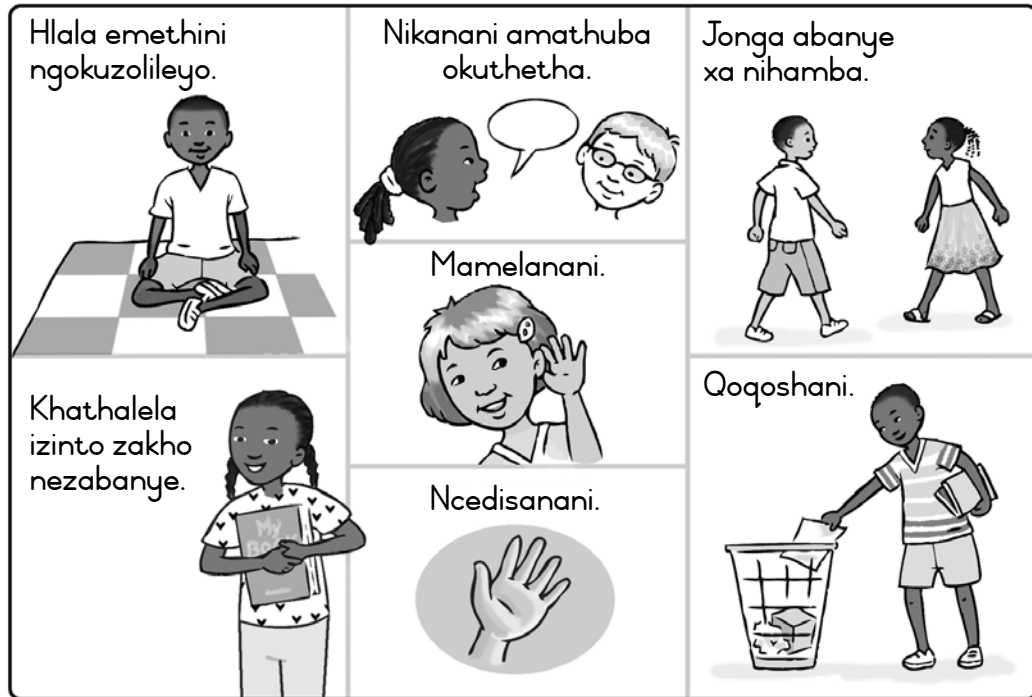
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.

Yenzani ipowusta 'yemithetho yeklasi' nabafundi. Yibeke apho baza kuyibona lula khona. Akufunekanga kubekho imithetho engaphezu kwemithandathu okanye esixhenxe.

Imithetho yeklasi yethu

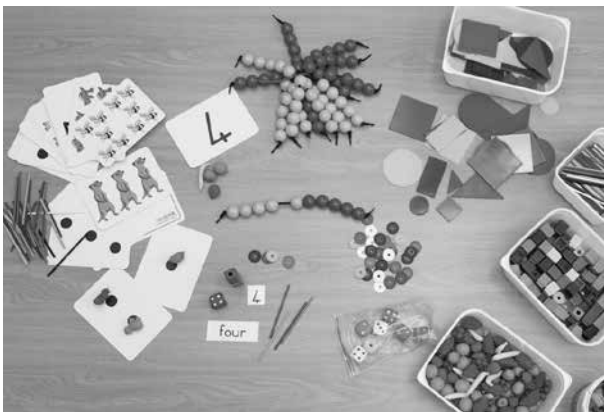


Izixhobo zikaGrade R Maths

IKiti yeziXhobo kaGrade R Maths

UGrade R Maths unekiti yokufunda nokufundisa imathematika nenezixhobo eziza kwanela ukusetyenziswa ngamaqela amancinci abafundi abathandathu ukuya kwabasibhozo. Le kiti iquka ezi zinto zilandelayo:

- iimathiriyeli zokubala, umzekelo, idiski nezinti ezimibalabala, izixhobo zokubala eziziqhamo nezizilwanyana, iibhloko zeUnifix
- idayisi elikhulu
- imisonto enamaso alishumi amibalabala
- amakhadi anamachokoza
- amakhadi amanani: iisimboli zamanani (0–10) namanani angamagama (ziro–shumi)
- iibhloko zeathribhyuti.



Ezi ayinakuba kuphela kwezixhobo ezinokusetyenziswa ngootitshala nabafundi ngexesha lokwenza imisebenzi yemathematika. Izinto zemihla ngemihla ezisetyenziswa ekhaya zisenokusetyenziselwa ukusota, ukubala kunye nokuphonononga iimilo.

Recycled materials

Store recycled materials in labelled containers with lids (such as: fruit and vegetable packaging, 2-litre ice-cream containers and 500-ml feta tubs). Place the containers on a shelf or somewhere that the learners can reach. Encourage learners to put the objects away during tidy-up time if they have used them at their workstations or during free choice activities. Here are some ideas for maths resources:

- bottle caps and lids (different shapes, sizes and colours)
- different-sized boxes (toothpaste, matchbox, cereal, medicine, packaging)
- plastic containers (500-ml and 1-litre bottles, margarine tubs, 250-ml and 500-ml yoghurt tubs, ice-cream containers, vegetable packaging)
- tubes and cylinders (cardboard toilet roll inners, paper towel inners, foil roll inners, tins)
- egg boxes
- buttons, old keys, plastic spoons, ice-cream sticks, bread packet tags
- variety of balls, beanbags, hula hoops.



Other resources

Other useful classroom resources for Grade R Maths teaching include:

- crayons, paint, glue, scissors
- playdough or modelling clay
- books that can be used for maths discussions
- building blocks and construction toys (collect wood offcuts if necessary)
- a variety of jigsaw puzzles and games, for example, dominoes, snakes and ladders, Ludo, Lotto

Izinto ezinokuphinda zisetyenziswe

Gcina izinto ezinokuphinda zisetyenziswe kwizikhongozeli ezineziciko (ezifana: nezinto ebezifake iziqhamo nemifuno, izikhongozeli zeayiskhrimu ezizilitha ezi2 kunye ne500 ml yezitya zefeta). Beka izikhongozeli kwishelufu okanye kwindawo abanokufikelela kuyo abafundi. Khuthaza abafundi ukuba bazibuyisele ezindaweni zazo izinto ngexesha lokuqoqosha ukuba bebezisebenzisile kwizitishi zokusebenzela zabo okanye ngexesha lemisebenzi yokuzikhethele. Nazi ezinye zeembono ezinokusetyenziswa njengezixhobo zokuncedisa zemathematika:

- iziciko zeebhotile (iimilo ezahlukileyo, ezingalinganiyo ngobukhulu nezinemibala ngemibala)
- iibhokisi ezingalinganiyo ngobukhulu (eyentlama yamazinyo, ibhokisi yematshisi, eyesiriyeli, eyamayeza, ezokupakisha izinto)
- izikhongozeli zeplastiki (500 ml kunye neebhotile eziyilitha e1, izitya zemajarini, izitya zeyogathi eziyi250 ml neziyi500 ml, izikhongozeli zeayiskhrim, izinto ebezifake imifuno)
- iityhubhu neesilinda (iiroli zekhadibhodi zephepha langasese, ezephepha lokosula izandla, ezefoyli, iitoti)
- iibhokisi zamaqanda
- amaqhosha, izitshixo ezidala, amacephe eplastiki, izinti zeayiskhrim, iithegi zeplastiki yesonka
- iibhola ezahlukeneyo, iingxowana zeembotyi, iihulahupu.



Ezinye izixhobo

Ezinye izixhobo eziluncedo eklasini kaGrade R Maths ziquka:

- iikhrayoni, ipeyinti, iglu, izikere
- intlama yokudlala okanye udongwe lokubumba
- iincwadi ezinokusetyenziswa kwingxoxo yemathematika
- iibhloko zokwakha kunye nezinto zokwakha zokudlala (qokelela amacetyana amaplanga ukuba ikho imfuneko yoko)
- iiphazili ezahlukeneyo nemidlalwana, umzekelo, iidomino, umdlalo weenyoka neeleli, iLudo, iLotto

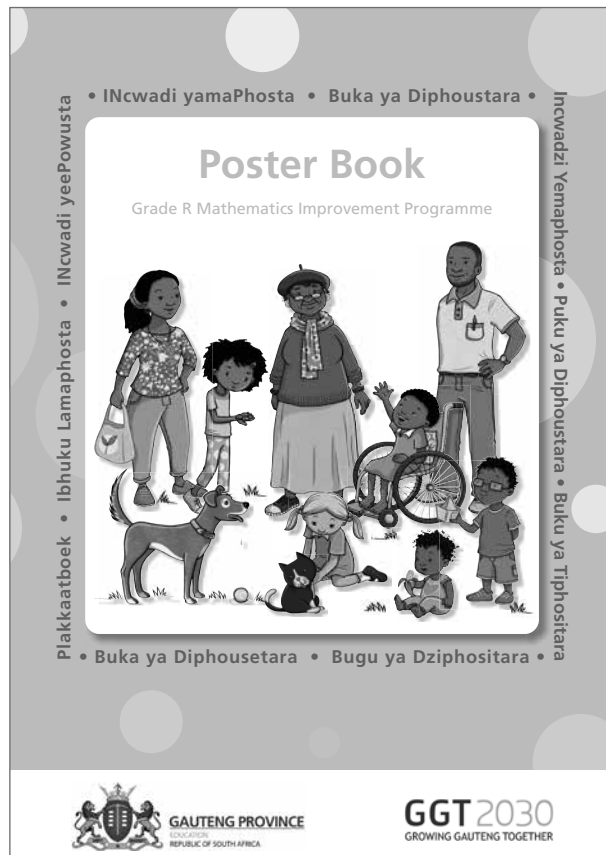
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

There are eleven posters in the Grade R Maths *Poster Book*. The posters present familiar contexts that learners can relate to that capture some aspect of maths, for example, in the classroom, on the playground, and in the kitchen. The posters are intended to stimulate interest and discussion on maths topics, including: number, patterns, space and shape, sequencing of time and measurement. The posters can be used to engage learners in critical thinking and reasoning. They are perfect for developing problem-solving skills and for maths investigations.

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

- What do you see in the picture?
- Where do you think the children/people are?
- What is happening in the picture?
- Can you tell me a story about the picture?
- How many ... can you see? What if there was one more/fewer ...?
- Where is the ...?
- What would happen if ...?
- What do you think will happen next?
- What do you think ... can see from where they are standing?
- What pattern can you see? Describe the pattern.
- What shapes can you see?
- Which ... is the tallest/shortest?
- Can you use any maths words to describe something in the picture?



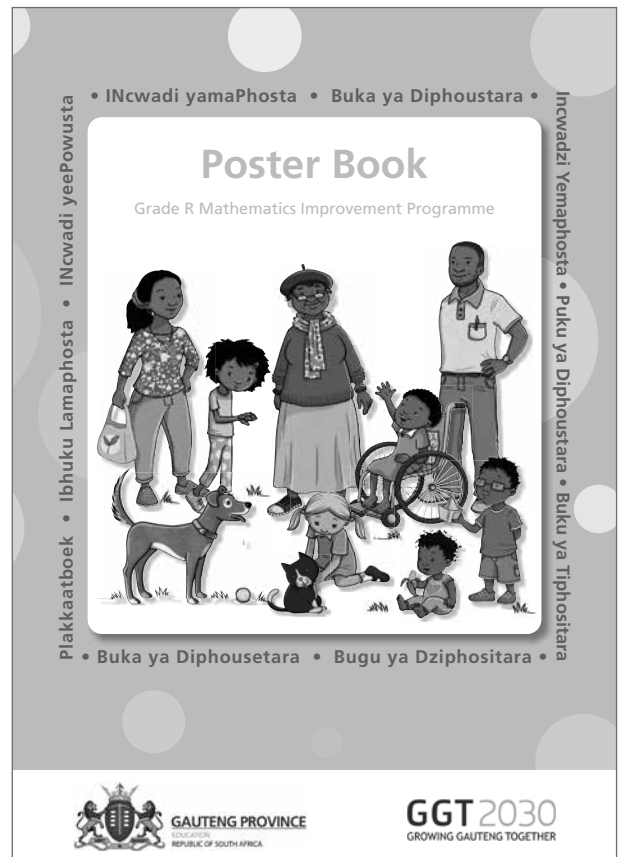
- itshathi yobude
- amakhadi okudlala amakhulu
- imali yokudlala: eziinkozo nengamaphepha (eza kusetyenziswa kwivenkile yokudlala)
- iwotshi yaseludongeni yamanani
- isikali
- amaso okusota, ukuhlohla nokwenza iipateni
- izixhobo zomdlalo wesanti nowamanzi
- izixhobo zokugwencela, ukuzinzisa, ukujinga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

INcwadi yeePowusta kaGrade R Maths

Kukho iipowusta ezilishumi elinanye kwiNcwadi yeePowusta kaGrade R Maths. Iipowusta zinika imixholo eqhelekileyo abanokuyinakana abafundi nethi inyathele kwimiba yemathematika, umzekelo, eklasini, (oko kukuthi ebaleni lokudlala) nasekhitshini. Ezi powusta zenzelwe ukuvuselela umdla kwanengxoxo ngezihloko zemathematika, eziquka: amanani, iipateni, isithuba nemilo, ulandelelwaniso lwexesha kunye nomlinganiselo. Ezi powusta zisenokusetyenziselwa ukukhuthaza abafundi ngokucinga nzulu nengqiqo. Zikulungele ukuphuhlisa izakhono zokusombulula iingxaki kunye nophando lwemathematika.

Ootitshala basenokukhuthaza abafundi ukuba baxoxe ngeepowusta baze babelane ngeengcamango zabo ngokubabuzisa imibuzo eza kubakhokela ekubeni bagxile kumba othile wepowusta, umzekelo:

- Nibona ntoni emfanekisweni?
- Nicinga ukuba baphi abantwana/abantu?
- Kwenzeka ntoni emfanekisweni?
- Ningandibalisela ibali ngalo mfanekiso?
- Zingaphi ... enizibonayo? Kungenzeka ntoni ukuba enye ngaphezulu/mbalwa ...?
- Iphi i ...?
- Kungenzeka ntoni ukuba ...?
- Nicinga ukuba yintoni eza kulandela?
- Nicinga ukuba ... basenokubona apho beme khona?
- Yeyiphi ipateni eniyibonayo? Chazani ipateni.
- Zeziphi iimilo enizibonayo?
- Ngowuphi oyena ... mde kunabo bonke/mfutshane kunabo bonke?
- Ingaba akhona amagama emathematika onokuwasebenzisela ukuchaza okuthile ngalo mfanekiso?



Content overview: Term 3

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7	Number 6 Two/three more/fewer Equal groups Counting on Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7 Sequencing numbers 1–5 Reinforce number concept 1–5	Number 7 Oral counting: backwards 10–1 Counting objects 1–10 Oral counting: forwards 1–20, backwards 7–1 Sequencing numbers 1–6 Two/three more/fewer Add, take away Reinforce number concept 1–6	Oral counting: forwards 1–20, backwards 10–1 Reinforce number concept 1–7	Oral counting: forwards 1–20, backwards 10–1 Counting objects 1–10 Two/three more/fewer Equal groups
2. Patterns, Functions and Algebra	Copy vertical and horizontal patterns using concrete objects Create and explain own pattern with three or four colours/shapes, etc. Identify patterns Copy and extend patterns				
3. Space and Shape (Geometry)				Shapes: rectangle Direction: left, right Position: middle, bottom Sort objects according to two attributes Eighteen-piece puzzles Shapes: circle, square, triangle Symmetry	
4. Measurement					Mass Light, lighter, lightest Heavy, heavier, heaviest Bigger, smaller
5. Data Handling					

Amagqabantshintshi ngomXholo: Ikota 3

Qaphela: INkalo yoMxholo ekuGxininiswa kuyo noLwazi olutsha lubhalwe ngamagama aluhlaza. Omnye umxholo ubhalwe ngamagama angwevu.

INkalo yoMxholo ekuGxininiswa kuyo	Iveki 1	Iveki 2	Iveki 3	Iveki 4	Iveki 5
1. Amanani, iiOpareyshini noLwalamano	Ukubala ngomlomo: usiya phambili 1–20, ubuyela umva 7–1 Ukubala izinto 1–7	Inani 6 Ngaphezulu ngesibini/ ngesithathu/mbalwa Amaqela alinganayo Ukuqhubeka ubala Ukubala ngomlomo: ukuya phambili 1–20, ukubuyela umva 7–1 Ukubala izinto 1–7 Ukulandelelanisa amanani 1–5 Ukubethelela ingqikelelo-manani 1–5	Inani 7 Ukubala ngomlomo: ukubuyela umva 10–1 Ukubala izinto 1–10 Ukubala ngomlomo: ukuya phambili 1–20 nokubuyela umva 7–1 Ukulandelelanisa amanani 1–6 Ezimbilwa/ ngaphezulu ngezizimbi/ntathu Dibanisa, thabatha Bethelela ingqikelelo-manana 1–6	Ukubala ngomlomo: phambili 1–20, ubuyela umva 10–1 Bethelela ingqikelelo-manani 1–7	Ukubala ngomlomo: ukuya phambili 1–20, ukubuyela umva 10–1 Ukubala izinto 1–10 Mbini/ninzi nezintathu/ mbalwa kune- Amaqela alinganayo
2. IiPateni, iiFanshini neAljibhra	Khuphela iipateni ezehlayo nezinqumlezileyo usebenzisa izinto ezibambekayo Yenza uze ucacise eyakho ipateni enemibala/iimilo ezintathu okanye ezine, njalo njalo Yalatha iipateni Khuphela wandise iipateni				
3. IsiThuba neMilo (iJiyometri)				limilo: uxande Isalathiso: ekhohlo, ekunene Indawo: umbindi, ezantsi Hlela izinto ngokwee-athribhyuthi ezimbini Iphazili enamaqhekeza alishumi elinesibhozo limilo: isangqa, isikwere, unxantathu Isimetri	
4. Umlinganiselo					Ubunzima Lula, lula kune-, lula kunazo zonke Nzima, nzima kune-, nzima kunazo zonke Khulu kune-, ncinci kune-
5. ULwazi oluQokelelweyo					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 8</p> <p>Ordinal numbers: fifth, last, next</p> <p>Oral counting: forwards 1–20 and beyond</p> <p>Oral counting: forwards 1–20, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–7</p> <p>Ordinal numbers first to fifth</p> <p>Add, take away</p> <p>Two/three more/fewer</p> <p>Reinforce number concept 1–7</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Two/three more/fewer</p> <p>More, fewer, equal</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p>	<p>Money – recognise banknotes</p> <p>Problem solving 1–8</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Ordinal numbers first to fifth</p> <p>Reinforce numbers 1–8</p> <p>Add, take away</p> <p>Coins</p>	<p>Grouping, half</p> <p>Up to three more (using dot cards)</p> <p>Order collections from smallest to biggest</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Problem solving 1–8</p> <p>Reinforce number concept 1–8</p> <p>More, fewer, most, least, equal</p> <p>Two/three more/fewer</p>
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			<p>Position of objects in relation to each other</p> <p>Arrow chart</p> <p>Copy and build a construction (picture cards)</p> <p>Shapes: circle, square, triangle, rectangle</p> <p>Boxes, balls</p> <p>Midline crossing</p> <p>Position: forwards and backwards</p>		
4. Measurement				Big, small	
5. Data Handling		<p>Draw a picture to represent data</p> <p>Collect, sort and represent collection of objects</p>			

Inkalo yoMxholo ekuGxininiswa kuyo	Iveki 6	Iveki 7	Iveki 8	Iveki 9	Iveki 10
1. Amanani, iiOpareyshini noLwalamano	<p>Inani 8</p> <p>Amanani olandelelwano: yesihlanu, yokugqibela nelandelayo</p> <p>Ukubala ngomlomo: ubala esiya phambili 1–20 nangaphaya</p> <p>Ukubala ngomlomo: ubala esiya phambili 1–20 nokubuyela umva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelelanisa amanani 1–7</p> <p>Amanani olandelelwano yokuqala ukuya kuyesihlanu</p> <p>Dibanisa, thabatha</p> <p>Mbini/ninzi ngesithathu/mbalwa kune-</p> <p>Ukubethelela ingqikelelo-manani 1–7</p>	<p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuya umva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Zimbini/zininzi ngesithathu/zimbalwa kune-</p> <p>Ninzi, mbalwa, lingana</p>	<p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuyela umva 10–1</p> <p>Ukubala izinto 1–10</p>	<p>Imali – ukunakana imali engamaphepha</p> <p>Ukusombulula iingxaki 1–8</p> <p>Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelelanisa amanani 1–8</p> <p>Amanani olandelelwano elokuqala ukuya kwelesihlanu</p> <p>Ukubethelela amanani 1–8</p> <p>Ukudibanisa nokuthabatha</p> <p>Imali eziinkozo</p>	<p>Ukubeka ngamaqela, isiqingatha</p> <p>Ukuya kwezintathu ngaphezulu (usebenzisa amakhadi anamachokoza)</p> <p>Ukuhlela iingqokelela ukusuka kweyona incinci ukuya kweyona inkulu</p> <p>Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuyela umva 10–1</p> <p>Ukubala izinto 1–10</p> <p>Ukulandelelanisa amanani 1–8</p> <p>Ukusombulula iingxaki 1–8</p> <p>Ukubethelela ingqikelelo-manani 1–8</p> <p>Ninzi, mbalwa kune-, eyona ininzi, eyona incinci, lingana</p> <p>Mbini/ezintathu ngaphezulu/mbalwa kune-</p>
2. IiPateni, iiFanshini neAljibhra					
3. IsiThuba neMilo (iJiyometri)			<p>Indawo yezinto ngokuhambelana kwazo</p> <p>Itshathi yeentolo zokwalatha</p> <p>Khuphela uze wakhe isakhiwo (amakhadi anemifanekiso)</p> <p>limilo: isangqa, isikwere, unxantathu, uxande</p> <p>libhokisi, iibhola</p> <p>Ukunqumla embindini</p> <p>Indawo: ukuya phambili nokubuyela umva</p>		
4. Umlinganiselo				Khulu, ncinci	
5. ULwazi oluQokelelweyo		<p>Zoba umfanekiso omele iinkcukacha</p> <p>Qokelela, hlela nokumela ingqokelela yezinto</p>			

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: create, copy and extend patterns

New knowledge

- Copy vertical and horizontal patterns using concrete objects
- Create and explain own pattern with three or four colours/shapes, etc.

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Identify patterns
- Copy and extend patterns

New maths vocabulary

describe
explain

extend
follow

missing
not a pattern

Getting ready

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

- Unifix blocks put together in a repeating pattern to make a train
- piece of A3 paper to create a train tunnel
- pattern card with colour dots
- a cloth/towel
- 4 groups of instruments – 1 per learner
- 6 large pieces of fruit made from playdough (2 each of 3 different types of fruit)
- 8 Unifix pattern cards
- 8 'What's missing?' attribute block pattern cards
- rectangular strips of coloured paper pasted in a pattern on a sheet of paper: rectangle shapes in two sizes – 5 per learner of tall and short
- pattern cards with incomplete colour patterns in each row (two or three colours)



- paper flower petals and leaves (16 of each per learner)
- flower pattern cards
- dominoes.

INkalo yomXholo ekuGxininiswa kuyo: IiPateni, iiFanshini neAljibhra

Izihloko

- Iipateni zejiyometri: yenza, khuphela uze wandise iipateni

Ulwazi olutsha

- Khuphela iipateni ezehlayo nezinqumlezileyo usebenzisa izinto ezibambekayo
- Yenza uze ucacise eyakho iipateni enemibala/iimilo ezintathu okanye ezine, njalo njalo

Ziqhelise

- Ukubala ngomlomo: usiya phambili 1–20, ubuyela umva 7–1
- Ukubala izinto 1–7
- Yalatha iipateni
- Khuphela wandise iipateni

Isigama esitsha semathematika

chaza
cacisa

yandisa
landela

engekhoyo
asiyopateni

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iibhloko ze*Unifix* ezibekwe ndawonye kwipateni ephindayo ukwenza itreyini
- isiqwenga sephepha elingu-A3 lokwenza itonela letreyini
- ikhadi lepateni elinamachokoza amibalabala
- ilaphu/itawuli
- amaqela ama4 ezixhobo – 1 kumfundi ngamnye
- amaqhekeza ama6 eziqhamo ezenziwe ngentlama yokudlala (2 elinye kuhlobo ngalunye lweziqhamo ezi3)
- 8 amakhadi eepateni ze*Unifix*
- 8 amakhadi epateni weebhloko zeathribhyuthi ezibhalwe 'Yintoni engekho?'
- imicu yephepha elinombala emile okoxande encanyatheliswe kwipateni esephepheni: iimilo eziluxande ezinobungakakani obubini – 5 kumfundi ngamnye ubude nobufutshane
- amakhadi aneepateni ezinemibala ezingagqitywanga kumqolo ngamnye (imibala emibini okanye emithathu)
- amagqabi entyantyambo namanye amagqabi enziwe ngephepha (16 yohlobo ngalunye kumfundi)
- amakhadi eepateni zeentyantyambo
- iidomino.



Whole class activities

Day 1

What you need

- Unifix blocks
- Unifix pattern train
- Piece of A3 paper to create a train tunnel



TIP

Ask the learners if they can remember what number they were counting to before they went on holiday, and what number they were counting backwards from.

1. **Song:** Learners sing a song of their choice from previous terms.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Show learners a Unifix tower made of seven blocks.

Guiding questions:

- ★ How many blocks do you think make up this tower?

Learners estimate the number of blocks. Remove the blocks one at a time as learners count them.

4. **What makes a pattern:** Place the Unifix pattern train inside the tunnel. Pull the train out slowly and ask learners to notice what pattern emerges.

Guiding questions:

- ★ What do you see?
- ★ What colour block do you think will come out of the tunnel next? Why?
- ★ Is this a pattern? What makes it a pattern?

Draw the learners' attention to the repeating part which makes the pattern.

Make another train with Unifix blocks that does not have a pattern. Repeat the activity with the train and the tunnel.

Guiding questions:

- ★ Is this a pattern? Tell me why you think that.
- ★ Can you see any patterns in the classroom?



TIP

Place the tunnel in the block area and encourage learners to make their own pattern trains.

Learners go on a pattern walk outside and discuss patterns.

- ★ Can you see a pattern? Tell me about it.
- ★ Is there a pattern on the ...?
- ★ What makes it a pattern?
- ★ What part of the pattern repeats?
- ★ Can you hear any patterns? Tell me what you hear.

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



Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Iibhloko ze*Unifix*
- Itreyini yepateni ye*Unifix*
- Iphepha elinguA3 lokwenza itonela letreyini

INGCEBISO

Buza abafundi ukuba basalikhumbula na inani abebabala bafike kulo ngaphambi kokuba baye eholideyini, nokuba leliphi inani abebabala bebuyela umva besuka kulo.

1. **Ingoma:** Abafundi bacula ingoma abazikhethela yona kwabebezicule kwikota edlulileyo.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Bonisa abafundi isakhiwo se*Unifix* esenziwe ngeebhloko ezisixhenxe.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba zingaphi iibhloko ezisetyenzisiweyo ukwakha esi sakhiwo? Abafundi bathekelela inani leebhloko. Zisuse iibhloko nganye nganye njengokuba abafundi bezibala.

4. **Yintoni eyenza ipateni:** Beka itreyini ye*Unifix* ngaphakathi etoneleni. Yitsale itreyini kancinci uze ucele abafundi bakuchazele ukuba yeyiphi ipateni evelayo.

Imibuzo ekhokelayo:

- ★ Ingaba nibona ntoni?
- ★ Nicinga ukuba yibhloko enombala onjani ezakulandela ukuphuma etoneleni? Kuba?
- ★ Ingaba yipateni le? Yintoni eyenza ibe yipateni?

Tsalela umdla wabafundi kwindawo ephindayo eyenza ipateni.

Yenza enye itreyini ngeebhloko ze*Unifix* ezingenzi pateni. Wuphindenilo msebenzi wetreyini netonela.

Imibuzo ekhokelayo:

- ★ Ingaba yipateni le? Kutheni nicinga njalo?
- ★ Zikhona iipateni enizibonayo eklasini?



INGCEBISO

Beka itonela endaweni yeebhloko uze ukhuthaze abafundi ukuba bazenzele ezabo iitreyini zepateni.

Abafundi bahamba ngokwepateni phandle baze baxoxe ngeepateni.

- ★ Ingaba niyayibona ipateni? Ndichazeleni ngayo.
- ★ Ingaba ikhona ipateni kwi ...?
- ★ Yintoni eyenza ibe yipateni?
- ★ Yeyiphi indawo eziphindayo kwipateni?
- ★ Ingaba zikhona iipateni enizivayo? Ndichazeleni ukuba niva ntoni.

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

Day 2

What you need

- Rhyme: *It's pattern time* (page 190)
- Pattern card with colour dots



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.

1. **Rhyme:** Say the first verse of the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners count from 1 to 7 while clapping hands with a partner.
4. **Sound patterns from visual patterns:** Show learners the pattern card. Point to each dot and together say the colours. Discuss the pattern.

Guiding questions:

- ★ Can you see the pattern?
- ★ Tell me about the pattern.
- ★ What part of the pattern repeats?
- ★ What will come next in the pattern?

Learners use the visual pattern to make a sound pattern, for example, clap hands for red, snap fingers for yellow.

- ★ What sound should we make on the red/yellow circle?
- ★ What sound should come next?
- ★ What other sounds would you like to make?

Learners suggest other sound pattern ideas, using the same pattern card.

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

Day 3

What you need

- Rhyme: *It's pattern time* (page 190)
- 6 large playdough fruit
- Cloth/towel

1. **Rhyme:** Say the first and second verses of the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Use chalk to draw a straight line on the floor. Five learners stand on one side of the line.

Guiding questions:

- ★ How many learners are there?
- ★ If we add one more learner how many will there be?
- ★ And one more learner?
- ★ What should we do if we want only four learners?

Usuku 2

Okudingayo

- Isicengcelezo: *Lixesha lokwenza iipateni* (iphepha 191)
- Ikhadi leepateni elinamachokoza amibalabala


INGCEBISO

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

1. **Isicengcelezo:** Yenzani ivesi yokuqala yesicengcelezo, *Lixesha lokwenza lipateni*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi babala ukusuka ku1 ukuya ku7 beqhwaba izandla nomlingani.
4. **lipateni zesandi kwiipateni zokubonwayo:** Bonisa abafundi ikhadi leepateni. Yalatha ichokoza ngalinye nize ninonke nibize imibala. Xoxani ngepateni.

Imibuzo ekhokelayo:

- ★ Ingaba niyayibona ipateni?
- ★ Ndichazeleni ngepateni?
- ★ Yeyiphi indawo ephindayo kwipateni?
- ★ Yintoni eza kulandela kule pateni?

Abafundi basebenzisa ipateni yokubonwayo ukwenza ipateni yesandi, umzekelo, qhwaba izandla kubomvu, nqakrazisa iminwe kumthubi.

- ★ Sesiphi isandi ekumele sisenze kwisangqa esibomvu/esimthubi?
- ★ Yintoni eza kulandela?
- ★ Zeziphi ezinye izandi eningathanda ukuzenza?

Abafundi bachaza ezinye iimbono zeepateni zezandi, besebenzisa kwa eli khadi leepateni.

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

Usuku 3

Okudingayo

- Isicengcelezo: *Lixesha lokwenza iipateni* (iphepha 191)
- Ilaphu/itawuli
- 6 iziqhamo ezikhulu ezenziwe ngentlama yokudlala

1. **Isicengcelezo:** Yenzani ivesi yokuqala neyesibini yesicengcelezo esithi, *Lixesha lokwenza iipateni*, nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Sebenzisa itshokhwe ukrwele umgca phantsi. Abafundi abahlanu mabeme kwelinye icala lomgca.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abakhoyo?
- ★ Ukuba songeza umfundi abe mnye baza kuba bangaphi?
- ★ Xa sisongeza omnye umfundi?
- ★ Kufuneka senze ntoni ukuba sifuna abafundi abane kuphela?



4. **Identifying the missing part of a pattern:** Use the playdough fruit to create a pattern. Together point to each item and say the pattern.

Guiding questions:

- ★ What comes next?
- ★ What is the pattern?

Cover the fruit with a cloth and remove one piece of fruit. Remove the cloth.

- ★ Which fruit is missing from the pattern?
- ★ What kind of fruit should come next in the pattern? Why?

Repeat the activity several times, removing fruit from different parts of the pattern and/or increasing the number of fruit that are missing each time.

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

Day 4

What you need

- Rhyme: *It's pattern time* (page 190)
- 4 groups of instruments – 1 per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners fetch instruments. All the learners with the same kind of instrument sit in a group. Play seven beats on a drum.

Guiding questions:

- ★ How many beats did you hear?
- ★ How do you know?

Starting with 1, each group makes one more beat than the previous group, until one group gets to 7.



4. **Rhythm patterns:** Divide learners into groups. Give each group a different musical instrument. The groups make sounds with their instruments and describe these sounds. Then they compare the sounds that the different instruments make.

Guiding questions:

- ★ What does your instrument sound like?
- ★ Can you make a soft/loud sound; a fast/slow sound?
- ★ How do the instruments sound the same/different?

TIP

If you do not have instruments, use blocks, tins, sticks and pieces of paper to flick, or learners can use their bodies, for example, stamp their feet on the floor or slap their legs.



4. **Ukwalatha inxenye engekhooyo yepateni:** Sebenzisa isiqhamo esenziwe ngentlamba yokudlala ukwenza ipateni. Ninonke yalathani into nganye nize nichaze ipateni yayo.

Imibuzo ekhokelayo:

- ✦ Kuza kulandela ntoni?
- ✦ Yeyiphi le pateni?

Gquma isiqhamo ngelaphu uze ususe iqhekeza elinye lesiqhamo. Susa ilaphu.

- ✦ Sesiphi isiqhamo esingekhooyo kwipateni?
- ✦ Sesiphi isiqhamo ekufuneka silandele kwipateni? Kutheni?

Wuphinde lo msebenzi izihlandlo ngezihlandlo, ususe isiqhamo kwiindawo ezahlukileyo zepateni kunye/okanye wongeze inani leziqhamo ezingekhooyo isihlandlo ngasinye.

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

Usuku 4

Okudingayo

- Isicengcelezo: *Lixesha lokwenza iipateni* (iphepha 191)
- 4 amaqela ezixhobo – 1 kumfundi ngamnye

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Lixesha lokwenza iipateni*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi balanda izixhobo. Bonke abafundi abanezixhobo ezifanayo bahlala kwiqela elinye. Betha igubu kasixhenxe.

Imibuzo ekhokelayo:

- ✦ Nikuve kangaphi ukubethwa kwegubu?
- ✦ Nikwazi njani oko?

Beqala ku1, iqela ngalinye longenza isingqi sibe sinye kuneso seqela elilandelayo, lide elinye iqela lifike ku7.



4. **lipateni zesingqi:** Yahlula abafundi babe ngamaqela. Nika iqela ngalinye isixhobo somculo esahlukileyo. Iqela ngalinye lenza izandi ngezixhobo zalo lize lichaze ezi izandi. Emva koko bathelekisa izandi ezahlukileyo ezenziwa zizixhobo.

Imibuzo ekhokelayo:

- ✦ Sivakala njengantoni isixhobo senu?
- ✦ Ningasenza isandi esitsholo phantsi/esingxolayo; isandi esikhawulezayo/esicothayo?
- ✦ Izixhobo zivakala zifana/zahluke njani?

INGCEBISO

Ukuba awunazo izixhobo, sebenzisa iibhloko, iitoti, izinti neziqwenga zamaphepha ukubetha, okanye abafundi bangasebenzisa imizimba yabo, umzekelo, ukugqisha ngeenyawo zabo phantsi okanye ukubetha imilenze yabo.

Make a musical pattern with an instrument, for example, loud, soft, soft, loud, soft, soft. Groups play along with you. Groups take turns to copy and extend sound patterns. Groups create new patterns, for example, loud, loud, soft, loud, loud, soft.

- ★ What new pattern can we make?
- ★ What sound should come first?
- ★ How many times should we make that sound?
- ★ How should we carry on?

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

Day 5

What you need

- Rhyme: *It's pattern time* (page 190)
- Musical instrument

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Play an instrument as learners move around. When the music stops, call out a number between 1 and 7. Learners form groups of different sizes according to the number.
4. **Extending physical patterns:** Choose six learners to make a body pattern, for example, two sitting, one standing, two sitting, one standing. Discuss the pattern.

Guiding questions:

- ★ Is this a pattern?
- ★ Can you describe the pattern?
- ★ What is the repeating part of the pattern?
- ★ How could we extend the pattern?

Learners continue the pattern by standing or sitting.

- ★ What would come next?
- ★ Can anyone join the line? What will you do?

Repeat the activity using other body positions, for example, kneeling and lying down.

Choose eight learners to arrange themselves into their own pattern.

- ★ How did you decide what to do for your pattern?
- ★ What pattern have you made? How do you know it is a pattern?
- ★ How can we extend this pattern?

Other learners join the line and extend the pattern.

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



TIP

Make sure that there are movements that all learners are able to participate in, including learners with motor impairments.

Yenza ipateni yomculo ngesixhobo, umzekelo, engxolayo, etsholo phantsi, etsholo phantsi, engxolayo, etsholo phantsi, etsholo phantsi. Amaqela adlala kunye nawe. Amaqela anikana amathuba ekhuphela aze andise iipateni zesandi. Amaqela enza iipateni ezintsha, umzekelo, engxolayo, engxolayo, etsholo phantsi, engxolayo, engxolayo, etsholo phantsi.

- ✦ Yeyiphi ipateni entsha esingayenza?
- ✦ Sesiphi isandi ekumele size kuqala?
- ✦ Kufanele sisiphinde kangaphi esi sandi?
- ✦ Kufuneka siqhubeke njani?

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

Usuku 5

Okudingayo

- Isicengcelezo: *Lixesha lokwenza iipateni* (iphepha 191)
- Isixhobo somculo

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Lixesha lokwenza iipateni*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Dlala isixhobo somculo ngelixa abafundi behambahamba. Xa uyeka umculo, biza inani eliphakathi kuka1 no7. Abafundi benza amaqela ngokwenani elo.
4. **Ukwandisa iipateni zomzimba:** Khetha abafundi abasixhenxe ukuze benze ipateni yomzimba, umzekelo, ababini abahleliyo, omnye omileyo, ababini abahleliyo, omnye omileyo. Xoxani ngale pateni.

Imibuzo ekhokelayo:

- ✦ Yipateni le?
- ✦ Ningayichaza le pateni?
- ✦ Yeyiphi inxenywe yepateni eziphindayo?
- ✦ Singayandisa njani le pateni?

Abafundi bayaqhubeka nepateni ngokuma okanye ngokuhlala phantsi.

- ✦ Yintoni eza kulandela?
- ✦ Ukhona onokungena emgceeni? Uzakwenza ntoni?

Wuphindeneni lo msebenzi nisebenzisa umzimba ngezinye iindlela, umzekelo, ukuguqa nokungqengqa.

Khetha abafundi abasibhozo bazihlele ngokwabo babe yipateni abayifunayo.

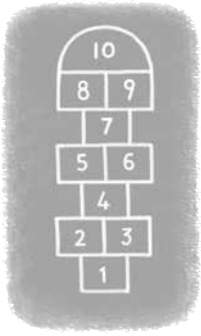
- ✦ Nifikelele njani kwisigqibo soko ninokukwenza kwipateni yenu?
- ✦ Nenze eyiphi ipateni? Nazi njani ukuba yipateni?
- ✦ Singayandisa njani le pateni?

Abanye abafundi bangena emgceeni besandisa ipateni leyo.

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

INGCEBISO

Qinisekisa ukuba kwenziwa iintshukumo abafundi abaza kuthi bonke bakwazi ukuthatha inxaxheba kuzo kuquka nabo bakhubazeke ngokwasemzimbeni.



Integration

Home Language: Emergent Writing: Draw patterns.

Life Skills: Fine motor development: Identify, copy and extend patterns in the environment. Gross motor development: Paint a hopscotch grid outside or draw one on the ground with chalk. Learners jump on the blocks of the grid following the number sequence, landing with feet together or feet apart, depending on the number of blocks in each row of the grid.

Small group activities

Teacher-guided activity

What you need

- 6 everyday objects
- A tray
- A tub for each learner with:
 - Structure beads (*Resource Kit*)
- ‘What’s missing?’ pattern card
- Unifix pattern card
- Unifix blocks
- 10 attribute blocks

1. **Structure beads:** Ask learners to show you a number of beads between 1 and 7. Learners put the beads into different arrangements of the same number.

Guiding questions:

- ★ How many red/yellow beads are there?
- ★ Can you show me seven beads?
- ★ Show me four beads. What did you do to make four?
- ★ What should you do to have six beads?

2. **What’s missing? (Kim’s game):** Place five objects on a tray, one at a time while learners watch.

Guiding questions:

- ★ What did I put on the tray first?
- ★ What did I put on the tray next?
- ★ What did I put on the tray last?

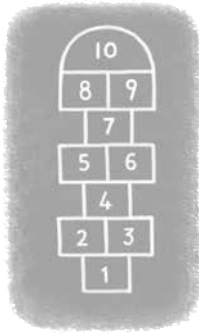
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

3. **What’s missing? pattern:** Learners take a ‘What’s missing?’ pattern card from their tub. They say which part of the pattern is missing and arrange their attribute blocks to copy the pattern, filling in the missing part.

Guiding questions:

- ★ What comes first/next/last?
- ★ What is missing?





Udityaniso

ULwimi lwaseKhaya: UkuBhala okuKhulayo: Zoba iipateni.

IzaKhono zoBomi: Ukuphuhlisa amalungu omizimba: Chonga, ukhuphele uze wandise iipateni ezikwizinto ezikwindalo. Ukuphuhlisa izihlunu ezinkulu emizimbeni: Peyinta igridi kaskotshi okanye uyizobe phantsi ngetshokhwe. Abafundi baxhuma kwiibhloko ezikwigridi belandela ulandelelwano lwamanani, besima bedibanise iinyawo okanye beme olunye lusecaleni kolunye, oko kuxhomekeke kwini leebhloko kumga ngamnye wegri.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 6 izinto zemihla ngemihla – Ikhadi lepateni elibhalwe 'Yintoni engekho?'
- Itreyi – Ikhadi lepateni leUnifix
- Isitya kumfundi ngamnye esiqulethe: – libhloko zeUnifix
- Amaso okuhlela (iKiti yeziXhobo) – 10 iibhloko zeathribhyuthi

1. **Amaso okuhlela:** Cela abafundi bakubonise amaso aphakathi kuka1 no7. Abafundi bahlela amaso ngendlela eyahlukileyo yenani elifanayo.

Imibuzo ekhokelayo:

- ★ Mangaphi amaso abomvu/amthubi akhoyo?
- ★ Ningandibonisa amaso asixhenxe?
- ★ Ndiboniseni amaso amane. Nenze njani ukuze nibe namane?
- ★ Kufuneka nenze njani ukuze nibe namaso amathandathu?

2. **Yintoni engekho? (Umdlalo kaKim):** Beka izinto zibe ntlanu etreyini uzibeka nganye nganye.

Imibuzo ekhokelayo:

- ★ Yintoni endiyibeke kuqala etreyini?
- ★ Yintoni elandelayo endiye ndayibeka etreyini?
- ★ Yintoni endigqibele ngayo ukuyibeka etreyini?

Ngoku abafundi bayazijonga baze bazame ukukhumbula ukuba khukho ntoni na. Yogquma izinto uze uzisuse nganye nganye. Susa ilaphu. Abafundi bachaza ukuba yintoni engekho. Kuphinde oku, ususe ezinye izinto.

3. **Yintoni engekho? ipateni:**

Abafundi bathatha ikhadi lepateni elithi 'Yintoni engekho?' esityeni. Bachaza ukuba yeyiphi indawo engekho yepateni baze bahlele iibhloko zeathribhyuthi zabo ukuze bakhuphele ipateni, bebeka laa ndawo ibingekho yepateni engekho.

Imibuzo ekhokelayo:

- ★ Yintoni eza kuqala/elandelayo/mva?
- ★ Yintoni engekho?



4. **Copying and extending own pattern:** Learners use their Unifix blocks to copy and extend a pattern from the Unifix pattern card (vertically and horizontally).



Guiding questions:

- ★ What comes before/after/next?
- ★ Can you finish the pattern?
- ★ What part of the pattern repeats?

5. **Create own pattern:** Learners create a pattern with attribute blocks and explain their pattern. For example:

- ★ One attribute: shape: circle, square, triangle.
- ★ Two attributes: colour and shape: red circle, yellow square, green triangle.

Guiding questions:

- ★ Can you describe your pattern?
- ★ What makes it a pattern?
- ★ How can you carry on your pattern?

Make a sequence of attribute blocks that is not a pattern.

- ★ Is this a pattern? Tell me why not.



TIP

If a pattern with two attributes is too difficult for learners, they can make a pattern with one attribute.



Check that learners are able to:

- break down and build up numbers between 1 and 7
- create and explain their own pattern with three colours and shapes
- extend a repeating pattern
- explain whether something is a pattern or not
- show the part of the pattern that repeats

Workstation 1

What you need

- 'Tall' and 'short' colour paper strips pasted in a pattern on a long sheet of paper
- Long sheets of paper – 1 per learner
- Rectangle shapes cut into two sizes: 'tall' and 'short'
- Glue

Learners paste strips of paper to copy and then extend the pattern.



4. **Ukukhuphela nokwandisa eyakho**

ipateni: Abafundi basebenzisa iibhloko zeUnifix zabo ukuze bakhuphele baze bandise ipateni ethathwe kwikhadi lepateni leUnifix (eyehlayo nenqumlezayo).

Imibuzo ekhokelayo:

- ★ Yintoni eza ngaphambili/emva/elandelayo?
- ★ Ingaba ningayigqibezela le pateni?
- ★ Yeyiphi indawo yepateni eziphindayo?



INGCEBISO

Ukuba ipateni eneeathribhyuthi ezimbini inzima kakhulu kubafundi, basenokwenza ipateni eneeathribhyuthi enye.

5. **Yenza eyakho ipateni:**

Abafundi benza iipateni ngeebhloko zeathribhyuthi baze bacacise iipateni zabo. Umzekelo:

- ★ Uphawu olunye: imilo: isangqa, isikwere, unxantathu.
- ★ limpawu ezimbini: umbala nemilo: isangqa esibomvu, isikwere esimthubi, unxantathu oluhlaza.

Imibuzo ekhokelayo:

- ★ Ningayichaza ipateni yenu?
- ★ Yintoni eyenza ukuba ibe yipateni?
- ★ Ningaqhubeka njani nepateni yenu?

Yenzani ulandelelaniso lweebhloko zeathribhyuthi ezingezopateni.

- ★ Yipateni le? Ndichazeleni ukuba kutheni nisisitsho.



Qwalasela ukuba abafundi bayakwazi uku-

- ahlula nokwakha amanani aphakathi kuka1 no7
- enza baze bacacise iipateni zabo ezenziwe ngemibala kunye neemilo ezintathu
- andisa ipateni eziphindayo
- cacisa ukuba into iyipateni okanye asiyiyo na
- bonisa inxenye yepateni eziphindayo

Isitishi sokusebenzela 1

Okudingayo

- Imicu yephepha enemibala ka-'de' no-'futshane' encanyathiselwe yenza ipateni kuxwebhu lwephepha elide
- Amaxwebhu amade ephepha – 1 kumfundi ngamnye
- Iimilo zoxande ezisikwe zabubungakanani obubini: 'de' no-'futshane'
- Iglu

Abafundi bancamathelisa imicu yephepha ukuze bakhuphele baze bandise ipateni.



Workstation 2

What you need

- Pattern cards with incomplete colour patterns in each row
- Paint, paintbrushes
- Paper

Learners use paints to copy and extend the patterns on the cards. They create their own patterns.



Workstation 3

What you need

- Flower pattern cards
- Paper flower petal and leaf cut-outs (16 of each per learner)
- Crayons
- Glue, brushes
- A strip of paper per learner



Learners paste the flower petals and leaves on paper to copy and extend the pattern. They use crayons to decorate their page.

Workstation 4

What you need

- A set of dominoes

Learners match the dominoes with the same number of dots.



Isitishi sokusebenzela 2

Okudingayo

- Amakhadi epateni aneepateni zemibala ezingagqitywanga kumqolo ngamnye
- Ipeyinti, iibrashi zepeyinti
- Iphepha

Abafundi basebenzisa iipeyinti ukuze bakhuphele bandise iipateni emakhadini. Benza nezabo iipateni.



Isitishi sokusebenzela 3

Okudingayo

- Amakhadi eepateni zeentyantyambo
- Iiphethali zeentyantyambo namagqabi asikiweyo aze akhutshwa (16 enye kumfundi ngamnye)
- Iikhrayoni
- Iglu, iibrashi
- Umcu wephepha kumfundi ngamnye



Abafundi bancamathelisa amagqabi eentyantyambo ephepheni ukuze bakhuphele baze bandise ipateni ekhadini. Basebenzisa iikhrayoni ukuhombisa amaphepha abo.

Isitishi sokusebenzela 4

Okudingayo

- Isethi yedomino

Abafundi batshatisa iidomino nenani elifanayo lamachokoza.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 6
- Two/three more/fewer
- Equal groups
- Counting on

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Sequencing numbers 1–5
- Reinforce number concept 1–5

New maths vocabulary

six
two more

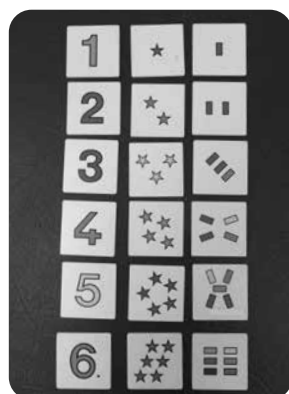
three fewer
enough

same amount
add to

Getting ready

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

- number frieze and house template for number 6 (page 204)
- 5 number 6 dot, symbol and word cards
- 7 large stones
- 7 large playdough/plastic/cardboard ducks
- number symbol card 6 (number line)
- 7 large cardboard snail cut-outs
- a large dice made from a box
- playdough template: Number 6 (page 210) – 1 per learner
- playdough
- blank A4 page in a plastic sleeve – 1 per learner
- a container of Unifix blocks per pair of learners in a group
- number and picture matching cards 1–6 – 1 per learner.



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Qaphela walathe iisimboli zamanani kunye namanani angamagama
- Chaza, thelekisa uze ulandelelanise amanani

Ulwazi olutsha

- Inani 6
- Ngaphezulu ngesibini/ ngesithathu/mbalwa
- Amaqela alinganayo
- Ukuqhubeka ubala

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20, ukubuyela umva 7–1
- Ukubala izinto 1–7
- Ukulandelelanisa amanani 1–5
- Ukubethelela ingqikelelo-manani 1–5

Isigama esitsha semathematika

ntandathu
ngaphezulu ngezimbini

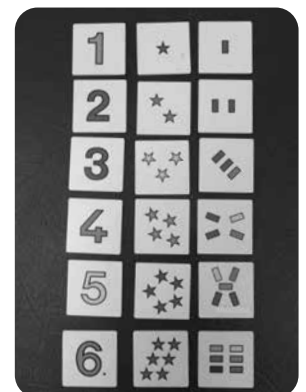
mbalwa ngezintathu
zanele

isixa esilinganayo
dibanisa ku-

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iifrizi zamanani nethempleyithi yendlu yenani 6 (iphepha 205)
- 5 amakhadi anamachokoza, anesimboli nanegama lenani 6
- 7 amatye amakhulu
- 7 amadada amakhulu enziwe ngentlama yokudlala/iplastikhi/ikhadibhodi
- ikhadi elinesimboli yenani 6 (umgca-manani)
- 7 iinkumba ezinkulu ezisikwe kwiikhadibhodi
- idayisi elikhulu elenziwe ngekhadibhodi
- ithempleyithi ka6 eyenziwe ngentlama yokudlala (iphepha 211) – 1 kumfundi ngamnye
- intlama yokudlala
- iphepha elinguA4 elingabhalwanga elikwisingxotyana seplastikhi – 1 kumfundi ngamnye
- isikhongozeli sebhlokhi zeUnifix kwisibini ngasinye sabafundi kwiqela
- amakhadi anenani nemifanekiso ehambelanayo ka1–6 – 1 kumfundi ngamnye.



Whole class activities

Day 1

What you need

- Rhyme: *It's pattern time* (page 190)
- Number frieze and house template for number 6 (page 204)
- *Number 6 story* (page 190)



TIP

Practise songs and rhymes learnt in previous weeks throughout the daily programme, for example, during toilet routines.

1. **Rhyme:** Say the rhyme, *It's pattern time* from Week 1.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Ask a learner to flap a few times like a duck.

Guiding questions:

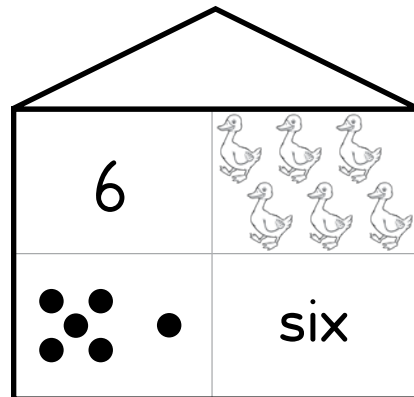
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

4. **Introducing number 6:** Point to number friezes 1–5.

Guiding questions:

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

Tell the *Number 6 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 6, 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 ducks together.



Guiding questions:

- ★ Who has seen a duck before? Where?
 - ★ What noise does a duck make?
 - ★ Can you quack six times? Can you waddle as you quack?
 - ★ How many more ducks are there than monkeys?
 - ★ How many fewer giraffes are there than monkeys?
 - ★ If each duck hatched from an egg, how many eggs would there have been?
5. **Small group activities:** Describe the activities at each workstation.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *Lixesha lokwenza iipateni* (iphepha 191)
- Iifrizi zamanani nethempleyithi yendlu yenani 6 (iphepha 205)
- *Ibali lenani 6* (iphepha 191)

INGCEBISO

Ziqheliseni iingoma nezicengcelezo ezifundwe kwiiveki ezidlulileyo ngexesha lenkqubo yemihla ngemihla, umzekelo, ngexesha lokuya kuzikhulula.

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Lixesha lokwenza iipateni* ebesenziwe kwiVeki 1.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala esangqeni. Cela umfundi ukuba babhabhazelise amaphiko njengedada izihlandlo ezimbalwa.

Imibuzo ekhokelayo:

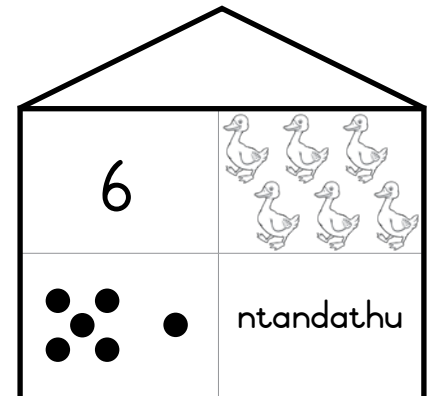
- ★ Ingaba bekukaninzi okanye mbalwa kunakasixhenxe?
- ★ Ukwazi njani oko?
- ★ Ingaba ninonke ningakwazi ukubhabhazelisa amaphiko kasixhenxe?

4. **Ukwazisa inani 6:** Yalatha kwifrizi yamanani 1–5.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi izilwanyana ezingahlala kule ndlu ilandelayo?
- ★ Ingaba ziza kubaninzi okanye mbalwa kunesihlanu?

Balisa *Ibali lenani 6*. Eli bali ligxininisa kwizindlu zezilwanyana. Bonisa iinxenye zefrizi yenani ekujoliswe kulo libali lezilwanyana kunye nemifanekiso yendlu: ukubonakaliswa ngokwahlukileyo kwenani 6, umzekelo, umfanekiso, amachokoza, isimboli kunye negama. Bonisa iinxenye zefrizi esendlwini yesilwanyana uyixhome kudonga lwendawo yemathematika. Balani kunye amadada.



Imibuzo ekhokelayo:

- ★ Ngubani owayekhe walibona idada ngaphambili? Wawulibona phi?
- ★ Lenza ingxolo enjani idada?
- ★ Ungakwazi ukukwenza ingxolo enjengeyedada kantandathu? Ungakwazi ukudadzela njengokuba usenza le ngxolo?
- ★ Amadada angaphezulu ngesingaphi kuneenkawu?
- ★ Iindlulamthi zimbalwa ngesingaphi kuneenkawu?
- ★ Ukuba idada ngalinye liqandusele iqanda, kungakho amaqanda amangaphi?

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

Day 2

What you need

- Song: *Six little ducks* (page 190)
- 5 number 6 dot, symbol and word cards
- Number picture, symbol and dot cards 1–6 (*Resource Kit*)

1. **Song:** Introduce the song, *Six little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Choose two learners to take turns to flap fewer than six times while other learners clap. Compare the number of flaps. Ask the same questions as on Day 1. Learners all flap and count as you clap from 1 to 7.
4. **Dot cards 1–6 game:** Show picture, dot and number symbol cards 1–6. Learners organise themselves into groups according to the card that you show.
5. **Maths table:** Groups of six learners collect six similar small objects outside, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what and how many objects they have found. Discuss the similarities and differences between their collections. Give a number 6 dot, symbol or word card to each group. One group at a time puts their objects and number 6 card on the table.



TIP

When forming groups discuss who has enough for six, how many more, and so on.



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

Day 3

What you need

- Song: *Six little ducks* (page 190)
- 7 large stones
- 7 playdough/plastic/cardboard ducks
- Dot cards 1–6 (*Resource Kit*)

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Tell a short story as you place six stones and seven ducks in the middle of the circle where all the learners can see them.

Guiding questions:

- ★ How many stones/ducks do you think there are?
- ★ Are there more/fewer ducks or more/fewer stones?
- ★ How do you know?

Usuku 2

Okudingayo

- Ingoma: *Amadadana amathandathu* (iphepha 191)
- 5 amakhadi anamachokoza, anesimboli nanegama lenani 6
- Amakhadi anemifanekiso, iisimboli namachokoza amanani 1–6 (*iKiti yeziXhobo*)

1. **Ingoma:** Yazisa ingoma ethi, *Amadadana amathandathu*.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Khetha abafundi ababini abaza kutshintshana ngokubhabhazelisa amaphiko kambalwa kunesithandathu ngeli lixa abanye abafundi beqhwaba. Thelekisa inani lokuqhwaba. Buza imibuzo efana nale ibibuzwe kuSuku 1. Bonke abafundi babhabhazelisa amaphiko babale njengokuba uqhwaba ukusuka ku1 ukuya ku7.
4. **Umdlalo wamakhadi anamachokoza 1–6:** Bonisa amakhadi anemifanekiso, anamachokoza nanesimboli zamanani 1–6. Abafundi bazihlela babengamaqela ngokwenani elikwikhadi oliphakamisileyo.
5. **Itafile yemathematika:** Amaqela abafundi abathandathu aqokelela izinto ezincinci ezifanayo ngaphandle, umzekelo, izinti okanye amagqabi. Abafundi babuyela eklasini bahlale emethini ngokwamaqela abo. Iqela ngalinye lichaza ukuba ziintoni elizifumeneyo nokuba zingaphi. Xoxani ngokufana nangokwahluka phakathi kwezinto abaziqokeleleyo. Nika iqela ngalinye ileyibheli yechokoza, isimboli okanye igama lenani 6. Amaqela abeka izinto zawo nganye kunye neleyibheli yenani 6 etafileni.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.


INGCEBISO

Xa kusenziwa amaqela xoxani ngokuba ngubani onezinto ezaneleyo kuntandathu, zingaphi ezingaphezulu, njalo njalo.



Usuku 3

Okudingayo

- Ingoma: *Amadadana amathandathu* (iphepha 191)
- 7 amatye amakhulu
- 7 amadada enziwe ngentlama yokudlala/ngeplastikhi/ngeekhadibhodi
- Amakhadi anamachokoza 1–6 (*iKiti yeziXhobo*)

1. **Ingoma:** Culani ingoma, *Amadadana amathandathu* nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Abafundi bahlala kwisangqa. Balisa ibali njengokuba ubeka amatye amathandathu kunye namadada asixhenxe ukwenzela ukuba bonke abafundi bawabone.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba mangaphi amatye/amadada akhoyo?
- ★ Ingaba amadada angaphezulu/ambalwa okanye amatye angaphezulu/ambalwa?
- ★ Nikwazi njani oko?



TIP

Remind the learners holding the cards to include themselves when counting the number of learners in the group.

4. **Dot cards and ordering numbers 1–6:** Show learners dot cards 1–6. Give six learners each a dot card from 1 to 6. Ask them to make groups with friends according to the number of dots on their card.

Guiding questions:

- ★ How many will there be if the group of two learners joins with the group of three learners?
- ★ Is there a group who has the same number of learners in their group as the two groups who have joined together?

Repeat with other numbers and other learners. Learners who are not part of a group arrange the groups in order from 1 to 6.

- ★ Which group comes next?
- ★ Which group is last?

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

Day 4

What you need

- Song: *Six little ducks* (page 190)
- 7 cardboard snails
- 7 playdough/plastic/cardboard ducks
- Number line with number symbol cards 1–6

1. **Song:** Sing the song, *Six little ducks* and dramatise it with another group of learners.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and seven cardboard snails where all the learners can see them.

Guiding questions:

- ★ How many snails/ducks do you think there are?
- ★ Are there the same number of snails as ducks?
- ★ Are there more/fewer ducks or more/fewer snails? How do you know?

4. **Number 6 dance:** Together create a number 6 dance. Clap six times, jump six times, walk backwards six steps, and so on. Ask learners for suggestions.
5. **Number 6 game:** Learners close their eyes while you hide six ducks around the classroom. The learners then take turns to throw a dice. If it lands on number 6, they look for a duck. Give clues by calling out 'hot' if they are very close to finding a duck, 'cold' if they are far away and 'warm' if they are getting closer. The class counts the ducks together as they are found. They put up the matching number symbols 1–6 on the number line. A learner uses one duck to jump from 1 to 6 on the number line as the class counts.



TIP

Repeat three movements in a sequence a few times before adding new movements.



INGCEBISO

Khumbuza abafundi abaphethe amakhadi ukuba nabo bazibale xa bebala inani labafundi abakwiqela elo.

4. Amakhadi anamachokoza nokulandelelanisa amanani 1–6:

Bonisa abafundi amakhadi anamachokoza 1–6. Nika umfundi omnye kwabathandathu ikhadi elinamachokoza ukusuka ku1 ukuya ku6. Bacele ukuba benze amaqela nabahlobo babo ngokwenani lamachokoza akwikhadi labo.

Imibuzo ekhokelayo:

- ★ Baza kuba bangaphi ukuba iqela labafundi ababini lidibana neqela labafundi abathathu?
- ★ Ingaba likhona iqela elinabafundi abalingana naba bala maqela mabini adibeneyo?

Kuphinde oku ngamanye amanani kunye nabanye abafundi. Abafundi abangekho kwiqela bahlela amaqela ngolandelelwano ukusuka ku1 ukuya ku6.

- ★ Leliphi iqela elilandelayo?
- ★ Leliphi iqela lokugqibela?

5. Imisebenzi yamaqela amancinci:

Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Ingoma: *Amadadana amathandathu* (iphepha 191)
- 7 amadada enziwe ngentlama yokudlala/ngeplastikhi/ngeekhadibhodi
- 7 iinkumba ezenziwe ngeekhadibhodi
- Umgca-manani onamakhadi esimboli yamanani 1–6

1. **Ingoma:** Culani ingoma ethi, *Amadadana amathandathu* nize uyilinganise usebenzisa abafundi belinye iqela.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Beka amadada asixhenxe kunye neenkumba ezisixhenxe ezenziwe ngeekhadibhodi uzibeke apho zizakubonwa khona ngabafundi.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iinkumba/amadada akhoyo?
- ★ Ingaba inani leenkumba liyalingana nelo lamadada?
- ★ Ingaba amadada angaphezulu/ambalwa okanye iinkumba zingaphezulu/zimbalwa? Wazi njani?

4. **Umdaniso nomdlalo wenani 6:** Ninonke yenzani umdaniso we'Nani 6'. Qhwaba kathandathu, xhuma kathandathu, buya umva kathandathu, njalo njalo. Cela abafundi bakunike ezabo izimvo.
5. **Umdlalo wenani 6:** Abafundi bayacimela ngeli lixa ufihla amadada amathandathu apha eklasini. Bayatshintshana ngokuphosa idayisi. Ukuba liwela kwinani 6, baza kukhangela idada. Banike imikhondo ngokumane ukhwaza usithi 'uyatshisa' xa bekufutshane nendawo enedada, uze uthi 'uyabanda' xa bekude nendawo enedada kunye nokuthi 'ushushu' xa besondela. Iklasi ibala amadada ngokuye efumaneka. Babeka isimboli yenani ehambelana no1–6 kumgca-manani. Umfundi usebenzisa idada elinye ukuze axhume ukusuka ku1 ukuya ku6 kumgca-manani njengokuba iklasi ibala.

INGCEBISO

Phinda iintshukumo ezintathu kulandelelwano lwezihlandlo ezibalwa ngaphambi kokongeza iintshukumo ezintsha.



Guiding questions:

- ★ How many ducks have we found?
- ★ How many learners have had a turn to find a duck?
- ★ How many more ducks do we need to find to make six in the group? How do you know?

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

Day 5

What you need

- Song: *Six little ducks* (page 190)
- 7 learners' snack boxes
- Poster 5
- Masking tape/chalk

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Together count seven learners as they each fetch their snack box.

Guiding questions:

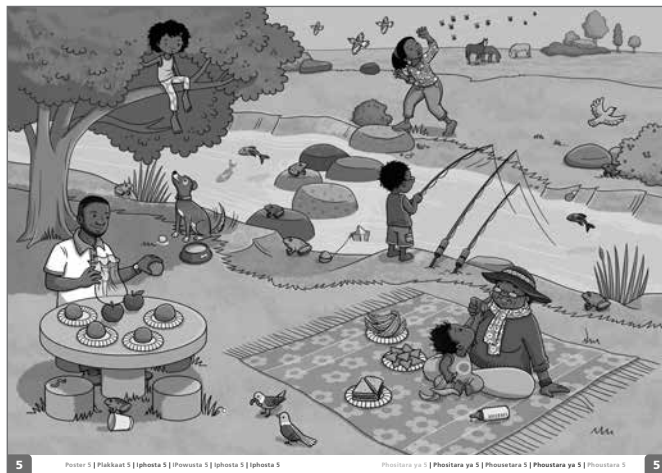
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts from 1 to 6.

Guiding questions:

- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 2/3/4 and count from there onwards as you jump?

5. **Practising 1–6:** Discuss Poster 5. Talk about what the learners can see.



Guiding questions:

- ★ Where do you think these people are?
- ★ Is there anything in this picture that you have seen before?



TIP

If learners do not use snack boxes, use other objects, for example, boxes and blocks.



TIP

Take time to discuss picnics. Move between learners to show them the poster.

Imibuzo ekhokelayo:

- ★ Sifumene amadada amangaphi?
- ★ Bangaphi abafundi abafumene ithuba lokufumana idada?
- ★ Kusafuneka sifumene amadada amangaphi ukuze sibe namathandathu kwiqela? Nazi njani?

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

Usuku 5**Okudingayo**

- Ingoma: *Amadadana amathandathu* (iphepha 191)
- IPowusta 5
- 7 izikhaftina zabafundi
- Iteyiphu yokuncamathelisa/itshokhwe

1. **Ingoma:** Culani ingoma ethi, *Amadadana amathandathu* nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–20 no7–1.
3. **Ukubala izinto 1–7:** Ninonke balani abafundi abasixhenxe ukuze emnye kubo alande isikhaftina sakhe.

Imibuzo ekhokelayo:

- ★ Ingaba ngabafundi abangaphezulu okanye zizikhaftina ezingaphezulu? Nazi njani?

Ninonke jongani okungaphakathi ezibhokisini.

- ★ Isikhaftina sinezinto ezimbini/ezintathu/ezine/ezintlanu ngaphakathi kuso?
- ★ Ingaba kukho izinto ezininzi kanye ezimbalwa kunezisixhenxe?

4. **Umzila wokuxhuma:** Sebenzisa iteyiphu yokuncamathelisa okanye itshokhwe, yenza ileli emethini apho abafundi bazakuxhuma khona njengokuba iklasi ibala ukusuka ku1 ukuya ku6.

Imibuzo ekhokelayo:

- ★ Ingaba ungaxhumela kwinani elingaphezulu ngesinye/elimbalwa ngesibini kunenani ome kulo?
- ★ Ingaba ungema kwinani 2/3/4 uze ubale ukusuka apho njengokuba ubala?

5. **Ukuziqhelisa 1–6:** Xoxani ngePowusta 5. Thethani ngoko abafundi bakubonayo.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba aba bantu baphi?
- ★ Ingaba ikhona into ekulo mfanekiso enanikhe nayibona ngaphambili?

**INGCEBISO**

Ukuba abafundi abasebenzisi zikhaftina, sebenzisa ezinye izinto, umzekelo, iikhoki kunye neebhloko.

INGCEBISO

Thathani ixesha nixoxe ngeepikiniki. Hamba-hamba phakathi kwabafundi ubabonise ipowusta.



TIP

Encourage learners to think of number questions they would like to ask.

- ✦ Can you see five/six, and so on of anything?
- ✦ How do you know it is five/six, and so on?
- ✦ How many trees do you see? How many more do we need to have six?
- ✦ How many birds do you see? What do we need to do to have six birds? And bananas?
- ✦ Are there enough rolls for each person? What can we do so that everyone has a roll?
- ✦ How many apples do you see? What should Dad do so that all the people get a piece of apple?

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

Integration

Home Language: Stories, songs and rhymes.

Life Skills: Gross motor development and direction.

Small group activities

Teacher-guided activity

What you need

- 6 ducks
- 3 large stones
- Number frieze for 6
- Playdough and boards
- A4 paper and pencils
- A tub per learner with:
 - Number symbol and number word cards 1–6 (*Resource Kit*)
 - 7 animal counters
 - Structure beads

1. **Problem solving:** Show learners six ducks. Put three stones next to three of the ducks.

Guiding questions:

- ✦ How many ducks are there?
- ✦ How many stones are there?
- ✦ Are there enough stones for each duck to sit on?
- ✦ How many ducks won't have a stone to sit on?
- ✦ How many more stones do we need for each duck to have one?

2. **Counting objects 1–7:**

Guiding questions:

Learners look at the animals in their tubs.

- ✦ Do you have more or fewer than six animal counters in your tub?

Learners each count their animals 1–7.

Look at the number frieze with the learners.

- ✦ Which number are we learning about this week?
- ✦ Is this number more or fewer than the number of animals you have?

INGCEBISO

Khuthaza abafundi ukuba bacinge ngemibuzo yenani abangathanda ukuyibuza.

- ✦ Ingaba izinto enizibonayo zingantlanu/ngantandathu, njalo njalo?
- ✦ Nazi njani ukuba zintlanu/zintandathu, njalo njalo?
- ✦ Mingaphi imithi eniyibonayo? Sidinga ibe mingaphi ukuze sibe nemithandathu?
- ✦ Zingaphi iintaka enizibonayo? Kufuneka senze ntoni ukuze sibe neentaka ezintandathu? libhanana zona?
- ✦ Ingaba iiroli ziza konela wonke umntu? Singenza njani ukuze umntu ngamnye abe neroli?
- ✦ Nibona ama-apile amangaphi? Kufuneka uTata enze ntoni ukuze bonke abantu bafumane iapile?

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

Udityaniso

ULwimi LwaseKhaya: Amabali, iingoma nezicengcelezo.

IzaKhono zoBomi: Uphuhliso lwezihlunu ezikhulu kunye nesalathiso.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 6 amadada
- 3 amatye amakhulu
- Ifrizi yenani u6
- Intlama yokudlala neebhodi
- Iphepha elinguA4 neepensile
- Isitya kumfundi ngamnye siqulethe:
 - Amakhadi aneesimboli, anamagama enani 1–6 (*iKiti yeziXhobo*)
 - 7 izixhobo zokubala ezizizilwanyana
 - Amaso okuhlela

1. **Ukusombulula ingxaki:** Bonisa abafundi amadada amathandathu. Beka amatye amathathu ecaleni kwamadada amathathu.

Imibuzo ekhokelayo:

- ✦ Mangaphi amadada akhoyo?
- ✦ Mangaphi amatye akhoyo?
- ✦ Ingaba amatye anele ukuba idada ngalinye linganelitye phezu kwalo?
- ✦ Mangaphi amadada angazukuba nalitye eliza kuba phezu kwalo?
- ✦ Sidinga amanye amatye amangaphi ukuze idada ngalinye libe nelalo?

2. **Ukubala izinto 1–7:**

Imibuzo ekhokelayo:

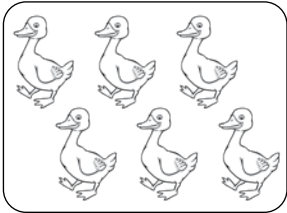
Abafundi bajonga izilwanyana ezisezityeni zabo.

- ✦ Ingaba unezixhobo zokubala ezizizilwanyana ezingaphezulu okanye ezimbalwa kunesithandathu esityeni sakho?

Umfundi ngamnye ubala izilwanyana zakhe 1–7.

Jonga ifrizi yamanani kunye nabafundi.

- ✦ Leliphi inani esifunda ngalo kule veki?
- ✦ Ingaba eli nani lingaphezulu okanye lingaphaantsi kunezilwanyana onazo?



Together count the ducks on the animal frieze.

- ★ What do you need to do so that you have only six animals in your group?
- ★ Put three animals back into your tub. How many animals do you now have on the mat in front of you?
- ★ How many eyes do your three animals have altogether? How many ears?

3. **More, fewer, equal:** Learners make two groups with the six animals from their tubs.

Guiding questions:

- ★ Which group has more/fewer?
- ★ Who has the same number of animals in each group?
- ★ What do you need to do to make your groups equal? (If they were not equal.)

4. **Matching number symbols 1–6 to objects:** Learners look at their number symbol cards from their tub and at the number frieze.

Guiding questions:

- ★ Can you show me number 1, 4, and so on?
- ★ Can you show me the number that comes before/after 3/5, and so on?

Play a game by hiding your hands behind your back. Show between one and six fingers. The learners count animals to match your fingers and choose the matching number symbol and word card. Repeat a few times.

5. **Structure beads:** Learners use the structure beads to count.

Guiding questions:

- ★ Can you show me four beads, two more beads than 4, three fewer beads than 6, and so on?

Learners hold two beads in their hand.

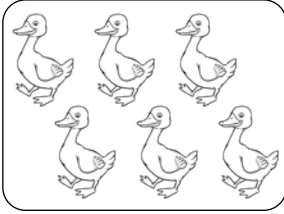
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Check that learners are able to:

- count objects 1–7
- identify more, fewer and make two equal groups
- recognise, name and match objects to number symbols 1–6
- solve problems up to 6



Ninonke balani amadada akhoyo kwifrizi yezilwanyana.

- ★ Nidinga ukuba nenze ntoni ukuze nibe nezilwanyana ezintandathu kuphela kwiqela lenu?
- ★ Buyiselani izilwanyana ezintathu esityeni senu. Zingaphi ngoku izilwanyana eninazo emethini ephambi kwenu?
- ★ Izilwanyana zenu ezintathu zinamehlo amangaphi? Zingaphi iindlebe?

3. **Ngaphezulu, ngaphantsi, linganayo:** Abafundi benza amaqela amabini anezilwanyana ezintandathu ezithathwe ezityeni zabo.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elinezininzi/zimbalwa?
- ★ Ngubani onenani elifanayo lezilwanyana kwiqela ngalinye?
- ★ Kufuneka nenze ntoni ukuze amaqela enu alingane? (Ukuba ebengalingani.)

4. **Ukutshatisa iisimboli zamanani 1–6 nezinto:** Abafundi bajonga amakhadi aneesimboli zenani ezityeni zabokwifrizi yamanani.

Imibuzo ekhokelayo:

- ★ Ningandibonisa inani 1, 4, njalo njalo?
- ★ Ningandibonisa inani eliza ngaphambi/ngasemva kuka3/5, njalo njalo?

Dlalani umdlalo wokufihla izandla zakho ngasemva. Bonisa iminwe ephakathi komnye nemithandathu. Abafundi babala izilwanyana ukuze bazitshatise neminwe yakho baze bakhethe ikhadi lesimboli kunye negama lenani elihambelana nalo. Kuphinde oku izihlandlo ezimbalwa.

5. **Amaso okuhlela:** Abafundi basebenzisa amaso okuhlela babale ngawo.

Imibuzo ekhokelayo:

- ★ Ningandibonisa amaso amane, amaso amabini ngaphezu kuno4, amaso ambalwa ngesithathu kuno6, njalo njalo?

Abafundi bafumbatha amaso amabini ezandleni zabo.

- ★ Nidinga amaso amangaphi ukuze nibe na4?
- ★ Ingaba ningongeza iso elinye okanye amabini?
- ★ Ngoku ninamaso amangaphi?
- ★ Ingaba ningakwazi ukususa libe linye/abe mabini?
- ★ Ninamaso amangaphi ngoku?

6. **Ukuziqhelisa inani 6 usebenzisa intlama yokudlala:** Abafundi benza isimboli yenani 6 ngentlami yokudlala. Nika inkxaso kubafundi asele bekulungele ukubhala u6.



Qwalasela ukuba abafundi bayakwazi uku-:

- bala izinto 1–7
- chonga ezingaphezulu, ezimbalwa kwa nokwenza amaqela alinganayo
- qaphela, ukunika igama baze batshatise izinto neesimboli zamanani 1–6
- sombulula iingxaki ukuya kutsho ku6

**TIP**

Place number cards on the table for learners to copy if the number line is too far away.

Workstation 1**What you need**

- Blank A4 page in a plastic sleeve – 1 per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number line
- Counters (*Resource Kit*)

Learners write number 1 with kokis using the number line as a guide. They count out the number of counters (one) to match this. Repeat with numbers 2–6.

Workstation 2**What you need**

- Playdough
- Playdough template: Number 6 (page 210) – 1 per learner

The learners use playdough to complete the template.

Workstation 3**What you need**

- Per pair of learners:
 - One dice
 - A container with Unifix blocks

Learners take turns in pairs to roll the dice and stack the matching number of Unifix blocks to make a tower. They then roll the dice again and add more Unifix blocks to their tower according to the number on the dice.

**Workstation 4****What you need**

- Number and picture matching cards 1–6

Learners choose cards. They find the matching number and picture cards.

**TIP**

This can be explained as a snap or memory game if learners are able to play independently.

INGCEBISO

Beka amakhadi amanani etafileni ukuze abafundi bakhuphe xa umgca-mamani ukude kakhulu nabo.

Isitishi sokusebenzela 1

Okudingayo

- Iphepha elinguA4 elingabhalwanga elikwisingxotyana seplastikhi – 1 kumfundi ngamnye
- Iikhoki zokubhala ebhodini
- Ilaphu kwisibini ngasinye sabafundi
- Umgca-mamani
- Izixhobo zokubala (*iKiti yeziXhobo*)

Abafundi babhala inani 1 ngekhoki besebenzisa umgca-mamani njengesikhokelo. Babala ngokuvakalayo inani lezixhobo (nye) ukuze bakutshatise oku. Kuphinde oku usebenzisa amanani 2–6.

Isitishi sokusebenzela 2

Okudingayo

- Intlama yokudlala
- Ithempleyithi yentlama yokudlala: Inani 6 (iphepha 211) – 1 kumfundi ngamnye

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi.

Isitishi sokusebenzela 3

Okudingayo

- Kwisibini ngasinye sabafundi: – Idayisi elinye
- Isikhongozeli esineetyhubhu zeUnifix

Abafundi bayatshintshana ngababini ngokuphosa idayisi baze bapakishe iibhloko zeUnifix ukwenza isakhiwo. Emva koko baphosa idayisi kwakhona neebhloko zeUnifix ngokwenani elikwidayisi.



INGCEBISO

Oku kunokucaciseka njengomdlalo katshe okanye wenkumbulo ukuba abafundi bayakwazi ukuzidlalela bebedwa.

Isitishi sokusebenzela 4

Okudingayo

- Amakhadi emanani nanemifanekiso ehambelanayo 1–6

Abafundi bakhetha amakhadi. Bafumana amakhadi anenani nemifanekiso ehambelanayo.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 7
- Oral counting: backwards 10–1
- Counting objects 1–10

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Sequencing numbers 1–6
- Two/three more/fewer
- Add, take away
- Reinforce number concept 1–6

New maths vocabulary

seven

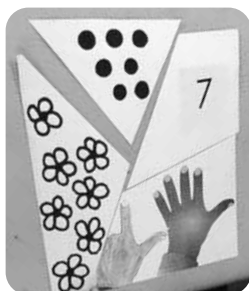
as many as

difference between

Getting ready

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

- number frieze and house template for number 7 (page 206)
- 7 cardboard cut-outs of frogs (5 brown and 2 green)
- washing line with number symbol cards 1–7
- 5 number 7 dot, symbol and word cards
- number 7 dot cards with the dots arranged differently on each one
- 7 A5 cards each with a number from 1 to 7 and string to make number necklaces
- playdough flies
- number dot cards 1–7, one set per learner
- playdough template: Number 7 (page 212) – 1 per learner
- playdough – enough for two activities
- 1 paper cup per learner
- a container with bottle tops/beads to fill the cups
- an A4 page per learner with a picture of two jars, labelled with a number symbol between 1 and 7 (see Workstation 2)
- paper cut-outs of different coloured sweets (see Workstation 2)
- number puzzles (1–7).



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Qaphela walathe iisimboli zamanani kunye namanani angamagama
- Chaza, thelekisa uze ulandelelanise amanani

Ulwazi olutsha

- Inani 7
- Ukubala ngomlomo: ukubuyela umva 10–1
- Ukubala izinto 1–10

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20 nokubuyela umva 7–1
- Ukulandelelanisa amanani 1–6
- Ezimbalwa/ngaphezulu ngezizimbi/ntathu
- Dibanisa, thabatha
- Bethela ingqikelelo-manana 1–6

Isigama esitsha semathematika

sixhenxe

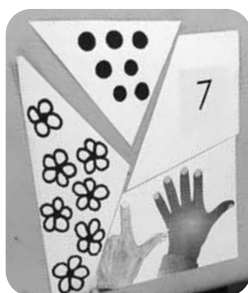
kaninzi kangange-

umahlako phakathi kwe-

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iifrizi zamanani nethempleyithi yendlu yenani 7 (iphepha 207)
- 7 amasele asikwe kwiikhadibhodi (5 amdaka ngombala kunye nama2 amhlophe)
- ucingo lokoneka elinamakhadi esiimboli zamanani 1–7
- 5 amakhadi anamachokoza, aneesimboli nanamagama enani 7
- amakhadi anamachokoza enani 7 abekwe ngendlela engafaniyo kulo ngalinye
- 7 yamakhadi anguA5 lilinye kuwo libe nenani elisuka ku1 ukuya ku7 kunye nomsonto ekuza kwenziwa ngawo izihombiso zomqala zamanani
- iimpukane ezenziwe ngentlama yokudlala
- amakhadi anamachokoza 1–7, isethi enye kumfundi ngamnye
- ithempleyithi yentlama yokudlala: Inani 7 (iphepha 213) – 1 kumfundi ngamnye
- intlama yokudlala – eyanele imisebenzi emibini
- 1 ikomityi yephepha kumfundi ngamnye
- isikhongozeli esineziciko zeebhottle/amaso okugcwalisa ikomityi
- iphepha elinguA4 kumfundi ngamnye libe nemifanekiso yezikhongozeli ezimbini, ezibhalwe isimboli yenani eliphakathi kuka1 no7 (jonga kwiSitishi sokusebenzela 2)
- imifanekiso esikiweyo yelekese ezimibalabala (jonga kwiSitishi sokusebenzela 2)
- iiphazili zamanani (1–7).



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- *Number 7 story* (page 192)
- Number frieze and house template for number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Hold up one finger at a time and together count 1–10. Learners turn to a partner and take turns to count one another's fingers.



TIP

If possible, ask learners to bring a pair of gloves to school. Show an example and discuss what they understand by the word 'pair' (a set of two things used together). They can think of pairs on their bodies, for example, hands, legs, eyes, and so on.

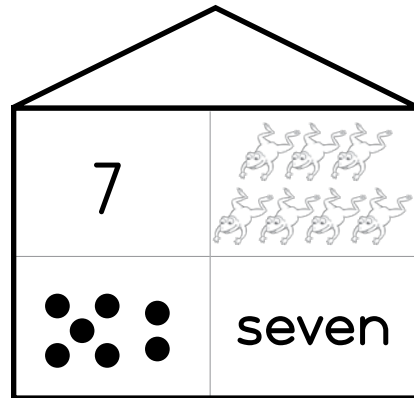
Guiding questions:

- ★ How many fingers do you have on both hands?
 - ★ What else do we have ten of on our bodies?
4. **Introducing number 7:** Point to number friezes 1–6.

Guiding questions:

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

Tell the *Number 7 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 7, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to number 6 on the wall in the maths area. Count the frogs together.



Guiding questions:

- ★ How many more frogs are there than ducks?
- ★ How many fewer monkeys are there than frogs?
- ★ What number comes before 5/6; after 3/4, and so on?

Dramatise being a frog.

- ★ What noise does a frog make?
- ★ Can you show me how they move/eat?
- ★ How many eyes will one frog/two frogs/three frogs have?

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



TIP

Before introducing new knowledge, ask learners what number they have been counting back from, and how many objects they have been counting up to.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- *Ibali lenani 7* (iphepha 193)
- Iifrizi zamanani nethempleyithi yendlu yenani 7 (iphepha 207)

1. **Ingoma:** Culani ingoma ethi, *Amasele aluhlaza asixhenxe anamachokoza*.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Phakamisa umnwe omnye ngexesha nize ninonke nibale 1–10. Abafundi bajonga kwiqabane baze batshintshisane ngokubalama iminwe yabo.



INGCEBISO

Ukuba kunokwenzeka, cela abafundi beze neeglavu esikolweni. Yenza umzekelo nize nixoxe oko bakuqondayo ngegama 'isibini' (isethi yezinto ezimbini ezisetyenziswa kunye). Basenokucinga ngezinto ezingambini emizimbeni yabo, umzekelo. izandla, imilenze, amehlo, njalo njalo.

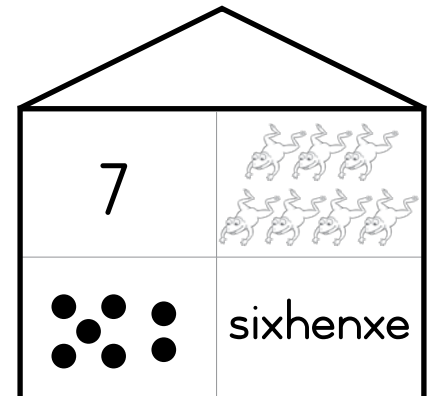
Imibuzo ekhokelayo:

- ★ Mingaphi iminwe onayo kwizandla zozibini?
 - ★ Yeyiphi enye into esineshumi lazo?
4. **Ukwazisa inani 7:** Yalatha kwiifrizi zamanani 1–6.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba zingaphi izilwanyana eziza kuhlala kule ndlu ilandelayo?
- ★ Ingaba ziza kubangaphezulu okanye mbalwa kunesithandathu?

Balisa *Ibali lenani 7*. Bonisa iinxenye zefrizi yenani njengoko uqhubeka nebali lezilwanyana kunye nemifanekiso yendlu: iindela ezahlukileyo zokubonakalisa inani 7, umzekelo, umfanekiso, amachokoza, isimboli kunye negama. Bonisa iinxenye zefrizi endlini yesilwanyana ecaleni kwenani 6 kudonga olukwindawo yemathematika. Balani kunye amasele.



Imibuzo ekhokelayo:

- ★ Angaphezulu ngamangaphi amasele kunamadada?
 - ★ Zibalwa ngezingaphi iinkawu kunamasele?
 - ★ Leliphi inani eliza phambi kuka5/6; emva kuka3/4, njalo njalo? Linganisa ukuba lisele.
 - ★ Lenza ingolo enjani isele?
 - ★ Ningandibonisa ukuba ahamba/atya/ema njani?
 - ★ Mangaphi amehlo esele elinye/amabini/amathathu?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



INGCEBISO

Ngaphambi kokuba wazise ulwazi olutsha, buza abafundi ukuba leliphi inani ebebebala besuka kulo bebuya umva, kwaye zingaphi izinto ebebebala baye kufika kuzo.

Day 2

What you need

- Song: *Seven green speckled frogs* (page 192)
- Song: *One little, two little* (page 192)
- Dot, picture and number symbol cards 1–7 (*Resource Kit*)
- 5 number 7 dot, symbol and word cards

1. **Song:** Sing the song, *Seven green speckled frogs* and dramatise it.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Sing, *One little, two little*, while showing fingers 1–10.
4. **Dot cards 1–7 game:** Play the 'grouping game' from Week 2 (page 44: Activity 4, Day 3) to get learners into groups of seven. Use dot, picture and number symbol cards 1–7.
5. **Maths table:** Groups of seven learners collect seven similar small objects inside or outside the classroom, for example, blocks, kokis, stones or waste materials. 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 a number 7 dot, symbol and word card to each group. One group at a time puts their objects and number 7 cards on the table.



TIP

Learners can collect seven waste items from home or on the playground for recycling.



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

Day 3

What you need

- Song: *Seven green speckled frogs* (page 192)
- 7 cardboard cut-outs of frogs
- Dot cards for 1–7
- Dot cards for 7 (with different dot arrangements)
- Number friezes 1–6
- Number frieze: Number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*. Use the pictures as you sing the song.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 2.

Usuku 2

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- Ingoma: *Omnye omncinci, emibini emincinci* (iphepha 193)
- Amakhadi anamachokoza, anemifanekiso kunye naneesimboli zamanani 1–7 (*iKiti yeziXhobo*)
- 5 amakhadi anamachokoza, aneesimboli nanagama lenani 7

1. **Ingoma:** Culani ingoma ethi, *Amasele aluhlaza asixhenxe anamachokoza* nize niyilinganise.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Culani ingoma ethi, *Omnye omncinci, emibini emincinci*, ngeli lixa niphakamise iminwe 1–10.
4. **Umdlalo wamakhadi anamacokoza 1–7:** Dlalani 'umdlalo wokubeka ngokwamaqela' owenziwe kwiVeki 2 (iphepha 45: Umsebenzi 4, Usuku 3) ukwenza abafundi babengamaqela angasixhenxe. Sebenzisa amakhadi anamachokoza, imifanekiso kunye neesimboli zamanani 1–7.
5. **Itafile yemathematika:** Amaqela abafundi abasixhenxe aqokelela izinto ezincinci ezifanayo ngaphakathi nangaphandle eklasini, umzekelo, iibhloko, iikhoki, amatye, njalo njalo. Abafundi bayabuyela baye kuhlala emethini ngokwamaqela abo. Iqela ngalinye lichaza izinto elizifumeneyo, nokuba zingaphi abazifumeneyo. Xoxani ngokufana kwanangokwahluka phakathi kweengqokelela. Nika iqela ngalinye ikhadi elinamachokoza, isimboli okanye igama lenani 7. Amaqela abeka izinto zawo nganye nganye kunye neleyibhile yenani 7 etafileni.
6. **Imisebenzi yamaqela amancinci:** Chaza kwimisebenzi kwisitishi sokusebenzela ngasinye.



INGCEBISO

Abafundi bangaqokelela izinto ebezikhe zasetyenziswa eziyinkunkuma yasekhaya okanye ezikwibala lokudlala ukuze zisetyenziswe kwakhona.

Usuku 3

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- 7 amasele asikwe kwikhadibhodi
- Amakhadi anamachokoza 1–7
- Amakhadi anamachokoza ka7 (abekwe ngeendlela ezingafaniyo)
- Iifrizi zamanani 1–6
- Ifrizi yenani: Inani 7 (iphepha 207)

1. **Ingoma:** Culani ingoma ethi, *Amasele aluhlaza asixhenxe anamachokoza*. Sebenzisa imifanekiso njengokuba nicula ingoma.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 2.

4. **Dot cards and ordering 1–7:** Slowly show learners the dot cards 1–7. They clap when they see the card with seven dots. Show learners combinations of dot cards that make seven. Start with the dot cards for 3 and 4.

Guiding questions:

- ★ How many dots are there? (3)
- ★ How many dots are there? (4)
- ★ How many dots are there if we put the cards (3 and 4) together?

Repeat with other dot card combinations.

- ★ Are there any cards that we haven't used that we can put together to make seven dots?

Place the dot cards where learners can see them. They take turns to choose two cards that make up the number 7.

Show the dot cards for 7 that have different arrangements of dots.

Guiding questions:

- ★ How many dots are there on each card?

Learners take turns to match dot cards for 1–7 to numbers on the number friezes. They place these in the correct order on the wall.

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

Day 4

What you need

- Song: *Seven green speckled frogs* (page 192)
- 15 pairs of gloves or cardboard hand cut-outs
- 7 number 1–7 necklaces
- 7 cardboard frogs
- Number friezes 1–7

1. **Song:** Sing the song, *Seven green speckled frogs* together and then look at number friezes 1–7.

Guiding questions:

- ★ How many houses can you see?
- ★ How many frogs are there in the song?
- ★ Are there enough houses for us to put one frog in each house?

Learners attach a frog to each house.

2. **Oral counting:** 1–20 and 10–1.

3. **Counting objects 1–10:** Learners count the fingers on a pair of gloves.

Guiding questions:

- ★ Are there as many fingers on the gloves as you have on your hands?
- ★ Have you seen gloves that have more/fewer than ten fingers?

4. **Practising and ordering 1–7:** Create a 'Number 7' dance, for example, stamp seven times, nod seven times and sway seven times.



TIP

This can be done in pairs, small groups or individually depending on the number of pairs of gloves. Use cardboard hand cut-outs if learners do not bring gloves.

4. **Amakhadi anamachokoza nolandelelaniso 1–7:** Bonisa abafundi amakhadi anamachokoza 1–7. Bayaqhwaba xa bebona ikhadi elinamachokoza asixhenxe.

Bonisa abafundi amakhadi anamachokoza aneendibanisela ezenza isixhenxe. Qala ngamakhadi anamachokoza ka3 no4.

Imibuzo ekhokelayo:

- ✦ Mangaphi amachokoza akhoyo? (3)
- ✦ Mangaphi amachokoza akhoyo? (4)
- ✦ Mangaphi amachokoza akhoyo ukuba sibeka amakhadi (u4 no3) ndawonye?

Kuphinde oku usebenzisa amanye amakhadi anamachokoza.

- ✦ Ingaba akhona amakhadi esingakhange siwasebenzise nesinokuwadibanisa ukuze sifumane amachokoza asixhenxe?

Beka amakhadi anamachokoza kwindawo abaza kuwabona kuyo.

Bayatshintshisana ngokukhetha amakhadi amabini enza inani 7.

Bonisa ngamakhadi anamachokoza ka7 abekwe ngenye indlela amachokoza asixhenxe.

Imibuzo ekhokelayo:

- ✦ Mangaphi amachokoza akhoyo kwikhadi ngalinye?

Abafundi batshintshana ukutshatisa amakhadi anamachokoza ka1–7 kunye namanani akwiifrizi. Bawabeka ngokokulandelelana kwawo edongeni.

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

Usuku 4

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- 15 yeepere zeeglavu okanye izandla ezisikwe kwiikhadibhodi
- 7 izihombiso zomqala zamanani 1–7
- 7 amasele enziwe ngeekhadibhodi
- lifrizi zamanani 1–7

1. **Ingoma:** Culani ingoma ethi, *Amasele aluhlaza asixhenxe anamachokoza* ninonke nize nijonge kwiifrizi zamanani 1–7.

Imibuzo ekhokelayo:

- ✦ Zingaphi izindlu enizibonayo?
- ✦ Mangaphi amasele akule ngoma?
- ✦ Ingaba kukho amasele aneleyo ukuba angafakwa kwindlu nganye? Abafundi bancamathelisa iseke kwindlu nganye.

2. **Ukubala ngomlomo:** 1–20 no10–1.

3. **Ukubala izinto 1–10:** Abafundi babala iminwe kwisibini seeglavu.

Imibuzo ekhokelayo:

- ✦ Ingaba iglavu ineminwe emininzi elingana naleyo isezandleni zakho?
- ✦ Ingaba wawukhe wazibona iiglavu ezininzi engaphezu/embalwa kunelishumi?

4. **Ukuziqhelisa nokulandelelanisa 1–7:** Yenza umdaniso we-‘Nani 7’, umzekelo, ngqisha kasixhenxe, nqwala kasixhenxe, hexa kasixhenxe.

INGCEBISO

Oku kusenokwenziwa ngezibini, kumaqela amancinci okanye ngumntu ngamnye, kuxhomekeke kwini leeglavu ezikhoyo. Sebenzisa izandla ezisikwe kwiikhadibhodi ukuba abafundi ukuba abafundi abezanga nazo iiglavu.

TIP

Discuss with learners why they need to call 'one fewer' than the number written on their necklace.

Seven learners wear a number necklace with a number from 1 to 7 on it. The other learners guide the seven learners with necklaces to stand in order from 1 to 7. Then each learner with a necklace creates a group to match the number on their necklace. Those remaining count the numbers in the groups and point to the matching number frieze.

Guiding questions:

- ★ How many friends do you need to call if you have the number 5/6, and so on?

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

Day 5

What you need

- Song: *Seven green speckled frogs* (page 192)
- 10 pairs of gloves or cardboard hand cut-outs
- Masking tape or chalk
- Poster 3
- Beanbag

1. **Song:** Sing the song, *Seven green speckled frogs* together.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Together count ten learners to sit in a row and place one pair of gloves in front of each learner.

Guiding questions:

- ★ How many pairs of gloves are there on the mat?
- ★ Are there enough for each of these ten learners?
- ★ How can we check?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–7.

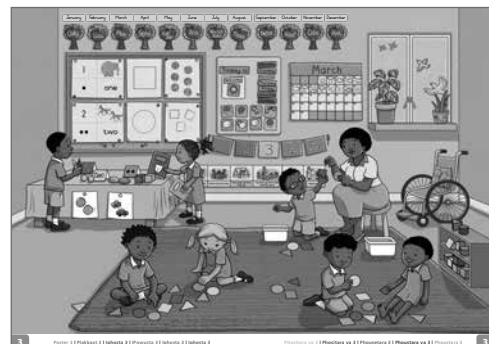
Guiding questions:

- ★ Can you jump to the number that is one more/two fewer/ two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/5/6 and count from there onwards as you jump?
- ★ Can you throw the beanbag to the number that is one more than 6?

5. **Practising 1–7:** Discuss Poster 3. Talk about what the learners can see.

Guiding questions:

- ★ In what way does this classroom look the same/ different to yours?
- ★ Can you see seven/six, and so on of anything?
- ★ Are there more learners standing, or more learners sitting?
- ★ How many trees on the birthday chart have more than one name?



TIP

Tie each pair of gloves or hand cut-outs together.

INGCEBISO

Xoxa nabafundi ngokuba kutheni kufuneka babize umfundi onenani 'elingaphantsi ngesinye' kwinani elibhalwe kwisihombiso sabo somqala.

Abafundi abasixhenxe 'banxiba' isihombiso somqala esinamanani u1 ukuya ku7. Abanye abafundi bakhokela abafundi abasixhenxe bebasa kwindawo efanelekileyo ukusuka ku1 ukuya ku7. Emva koko umfundi ngamnye onesihombiso somqala wenza iqela eliza kuhambelana nenani abalinxibileyo. Abo bashiyekileyo babala amanani kumaqela baze balathe kwifrizi yamanani ehambelana nawo.

Imibuzo ekhokelayo:

- ✦ Bangaphi abahlobo ofanele ubabize ukuba unenani 5/6, njalo njalo?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 5

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- 10 iipere zeeglavu okanye izandla ezisikwe kwiikhadibhodi
- Iteyiphu yokuncamathelisa okanye itshokhwe
- IPowusta 3
- Ingxowana yeembotyi

1. **Ingoma:** Culani ingoma ethi, *Amasele aluhlaza asixhenxe anamachokoza* ninonke.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Ninonke balani abafundi abalishumi ukuba bahlale emgceni uze ubeke ipere enye yeeglavu phambi komfundi ngamnye.

Imibuzo ekhokelayo:

- ✦ Zingaphi iipere zeeglavu ezikhoyo emethini?
 - ✦ Ingaba zanele ukuze umfundi ngamnye afumane?
 - ✦ Singakufumanisa njani oko?
4. **Umzila wokutsibatsiba:** Sebenzisa iteyiphu yokuncamathelisa okanye itshokhwe wenze ileli emethini ukuze abafundi batsibatsibe kuyo, ngeli lixa iklasi ibalayo 1–7.

Imibuzo ekhokelayo:

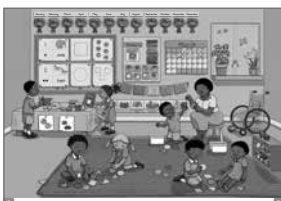
- ✦ Ningakwazi ukutsibela kwinani elingaphezulu ngesinye/elimbalwa ngesibini/elingaphezulu ngesibini/elingengaphantsi ngesithathu kwinani enimi kulo?
 - ✦ Ningakwazi ukuma phezu kwenani 4/5/6 nize nibale ukusuka apho niqhubeke njengokuba nitsiba?
 - ✦ Ningakwazi ukuphosela ingxowana yeembotyi kwinani elingaphezulu ngesinye ku6?
5. **Ukuziqhelisa 1–7:** Xoxani ngePowusta 3. Thetha ngoko abafundi bakubonayo.

Imibuzo ekhokelayo:

- ✦ Le klasi ikhangeleka ifana/yahlukile njani kweyenu?
- ✦ Zikhona izinto ezisixhenxe/ezintandathu, enizibonayo?
- ✦ Ingaba kukho abafundi abaninzi abamileyo, okanye abafundi abaninzi abahleliyo?
- ✦ Mingaphi imithi kwitshathi yemihla yokuzalwa enamagama angaphezu kwelinye?

INGCEBISO

Qhinela ndawonye ipere yeeglavu okanye izandla ezisikwe kwikhadibhodi.



- ★ Which numbers could we add to the number washing line? Why those numbers?
 - ★ Which number comes before/after/between ____?
 - ★ Seven birds fly past the window. If we can see four how many have flown past?
 - ★ Together two learners have seven shapes. If one of the learners has five shapes, how many shapes does the other learner have?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Create stories and songs about frogs and numbers using familiar tunes.

Small group activities

Teacher-guided activity

What you need

- 7 cardboard cut-outs of frogs
- 7 playdough flies (small balls of playdough)
- 2 plastic lids or paper plates per learner
- A tub per learner with:
 - Number dot cards 1–7
 - Number symbol and word cards 1–7 (*Resource Kit*)
 - 7 counters
 - A ball of playdough

1. **Word problems:** Look at the seven frogs and seven playdough flies.

Guiding questions:

 - ★ Six frogs each eat a fly. How many flies are left?
 - ★ How do you know? Tell me how you got your answer.
2. **Practising more than, fewer than, equal to:** Look at the seven frogs and seven flies again.

Guiding questions:

 - ★ Are the number of frogs more than, fewer than or equal to the number of flies?

Count the frogs and the flies together.
3. **Add, take away:** Learners use counters to represent the frogs. Ask them to show you seven frogs (using counters).

Guiding questions:

 - ★ How many frogs will be left if you take away three frogs?
 - ★ If we add two frogs. How many frogs do you have now?

Learners use the counters in their tubs to represent and solve problems – for example:

 - ★ Five frogs are looking for flies. Some frogs are green and some are brown. Two of the frogs are brown. How many frogs are green?
 - ★ How do you know? Tell me how you got your answer.



TIP

Always ask learners to explain how they solved the problem, or how they got their answers.

- ✦ Ngawaphi amanani esinokuwongeza kucingo lokoneka amanani? Kutheni ingaloo manani?
 - ✦ Leliphi inani eliza ngaphambi/emva/phakathi _____?
 - ✦ lintaka ezisixhenxe zibhabha zigqitha efestileni. Ukuba sibona ezine, zingaphi ezisele zigqithile?
 - ✦ Bekunye abafundi ababini baneemilo ezisixhenxe. Ukuba omnye wabafundi uneemilo ezintlanu, zingaphi iimilo anazo umfundi omnye yena?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Udityaniso

ULwimi LwaseKhaya nezaKhono zoBomi: Qambani amabali neengoma ezingamasele kunye namanani nisebenzisa izingqi eziqhelekileyo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- 7 amasele asikwe kwiikhadibhodi
- 7 iimpukane zentlama yokudlala (iibholana zentlama yokudlala)
- 2 iziciko zeplastikhi okanye iipleyiti zephepha kumfundi ngamnye
- Isitya kumfundi ngamnye siqulethe:
 - Amakhadi anamachokoza amanani 1–7
 - Amakhadi aneesimboli namagama amanani 1–7 (*iKiti yeziXhobo*)
 - 7 izixhobo zokubala
 - Ibhola yentlama yokudlala

1. **lingxaki zamagama:** Jonga amasele asixhenxe kunye neempukane ezisixhenxe.

Imibuzo ekhokelayo:

 - ✦ Amasele amathandathu lilinye kuwo litya impukane. Zingaphi iimpukane ezishiyekileyo?
 - ✦ Nikwazi njani oko? Ndichazeleni ukuba niyifumene njani na impendulo yenu.
2. **Ukuziqhelisa uninzi kune-, mbalwa kune-, lingana ne-:** Jonga amasele asixhenxe kunye neempukane ezisixhenxe kwakhona.

Imibuzo ekhokelayo:

 - ✦ Ingaba inani lamasele lingaphezulu, limbalwa okanye liyalingana nenani leempukane?

Balani amasele kunye neempukane.
3. **Dibanisa, thabatha:** Abafundi basebenzisa izixhobo zokubala ukumela amasele. Bacele bakubonise amasele asixhenxe (basebenzisa izixhobo zokubala).

Imibuzo ekhokelayo:

 - ✦ Mangaphi amasele azakushiyeka ukuba nithabatha amasele amathathu?
 - ✦ Ukuba songeza amasele amabini. Ninamasele amangaphi ngoku? Abafundi basebenzisa izixhobo zokubala ezisezityeni zabo ukumela kwanokusombulula iingxaki – umzekelo:
 - ✦ Amasele amahlanu akhangela iimpukane. Ezinye ziluhlaza zize ezinye zibe mdaka ngombala. Amabini kula masele amdaka ngombala. Mangaphi amasele amhlophe?
 - ✦ Nikwazi njani oko? Ndichazeleni ukuba niyifumene njani impendulo yenu.

INGCEBISO

Hlala ubacela abafundi bacacise ukuba bayisombulule njani na ingxaki, okanye bazifumene njani na impendulo zabo.

- ★ A green frog has two flies. A brown frog has four flies. How many more flies does the brown frog have than the green frog?
 - ★ How do you know? Tell me how you got your answer.
4. **Counting objects 1–10 and 10–1:** Learners make and count 10 flies each. They count backwards from 10 to 1.
- Guiding questions:**
- ★ Can you show me 4/7, and so on flies?
5. **Practising numbers 1–7:** Learners take out a number symbol card. They build a tower with the Unifix blocks to match this. They match their dot cards and number word cards to their number symbol and tower.
- Guiding questions:**
- ★ Does your tower have the same number of Unifix blocks as the number of flies I have?
 - ★ Does your tower have the same number of Unifix blocks as the number of frogs?
6. **Shake and break:** Learners use seven counters to shake and break. Discuss how the learners have broken up 7.
- Compare groups by asking learners to put three counters on one lid and four on the other.
- Guiding questions:**
- ★ Which lid has the most counters?
- Ask learners to put six counters on one lid and one on the other.
- ★ Which lid has fewer counters?
 - ★ How many fewer?
- Ask learners to put four counters on one lid and one on the other.
- ★ How could we make the counters on each lid equal?
7. **Dice:** Roll the dice. Learners quickly say the number of dots on the dice.
8. **Practising number 7 using playdough:** The learners make the number symbol 7 out of playdough. Support learners who are ready to write 7.



Check that learners are able to:

- count objects 1–10
- count backwards 10–1
- identify more, fewer and equal
- recognise, match, name and order number symbols, number words and dot cards 1–7
- match objects with dot cards 1–7
- solve addition and subtraction problems to 7
- identify dots 1–6 on a dice

- ✦ Isele eliluhlaza lineempukane ezimbini. Isele elimdaka ngombala lineempukane ezine. Zingaphezulu ngezingaphi iimpukane elinazo isele elimdaka ngombala kwezo zesele eliluhlaza?
 - ✦ Nikwazi njani oko? Khanindichazele ukuba niyifumene njani impendulo yenu.
4. **Ukubala izinto 1–10 no10–1:** Abafundi benza baze babale iimpukane ezi10. Babala bebuya umva ukusuka ku10 besiya ku1.
- Imibuzo ekhokelayo:**
- ✦ Ningandibonisa iimpukane ezi4/7, njalo njalo?
5. **Ukulandelelanisa amanani 1–7:** Abafundi bathatha isimboli yenani ibenye. Bakha isakhiwo esikhulu besebenzisa iibhloko ze*Unifix* ukutshatisa oku. Batshatisa amakhadi anamachokoza nawamagama amanani abo kunye nesimboli yenani kwanesakhiwo.
- Imibuzo ekhokelayo:**
- ✦ Ingaba isakhiwo sakho sinenani elilinganayo neleebhloko ze*Unifix* nenani endinalo leempukane?
 - ✦ Ingaba isakhiwo sakho sinenani elilinganayo neleebhloko ze*Unifix* nenani lamasele?
6. **Hlukuhla uchithe:** Abafundi basebenzisa izixhob zokubala ezisixhenxe ukuze bahlukuhle baze bachithe. Xoxa ngendlela abafundi abamchithachithe ngayo u7.
- Thelekisa amaqela ngokucela abafundi babeke izixhobo zokubala ezintathu phezu kwesiciko baze babeke ezine kwesinye.
- Imibuzo ekhokelayo:**
- ✦ Sesiphi isiciko esinezixhobo zokubala ezininzi?
- Cela abafundi ukuba babeke izixhobo zokubala ezintandathu kwesinye isiciko baze babeke ezine kwesinye.
- ✦ Sesiphi isiciko esinezixhobo zokubala ezimbalwa?
 - ✦ Zimbalwa ngezingaphi?
- Cela abafundi ukuba babeke izixhobo zokubala ezine kwesinye isiciko nenye phezu kwesinye.
- ✦ Singenza njani ukuba zilingane izixhobo zokubala kwisiciko ngasinye?
7. **Idayisi:** Qengqa idayisi. Abafundi bakhawuleza bachaze ukuba mangaphi amachokoza akwidayisi.
8. **Ukuziqhelisa inani 7 besebenzisa intlama yokudlala:** Abafundi benza isimboli yenani 7 besebenzisa intlama yokudlala. Baxhase abafundi abasele bekulungele ukubhala u7.



Qwalasela ukuba abafundi bayakwazi uku-:

- bala izinto 1–10
- bala bebuya umva 10–1
- alatha ngaphezulu, mbalwa kunye nolinganayo
- qaphela, ukutshatisa, ukuchaza igama kwanokulandelelanisa amakhadi aneesimboli, amanani angamagama kunye namachokoza amanani 1–7
- tshatisa izinto namakhadi anamachokoza 1–7
- sombulula iingxaki zokudibanisa nokuthabatha ukuya kutsho ku7
- alatha amachokoza 1–6 kwidayisi

Workstation 1

What you need

- Playdough
- Playdough template: Number 7 (page 212) – 1 per learner

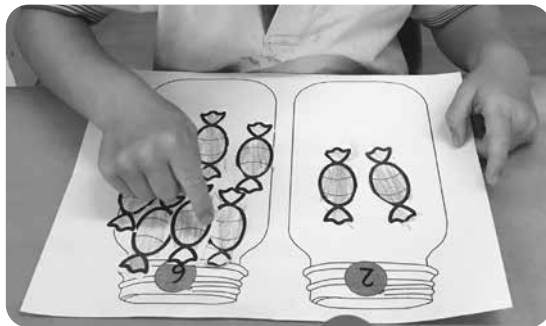
Learners use playdough to complete the template.

Workstation 2

What you need

- Per learner:
 - A4 page with picture of jars
 - Paper cut-outs of different coloured sweets
- Scissors
- Glue

Learners 'fill' the jars with the correct number of 'sweets' to correspond with the number on each jar.



Workstation 3

What you need

- A cup per learner
- Bottle tops/beads in a container
- A dice per pair of learners

Learners take turns to roll the dice and then put the same number of objects into their cups as the number the dice lands on. Once their cups are full, they roll the dice to empty the cups.



Workstation 4

What you need

- Number puzzles (1–7)

Learners each choose a number puzzle. They find the matching number and picture pieces.



Isitishi sokusebenzela 1

Okudingayo

- Intlama yokudlala
- Ithempleyithi yentlama yokudlala: Inani 7 (iphepha 213) – 1 kumfundi ngamnye

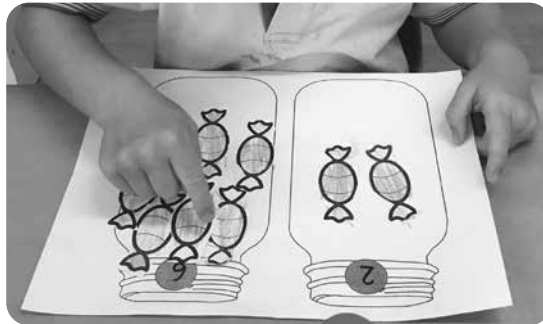
Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi.

Isitishi sokusebenzela 2

Okudingayo

- Kumfundi ngamnye:
 - Iphepha elinguA4
 - elinomfanekiso weejagi
- Amaphepha amibalabala asikiweyo
- Izikere
- Iglu

Abafundi 'bagcwalisa' iijagi ngenani elichanekileyo 'leelekese' ukuze lingqinelane nenani elikwijagi nganye.



Isitishi sokusebenzela 3

Okudingayo

- Ikomityi kumfundi ngamnye
- Idayisi kwisibini sabafundi ngasinye
- Iziciko zeebhotile/amaso akwisikhongozeli



Abafundi batshintshana ngokuqengqa idayisi baze bafake kwikomityi zabo inani elilinganayo lezinto nelo idayisi eliwele kulo. Zakugcwala iikomityi, baqengqa idayisi ukuze bakhuphe konke okungaphakathi.

Isitishi sokusebenzela 4

Okudingayo

- Iiphazili zamanani (1–7)



Umfundi ngamnye ukhetha iphazili yenani. Bafumana amakhadi amanani ahambelana namaceba emifanekiso.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Shapes: rectangle
- Direction: left, right
- Position: middle, bottom
- Sort objects according to two attributes
- Eighteen-piece puzzles

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Shapes: circle, square, triangle
- Symmetry
- Reinforce number concept 1–7

New maths vocabulary

symmetry
left

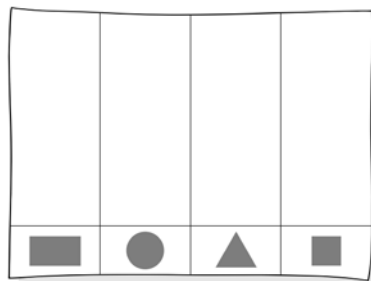
right
middle

rectangle

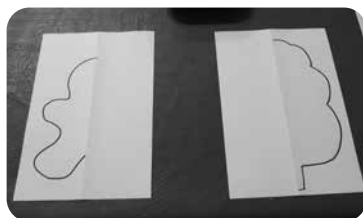
Getting ready

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

- large cardboard shapes of a rectangle and square (maths area)
- paper shapes: circle, square, triangle, rectangle – 1 per learner
- variety of leaves – 1 per learner
- shape book (page 216) – 1 per learner
- paper rectangles in different sizes and colours
- 8 small cardboard circles, squares, triangles and rectangles similar in size to the attribute blocks (used in Term 2, Week 8)
- eighteen-piece puzzles (page 222)
- A4 sheet of paper with 4 columns and picture of a shape (rectangle, circle, triangle, square) at the bottom of each column – 1 per learner



- incomplete pictures.



INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko

- Indawo, indawo-bume nembonakalo
- Iimpawu zemilo ezingu2-D nezinto ezingu3-D
- Landela izalathiso

Ulwazi olutsha

- Iimilo: uxande
- Isalathiso: ekhohlo, ekunene
- Indawo: umbindi, ezantsi
- Hlela izinto ngokwee-athribhyuthi ezimbini
- Iphazili enamaqhekeza alishumi elinesibhozo

Ziqhelise

- Ukubala ngomlomo: phambili 1–20, ubuya umva 10–1
- Iimilo: isangqa, isikwere, unxantathu
- Isimetri
- Bethelela ingqikelelo-manani 1–7

Isigama esitsha semathematika

isimetri
ekhohlo

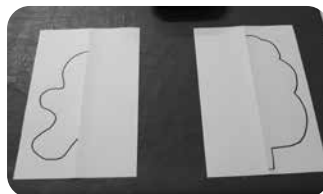
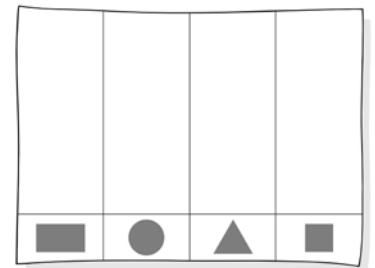
ekunene
umbindi

uxande

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- iimilo ezinkulu ezenziwe ngeekhadibhodi zoxande nesikwere (indawo yemathematika)
- iimilo zephepha: isangqa, isikwere, unxantathu, uxande – 1 kumfundi ngamnye
- iindidi zamagqabi – 1 kumfundi ngamnye
- incwadi yeemilo (iphepha 217) – 1 kumfundi ngamnye
- amaxande angalinganiyo wamaphepha anobungakanani nemibala eyahlukileyo
- 8 amakhadibhodi amancinci ezingqa, izikwere, oonxantathu namaxande ezinobungakanani obuyelelene nobeebhloko ze-athribhyuthi (zisetyenziswe kwiKota 2, iVeki 8)
- iphazili enamaqhekeza alishumi elinesibhozo (iphepha 222)
- uxwebhu lephepha elinguA4 elineekholam ezi4 kunye nemifanekiso yemilo (uxande, isangqa, unxantathu, isikwere) ezantsi kwekholam nganye – 1 kumfundi ngamnye
- imifanekiso engaphelelanga.



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- A ball
- Music
- Large rectangle-shaped box
- Large piece of paper
- Koki
- Chalk
- Attribute blocks

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners stand in a circle. Call out a number between 1 and 10. Learners take turns to bounce the ball according to the number called. Together count the number of bounces.
4. **Reinforce the circle, square, triangle:** Draw a large circle, square and triangle on the floor. Learners walk along the edges of the shapes. When the music stops, they step into the shape they are walking on.

Guiding questions:

- ★ What is your shape called? How do you know?
 - ★ How is your shape different to the other shapes?
 - ★ How many sides/corners/points does it have?
5. **Introducing rectangles:** Trace around the face of a large rectangle-shaped box to draw a rectangle. Focus on the straight lines, the corners and the number of sides while drawing.

Guiding questions:

- ★ Do you know what this shape is called?
 - ★ How many straight lines does the rectangle have?
 - ★ How many corners does the rectangle have?
 - ★ How many sides does the rectangle have?
- Place the box of attribute blocks on the mat. Hold up a rectangle attribute block.
- ★ What is this shape called?
 - ★ Is this shape the same as the one we have just drawn? Why?
- Pass the eight rectangle attribute blocks around the class for learners to feel and explore the properties.
- ★ How many corners does it have?
 - ★ How many sides does it have?
 - ★ What can you tell me about the sides? Are all sides the same length?
 - ★ Which sides are shorter?
 - ★ Can you tell me how the rectangle is different from the square?
6. **Small group activities:** Describe the activities at each workstation.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *Amasele aluhlaza asixhenxe anamachokoza* (iphepha 193)
- Ibhola
- Umculo
- Ibhokisi enkulu emile okoxande
- Iphepha elikhulu
- Ikhoki
- Iitshokwe
- Iibhloko zeathribhyuthi

1. **Ingoma:** Culani ingoma, *Amasele asixhenxe anamachokoza aluhlaza*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya no10–1.
3. **Ukubala izinto 1–10:** Abafunda bema kwisangqa. Biza inani eliphakathi kuka1 no10. Abafundi bayatshintshana ngokugqampisa ibhola ngokwenani elibiziweyo. Ninonke balani inani lokugqantshiswa.
4. **Bethelela kwisangqa, isikwere, unxantathu:** Zoba isangqa, isikwere nonxantathu omkhulu phantsi. Abafundi bahamba phezu kwemiphetho yeemilo. Xa uyeka umculo banyathela ngaphakathi kwemilo abahamba phezu kwayo.

Imibuzo ekhokelayo:

- ✦ Ibizwa ngokuba yintoni imilo yakho? Ukwazi njani oko?
 - ✦ Yahluke njani imilo yakho kwezinye iimilo?
 - ✦ Inamacala/iikona/iincam ezingaphi?
5. **Ukwazisa ngamaxande:** Treyisela ujikeleze ubuso bebhokisi emile okoxande uzobe uxande. Gxininisa kwimigca engqalileyo, iikona kunye nenani lamacala ngeli lixa uzobayo.

Imibuzo ekhokelayo:

- ✦ Uyayazi ukuba le milo ibizwa ngokuba yintoni?
 - ✦ Mingaphi imigca engqalileyo elinayo uxande?
 - ✦ Zingaphi iikona elinazo uxande?
 - ✦ Mangaphi amacala elinawo uxande?
- Beka ibhokisi eneebhloko zeathribhyuthi emethini. Phakamisa iibhloko yeathribhyuthi enoxande.
- ✦ Le milo ibizwa ngokuba yintoni?
 - ✦ Ingaba le milo iyafana nale sigqiba kuyizoba? Kuba?
- Gqithisela abafundi eklasini iibhloko zeathribhyuthi ezisibhozo ezinoxande ukuba bazive baze bahlole iimpawu.
- ✦ Zingaphi iikona zayo?
 - ✦ Mangaphi amacala ayo?
 - ✦ Yintoni eninokundixelela yona ngacala? Ingaba onke amacala ayalingana ngobude?
 - ✦ Ngawaphi amacala amafutshane?
 - ✦ Ningandichazela ukuba uxande lwahluke njani kwisikwere?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Day 2

What you need

- Song: *It's a rectangle* (page 194)
- Picture of a rectangle
- 10 chairs

1. **Song:** Sing the song, *It's a rectangle*. Show a picture of a rectangle and point to the sides as learners sing.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Ten learners form a circle with ten chairs. Each learner stands up and says a number starting from 1 and then sits down. When the last learner sits the whole class says '10'. Repeat the activity, starting with a different learner.



TIP

The learner who starts the counting can wear a hat.



4. **Rectangle hunt:** Learners play the game, 'I spy ... a rectangle.' Learners guess where the rectangle is in the classroom, for example, pictures, or rectangular shapes, such as the door, window, table, books. Learners predict what rectangle shapes they might find outside and go on a rectangle hunt.

Guiding questions:

- ★ Tell me what the shape looks like?
 - ★ Why is/isn't it a rectangle?
 - ★ How many sides/corners does it have?
 - ★ Are the sides all the same length?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Looby loo* (page 194)
- 10 everyday objects in a bag
- Musical instrument
- Square and rectangular wooden blocks
- Large cardboard rectangle and square
- Poster 3

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

Usuku 2

Okudingayo

- Ingoma: *Luxande* (iphepha 195)
- Umfanekiso woxande
- 10 lezitulo


INGCEBISO

Umfundi ongowokuqala ukubala usenokuthwala umnqwazi.

1. **Ingoma:** Culani ingoma ethi, *Luxande*. Bonisa ngomfanekiso woxande uze walathe ezikoleni njengokuba abafundi becula.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Abafundi abalishumi benza isangqa ngezitulo ezilishumi. Umfundi ngamnye uyaphakama aze abize inani eqala ku1 aze ahlale phantsi. Xa umfundi wokugqibela ehlala, iklasi yonke ithi '10'. Wuphinde lo msebenzi, uqalisa ngenani elahlukileyo.



4. **Ukuzingela uxande:** Abafundi badlala umdlalo othi, 'Ndicupha ... uxande.' Abafundi baqashela ukuba uxande lundawoni na apha eklasini, umzekelo, imifanekiso, okanye iimilo ezikhangeleka okoxande, njengocango, ifestile, itafile, iincwadi. Abafundi bathekelela imilo ezikhangeleka okoxande abanokuzifumana phandle baze baye kuzingela uxande.

Imibuzo ekhokelayo:

- ★ Ndichazele ukuba imilo ikhangeleka okwantoni?
 - ★ Kutheni iluxande/ingelulo?
 - ★ Mangaphi amacala/iikona zayo?
 - ★ Ingaba la macala ayalingana onke ngobude?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Ingoma: *Luubhi luu* (iphepha 195)
- 10 yezinto zesiqhelo ezisengxoweni
- Isixhobo sokudlala umculo
- Iibhloko zeplanga zesikwere neziluxande
- Uxande nesikwere esikhulu esenziwe ngekhadibhodi
- IPowusta 3

1. **Ingoma:** Culani ingoma ethi, *Luubhi luu*.
2. **Ukubala ngomlomo:** 1–20 no10–1.

3. **Counting objects 1–10:** Learners sit in a circle. They count ten objects as you place them in the bag. They pass the bag around as music plays. When the music stops the learner holding the bag puts one or more objects from the bag into the middle of the mat. Other learners guess how many objects there are on the mat. Together count these. Repeat the activity.



4. **Practising shapes:** Learners look for square and rectangular blocks in the classroom. They compare the differences and similarities between these. They place the blocks on the cardboard rectangle or square, as appropriate.



5. **Identifying shapes:** Discuss Poster 3.
Guiding questions:
- ★ What do you think the learners on the mat are learning about?
 - ★ What shapes can you see?
 - ★ Is that a rectangle or a square? How do you know?
 - ★ Why is this not a rectangle/square?
 - ★ Can you find a shape that has two short and two long sides?
 - ★ Can you find a shape with four sides that are all the same length?
 - ★ What shape are Malusi's glasses?
 - ★ Can you see any other rectangles?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *Looby loo* (page 194)
- Elastic/wool bands – 1 per learner
- 6 hula hoops

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Babala izinto ezilishumi njengokuba umane uzifaka ebhegini. Bagqithiselana ngebhegi njengokuba udlala umculo. Xa uyeka umculo, umfundi ophethe ibhegi uthatha into enye okanye eziliqela azikhuphe ebhegini azibeke embindini wemethi. Abanye abafundi baqashisela ukuba zingaphi izinto ezisemethini. Ninonke zibaleni. Wuphinde lo msebenzi.



4. **Ukuziqhelisa iimilo:** Abafundi bakhangela iibhloko eziluxande nezisisikwere apha eklasini. Bathelekisa ukufana nokwahluka kwazo. Babeka iibhloko kwikhadibhodi elimile okoxande okanye okwesikwere, njengoko kufanelekile.



5. **Ukuchonga iimilo:** Xoxani ngePowusta 3.

Imibuzo ekhokelayo:

- ✦ Nicinga ukuba abafundi abasemethini bafunda ngantoni?
- ✦ Zeziphi iimilo enizibonayo?
- ✦ Ingaba leyo luxande okanye isikwere eso? Nazi njani?
- ✦ Kutheni le ingeloxande/sikwere?
- ✦ Ningayifumana imilo enamacala amabini amafutshane namacala amabini amade?
- ✦ Ningayifumana imilo enamacala amane alinganayo ngobude?
- ✦ Ziyeyiphi imilo iiglaszi zikaMalusi?
- ✦ Akhona amanye amaxande eniwabonayo?

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

Usuku 4

Okudingayo

- Ingoma: *Luubhi luu* (iphepha 195)
- Iibhendi zelastiki/zewulu – 1 kumfundi ngamnye
- 6 seehulahupu

1. **Ingoma:** Culani ingoma ethi, *Luubhi luu*.
2. **Ukubala ngomlomo:** 1–20 no10–1.

3. **Counting objects 1–10:** Five learners stand around the six hula hoops. Play music. When the music stops, learners place the number of body parts you say over the hoop. For example: 'Show me five heads, ten elbows, four feet, nine fingers.'



 **TIP**

Learners keep their bands on their arms for the week. Talk to them about which hand they use to draw, eat or catch a ball with.

4. **Position and direction:** Place a loose elastic/wool band on each learner's right hand.

Guiding questions:

- ★ Is your band on your left or right hand?
- ★ Wave at me with your left/right hand?

Sing the song, *Looby loo*. Learners place their right or left hands inside the hoop as they sing the song.

Three learners stand in line in front of the class. Discuss where each learner is standing and introduce the word 'middle'.

- ★ Who is standing in the middle?

Place the cardboard circle, square and triangle in a row and discuss their position.

- ★ Which shape is in the middle?

Play 'Sizwe says' using position and direction vocabulary such as:

- ★ Step forwards with your left foot.
- ★ Jump backwards on your right foot.
- ★ Put your right hand above your head.
- ★ Put your middle finger on your nose.

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

Day 5

What you need

- Song: *It's a rectangle* (page 194)
- A4 piece of paper
- Circle, square, triangle and rectangle paper shapes – 1 per learner
- Leaves – 1 per learner

1. **Song:** Sing the song, *It's a rectangle*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count as they bend to the left twice and then to the right twice. Repeat until they get to 10.

3. **Ukubala izinto 1–10:** Abafundi abahlanu bema bajikeleze iihulahupu ezintandathu. Dlala umculo. Xa umculo uyeka, abafundi bafaka inani lamalungu omzimba owabizayo. Umzekelo: 'Ndibonise iintloko ezintlanu, iingqiniba ezilishumi, iinyawo ezine, iminwe elithoba.'



INGCEBISO

Abafundi bagcina iibhendi zabo ezingalweni zabo iveki yonke. Thetha nabo ngokuba sesiphi isandla abasisebenzisayo xa bezoba, besitya okanye benqakula ibhola.

4. **Indawo nesalathiso:** Faka ibhendi yelastiki/yewulu ewokowoko kwisandla somfundi sasekunene.

Imibuzo ekhokelayo:

- ✦ Ingaba ibhendi yakho ikwisandla sakho sasekhohlo okanye esasekunene?
- ✦ Ndibulise ngesandla sasekhohlo/sasekunene?

Culani ingoma ethi, *Luubhi luu*. Abafundi bafaka izandla zabo zasekunene okanye ezasekhohlo phakathi kweehulahupu njengokuba becula ingoma. Abafundi abathathu bema ngomgca phambi kweklasi. Xoxani ngokuba umfundi ngamnye umi phi na uze ufundise ngengama elithi 'embindini'.

- ✦ Ngubani ome embindini?

Beka isangqa, isikwere nonxantathu wekhadibhodi emgceni nize nixoxe ngendawo ezikuyo.

- ✦ Yeyiphi imilo esembindini?

Dlalani umdlalo othi 'uSizwe uthi' nisebenzisa isigama sendawo kunye nesalathiso njengo:

- ✦ Nyathela uye phambili ngonyawo lwakho lwasekhohlo.
- ✦ Xhuma ubuye umva ngonyawo lwakho lwasekunene.
- ✦ Beka isandla sakho sasekunene phezu kwentloko yakho.
- ✦ Beka umnwe wakho ophakathi empumleni yakho.

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

Usuku 5

Okudingayo

- Ingoma: *Luxande* (iphepha 195)
- Iphepha elinguA4
- Iimilo zesangqa, isikwere, unxantathu noxande ezenziwe ngamaphepha – 1 kumfundi ngamnye
- Amagqabi – 1 kumfundi ngamnye

1. **Ingoma:** Culani ingoma ethi, *Luxande*.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Abafundi bayabala njengokuba begobela ngasekhohlo kabini nangasekunene kabini. Kuphinde oku de bafike ku10.



TIP

A line of symmetry divides a shape into two equal parts.

4. **Symmetry:** Show learners the A4 piece of paper.

Guiding questions:

★ What shape is this?

Discuss how the shape can be folded, corner to corner, so the folded sides are exactly the same as each other.

★ How can we fold this rectangle so that it has two sides that are exactly the same?

Give each learner a paper shape. Learners fold their shapes so that the two folded sides are the same.

★ What shape is your paper?

★ How can you fold the circle/rectangle/square/triangle down the middle so that the two sides are exactly the same?

★ Are the sides exactly the same?

★ What other objects can you see that will have two sides that are exactly the same when you draw a line down the middle?

Give each learner a leaf. They fold their leaf in half lengthwise and carefully pull it apart down the middle.

★ Do you think the sides of your leaf are exactly the same?

★ How can we find out?



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

Integration

Home Language: Use positional vocabulary when giving instructions, for example: 'Put the book on the middle shelf.'

Life Skills: Paint pictures involving the use of symmetry, for example, patterns on a butterfly's and ladybird's wings (see Term 1 Week 7).

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with:
 - 10 attribute blocks – include all four shapes (*Resource Kit*)
 - 7 fruit counters (*Resource Kit*)
- A4 page with columns for shape sorting – 1 per learner
- A4 paper – 1 piece per learner
- Dot cards 1–7 (*Resource Kit*)

1. **Counting objects 1–10:** Learners count out 10 attribute blocks from their tubs.

Guiding questions:

★ How many triangles/circles/squares/rectangles do you see?

★ Can you see more/fewer rectangles or squares?

INGCEBISO

Umgca wesimetri wahlula imilo ibe ngamacala amabini alinganayo.

4. **Isimetri:** Bonisa abafundi isiqwenga sephepha elinguA4.

Imibuzo ekhokelayo:

- ★ Yeyiphi le milo?

Xoxa ngokuba ingagotywa njani na imilo, ukusuka kwikona ukuya kwenye ikona, ukuze amacala agotyiweyo afane twatse.

- ★ Singalugoba njani olu xande ukuze lube namacala afana twatse?

Nika umfundi ngamnye imilo yephepha. Abafundi bagoba iimilo zabo ukuze amacala amabini agotyiweyo afane twatse.

- ★ Liyeyiphi imilo iphepha lakho?

- ★ Ungasigoba njani isangqa/uxande/isikwere/unxantathu embindini ukuze amacala amabini afane twatse?

- ★ Ingaba la macala afana twatse?

- ★ Zeziphi ezinye izinto ozibonayo ezisenokuba namacala amabini afana twatse xa ukwela umgca embindini?

Nika umfundi ngamnye igqabi. Bagoba igqabi labo phakathi ngokobude baze balahlule phakathi embindini.

- ★ Nicinga ukuba amacala egqabi lenu afana twatse?

- ★ Singakufumanisa njani oko?



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

Udityaniso

ULwimi LwaseKhaya: Sebenzisa isigama esibonakalisa indawo xa unika imiyalelo, umzekelo: 'Beka incwadi kwishelufu esembindini.'

IzaKhono zoBomi: Peyinta imifanekiso uquka ukusetyenziswa kwesimetri, umzekelo, iipateni kumzimba webhabhathane nakumaphiko kabhantom (jonga kwiKota 1 iVeki 7).

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esiqulethe:
 - 10 iibhloko zeathribhyuthi – quka iimilo zone (*iKiti yeziXhobo*)
 - 7 sezixhobo zokubala eziziziqhamo (*iKiti yeziXhobo*)
- Iphepha elinguA4 elineekholan ezi4 zokuhlela iimilo – 1 kumfundi ngamnye
- Iphepha elinguA4 – isiqwenga esi1 kumfundi ngamnye
- Amakhadi anamachokoza 1–7 (*iKiti yeziXhobo*)

1. **Ukubala izinto 1–10:** Abafundi babala iibhloko zeathribhyuthi ezi10 ezityeni zabo.

Imibuzo ekhokelayo:

- ★ Bangaphi oonxantathu/izangqa/izikwere/amaxande owabonayo?
- ★ Ingaba ubona amaxande okanye izikwere ezininzi/ezimbalwa?

2. **Practising shapes:** Learners sort their attribute blocks according to their similarities and differences. They place them in the correct column on their shape sorting page.



Guiding questions:

- ★ How are the shapes the same/different?

Learners group all the shapes that have four sides into one group on the mat.

- ★ Can you show me a shape that has four sides that are all the same length?
- ★ Can you show me a shape that has two long sides and two short sides?
- ★ Do you remember what this shape is called?
- ★ How are all these shapes the same?

3. **Dot cards (1–7):** Give each learner a dot card. They take turns to use their fruit counters and copy the dot arrangements on their cards. Check each learner’s arrangement before giving them new cards.

Guiding questions:

- ★ Do you think this card has more/fewer dots than the one you had before?

4. **Symmetry:** Give each learner a sheet of A4 paper. Learners fold their piece of paper (rectangles) so that the two sides are the same.

Guiding questions:

- ★ What shape is your page?
- ★ How can you fold the page so that the two sides are exactly the same?



TIP

Learners can help one another fold their pages to make the two sides equal.



Check that learners are able to:

- count 10 objects
- identify and copy arrangement of objects (1–7) to dot cards
- apply a line of symmetry in shapes
- recognise and name rectangles and describe their properties

2. **Ukuziqhelisa iimilo:** Abafundi bahlela iibhloko zeathribhyuthi zabo ngokukufana nokwahluka kwazo. Bazibeka kwikholam echanekileyo emaphepheni abo okuhlela.



Imibuzo ekhokelayo:

- ★ Ezi milo zifana/zahluka njani?

Abafundi bahlela zonke iimilo ezinamacala amane zibe liqela elinye emethini.

- ★ Ningandibonisa imilo enamacala amane alinganayo onke ngobude?
- ★ Ningandibonisa imilo enamacala amabini amade namacala amabini amafutshane?
- ★ Nisakhumbula ukuba le milo ibizwa ngokuba yintoni?
- ★ Zifana ngantoni ezi milo zizonke?

3. **Amakhadi anamachokoza (1–7):** Nika umfundi ngamnye ikhadi elinamachokoza. Mabatshintshane ngokusebenzisa izixhobo zokubala eziziziqhamo zabo baze bakhuphele udweliso lwamachokoza ngaphambi kokuba ubanike amakhadi abo. Jonga ukuba udweliso lomfundi ngamnye ngaphambi kokuba ukhuphe amanye amakhadi.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba eli khadi linamachokoza amaninzi/ambalwa kunelo beninalo kuqala?

4. **Isimetri:** Nika umfundi ngamnye iphepha elinguA4. Abafundi bagoba amaphepha abo (amaxande) ukwenzela ukuba amacala amabini afane.

Imibuzo ekhokelayo:

- ★ Liyeyiphi imilo iphepha lakho?
- ★ Ungaligoba njani iphepha ukuze amacala amabini afane twatse?

 **INGCEBISO**

Abafundi basenokuncedisana ukugoba amaphepha abo ukuze benze amacala amabini alingane.



Qwalasela ukuba abafundi bayakwazi uku-:

- bala izinto ezili10
- bona nokukhuphela udweliso lwezinto (1–7) kumakhadi anamachokoza
- enza umgca wesimetri kwiimilo
- nakana nokubiza amaxande baze bachaze neempawu zawo

Workstation 1



What you need

- Incomplete pictures – 1 per learner
- Crayons

Learners complete the shape in the picture so that both sides are the same, which makes the shape symmetrical. They colour the two sides using two different colours.

Workstation 2

What you need

- Shape book per learner (page 216)
- 8 small cardboard circles, squares, triangles and rectangles
- Crayons

Learners copy or trace the individual shapes and draw a picture using all the shapes.



Workstation 3



TIP

Allow learners the freedom to use their own ideas even if this means they do not make a rectangle person, but rather their own creation from the rectangles.

What you need

- Paper rectangles in different sizes and colours
- Paper
- Glue
- Crayons

Learners paste rectangle shapes onto paper to make a rectangle person.

Workstation 4

What you need

- An assortment of eighteen-piece puzzles

Learners build puzzles.

Isitishi sokusebenzela 1



Okudingayo

- Imifanekiso engaphelelanga – 1 kumfundi ngamnye
- likhrayoni

Abafundi bagqibezela imilo esemfanekisweni ukwenzela ukuba amacala omabini afane, nto leyo eyenza ukuba imilo ifane twatse. Bafaka umbala kumacala omabini besebenzisa imibala emibini eyahlukileyo.

Isitishi sokusebenzela 2

Okudingayo

- Incwadi yeemilo kumfundi ngamnye (iphepha 217)
- likhrayoni
- 8 samakhadibhodi amancinci ezangqa, izikwere, oonxantathu namaxande

Abafundi bakhuphela baze batreyisele imilo ezizimeleyo bazobe nomfanekiso besebenzisa zonke iimilo.



Isitishi sokusebenzela 3

INGCEBISO

Vumela abafundi ukuba basebenzise ezabo iimbono nokuba oko kuyakuthetha ukuba abenzi mntu oluxande, koko baziyilela eyabo imizobo ngamaxande.

Okudingayo

- Amaxande wamaphepha awohlukileyo ngobungakanani nangemibala
- Iglu
- Iphepha
- likhrayoni

Abafundi bancamathelisela iimilo zoxande ephepheni ukuze benze umntu oluxande.

Isitishi sokusebenzela 4

Okudingayo

- Uluhlu lweephazili ezinamaqhekeza alishumi elinesibhozo

Abafundi bakha iiphazile.

Content Area Focus: Measurement

Topics

- Mass: direct comparison using non-standard units

New knowledge

- Mass
- Light, lighter, lightest
- Heavy, heavier, heaviest

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- Equal groups
- Bigger, smaller

New maths vocabulary

light, lighter, lightest
heavy, heavier, heaviest

mass
balance scale

Getting ready

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

- balance scale (see photo on page 90)
- variety of everyday objects of different mass for weighing, for example, blown-up balloon, paper clip, cotton wool, empty egg carton, feather, leaf, coins, large sheet of paper, pencil, seeds, twig, rock, block, book, empty and full bottles
- leaves and stones – 1 of each per learner
- 2 containers: a small one filled with stones; a larger one filled with polystyrene chips



- an A4 page divided into 'heavy' and 'light' columns (see photo on page 100) – 1 per learner
- an A4 page with pictures of 'heavy' and 'light' objects and real-life objects to match the pictures
- 5 tins of the same size filled with objects of different mass, for example, sand, buttons, small stones, water, seeds
- containers that can be filled with water/sand for water and sand play
- measuring containers of different sizes and shapes, for example, tall containers (some that are wide and others that are narrow), short containers (some that are flat, others that are wide and others that are narrow), spoons, scoops, milk bottles, small and large yoghurt cups.

INkalo yomXholo ekuGxininiswa kuyo: Umlinganiselo

Izihloko

- Ubunzima: uthlekiso ngqo kusetyenziswa iyunithi ezingekho sikweni

Ulwazi olutsha

- Ubunzima
- Lula, lula kune-, lula kunazo zonke
- Nzima, nzima kune-, nzima kunazo zonke

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20, ukubuyela umva 10–1
- Ukubala izinto 1–10
- Mbini/ninzi nezintathu/mbalwa kune-
- Amaqela alinganayo
- Khulu kune-, ncinci kune-

Isigama esitsha semathematika

lula, lula kune-, lula kunekakhulu
nzima, nzinyana, nzima kakhulu

ubunzima
isikali

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- isikali (jonga ifoto kwiphepha 91)
- iindidi zezinto zemihla ngemihla ezinobunzima obungalinganiyo, umzekelo, ibhaloni evuthelweyo, ikliphu yokubamba amaphepha, ikhothiniwulu, isikhongozeli samaqanda esingenanto, usiba, igqabi, imali eziinkonzo, uxwebhu olukhulu lwephepha, ipensile, imbewu, isetyena lomthi, ilitye, iibhloko, incwadi, iibhotile ezingenanto nezicgweleyo
- amagqabi namatye – 1 kumfundi ngamnye
- 2 izikhongozeli: esinye esincinci sigcwaliswe ngamatye; esinye esikhulu sigcwaliswe ngamacetyana epholisterini
- iphepha elinguA4 elahlulwe lazikhulam zento 'enzima' kunye 'nelula' (jonga ifoto kwiphepha 101) – 1 kumfundi ngamnye
- iphepha elinguA4 elinemifanekiso yento 'enzima' kunye 'nelula' kwakunye nezinto zokwenene ezihambelana nemifanekiso
- 5 iitoti ezilinganayo ezicgwaliswe ngezinto zobunzima obungalinganiyo, umzekelo, isanti, amaqhosha, amatye amancinci, amanzi, imbewu
- izikhongozeli zomdlalo wamanzi okanye ezomdlalo wesanti
- izikhongozeli zokwenza imilinganiselo ezingalingani ngobukhulu nangeemilo, umzekelo, izikhongezeli ezinde (ezinye zazo zibebanzi zize ezinye zibe mxinwa), izikhongozeli ezimfutshane (ezinye zimcaba, ezinye zibanzi zize ezinye zibe mxinwa), amacephe, izikuphu, iibhotile zobisi neekomityi zeyogathi ezincinci nezinkulu.



Whole class activities

Day 1

What you need

- 2 shopping bags, one with 5 tins of food of the same mass; the other with 5 toilet roll inners
- Everyday objects of different mass

1. **Song:** Learners sing one of the songs from the previous weeks.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count the contents of the first shopping bag (five tins) and then the second shopping bag (five toilet roll inners).

Guiding questions:

- ★ How many items are there in the first/second shopping bag?
 - ★ If we count all of these items, how many do you think there will be?
4. **Comparing heavier and lighter:** Tell a story about going shopping at the store and buying tins of food and toilet rolls. Show learners the shopping bags and tell them that the teller packed the toilet rolls into one packet and the tins into another packet.

Guiding questions:

- ★ Which packet would you like to carry? Why?
 - ★ Why do you think we need to know how heavy or light things are?
- Replace the items in their bags. A few learners take turns to pick up each of the shopping bags.
- ★ Which shopping bag feels lighter/heavier than the other?
 - ★ Which is bigger, a tin or a toilet roll?
 - ★ Are all big objects lighter than smaller objects?



TIP

Make sure that all learners have a turn so that they can all enjoy the whole class activity.



Place the everyday objects on the mat.

- ★ Which item do you think will be the heaviest/lightest? How can you tell?

Learners take turns to point to two items and predict which one would be heavier and which would be lighter.

- ★ Do you think it will be lighter/heavier than the ____?

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- 2 iingxowana zokuphatha, enye eneetoti zokutya ezi5 ezinobunzima obulinganayo; enye ibe neroli ezi5 ezingaphakathi kwiphepha langasese
- Izinto ezisetyenziswa imihla ngemihla ezinobunzima obungalinganiyo

1. **Ingoma:** Abafundi bacula iingoma ezenziwe kwiiveki ezidlulileyo.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Abafundi babala okuqulethwe kwingxowana yokuphatha yokuqala (iitoti ezintlanu) nakweyesibini ingxowana yokuphatha (amaqokobhe amahlanu eeroli zephepha langasese).

Imibuzo ekhokelayo:

- ★ Zingaphi izinto ezingaphakathi kwengxowana yokuphatha yokuqala/yesibini?
 - ★ Ukuba sizibala zonke ezi zinto, ucinga ukuba ziza kubangaphi?
4. **Ukuthlekisa unzima kune- nolula kune-:** Balisa ibali ngokuya kuthenga ezivenkileni nokuthenga iitoti zokutya neroli zephepha langasese. Bonisa abafundi iingxowana zokuphatha uze ubachazele ukuba umhlawulisi uwapakise kwingxowana eyodwa amaphepha asendlwini yangasese waze neetoti zokutya wazipakisha kwenye ingxowana.

Imibuzo ekhokelayo:

- ★ Yeyiphi ingxowana ongathanda ukuyiphatha? Kuba?
- ★ Kutheni ucinga ukuba kufuneka sazi ukuba ezi zinto zinzima okanye zilula kangakanani na?

Buyisela izinto ezingxoweni zazo. Abafundi abambalwa bayatshintshana ngokuphakamisa ingxowana nganye.

- ★ Yeyiphi ingxowana evakala ilula/inzima kunenye?
- ★ Yeyiphi enkulu kunenye, iyitoti neroli yephepha langasese?
- ★ Ingaba zonke izinto ezinkulu zilula kunezinye izinto ezincinci?

INGCEBISO

Qinisekisa ukuba bonke abafundi bayalifumana ithuba ukuze bonke bawonwabele umsebenzi weklasi yonke.



Beka izinto ezisetyenziswa imihla ngemihla emethini.

- ★ Yeyiphi into ocinga ukuba iza kuba nzima kunazo zonke/lula kunazo zonke? Wazi njani?

Abafundi bayatshintshana ngokwalatha kwizinto ezimbini baze baqashele ukuba yeyiphi eza kuba nzima kunenye iyeyiphi eza kuba lula kunenye.

- ★ Nicinga ukuba iza kuba lula kunenye/nzima kune-_____?

Learners then place one item in each hand and say which one feels heavy and which one feels light.

- ★ Was your guess correct?
- ★ How can you tell which one is lighter/heavier?
- ★ Can you find something else that is lighter/heavier than the ____? Why do you think that?

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

Day 2

What you need

- Song: *One elephant went out to play* (page 194)
- Leaves and small stones, 1 of each per learner
- Balance scale
- Everyday objects of different mass (from Day 1)

1. **Song:** Sing the song, *One elephant went out to play*, with actions.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Place a pile of 10 leaves and a pile of 10 stones on the mat.

Guiding questions:

- ★ How many leaves/stones do you think are in each pile?

Count the leaves and stones together.

- ★ How close were you to the correct number of leaves/stones?
- ★ Are there more/fewer stones?

4. **Comparing mass:** Learners sit in a circle, close their eyes and open both hands. Place a leaf in one hand and a stone in the other hand.

Guiding questions:

- ★ Which object feels heavier/lighter?

Learners open their eyes and identify which object is heavier.

5. **Mass: balance scale:** Continue the discussion about finding out how things are light or heavy.

Guiding questions:

- ★ What are some other ways we can find out which things are light and heavy?
- ★ Place the balance scale and everyday objects on the mat. One learner chooses two items to be weighed.
- ★ How can we use the balance scale to find out which of these objects is heavier/lighter?



Abafundi bathi baphathe into enye kwisandla ngasinye baze bachaze ukuba yeyiphi evakala inzima iyeyiphi evakala ilula.

- ★ Ingaba uqashele ngokuchanileyo?
- ★ Ungayazi njani ukuba yeyiphi elula kunenye/enzima kunenye?
- ★ Ungayifumana enye into elula kune-/enzima kune-_____?
Kutheni ucinga ngoloo hlobo?

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

Usuku 2

Okudingayo

- Ingoma: *Indlovu enye yaphuma isiya kudlala* (iphepha 195)
- Amagqabi namatye amancinci, 1 into ngaye kumfundi ngamnye
- Isikali
- Izinto ezisetyenziswa imihla ngemihla eobunzima obahlukileyo (ethathelwe kuSuku 1)

1. **Ingoma:** Culani ingoma ethi, *Indlovu enye yaphuma isiya kudlala*, nenze neentshukumo.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Beka imfumba yamagqabi ali10 kunye nengqumba yamatye ali10 emethini.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba mangaphi amagqabi/amatye akule mfumba? Balani ninonke amagqabi namatye.
- ★ Usondele kangakanani kwelona nani lichanileyo lamagqabi/lamatye?
- ★ Ingaba kukho amatye amaninzi/ambalwa?

4. **Ukuthlekisa ubunzima:** Abafundi bahlala kwisangqa, bacimele baze bazivule zombini izandla. Beka igqabi kwesinye isandla kunye nelinye kwesinye isandla.

Imibuzo ekhokelayo:

- ★ Yeyiphi into evakala nzima kunenye/lula kunenye? Abafundi bavula amehlo baze bachonge into enzima kunenye.

5. **Ubunzima: isikali:** Qhuba ingxoxo engokufumanisa ukuba izinto zilula na okanye zinzima.

Imibuzo ekhokelayo:

- ★ Zeziphi ezinye iindlela esinokufumanisa ngayo ukuba zeziphi izinto ezilula nezinzima?
- ★ Beka isikali kunye nezinto ezisetyenziswa imihla ngemihla emethini. Umfundi omnye ukhetha izinto ezimbini aza kuzikala.
- ★ Singasisebenzisa njani isikali ukuze sifumanise ukuba zeziphi enzima kunezinye/ezilula kunezinye?



TIP

Learners often think that the side of the scale that is higher is heavier.

- ★ What is happening to the side with the ____? Why do you think this is so?
- ★ What do you think will happen if you put the ____ on one side and the ____ on the other side?

A few learners take turns to choose objects to be weighed, estimate which will be heavy and light and test their predictions.

- ★ Which object do you think will be heavier/lighter?
- ★ Did you estimate correctly?
- ★ What is happening to this side of the scale? Why do you think that happened?

Ask learners to bring a heavy and a light object from home for the lesson on Day 3.

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

Day 3

What you need

- Song: *One elephant went out to play* (page 194)
- Heavy and light objects brought by learners
- Apple made from playdough
- Balance scale
- A4 light/heavy grid

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Call out a number between 1 and 10. Learners get themselves into groups according to the number that you have called.

Guiding questions:

- ★ How many learners are in your group?
- Repeat with other numbers.

4. **Comparing and ordering objects according to mass:** Learners take turns to present the objects brought from home to the class.

Guiding questions:

- ★ Which object is heavy/light? What makes you say that?

Show learners the apple made from playdough. One learner brings their object to the balance scale and predicts whether it is heavier or lighter than the apple.

- ★ Does it feel heavy or light?
- ★ Why do you think it is lighter/heavier than the apple?



TIP

Bring a few extra objects for learners who are unable to bring objects.

INGCEBISO

Abafundi badla ngokucinga ukuba icala lesikali eliphezulwana lelona linzinyana.

- ★ Kwenzekani kwicala eline-_____? Nicinga ukuba kutheni kunjalo?
- ★ Nicinga ukuba kuza kwenzekani ukuba nibeka i_____ kwelinye icala kunye ne-_____ kwelinye?

Abafundi abambalwa bayatshintshana ngokukhetha izinto eziza kukalwa, bathekelele ukuba yeyiphi eza kuba nzima neza kuba lula baze bahlole uqikelelo lwabo.

- ★ Nicinga ukuba yeyiphi into eza kuba nzima kunenye/lula kunenye?
- ★ Ingaba nuthekelele ngokuchanileyo?
- ★ Kwenzeka ntoni kweli icala lesikali? Nicinga ukuba oko kubangelwe yintoni?

Cela abafundi ukuba beze nento enzima nelula emakhaya ukulungiselela isifundo soSuku 3.

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

Usuku 3

Okudingayo

- Ingoma: *Indlovu enye yaphuma isiya kudlala* (iphepha 195)
- Izinto ezinzima nezilula ezize nabafundi
- Iapile elenziwe ngentlama yokudlala
- Isikali
- Igridi enguA4 kalula/nzima

1. **Ingoma:** Culani ingoma ethi, *Indlovu enye yaphuma isiya kudlala*.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Biza inani eliphakathi kuka1 no10. Abafundi benza amaqela ngokwamanani owabizileyo.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abakwiqela lakho? Kuphinde oku ngamanye amanani.

4. **Ukuthlekisa nokulandelelanisa izinto ngokobunzima:** Abafundi batshintshana ngokubonisa ngezinto abeze nazo emakhaya eklasini.

Imibuzo ekhokelayo:

- ★ Yeyiphi into enzima/elula? Kutheni usitsho?
- Bonisa abafundi iapile elenziwe ngentlama yokudlala. Umfundi omnye uzisa eyakhe into esikalini aze aqashele ukuba inzima na okanye ilula na kuneapile.
- ★ Ingaba ivakala inzima okanye ilula?
 - ★ Kutheni ucinga ukuba ilula/inzima kuneapile?



INGCEBISO

Yiza nezinye izinto ezimbalwa ukulungiselela abafundi abangakwazanga ukuza nezinto.

The learner compares the mass of the object and the apple and then places it on the grid (see page 100) according to whether it is lighter or heavier than the apple.

- ★ How will you know which is heavier/lighter than the apple?
- ★ Which objects are lighter/heavier than the apple?
- ★ Which is the heaviest/lightest object?

Repeat a few times.

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

Day 4

What you need

- Song: *One elephant went out to play* (page 194)
- Rope or chalk
- 1 grape counter from the fruit counters (*Resource Kit*)
- Unifix tower of 2 blocks
- 1 small container filled with stones
- 1 large container filled with polystyrene chips
- Balance scale

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** This activity should be done outdoors. Make a long line with rope or chalk. Learners stand behind the line. Say a number between 1 and 10. Learners take big steps forwards while counting to the number that you have said. Make a mark for the learner who has got the furthest away from the rope. Repeat and see if any learner can get further than the marked spot.
4. **Small and heavy, large and light:** Place the grape counter and a Unifix tower of two blocks on the mat with the balance scale.

Guiding questions:

- ★ Which do you think is heavier? Why?

A learner weighs the grape counter and the Unifix tower on the balance scale.

- ★ Which is bigger/smaller?
- ★ Why do you think the grape counter is heavier?

Place the two containers with heavy and light objects (stones and polystyrene chips) on the mat.

- ★ Which container do you think is heavier? Why?
- ★ Are bigger things always heavier than smaller things?

A learner weighs the containers on the scale.

- ★ Which container is bigger/smaller?
- ★ Which container is heavier/lighter?
- ★ Why do you think that is?

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



TIP

Learners may find it difficult to understand that a small object can be heavier than a larger object. Refer to items on the maths table.

Umfundi uthelekisa ubunzima bento kunye neapile aze ayibeke kwigradi (jonga kwiphepha 101) ngokuxhomekeke ekubeni ilula okanye inzima na kuneapile.

- ✦ Uzakwazi njani ukuba inzima/ilula na kuneapile?
- ✦ Zeziphi izinto ezilula/ezinzima kuneapile?
- ✦ Yeyiphi eyona nto enzima/elula kunazo zonke?

Kuphinde oku isihlandlo ezimbalwa.

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

Usuku 4

Okudingayo

- Ingoma: *Indlovu enye yaphuma isiya kudlala* (iphepha 195)
- Intambo okanye itshokhwe
- 1 yesixhobo sokubala esiyidiliya (*iKiti yesiXhobo*)
- Isakhiwo seUnifix seebhloko ezi2
- 1 yesikhongozeli esincinci esigcwaliswe ngamatye
- 1 yesikhongozeli esikhulu esigcwaliswe ngamacetyana epholisterini
- Isikali

1. **Ingoma:** Culani ingoma ethi, *Indlovu enye yaphuma isiya kudlala*.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Lo msebenzi kufanele wenzelwe ngaphandle. Yenza umgca omde ngentambo okanye ngetshokhwe. Abafundi bema ngaphaya komgca. Biza inani eliphakathi kuka1 no10. Abafundi benza imitsi ukuya phambili ngeli lixa babalayo ukuya kutsho kwinqanaba olibizileyo. Yenza uphawu koyena mfundi ukude nentambo. Kuphinde oku ukuze ubone ukuba ukhona na umfundi osenokuba ngaphaya kwale ndawo iphawuliweyo.
4. **Ncinci nonzima, nkulu nolula:** Bekani isixhobo sokubala esiyidiliya kunye nesakhiwo seebhloko zeUnifix ezimbini emethini kunye nesikali.

Imibuzo ekhokelayo:

- ✦ Nicinga ukuba yeyiphi enzima kunenye? Kutheni?
Umfundi ukala isiXhobo sokubala esiyidiliya nesakhiwo seUnifix esikalini.
- ✦ Yeyiphi enkulu kunenye/encincini kunenye?
- ✦ Kutheni ucinga ukuba isikhaxa sediliya sesona sinzima kunenye?
Bekani izikhongozeli ezimbini ezinezinto ezinzima nezilula (amatye kunye namasuntswana epholistarini) emethini.
- ✦ Nicinga ukuba sesiphi isikhongozeli esinzima kunesinye? Kutheni?
- ✦ Ingaba izinto ezinkulu kunezinye zisoloko zinzima kunezinto ezincinci?
Umfundi ukala izikhongozeli esikalini.
- ✦ Sesiphi isikhongozeli esikhulu kunesinye/esincinci kunesinye?
- ✦ Sesiphi isikhongozeli esinzima kusinye/esilula kunesinye?
- ✦ Kutheni ucinga ngolo hlobo?

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

INGCEBISO

Abafundi basenokufumana kunzima ukuyivisisa into yokuba into encinci isenokuba nzimaa kunento enkulu kunayo. Xoxa ngezinto ezisetafileni yemathematika.

Day 5

What you need

- Song: *One elephant went out to play* (page 194)
- Bottle filled with water

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners find 10 small objects in the classroom. They sort the objects into the five they think are the heaviest and the five they think are the lightest.
4. **More or less than:** Place the bottle filled with water on the mat.

Guiding questions:

- ★ What objects in our classroom do you think weigh more than/less than this water bottle?

Two learners find one object each in the classroom that they think weighs more than the water bottle and two learners find objects that they think weigh less than the water bottle.

- ★ Do you think the object will weigh more/less than the water bottle? Why?

Learners then compare the mass of their object to the mass of the water bottle on the balance scale.

- ★ Is the _____ heavier/lighter than the water bottle?
 - ★ Did you estimate correctly?
5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Incorporate 'heavy' and 'light' into Creative Arts and Language activities, for example, learners mime carrying, pulling and pushing light and heavy objects, label classroom objects using 'light' and 'heavy' labels, collage activities using light (feathers, paper, plastic) and heavy (clay) materials.

Small group activities

Teacher-guided activity

What you need

- Balance scale
- 40 Unifix blocks
- 40 fruit counters
- A stone

1. **Counting objects 1–10:** Place the fruit counters and Unifix blocks in separate piles on the mat. Learners count five fruit counters and five Unifix blocks and place them in groups on the mat.



Usuku 5

Okudingayo

- Ingoma: *Indlovu enye yaphuma isiya kudlala* (iphepha 195)
- Ibhotile egcwaliswe ngamanzi

1. **Ingoma:** Culani ingoma ethi, *Indlovu enye yaphuma isiya kudlala*.
2. **Ukubala ngomlomo:** 1–20 no10–1.
3. **Ukubala izinto 1–10:** Abafundi bafumana izinto ezincinci ezili10 eklasini. Bahlela izinto zibe zezintlanu abacinga ukuba zezona zinzima kunye nezintlanu abacinga ukuba zezona zilula.
4. **Ngaphezulu okanye mbalwa kune-:** Beka ibhotile egcwele amanzi emethini.

Imibuzo ekhokelayo:

- ★ Zezipi izinto eziseklasini enicinga ukuba zinobunzima obungaphezu/ obungaphantsi kunobale bhotile yamanzi?

Abafundi ababini bafumana into apha eklasini emnye abacinga ukuba inobunzima obungaphezu kobebhotile enamanzi baze abafundi ababini bafumane izinto abacinga ukuba zinobunzima obungaphantsi kobebhotile enamanzi.

- ★ Nicinga ukuba into leyo iza kuba nobunzima obungaphezu/ obungaphantsi kobebhotile enamanzi? Kutheni nisitsho?

Abafundi bandula ukuthelekisa ubunzima bezinto zabo nobebhotile enamanzi esikalini.

- ★ Ingaba i_____ inzima/ilula kunebhotile enamanzi?
- ★ Ingaba uthekelele kakuhle?

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

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Badibanisa imisebenzi ka 'nzima' no 'lula' kwimisebenzi yobuGcisa beZandla neyoLwimi lwaseKhaya, umzekelo, abafundi balinganisa ukuphakamisa, ukutsala, nokududula izinto ezilula nezinzima, banombole izinto eziseklasini besebenzisa iileyibheli zika 'lula' no 'nzima', badibanise imisebenzi besebenzisa ulula (iintsiba, iphepha, iplastikhi) nonzima (udongwe) izinto ezenziwe ngalo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isikali
- 40 iibhloko zeUnifix
- 40 izixhobo zokubala eziziziqhamo
- Ilitye



1. **Ukubala izinto 1–10:** Beka emethini izixhobo zokubala eziziziqhamo kunye neebhloko zeUnifix kwiimfumba ezahlukileyo. Abafundi babala izixhobo zokubala eziziziqhamo kunye nebhloko zeUnifix ezintlanu bazibeke ngokwamaqela emethini.

2. **Estimating mass:** In pairs, learners look at a group of five fruit counters and a group of five Unifix blocks. Ask learners which group of counters they think will weigh more.

Guiding questions:

- ★ Which group do you think is lighter/heavier than the other?
- ★ Why do you think the _____ group is heavier?

Learners take turns to hold a group of fruit counters in one hand and a group of Unifix blocks in the other hand and compare their mass.

- ★ Which feels heavier/lighter?
- ★ Why do you think it is lighter/heavier than the _____?

3. **Using a balance scale to measure mass:** Place the balance scale on the mat.

Guiding questions:

- ★ How can we find out which is the heavier of the two groups?

In pairs, learners use the balance scale to compare the mass of the objects to one another.

- ★ Which group do you think is heavier/lighter?
- ★ Do any groups weigh the same?
- ★ How do you know?
- ★ Did you estimate correctly?



Place the stone on the mat. Learners predict whether a Unifix block/ grape counter will be heavier or lighter than the stone.

- ★ Why do you think it is lighter/heavier than the stone?

Learners take turns to compare the mass of the Unifix block/grape counter to the mass of the stone.

- ★ Which objects are lighter/heavier than the stone?
- ★ Which is the heaviest/lightest object?



Check that learners are able to:

- compare the mass of two objects
- estimate the mass of objects
- use the balance scale to compare the mass of objects
- say which objects are light/heavy, lighter/heavier, lightest/heaviest

2. **Ukethekelela ubunzima:** Ngababini, abafundi bajonga amaqela ezixhobo zokubala eziziziqhamo ezintlanu kunye namaqela eebhloko ze*Unifix* ezintlanu. Buza abafundi ukuba leliphi iqela lezixhobo zokubala abacinga ukuba liza kuba nobunzima obuphezulu.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba leliphi iqela elilula/elinzima kunelinye?
- ★ Nicinga ukuba kutheni iqela le _____ linzima kunelinye?

Abafundi batshintshana ngokuphatha iqela lezixhobo zokubala eziziziqhamo ngesinye isandla kunye neqela leebhloko ze*Unifix* ngesinye baze bathelekise ubunzima bazo.

- ★ Leliphi elivakala linzima/ilula kunelinye?
- ★ Kutheni nicinga ukuba lilula/linzima kune-_____?

3. **Ukusebenzisa isikali ukwenza umlinganiselo wobunzima:**

Beka isikali emethini.

Imibuzo ekhokelayo:

- ★ Singafumanisa njani ukuba leliphi elinzinyana kunelinye la maqela mabini?

Ngababini, abafundi basebenzisa isikali bathelekise ubunzima bezinto enye kwenye.

- ★ Nicinga ukuba leliphi iqela elinzima/ililula kunelinye?
- ★ Ingaba akhona amaqela alinganayo ngobunzima?
- ★ Wazi njani?
- ★ Ingaba uthekelele ngokuchanileyo?



Beka ilitye emethini. Abafundi baqashela ukuba ibhloko ye*Unifix*/isixhobo sokubala esiyidiliya siza kuba nzima okanye lula na kunelitye.

- ★ Kutheni nicinga ukuba ilula/inzima kunelitye?

Abafundi batshintshana ngokuthelekisa ubunzima bebhloko ye*Unifix*/isixhobo sokubala esiyidiliya nelitye.

- ★ Zeziphi izinto ezilula/ezinzima kunelitye?
- ★ Yeyiphi eyeyona nto inzima/ilula?



Qwalasela ukuba abafundi bayakwazi uku:-

- thelekisa ubunzima bezinto ezimbini
- thekelela ubunzima bezinto
- sebenzisa isikali ukuze bathelekise ubunzima bezinto
- chaza ukuba zeziphi izinto ezilula/ezinzima, ezilula kune-/enzima kune-, ezona zilula/ezona zinzima

Workstation 1



What you need

- A4 page with pictures of 'heavy' and 'light' objects
- Real-life 'heavy' and 'light' objects to match the pictures shown on the A4 page
- A4 page with 'heavy' and 'light' columns
- Scissors
- Glue

Learners decide which objects they think are heavy and which are light. They then cut out the pictures to match these objects and paste them in the appropriate columns.

Workstation 2

What you need

- Balance scale
- Everyday objects to be weighed

Learners use the balance scale to weigh objects and tell one another which is heavier or lighter.

Workstation 3



What you need

- 5 containers of the same size filled with different materials, for example, sand, buttons, small stones, water, seeds

Learners arrange the containers in order from heaviest to lightest.

Workstation 4



What you need

- Container filled with water/sand for water and sand play
- Measuring containers of different sizes and shapes

Learners compare how much water/sand the different containers hold and compare their mass, using the vocabulary: light/heavy, lighter/heavier, lightest/heaviest. Learners may talk about which containers hold more, less, the same amount of water/sand and compare which containers are lighter/heavier.



TIP

Preparation for Week 6: Ask learners to each bring seven empty plastic cold drink bottles from home for activities they will do in Week 6. These can be different sizes.

Isitishi sokusebenzela 1



Okudingayo

- Iphepha elinguA-4 elinemifanekiso wezinto ezi 'nzima' nezi 'lula'
- Izinto zokwenene ezi 'nzima' nezi 'lula' ezihambelana nemifanekiso eboniswe kwiphepha elinguA4
- Iphepha elinguA4 elineekholam zika 'nzima' no 'lula'
- Isikere
- Iglu

Abafundi bathatha isigqibo sokuba zeziphi izinto abacinga ukuba zinzima izeziphi ezilula. Bandula basike baze bakhuphe imifanekiso ehambelana nezi zinto bayincamathelise kwiikholam ezifanelekileyo.

Isitishi sokusebenzela 2

Okudingayo

- Isikali
- Izinto ezisetyenziswa imihla ngemihla eziza kukalwa

Abafundi basebenzisa isikali ukuze kukalwe izinto kwaye bachazelane ukuba yeyiphi enzima kunenye okanye elula kunenye.



Isitishi sokusebenzela 3

Okudingayo

- 5 yezikhongozeli ezinobungakanani obulinganayo ezigalelwe izinto ezahlukileyo, umzekelo, isanti, amaqhosha, amatye amancinci, amanzi, imbewu

Abafundi bahlela izikhongozeli ngokulandelelana ukusuka kweyona enzima kakhulu ukuya kweyona elula kakhulu.

Isitishi sokusebenzela 4



Okudingayo

- Isikhongozeli esigalelwe amanzi/ Isanti yomdlalo wamanzi nowesanti
- Izikhongozeli zokulinganisa ezinobungakanani neemilo ezahlukileyo

Abafundi bathelekisa ukuba mangakanani amanzi/isanti enokuphathwa zizikhongozeli ezahlukeneyo baze bathelekise ubunzima, besebenzisa isigama: lula kune-/nzima kune-, eyona ilula/eyona inzima. Abafundi basenokuthetha ngokuba zeziphi izikhongozeli eziphatha kakhulu, kancinci, umthamo olinganayo wamanzi/wesanti baze bathelekise ukuba sesiphi esilula kunesinye/esinzima kunesinye.



INGCEBISO

Ulungiselelo lweVeki 6: Cela abafundi ukuba emnye kubo eze neebhotile zedrinki zeplastikhi ekhayeni eziza kusetyenziswa kwimisebenzi abaza kuyenza kwiVeki 6. Zisenokungalingani ngobungakanani.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 8
- Ordinal numbers: fifth, last, next
- Oral counting: forwards 1–20 and beyond

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–7
- Ordinal numbers first to fifth
- Add, take away
- Two/three more/fewer
- Reinforce number concept 1–7

New maths vocabulary

eight
fourth
fifth

last
how many more to make
how many are left/left over

least
the same
exactly

Getting ready

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

- number frieze and house template for number 8 (page 208)
- 4 number 8 dot, symbol and word cards
- number symbol card 8 (number line)
- large cardboard cut-outs of 3 big and 7 small mice
- birthday chart
- days of the week chart
- 10 different-sized bottles
- playdough template: Number 8 (page 214) – 1 per learner
- paper/card crown strips with 8 rectangle shapes – 1 per learner



- set of dot cards 1–8 – 1 per learner



INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Nakana wakwalathe iisimboli zamanani kunye namanani angamagama
- Chaza, ukuthelekise uze ulandelelanise amanani

Ulwazi olutsha

- Inani 8
- Amanani olandelelwano: yesihlanu, yokugqibela nelandelayo
- Ukubala ngomlomo: ubala esiya phambili 1–20 nangaphaya

Ziqhelise

- Ukubala ngomlomo: ubala esiya phambili 1–20 nokubuyela umva 10–1
- Ukubala izinto 1–10
- Ukulandelelanisa amanani 1–7
- Amanani olandelelwano yokuqala ukuya kuyesihlanu
- Dibanisa, thabatha
- Mbini/ninzi ngesithathu/mbalwa kune-
- Ukubethelela ingqikelelo-manani 1–7

Isigama esitsha semathematika

sibhozo
yesine
yesihlanu

yokugqibela
ukwenza ngaphezulu ngesingaphi
kushiyeke ezingaphi/intsalela

yona incinci
fana
twatse

Ukulungela

Kwimisebenzi yale veke, kuza kufuneka ulungise oku kulandelayo:

- iifrizi zamanani kunye nethempeyithi yendlu yenani 8 (iphepha 209)
- 4 amakhadi anamachokoza, anesimboli nanegama enani 8
- ikhadi elinesimboli yenani 8 (umgca-manani)
- iimpuku ezi3 neempukwana ezi7 enziwe ngamakhadibhodi amakhulu
- itshathi yeentsuku zokuzalwa
- itshathi yeentsuku zeveki
- 10 iibhotile ezingalinganiyo
- ithempeyithi yentalama yokudlala: Inani 8 (iphepha 215) – 1 kumfundi ngamnye
- izithsaba zephepha/zamakhadi ezineemilo ezingunxantathu ezi8 – 1 kumfundi ngamnye
- isethi yamakhadi anamachokoza 1–8 – 1 kumfundi ngamnye



- yoghurt cup with 8 white beans. Mark one side of each bean with a black koki – 1 cup per learner
- 10 × 500 ml cold drink bottles, and 5 smaller empty cold drink bottles that you have collected
- 8 × 2 litre cold drink bottles half filled with sand (label each with a large number symbol and dot/s from 1 and 8).



Whole class activities

Day 1

What you need

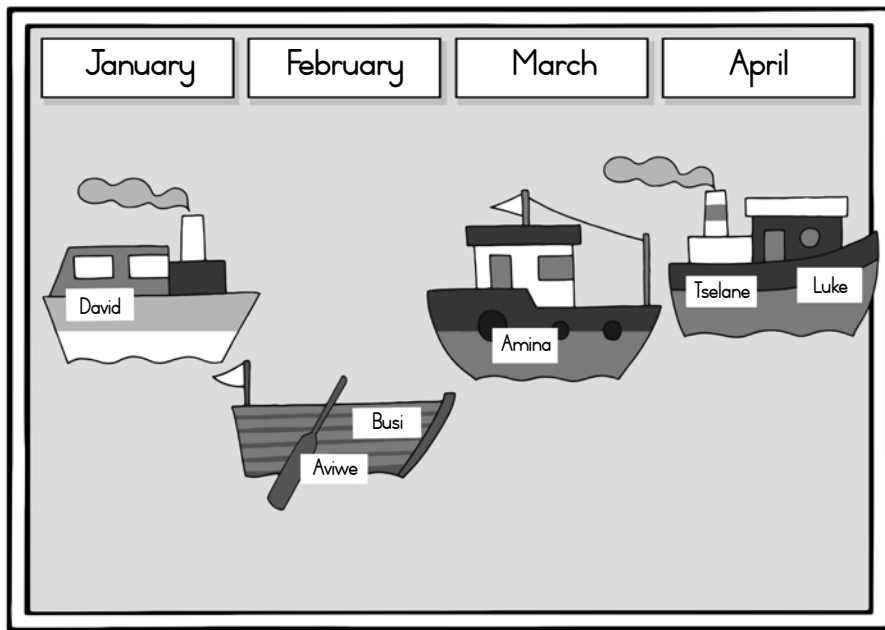
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

1. **Rhyme:** Say the rhyme, *Eight little mice* using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Look at the birthday and the days of the week charts.



TIP

Place the charts at eye level so learners can clearly see the information and share ideas with each other.



- ikomityi yeyogathi eneemboty ezi8. Phawula elinye icala lemboty ngekhoki emnyama – 1 ikomityi kumfundi ngamnye
- 10 x 500 ml yeebhotile zesiselo, kunye neebhotilana zesiselo ezingenanto ezi5 oziqokeleleyo
- 8 x 2 yeelitha zeebhotile zesiselo ezinesanti ephela ehafini (phawula ibhotile nganye ngesimboli kunye nechokoza/namachokoza amanani ukusuka ku1 ukuya ku8).



Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *limpukwana ezisibhozo* (iphepha 197)
- 1 umfanekiso wempuku enkulu kunye noweempukwana ezi7
- *Ibali lenani 8* (iphepha 197)
- Ifrizi yenani kunye nethempleyithi yendlu yenani 8 (iphepha 209)
- Itshathi yeentsuku zokuzalwa
- Itshathi yeentsuku zeveki

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *limpukwana ezisibhozo* nisebenzisa imifanekiso esibhozo.
2. **Ukubala ngomlomo:** 1–20 nangaphaya no10–1.
3. **Ukubala izinto 1–10:** Jonga itshathi yeentsuku zokuzalwa kunye neyeentsuku zeveki.

INGCEBISO

Beka iitshathi kwindawo abafundi abaza kuzibona lula kuyo neenkukacha zayo baze babelane ngeembono.

Mvulo

Lwesibini

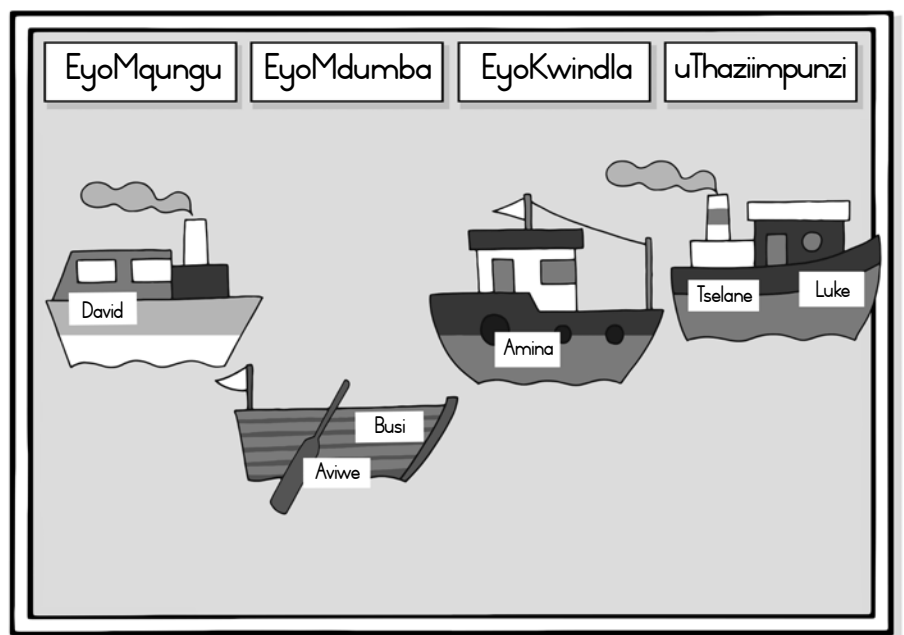
Lwesithathu

Lwesine

Lwesihlanu

Mgqibelo

Cawa



Guiding questions:

- ★ Are there more or fewer than 10 months of the year on the birthday chart?
- ★ Do any months have 10 birthdays?
- ★ How many birthdays are there in _____?
- ★ Which month has the most/least birthdays?
- ★ How many birthdays would there be in _____ if we added/took away one/two/three names?
- ★ Are there more or fewer than 10 days of the week?

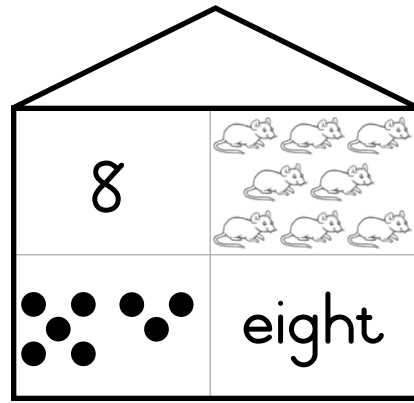
Count together and say the names of the months and days of the week.

4. **Introducing number 8:** Point to number friezes 1–7.

Guiding questions:

- ★ How many animals do you think will live in the next house?

Tell the *Number 8 story*. Show the different representations of number 8, for example, the picture, the dots, the symbol and the word. Add this house to the animal house frieze. Count the mice together. Dramatise mouse movements and sounds.



- ★ How many more mice are there than frogs?
- ★ Which house has three fewer animals than the frogs' house?

5. **Add the number 8 to the number washing line:** Show the learners the number 8 card.

Guiding questions:

- ★ Where should we put the number 8 on the number washing line?
- Talk about the position of number 8 in relation to number 7: it comes after number 7.

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

Day 2

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 4 number 8 dot, symbol and word cards
- Number line

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show cut-outs of big and small mice.

Guiding questions:

- ★ How many big/small mice do you think there are?
- ★ How many are there of each?

Count the pictures together.

Imibuzo ekhokelayo:

- ★ Ingaba kukho iinyanga zonyaka ezininzi okanye ezimbalwa kunezi10 kwitshathi yeentsuku zokuzalwa?
- ★ Ingaba zikhona iinyanga ezineentsuku zokuzalwa ezingaphezu kwezi10?
- ★ Zingaphi iintsuku zokuzalwa ezikhoyo ku-_____?
- ★ Yeyiphi inyanga eneentsuku zokuzalwa ezininzi/ezimbalwa?
- ★ Zingaphi iintsuku zokuzalwa ezingabakho ku-_____ ukuba songeza/sisusa igama/amabini/amathathu?
- ★ Ingaba iintsuku zeveki ezininzi okanye ezimbalwa kune10? Balani nize nibize amagama eenyanga naweentsuku zeveki.

4. **Ukwazisa inani 8:** Yalatha kwiifrizi zamanani 1–7.**Imibuzo ekhokelayo:**

- ★ Ucinga ukuba zingaphi izilwanyana eziza kuhlala kwindlu elandelayo? Balisa *Ibali lenani 8*. Bonisa ukuvezwa okwahlukileyo kwenani 8, umzekelo, umfanekiso, amachokoza, isimboli negama. Yongeza le ndlu kwifrizi yezindlu zezilwanyana. Balani iimpuku ninonke. Linganisani ukuhamba kweempuku nengxolo eziyenzayo.
- ★ Iimpuku zingaphezulu kangakanani kunamasele?
- ★ Yeyiphi indlu enezilwanyana ezimbalwa ngesithathu kwindlu yamasele?

5. **Yongeza inani 8 kucingo lokoneka amanani:** Bonisa abafundi ikhadi lenani 8.**Imibuzo ekhokelayo:**

- ★ Kufanele silibeke ndawoni inani 8 kucingo lokoneka amanani? Thetha ngendawo yenani 8 ngokuphathelene nenani 7: liza emva kwenani 7.

6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.**Usuku 2****Okudingayo**

- Isicengcelezo: *Iimpukwana ezisibhozo* (iphepha 197)
- Imifanekiso yeempuku ezi3 neempukwana ezi7
- 4 amakhadi anamachokoza, anesimboli nanamagama enani 8
- Umgca-manani

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Iimpukwana ezisibhozo* nisebenzisa nemifanekiso.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Bonisa imifanekiso yeempuku ezinkulu neempukwana.

Imibuzo ekhokelayo:

- ★ Zingaphi iimpuku ezinkulu/iimpukwana ocinga ukuba zikhona?
- ★ Zingaphi inye kuzo? Balani imifanekiso nikunye.



TIP

If one group has fewer than eight learners, help them to decide how many objects they each need to choose to make eight altogether.

4. **More than, fewer than, equal to:** Look at the cut-outs again.

Guiding questions:

- ★ Are there more/fewer big or small mice?
- ★ If two/three/four small mice were to run away, would there be the same number of big and small mice?

5. **Maths table:** Groups of eight learners each collect eight similar small objects. Each group says what objects they have found and how many objects they have found. Give a number 8 dot, symbol or word card to each group. One group at a time puts their objects and number 8 card on the table.

Guiding questions:

- ★ Where is the number 8 on the number line?
- ★ Can you draw it in the air/on your friend's back?

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

Day 3

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 10 × 500 ml bottles
- 8 × 2 litre bottles
- Ball
- Number dot cards 1–8 (*Resource Kit*) displayed on the wall

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.

Guiding questions:

- ★ Which mouse is second, third, fifth?

2. **Oral counting:** 1–20 and beyond, 10–1.

3. **Counting objects 1–10:** Place 10 × 500 ml bottles and 8 × 2 litre bottles in separate groups where learners can see them.



Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How do you know?

Count the bottles in each group together.

4. **Dot cards and ordering 1–8; skittles:** Place 8 numbered 2 litre bottles in the incorrect order on the floor, in a line close to the dot cards that are displayed on the wall.

INGCEBISO

Ukuba elinye iqela linabafundi abambalwa kunesibhozo, bancedise ekwenzeni isigqibo ngokuba zingaphi na izinto amabazikhethe ukuze babe bezisibhozo xa zizonke.

4. **Ninzi kune-/mbalwa kune-; lingana ne-:** Jonga imifanekiso esikiweyo kwakhona.

Imibuzo ekhokelayo:

- ★ Ingaba kukho impuku ezinkulu ezininzi/ezimbalwa okanye iimpukwana?
- ★ Ukuba iimpukwana ezimbini/ntathu/ne zingabaleka, kungashiyeka inani elifanayo leempuku ezinkulu neempukwana?

5. **Itafile yemathematika:** Amaqela abafundi abasibhozo aqokelela izinto ezincinci ezisibhozo. Iqela ngalinye liyatsho ukuba zintoni elizifumeneyo nokuba zingaphi na elizifumeneyo. Nika iqela ngalinye ikhadi elinamachokoza, elinesimboli okanye igama lenani 8. Iqela elinye libeka izinto elizifumeneyo kunye nekhadi lenani 8 etafileni.

Imibuzo ekhokelayo:

- ★ Lindawoni inani 8 kumgca-manani?
- ★ Ungalizoba emoyeni/emqolweni womhlobo wakho?

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

Usuku 3

Okudingayo

- Isicengcelezo: *limpukwana ezisibhozo* (iphepha 197)
- Imifanekiso yeempuku ezinkulu ezi3 neyempukwana ezi7
- 10 × 500 ml yeebhotile
- 8 × 2 yeelitha zeebhotile
- Ibhola
- Amakhadi anamachokoza amanani 1–8 (*iKiti yeziXhobo*) axhonywe eludongeni

1. **Isicengcelezo:** Yenzani isicengcelezo, *limpukwana ezisibhozo* ulinganise ngemifanekiso.

Imibuzo ekhokelayo:

- ★ Yeyiphi impuku yesibini, eyesithathu, eyesihlanu?

2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.

3. **Ukubala izinto 1–10:** Beka iibhotile ezi10 × 500 ml ne8 × 2 yeelitha kumaqela awohlukeneyo apho abafundi beza kuzibona khona.



Imibuzo ekhokelayo:

- ★ Leliphi iqela elineebhotile ezininzi/ezimbalwa?
- ★ Wazi njani?

Balani iibhotile ezikwiqela ngalinye.

4. **Amakhadi anamachokoza nokulandelelanisa 1–8; umdlalo kathinti:** Beka phantsi isi8 seebhotile ezizilitha ezi2 ngolandelelwano oluchanekileyo, uzidwelise ecaleni kwamakhadi anamachokoza axhonywe eludongeni.

Guiding questions:

- ★ Are these bottles in the correct order?

Together place the bottles in the correct order from 1 to 8. Learners take turns to knock down bottles with the ball and say which numbers have fallen.



- ★ Which number comes between 6 and 8; after 2; before 5?
- ★ If you knock down the number 2 and 3 bottles, how many dots does this add up to? (Learners point to dot card 5.)
- ★ How many bottles are left standing?
- ★ How many more do you need to knock over to get to 8?
- ★ Which three bottles could we choose if we want the number of dots to add up to 8?
- ★ How many bottles do we need to knock over so that there are exactly the same number of bottles lying down as there are standing up?
- ★ How many bottles will be left if I take one away?

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

Day 4

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 8 mice
- Pictures of 8 ducks
- Number friezes 1–8
- 8 × 2 litre bottles
- 10 × different-sized bottles
- Ball
- Number line and number symbols 1–8
- Dot cards 1–8

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place eight 2 litre bottles in a group and 10 different-sized bottles in a separate group.

Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How many bottles do you think are in each group?
- ★ How can we find out?

Count the bottles in each group together.

4. **Ordinal numbers first to fifth:** Look at the number friezes.

Guiding questions:

- ★ Which animals live in the second house, third house, fourth house?

Imibuzo ekhokelayo:

- ★ Ingaba ezi bhotile zilandelelana ngendlela echanekileyo?

Nikunye bekani iibhotile zilandelelane ukusuka ku1 ukuya ku8. Abafundi bayatshintshana ngokuwisa iibhotile ngebhola baze bachaze ukuba ngawaphi na amanani awileyo.



- ★ Leliphi inani eliphakathi kuka6 no8; emva ko2; phambi kuka5?
- ★ Ukuba uwisa iibhotile zamanani 2 no3, uza kuba namachokoza amangaphi ewonke? (Abafundi balatha ikhadi elinamachokoza ka5.)
- ★ Zingaphi iibhotile ezisamileyo?
- ★ Kufuneka uwise zibe ngaphi ukuze ube ne8?
- ★ Zeziphi iibhotile ezintathu esinokuzikhetha ukuba sifuna inani lamachokoza liye ku8?
- ★ Zingaphi iibhotile ekufuneka siziwisile ukuze sibe nenani leebhotile eziwileyo elilingana nelezi zimileyo?
- ★ Zingaphi iibhotile eziza kushiyeke ukuba ndithatha ibe nye?

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

Usuku 4**Okudingayo**

- Isicengcelezo: *Impukwana ezisibhozo* (iphepha 197)
- Imifanekiso yeempuku e8
- Imifanekiso yamadada e8
- Iifrizi zamanani 1–8
- 8×2 iibhotile ezizilitha
- $10 \times$ iibhotile ezinobungakanani obungalinganiyo
- Ibhola
- Umgca-manani neesimboli zamanani 1–8
- Amakhadi anamachokoza 1–8

1. **Isicengcelezo:** Phinda umsebenzi ebeniwenze ngoSuku 3.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Beka iibhotile ezizilitha ezi2 zibe sibhozo kwiqela kunye neebhotile ezingalinganiyo ngobungakanani ezi10 kwiqela elahlukileyo.

Imibuzo ekhokelayo:

- ★ Leliphi iqela elineebhotile ezininzi/ezimbalwa?
- ★ Ucinga ukuba zingaphi iibhotile ezikhoyo kwiqela ngalinye?
- ★ Singakufumanisa njani oko?

Ninonke balani iibhotile ezikhoyo kwiqela ngalinye.

4. **Amanani olandelelwano elokuqala ukuya kwelesihlanu:** Jonga kwiifrizi zamanani.

Imibuzo ekhokelayo:

- ★ Zeziphi izilwanyana ezihlala kwindlu yesibini, kwindlu yesithathu, kwindlu yesine?

5. **Practising and ordering 1–8; ordinal numbers first to fifth; skittles:** Repeat the activity from Day 3. Handout dot cards 1–8. Learners say what dot card they have and match these to the bottles.

Guiding questions:

- ★ Can you knock down the first/second/fifth bottle?
- ★ Can you show me the first/second/fifth number on the number line?
- ★ Can you put the first/second/fifth bottle next to the first/second/fifth house?

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

Integration

Home Language and Life Skills: Place skittles in the maths area/ outdoors for learners to play with.

Day 5

What you need

- Rhyme: *Eight little mice* (page 196)
- Masking tape/chalk
- Cut-outs of 8 mice
- A variety of bottles
- Poster 6

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place a variety of bottles in a group.

Guiding questions:

- ★ Are there more/fewer big bottles?
- ★ How many do you think there are?
- ★ How do you know?

Count the bottles together.

4. **Jumping track 1–8:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–8.

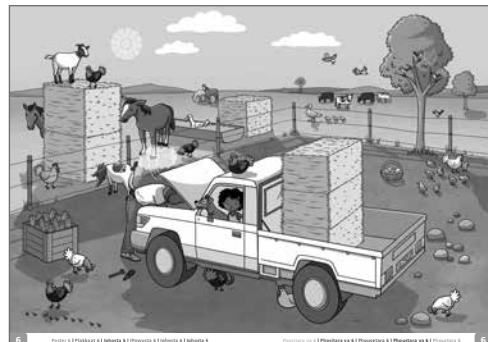
Guiding questions:

- ★ How many more jumps to get to 8?
- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/6 and count on from there as you jump?

5. **Practising 1–8:** Discuss Poster 6. Move between the learners to show them the picture.

Guiding questions:

- ★ What is the difference between a duck and a duckling?
- ★ How many ducks/ducklings can you see?



5. **Ukuziqhelanisa nokulandelelanisa 1–8; amanani olandelelwano elokuqala ukuya kwelesihlanu; umdlalo kathinti:** Phinda umsebenzi ebeniwenze kuSuku 3. Banike amakhadi anamachokoza 1–8. Abafundi batsho ukuba baneliphi ikhadi elinamachokoza baze bawatshatise neebhotile.

Imibuzo ekhokelayo:

- ✦ Ungayiwisa ibhotile yokuqala/eyesibini/eyesihlanu?
- ✦ Ungandibonisa inani lokuqala, elesibini/eyesihlanu kumgca-manani?
- ✦ Ungayibeka ibhotile yokuqala/eyesibini/eyesihlanu ecaleni kwendlu yokuqala/eyesibini/eyesihlanu?

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

Udityaniso

ULwimi lwaseKhaya nezaKhono zoBomi: Beka izinto zokudlala uthinti kwindawo yemathematika/phandle ukuze abafundi badlale ngazo.

Usuku 5

Okudingayo

- Isicengcelezo: *limpukwana ezisibhozo* (iphepha 197)
- Imifanekiso yeempuku ezi8
- IPowusta 6
- Iteyiphu yokuncamathisela/itshokhwe
- Iintlobo zeebhotile

1. **Ingoma:** Phinda umsebenzi ebeniwenze kuSuku 3.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Beka iintlobo zeebhotile kwiqela.

Imibuzo ekhokelayo:

- ✦ Ingaba kukho iibhotile ezininzi/ezimbalwa ezinkulu?
- ✦ Ucinga ukuba zingaphi ezikhoyo?
- ✦ Wazi njani?

Balani iibhotile nikunye.

4. **Umzila wokutsiba 1–8:** Sebenzisa iteyiphu yokuncamathelisa okanye itshokhwe ukwenzela abafundi ileli abaza kutsiba kuyo njengokuba iklasi ibala 1–8.

Imibuzo ekhokelayo:

- ✦ Kufuneka utsibe kangaphi ukuze ufike ku8?
- ✦ Ingaba ungatsiba ukuya kutsho kwinani elinye ngaphezu/amabini ngaphantsi, kaninzi ngesibini/mbalwa ngesithathu kunenani ome kulo?
- ✦ Ingaba ungema kwinani 4/6 uze ubale uqhubela phambili njengokuba utsiba?

5. **Ukuziqhelisa 1–8:** Xoxani ngePowusta 6. Hambahamba phakathi kwabafundi ubabonise umfanekiso.

Imibuzo ekhokelayo:

- ✦ Yintoni umahluko phakathi kwedada nentshontsho ledada?
- ✦ Ubona amadada/amantshontsho edada amangaphi?



- ✦ Are there more/fewer ducks on the poster than on the number frieze?
- ✦ If two ducklings joined the big duck in the water, how many ducks and ducklings would there be?
- ✦ How many ducklings are walking in the line?
- ✦ How many ducklings would there be if two walked away?
- ✦ Are there more/fewer big ducks or chickens?

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

Small group activities

Teacher-guided activity

What you need

- Number dot, symbol and word cards 1–8 (*Resource Kit*)
- Ball
- Playdough
- Boards
- Paper
- Pencils
- A tub per learner with:
 - 10 counters
 - Playdough
 - 3 lids
 - A yoghurt cup with beans marked with black koki on one side
 - 5 animal counters

1. **Oral counting 1–20:** Learners roll the ball to each other as they count from 1 to 20 (and beyond if they are able to).
2. **Word problems:** Present learners with problems to solve. They can use the counters in their tub to represent and help them solve the problems.

Guiding questions:

- ✦ There are ten mice in a cupboard. If three mice run away, how many mice will be left in the cupboard?
- ✦ If one mouse comes back, how many mice will be in the cupboard?

Ask learners to tell you how they got their answers.

3. **Practising 1–8; more/fewer/equal:** Show a number symbol card from 1 to 8. As quickly as they can, learners make the same number of balls with their playdough. They find the number word and dot card to match.

Ask learners to take out two of the lids from their tubs. They should place two balls on one lid and four on the other lid.

Guiding questions:

- ✦ Which lid has more/fewer balls?
- ✦ How many more/fewer does this lid have?
- ✦ Add to the lid with more balls so that it has two more than four balls. How many did you add?
- ✦ Take away from the lid with fewer balls so that it has no balls. How many did you take away?



TIP

If a learner has made an error in the calculation, ask if they want to use counters to show you what they have done. Don't simply say the learner is 'wrong'. Guide them to the correct answer.

- ✦ Ingaba kukho amadada amaninzi/ambalwa kwiPowusta kunakhoyo kuwifrizi yamanani?
 - ✦ Ukuba amantshontsho edada amabini angena emanzini nedada elikhulu, kungakho amadada namantshontsho edada amangaphi?
 - ✦ Mangaphi amantshontsho edada ahamba emgceci?
 - ✦ Angamangaphi amantshontsho anokushiyeke ukuba amabini angahamba emke?
 - ✦ Ingaba kukho amadada amakhulu amaninzi/ambalwa okanye iinkukhu?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Amakhadi anamachokoza, aneesimboli nanamagama amanani 1–8 (*iKiti yeziXhobo*)
- Ibhola
- Intlama yokudlala
- Iibhodi
- Iphepha
- Ipensile
- Isitya somfundi ngamnye esine:
 - 10 izixhobo zokubala
 - Intlama yokudlala
 - 3 iziciko
 - Ikomityi yeyogathi eneemboty eziphawulwe ngekhoki kwelinye icala
 - 5 izixhobo zokubala ezizizilwanyana

1. **Ukubala ngomlomo 1–20:** Abafundi baqengqelana ngebhola njengokuba bebala ukusuka ku1 ukuya ku20 (nangaphaya ukuba banako).
2. **Iingxaki zamagama:** Nika abafundi ingxaki amabazisombulule. Basenokusebenzisa izixhobo zokubala ezisezityeni zabo ukumela ingxaki nokubancedisa basombulule ingxaki.

Imibuzo ekhokelayo:

- ✦ Kukho iimpuku ezilishumi ekhabhathini. Ukuba iimpuku ezintathu ziyabaleka zimke, zingaphi iimpuku eziza kushiyeke ekhabhathini?
 - ✦ Ukuba impuku enye iyabuya, ziza kuba ngaphi iimpuku ekhabhathini? Cela abafundi bakuchazele ukuba iimpendulo zabo bazifumene njani na.
3. **Ukuziqhelisa 1–8; ninzi/mbalwa/lingana ne:** Bonisa ngekhadi elinesimboli yenani ka1 ukuya ku8. Ngokukhawuleza kangangoko banako, abafundi benza inani elilinganayo leebhola ngentlama yokudlala. Bakhangela igama lenani nekhadi elinamachokoza elihambelana nalo.

Cela abafundi ukuba bathathe iziciko ezimbini kwizitya zabo. Mababeke iibhola ezimbini kwisiciko esinye baze bafake ezine kwesinye isiciko.

Imibuzo ekhokelayo:

- ✦ Sesiphi isiciko esineebhola ezininzi/ezimbalwa?
- ✦ Esi siciko sinezininzi/ezimbalwa ngezangaphi?
- ✦ Yongeza kwisiciko esineebhola ezininzi ukwenzela ukuba ibe nezininzi ngesibini kuneebhola ezine? Wongeze zangaphi?
- ✦ Thatha kwisiciko esineebhola ezimbalwa ukuze sishiyeke singenazibhola. Uthathe zangaphi?

INGCEBISO

Ukuba umfundi wenze impazamo xa ebalala, mbuze ukuba uyafuna na ukusebenzisa izixhobo zokubala akubonise ukuba wenze njani na. Musa ukucela uthi umfundi 'akayichananga impendulo'. Mkhokelele kwimpendulo echanekileyo.

Learners each make eight balls. Place three balls on one lid and two on the other.

- ★ How many of the group of eight balls are left over?
- ★ What do we need to do to make the lids have the same number of balls?

Learners take out their third lid. They put one ball on the first lid and three balls on the second lid.

- ★ How many balls must go on the third lid to make eight balls altogether?

Repeat with other number combinations.

4. **Practising number 8 using playdough:** Learners make the number symbol 8 out of playdough. Support learners who are ready to write 8.
5. **Shake and spill bean game:** Learners take their yoghurt cups from their tubs. They each count out eight beans. Draw attention to the fact that the beans have been marked on one side. Ask learners to shake the cup and spill the beans.



Guiding questions:

- ★ How many beans are white? How many beans have a black mark?
- ★ How many beans are there altogether?

Learners shake and spill the beans again, using their cups and saying, 'Shake, shake, shake, and spill.' They count the beans together.

Learners compare combinations of white and black beans to make eight. Repeat a few times.

6. **Ordinal numbers first to fifth:** Learners place the animal counters in a line facing left. Ask individual learners which position different animals are standing in.

Guiding questions:

- ★ Which animal is first/third/fifth/last in line?
- ★ If you move ____ to behind ____ what position will it be in?



Check that learners are able to:

- count orally 1–20 and beyond
- identify first to fifth, last
- match objects 1–8 to number symbols, dot and word cards
- identify different combinations to make 8
- create the numeral 8 using playdough

Abafundi benza iibhola ezisibhozo emnye. Beka iibhola ezintathu kwisiciko esinye nezimbini kwesinye.

- ★ Kushiyeke amaqela amangaphi eebhola ezibekwe zazizibhozo?
- ★ Kufuneka senze ntoni ukuze iziciko zibe nenani elilinganayo leebhola?

Abafundi bakhupha isiciko sabo sesithathu. Bafaka ibhola enye kwisiciko sokuqala. Bafake iibhola ezintathu kwisiciko sesibini.

- ★ Zingaphi iibhola ekufanele zingene kwisiciko sesithathu ukuze iibhola xa zizonke zibe sibhozo?

Kuphinde oku usebenzisa ezinye iindibaniselwano zamanani.

4. **Uziquhelanisa nenani 8 usebenzisa intlama yokudlala:** Abafundi benza isimboli yenani 8 ngentlami yokudlala. Nika inkxaso kubafundi abasele bekulungele ukubhala u-8.
5. **Umdlalo wokuhlukuhla uze uchithe iimbotyi:** Abafundi bakhupha izikhongozeli zabo zeyogathi ezityeni zabo. Babala iimbotyi zibe sibhozo. Benze bazi ukuba iimbotyi zibhaliwe kwelinye icala. Cela abafundi ukuba bahlukuhle izikhongozeli baze bachithe iimbotyi phantsi.



Imibuzo ekhokelayo:

- ★ Zingaphi iimbotyi ezimhlophe? Zingaphi iimbotyi ezinophawu olumnyama?
- ★ Zingaphi iimbotyi xa zizonke?

Abafundi bahlukuhla baze bazichithe iimbotyi kwakhona besebenzisa izikhongozeli becula, 'Hlukuhla, hlukuhla, hlukuhla, uchithe.' Babala iimbotyi xa zizonke.

Abafundi bathelekisa iindibaniselwano zeembotyi ezimhlophe nezimnyama ukuze benze ezisibhozo. Kuphinde oku amatyeli ambalwa.

6. **Amanani olandelelwano elokuqala ukuya kwelesihlanu:** Abafundi babeka emgceni izixhobo zokubala ezizizilwanyana zijonge ekhohlo. Cela umfundi ngamnye ukuba atsho ukuba izilwanyana zimi kweyiphi indawo emgceni.

Imibuzo ekhokelayo:

- ★ Sesiphi isilwanyana sokuqala/sesibini/sesithathu/sokugqibela emgceni?
- ★ Ukuba usisa _____ emva _____ sizakuba kweyiphi indawo?



Qwalasela ukuba abafundi bayakwazi uku-:

- bala ngomlomo 1–20 nangaphaya
- alatha elokuqala ukuya kwelesihlanu, elokugqibela
- tshatisa izinto 1–8 namakhadi aneesimboli, anamachokoza namagama amanani
- alatha iindibaniselwano ezahlukileyo ezenza u8
- ukubumba inani u8 besebenzisa intlama yokudlala

Workstation 1

What you need

- Playdough
- Playdough template: Number 8 (page 214) – 1 per learner

Learners use playdough to complete the template.

Workstation 2

What you need

- Paper/card strips with 8 rectangles – 1 per learner
- Crayons
- Numbers from the number washing line

Learners colour in the correct number of rectangles for their age and write the number symbol to match. They draw one picture in each of the coloured rectangles for this birthday crown 'wish list'.



Workstation 3

What you need

- A set of dot cards (1–8)
- A tub with 8 coloured counters per learner

Learners each take a card and use their counters to replicate the arrangement of dots on the card. They compare cards to see if their numbers match. Repeat using all the cards from 1 to 8.

Workstation 4

What you need

- Large number symbol cards (*Resource Kit*)
- A tub for each learner with at least 36 counters (*Resource Kit*)

Each learner takes a number symbol card. They use counters to form the number symbol. They repeat this using different number symbol cards.



TIP

Discuss what each group has drawn on their crown's 'wish list' during whole class sessions.

Isitishi sokusebenzela 1

Okudingayo

- Intlama yokudlala
- Ithempleyithi yentlama yokudlala: Inani 8 (iphepha 215) – 1 kumfundi ngamnye

Abafundi basebenzisa intlama yokudlala ukugqibezela ithempleyithi.

Isitishi sokusebenzela 2



INGCEBISO

Xoxani ngoko iqela ngalinye elikuzobileyo kwisithsaba salo 'soluhlu lokunqwenelwayo' ngeeseshini zeklasi yonke.

Okudingayo

- Imicu yephepha/yekhadi enamaxande ka8 – 1 kumfundi ngamnye
- Iikhrayoni
- Amanani athathwe kucingo lokoneka amanani

Abafundi bafaka umbala kwinqanaba elichanekileyo lamaxande elimele iminyaka yabo baze babhale isimboli yenani beyitshatisa nayo. Bazoba umfanekiso kumaxande afakwe imibala amele 'uluhlu lokunqwenelwayo' kwisithsaba sosuku lokuzalwa.



Isitishi sokusebenzela 3

Okudingayo

- Isethi yamakhadi anamachokoza (1–8)
- Isitya elinezixhobo zokubala ezi8 ezimibalabala kumfundi ngamnye

Abafundi bathatha ikhadi baze basebenzise izixhobo zabo zokubala ukukhuphela indlela amachokoza adweliswe ngayo ekhadini. Bathelekisa amakhadi ukuze babone ukuba amakhadi abo ayahambelana na. Kuphinde oku usebenzisa onke amakhadi ukusukela ku1 ukuya ku8.

Isitishi sokusebenzela 4

Okudingayo

- Amakhadi amakhulu aneesimboli (*iKiti yeziXhobo*)
- Isitya kumfundi ngamnye esinezixhobo zokubala ezi36 ubuncinane (*iKiti yeziXhobo*)

Umfundi ngamnye uthatha ikhadi elinesimboli yenani. Basebenzisa izixhobo zokubala ukuze benze isimboli yenani. Bayakuphinda oku basebenzisa amakhadi ohlukileyo eesimboli zamanani.

Content Area Focus: Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Draw a picture to represent data

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- More, fewer, equal
- Collect, sort and represent collection of objects

New maths vocabulary

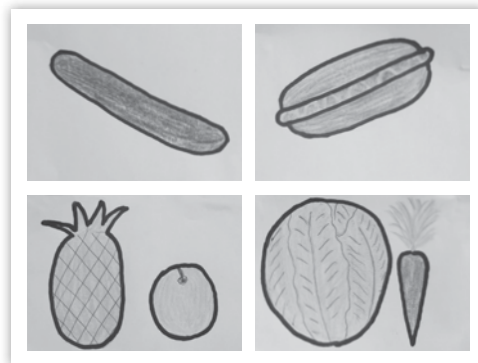
belongs

does not belong

Getting ready

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

- pictures of hot dog, boerewors, fruit and vegetables pasted on cardboard



- pictures of a red, blue, green and yellow hat pasted on cardboard
- small 5 cm × 5 cm card with a smiling face (see Term 2, Week 7) – 1 per learner
- a small red, blue, green and yellow paper/cardboard circle
- pictograph template with 4 columns and a space for food pictures/colour counters at the bottom
- A4 pictograph grid with 3 columns and red, blue and green blocks in the bottom row – 1 per learner
- fruit graph paper – 1 per learner (see page 134)
- weather calendar for the current month on which the daily weather is recorded
- name tags for each learner
- picture cards to represent the different types of learners' shoes: sandals; closed shoes with laces, Velcro or buckles

INkalo yomXholo ekuGxininiswa kuyo: ULwazi oluQokelelweyo

Izihloko

- Ukuqokelela nokuhlela izinto
- Ukucacisa ngengqokelela yezinto ezihleliweyo
- Ukuxoxa nokunika ingxelo yeengqokelela yezinto ezihleliweyo

Ulwazi olutsha

- Zoba umfanekiso omele iinkcukacha

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuya umva 10–1
- Ukubala izinto 1–10
- Zimbini/zininzi ngesithathu/ zimbilwa kune-
- Ninzi, mbalwa, lingana
- Qokelela, hlela nokumela ingqokelela yezinto

Isigama esitsha semathematika

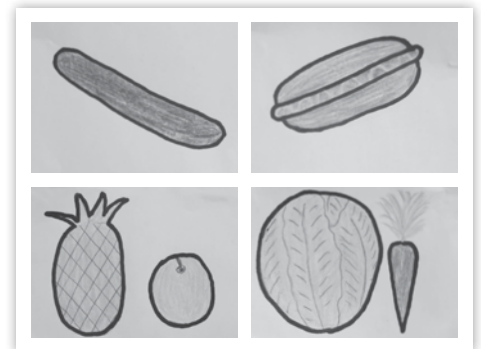
ingena kwi-

ayingeni kwi-

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- imifanekiso kanqiyoyo, *iboerewors*, iziqhamo, imifuno encanyethiselwe ekhadini
- imifanekiso yeminqwazi ebomvu, eblowu, eluhlaza nemthubi
- ikhadi elincinci elingu5 cm × 5 cm elinobuso obuncumileyo (jonga kwiKota 2, iVeki 7) – 1 kumfundi ngamnye
- iphepha/ikhadibhodi elincinci elinesangqa esincinci esibomvu, esizuba, esiluhlaza nesimthubi
- igrafu yemifanekiso enekholam ezi4 kunye nendawo elingene ukufaka imifanekiso/izikhobo zokubala ezantsi
- igridi eyigrafu yemifanekiso enguA4 enekholam ezi3 neebhloko ezibomvu, ezizuba neziluhlaza kumqolo osezantsi – 1 kumfundi ngamnye
- iphepha elinegrafu yeziqhamo – 1 kumfundi ngamnye (jonga kwiphepha 135)
- ikhalenda yale nyanga ebonakalisa imozulu yosuku ngalunye
- iithegi ezinamagama kumfundi ngamnye
- amakhadi emifanekiso abonisa iindindi zezihlangu zabafundi: iimbadada, izihlangu ezivalekileyo ezinemitya, ezincanyatheliswa nge*Velcro* okanye ezinamakhonco



- paper cut-outs of fish: 6 each of orange, red, blue and green. Attach paper clips to these for their mouths
- cardboard pictograph grid with the same colours as the fish – 1 per learner
- 6 fishing rods: piece of string tied to a stick with a magnet at one end
- a dice with orange, red, blue and green sides (two colours repeated).

Whole class activities

Day 1

What you need

- Poster 7
- 4 pictures: hot dog, boerewors, fruit, vegetables
- Smiley face cards – 1 per learner
- Pictograph template

1. **Song/rhyme:** Learners choose a song or rhyme from previous weeks.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** In pairs, learners face each other and count up to 10 while:
 - ✦ clapping right hands together
 - ✦ clapping left hands together
 - ✦ clapping both hands together.

4. **Collecting and sorting data:** Talk about Poster 7.

Guiding questions:

- ✦ What foods are being sold at the market?
- ✦ What food would you choose to buy?

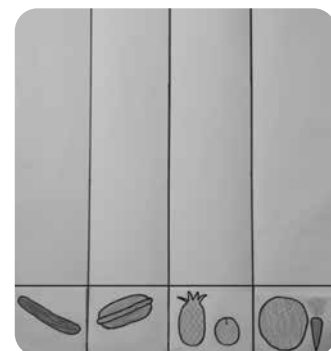


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ Which food do you think most learners like most/least?
- ✦ How do you know?
- ✦ How could we arrange our smiley faces so that we can easily see how many learners like each food?

Give each learner a smiley face.

5. **Representing data:** Place the food pictures at the bottom of each column on the pictograph template. Learners place their smiley face cards one at a time above the picture of the food they have chosen to complete the pictograph.
6. **Small group activities:** Describe the activities at each workstation.



TIP

Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- iintlanzi ezisikwe emaphepheni: 6 sezi-orenji, ezibomvu, emzuba neziluhlaza. Ncamathelisa ikliphu yamaphepha ukwenza imilomo yazo
- ikhadibhodi yegridi enegrafu yemifanekiso eneebhloko ezimbomvu, ezibhlowu neziluhlaza kwirowu engezantsi – 1 kumfundi ngamnye
- 6 yeentambo zokuloba iintlanzi: umtya obotshelelwe eluthini ngomazibuthe (magnethi) kwelinye icala
- idayisi elinecala eliorenji, elibomvu, ezuba neliluhlaza (imibala emibini ephindayo).

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- IPowusta 7
- 4 yemifanekiso: unqiyoyo, *iboerwors*, iziqhamo, imifuno
- Amakhadi anobuso obuncumileyo – 1 kumfundi ngamnye
- Ithempleyithi yegrafu yemifanekiso

1. **Ingoma/isicengcelezo:** Abafundi bakhetha ingoma okanye isicengcelezo ebesenziwe kwiiveki ezidlulileyo.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Ngababini, abafundi ngababini bayajongana baze babale ukuya ku10 ngeli lixa:
 - ✦ bebethana izandla zasekunene
 - ✦ bebethana izandla zasekhohlo
 - ✦ bebethana izandla zombini.
4. **Ukuqokelela nokuhlela iinkcukacha:** Thethani ngePowusta 7.

Imibuzo ekhokelayo:

- ✦ Kokuphi ukutya okuthengiswa emarikenini?
- ✦ Kokuphi ukutya onokukhetha ukukuthenga?

Bonisa imifanekiso emine yeendidi ezahlukileyo zokutya. Beka ukutya ngakunye kwikona nganye yezi zine zemethi. Abafundi bahlala ecaleni komfanekiso wokutya abangakuthenga.

- ✦ Ucinga ukuba kokuphi ukutya abafundi abakuthanda kakhulu/kancinci?
- ✦ Wazi njani?
- ✦ Ungabuhlela njani ubuso babantu obuincumileyo ukwenzela ukuba sibone lula ukuba bangaphi abafundi abathanda uhlobo ngalunye lokutya?

Nika umfundi ngamnye ubuso obuncumileyo.

5. **Ukumela iinkcukacha:** Beka imifanekiso yokutya emazantsi ekholam nganye kwithempleyithi yegrafu yemifanekiso. Abafundi babeka amakhadi anobuso obuncumileyo libe linye ngexesha emantla omfanekiso wokutya abakukhethileyo ukuze benze igrafu yemifanekiso.
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



INGCEBISO

Qinisekisa ukuba ubuso obuncumileyo bubekwe kakuhle ukwenzela ukuba kungabikho zithuba phakathi kwabo kwikholam nganye.

Day 2

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Weather calendar
- Poster 7
- Pictograph from Day 1

1. **Rhyme:** Say the rhyme, *Five little hotdogs* with finger movements.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand facing a partner with one hand behind their backs. On a given signal learners each put forward a number of fingers. Pairs count the total number of fingers they are showing. Repeat the activity, with learners showing a different number of fingers each time.
4. **Reading, interpreting and reporting on data:** Talk about the weather calendar for the month.

Guiding questions:

- ★ What can you tell me about the weather this month?
- ★ What kind of weather have we had the most/least of?
- ★ Were there more sunny days or rainy days? How many more? How do you know?

Learners look at Poster 7 and the food pictograph from Day 1. They compare the column heights on the pictograph and count to find out how many of each type of food different learners like.

- ★ What do you notice about the pictograph?
 - ★ Which column is the tallest/shortest? What does this mean?
 - ★ How many learners chose hot dogs/boerewors/fruit/vegetables?
 - ★ Are there more/fewer learners who chose hot dogs or more/fewer learners who chose boerewors? How many more?
 - ★ Do any of the columns have equal numbers?
 - ★ Which food is the most/least popular?
 - ★ What would happen if two more learners chose hot dogs/boerewors, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Name tag – 1 per learner
- Pictures of 4 hats (red, blue, green, yellow)
- Story: *Shopping for a hat* (page 196)
- Red, blue, green, yellow counters (*Resource Kit*)
- 4 containers labelled: red, blue, green, yellow
- 4 strips of white paper
- Pictograph template

Usuku 2

Okudingayo

- Isicengcelezo: *Oonkqiyoyo abancinci abahlanu* (iphepha 197)
- Ikhalenda yemozulu
- IPowusta 7
- Igrafu yemifanekiso uSuku 1

1. **Isicengcelezo:** Yenzani isicengcelezo, *Oonkqiyoyo abancinci abahlanu* nilinganise ngeminwe.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bema bejongene bebeke isandla esinye emqomlo. Kuzakwenziwa uphawu lokuyalela, emnye kubo uphakamisa inani elithile leminwe. Isibini eso sibala inani leminwe ephakanyisiweyo xa lilonke. Wuphinde lo msebenzi babe abafundi bephakamisa inani elahlukileyo leminwe qho.
4. **Ukufunda, ukutolika nokuchaza iinkcukacha:** Thetha ngetshathi yemozulu yenyanga.

Imibuzo ekhokelayo:

- ✦ Yintoni eninokundichazela yona ngemozulu yale nyanga?
- ✦ Hlobo luni lwemozulu esibe nayo kakhulu/kancinci?
- ✦ Ingaba zibe ninzi iintsuku ezinelanga okanye ezinethayo? Zibe ninzi ngesingaphi? Wazi njani?

Abafundi bajonga iPowusta 7 kunye negrafu yemifanekiso yokudla eyenziwe kuSuku 1. Bathelekisa amaqela abonisiweyo kwigrafu yemifanekiso.

- ✦ Uqaphela ntoni ngale grafu yemifanekiso?
 - ✦ Yeyiphi ikholam eyiyona inde/imfutshane? Oku kuthetha ukuthini?
 - ✦ Bangaphi abafundi abakhethhe *oonkqiyoyo/iboerewors/iziqhamo/imifuno*?
 - ✦ Ingaba baninzi/bambalwa abafudni abakhethhe *oonkqiyoyo* okanye *baninzi/bambalwa abakhethhe iboerewors*? Baninzi ngabangaphi?
 - ✦ Ingaba zikhona iikholam ezinamanani alinganayo?
 - ✦ Kokuphi ukutya okukokona kuthandwayo/kungathandwa ncam?
 - ✦ Kuza kwenzeka ntoni ukuba abanye abafundi ababini bakhetha *oonkqiyoyo/iboerewors*, njalo njalo?
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 3

Okudingayo

- Isicengcelezo: *Oonkqiyoyo abancinci abahlanu* (iphepha 197)
- Iithegi ezinamagama – 1 kumfundi ngamnye
- Imifanekiso yeminqwazi emi-4 (obomvu, ezuba, oluhlaza, omthubi)
- Iballi: *Ukuyothenga umnqwazi* (iphepha 197)
- Izixhobo zokubala ezibomvu, zuba nezimthubi (*iKiti yeziXhobo*)
- 4 izikhongozeli ezineeleyibheli: ebomvu, ezuba, eluhlaza, emthubi
- 4 imicu yephepha elimhlophe
- Ithempleyithi yigrafu yemifanekiso

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand in a circle and count from 1 to 10, clapping each time they say a number. The learner who says '10' sits down and the counting starts again from '1'. Repeat until only one learner is standing.
4. **Representing data:** Tell the story *Shopping for a hat*. Look at the pictures of the four hats. Discuss which colour hat learners would choose. Learners choose a counter to match the colour of the hat they have chosen. They place the counter into the container with the label for that colour.

Guiding questions:

★ How can we find out how many learners like each colour hat?

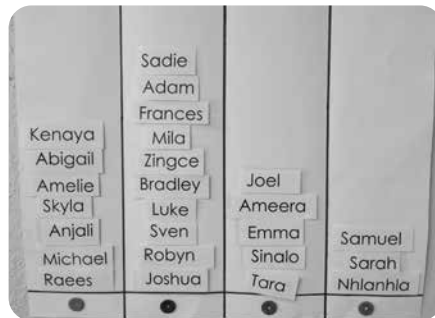
Ask four learners to arrange the counters from each container in a line on a strip of paper. Discuss the data.



★ How many learners like a red/blue/yellow/green hat?

★ How can we find out what the favourite colour is in our class?

Put a different coloured counter in the bottom row of the pictograph template. Learners place their name tags on the pictograph in the column above the colour of the hat they chose.



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

Day 4

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Pictures of 4 hats (red, blue, green, yellow)
- Pictograph from Day 3

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.

1. **Isicengcelezo:** Yenzani isicengcelezo, *Oonkqiyoyo abancinci abahlanu*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bema kwisangqa baze babale ukusuka ku1 ukuya ku10, beqhwaba qho bebiza inani. Umfundi obize u-'10' uhlala phantsi kuze kuqalelwe ukubala kwakhona ukususela ku'1'. Kuphinde oku kude kushiyeke kume umfundi omnye.
4. **Ukumela iinkcukacha:** Balisa ibali elithi, *Ukuyothenga umnqwazi*. Jonga emifanekisweni yeminqwazi emine. Xoxani ngokuba ngowuphi umbala onokukhethwa ngabafundi. Abafundi bakhetha isixhobo sokubala esihambelana nomnqwazi abawukhethayo. Babeka isixhobo sokubala kwisikhongozeli esineleyibheli yaloo mbala.

Imibuzo ekhokelayo:

- ★ Singafumanisa njani ukuba bangaphi abafundi abathanda umbala ngamnye womnqwazi?

Cela abafundi ukuba babeke izixhobo zokubala abazikhuphe kwisikhongozeli ngasinye emgceci womcu wephepha. Xoxani ngeenkukacha.

- ★ Bangaphi abafundi abathanda umnqwazi obomvu/ozuba/omthubi/oluhlaza?
- ★ Singafumanisa njani ukuba ngowuphi owona mbala uthandwayo eklasini yethu?

Beka izixhobo zokubala eziyimibala eyahlukileyo kumgca osezantsi wethempleyithi yegrafu yemifanekiso. Abafundi babeka iithegi ezinamagama abo kwigrafu yemifanekiso kwikholam esentla komnqwazi onombala abawukhethileyo.



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

Usuku 4

Okudingayo

- Isicengcelezo: *Oonkqiyoyo abancinci abahlanu* (iphepha 197)
- Imifanekiso yeminqwazi emi4 (obomvu, ozuba, oluhlaza, omthubi)
- Igrafu yemifanekiso ethathwe kuSuku 3

1. **Isicengcelezo:** Yenzani isicengcelezo, *Oonkqiyoyo abancinci abahlanu*.
2. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.

3. **Counting objects 1–10:** Play 'Sizwe says', calling out classroom objects for learners to find, touch and count, for example, three chairs, ten crayons, two windows, one door, eight shoes, five books.
4. **Discussing and reporting on collection:** Place the pictures of the hats on the wall and ask learners to help you retell the story of the hats.

Guiding questions:

- ★ Which colour hat do you think most/least learners chose? Why do you think that?

Discuss the pictograph from Day 3.

- ★ What does the pictograph tell us?
- ★ Which is the tallest column?
- ★ How many learners chose that colour hat?
- ★ Are there any colours that no one chose?
- ★ Did more people choose red or blue hats, and so on?
- ★ Are there any colours that the same number of learners chose?
- ★ What would happen if two more/three fewer learners chose green, and so on?

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

Day 5

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Masking tape or chalk
- Picture cards to represent the different types of learners' shoes

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners line up in front of the class.

Guiding questions:

- ★ How many shoes are there altogether?
- ★ How many pairs of shoes are there?

4. **Sorting data:** Ask learners to say whether they are wearing sandals or closed shoes. If they are wearing closed shoes, do they have laces, Velcro or buckles? Say, 'I wonder how many learners are wearing sandals today?' Learners arrange themselves into groups according to their shoe type.

Guiding questions:

- ★ How many learners have shoes with laces/Velcro/buckles?
- ★ Are there more/fewer learners who have shoes with laces/Velcro/buckles, and so on?
- ★ Are any groups equal?



TIP

If learners wear different shoes to school, they can also group themselves according to shoe colour.



- Ukubala izinto 1–10:** Dlalani umdlalo othi 'uSizwe uthi', ubize izinto eziseklasini ukwenzela ukuba abafundi bazikhangele, bazibambe baze bazibale, umzekelo, izitulo ezintathu, iifestile ezimbini, umnyango omnye, izihlangu ezisibhozo, iincwadi ezintlanu.
- Ukuxoxa nokuchaza ngengqokelela:** Xhoma imifanekiso yeminqwazi eludongeni uze ucele abafundi bakuncedise ubalise ibali leminqwazi.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba abafundi abaninzi baza kukhetha umnqwazi onowuphi umbala? Kutheni ucinga njalo?
- Xoxani ngegrafu yemifanekiso yoSuku 3.
- ★ Le grafu yemifanekiso isichazela ntoni?
 - ★ Yeyiphi eyona kholam inde?
 - ★ Bangaphi abafundi abakhetha lo mbala womnqwazi?
 - ★ Ingaba ikhona imibala engakhethwanga?
 - ★ Ingaba baninzi abantu abakhetha iminqwazi ebomvu okanye iminqwazi emzuba, njalo njalo?
 - ★ Ingaba ikhona imibala ekhethwe linani elilinganayo labafundi?
 - ★ Kuza kwenzeka ntoni ukuba abafundi abaninzi ngesibini/ abambalwa ngesithathu bakhetha oluhlaza, njalo njalo?

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

Usuku 5

Okudingayo

- Isicengcelezo: *Oonkqiyoyo abancinci abahlanu* (iphepha 197)
- Iteyiphu yokuncamathisela okanye itshokhwe
- Amakhadi anemifanekiso amele iindidi ezahlukileyo zezihlangu zabafundi

- Isicengcelezo:** Yenzani isicengcelezo, *Oonkqiyoyo abancinci abahlanu*.
- Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
- Ukubala izinto 1–10:** Abafundi abahlanu bema ngomgca ngaphambili eklasini.

Imibuzo ekhokelayo:

- ★ Zingaphi izihlangu ezikhoyo xa zizonke?
- ★ Zingaphi iipere zezihlangu ezikhoyo?

- Ukuhlela iinkcukacha:** Cela abafundi bachaze ukuba banxibe iimbadada na okanye izihlangu ezivalekileyo. Ukuba banxibe izihlangu ezivalekileyo, ingaba zinemitya, zine*Velcro* okanye amakhonco? Yithi, 'Bangaphi na abafundi abanxibe iimbadada namhlanje?' Abafundi bayazihlela babengamaqela ngokohlobo lwezihlangu abazinxibileyo.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abanxibe izihlangu ezinemitya/i*Velcro*/amakhonco?
- ★ Ingaba baninzi/bambalwa abafundi abanezihlangu ezinemitya/i*Velcro*/namakhonco, njalo njalo?
- ★ Ingaba akhona amaqela alinganayo?

INGCEBISO

Ukuba abafundi banxibe izihlangu ezahlukileyo esikolweni, basenokuzihlela ngokwemibala yezihlangu abazinxibileyo.



5. **Organising data:** Learners organise themselves into lines according to their shoe type.

Guiding questions:

- ★ Which line is longest/shortest?
- ★ What does that tell us?
- ★ What type of shoe is worn by most/least learners? How do you know?
- ★ Do any lines have the same number of learners?

Together count the number of learners in each line.

- ★ How many learners are there in this line?

Place pictures of the types of shoes in a row on the mat. Learners take off their right shoe and place it in the column above the picture that represents their shoe.

- ★ Which column has the most/least shoes?
- ★ Are there more learners who have sandals than learners who have shoes with laces, and so on?
- ★ How many more learners have closed shoes than sandals, and so on?

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

Integration

Home Language: Sharing ideas, Listening and Speaking.

Life Skills: Sort objects when tidying up and packing away.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with a variety of:
 - 10 Unifix blocks (red, blue and green: a different combination for each learner)
 - Counting sticks
 - Coloured counters
- A tub of crayons per learner with an assortment of red, blue and green crayons
- A4 pictograph grid per learner with red, blue and green blocks in the bottom row

1. **Oral counting:** 1–20 and beyond, 10–1.
2. **Counting objects 1–10:** Learners each count out 10 Unifix blocks from their tubs. They build a tower.

Guiding questions:

- ★ How many blocks make up your tower?
- ★ How many red/blue/green blocks are there?
- ★ Are there more/fewer red or blue blocks?

5. **Ukuhlela iinkcukacha:** Abafundi bazihlela babe yimiqolo ngokohlobo lwezihlangu zabo.

Imibuzo ekhokelayo:

- ✦ Ngowuphi umgca ongowona mde/mfutshane?
- ✦ Oku kukuchazela ntoni?
- ✦ Loluphi uhlobo lwesihlangu olunxitywe ngabafundi abaninzi/ abambalwa? Wazi njani?
- ✦ Ingaba ikhona imigca enenani elilinganayo labafundi?

Ninonke balani inani labafundi abakhoyo kumgca ngamnye.

- ✦ Bangaphi abafundi abakhoyo kulo mgca?

Beka imifanekiso yohlobo ngalunye lwesihlangu emgceeni osemethini. Abafundi bakhulula izihlangu zabo zasekunene bazibeke kwikholam engasentla komfanekiso wesihlangu eso.

- ✦ Yeyiphi ikholam enezihlangu ezininzi/ezimbamba?
- ✦ Ingaba baninzi abafundi abanxibe iimbadada okanye izihlangu ezinemitya, njalo njalo?
- ✦ Bangaphezulu ngesingaphi abafundi abanxibe izihlangu ezivalekileyo kunabo banxibe iimbadada, njalo njalo?

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

Udityaniso

ULwimi lwaseKhaya: Ukwabelana ngezimvo, UkuMamela nokuThetha.
IzaKhono zoBomi: Hlelani izinto xa niziqoqosha nizibeka ngeendawo zazo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Isitya kumfundi ngamnye esinendidi ze:
 - 10 iibhloko zeUnifix (ebomvu, ezuba neluhlaza: indibaniselwano eyahlukileyo kumfundi ngamnye)
 - Izinti zokubala
 - Izixhobo zokubala ezimibalabala
- Isitya esineekhrayoni kumfundi ngamnye neendindi zeekhrayoni ezibomvu, ezizuba neziluhlaza
- Igridi enguA4 enegrafu yemifanekiso kumfundi ngamnye eneebhloko ezibomvu, ezizuba neziluhlaza kumqolo osezantsi

1. **Ukubala ngomlomo:** 1–20 nangaphezulu, 10–1.
2. **Ukubala izinto 1–10:** Umfundi ngamnye ubala iibhloko zeUnifix zibeli10. Bakha isakhiwo esiphakamileyo.

Imibuzo ekhokelayo:

- ✦ Zingaphi iibhloko ezenza isakhiwo esiphakamileyo sakho?
- ✦ Zingaphi iibhloko ezibomvu/mthubi/luhlaza ezikhoyo?
- ✦ Ingaba zininzi/zimbamba iibhloko ezibomvu okanye ezizuba?

3. **Collecting and sorting objects:** Learners decide for themselves how to sort all the objects (Unifix blocks, sticks and counters) in their tubs.

Guiding questions:

- ★ What groups can you make with your objects?
- ★ How are you sorting them?
- ★ Why did you put your _____ in this group?
- ★ How are these things alike?
- ★ Can you sort these in a different way?

Learners sort their objects according to a given attribute.

- ★ Can you sort your objects by colour/shape/size?
- ★ Which one belongs/does not belong in this group? Why?



TIP

Repeat with different colour combinations linked to the Unifix block colours.

4. **Sorting, representing and interpreting data:** Give each learner an A4 pictograph grid, and a tub of red, blue and green crayons. Learners sort their crayons according to colour.

Guiding questions:

- ★ Can you sort your crayons by colour?
- ★ What name can you give to this group of crayons?

Learners count how many crayons there are in each group. They put the number of matching colour Unifix blocks into the columns above the matching colour on their pictograph grids.

- ★ Are there more blue or green/red/crayons?
- ★ Which colour crayon do you have the most/least of?
- ★ How many more _____ crayons are there than _____ crayons?



Check that learners are able to:

- compare objects according to one or more attribute, for example, colour, size, type
- sort objects into groups according to different attributes
- describe the attributes of the sorted objects
- explain how they sorted the objects
- decide in which column objects belong
- know 'how many' based on the data represented


3. **Ukuqokelela nokuhlela izinto:** Abafundi bagqiba ekubeni bangazihlela njani zonke izinto ezisezityeni zabo (iibhloko zeUnifix, izinti nezixhobo zokubala).

Imibuzo ekhokelayo:

- ★ Ngawaphi amaqela onokuwenza ngezinto zakho?
- ★ Uzihlela njani?
- ★ Kutheni ubeke i_____ yakho kweli qela?
- ★ Zifana njani ezi zinto?
- ★ Ungazihlela ezi zinto ngenye indlela?

Abafundi bahlela izinto ngokweathribhyuthi abayinikiweyo.

- ★ Ungazihlela izinto zakho ngokombala/ngokwemilo/ngokobungakanani?
- ★ Yeyiphi ewela/engaweli kweli qela? Kutheni?

 **INGCEBISO**
Phinda umsebenzi ngendibaniselwano zemibala ezahlukileyo zayanyanise nemibala yeeblyhubhu zeUnifix.

4. **Ukuhlela, ukumela nokutolika**

iinkcukacha: Nika umfundi ngamnye igridi yegrafu yemifanekiso enguA4, isitya seekhrayoni ezibomvu, ezizuba neziluhlaza. Abafundi bahlela iikhrayoni ngokwemibala.

Imibuzo ekhokelayo:

- ★ Ungazihlela iikhrayoni ngokombala?
- ★ Leliphi igama onokulinika eli qela leekhrayoni?

Abafundi babala ukuba zingaphi iikhrayoni ezikhoyo kwiqela ngalinye. Babeka inani leetyhubhu zeUnifix ezinombala ofanayo kwiikholam ezingaphezu kombala ohambelana nazo kwiigrafu zemifanekiso zabo.

- ★ Ingaba kukho iikhrayoni ezininzi ezizuba okanye eziluhlaza/ ezibomvu?
- ★ Zezowuphi umbala iikhrayoni onazo ezininzi/ezimbalwa?
- ★ Iikhrayoni ezi_____ zingaphezulu ngesingaphi kwiikhrayoni ezi_____?



Qwalasela ukuba abafundi bayakwazi uku:-

- thelekisa izinto ngokweathribhyuthi enye okanye ngaphezulu, umzekelo, umbala, ubungakanani, uhlobo
- hlela izinto zibe ngamaqela ngokweathribhyuthi ezahlukileyo
- chaza iimpawu zezinto ezihleliweyo
- cacisa indlela abazihlele ngayo izinto
- thatha isigqibo sokuba izinto ziwela kweziphi iikholam
- ahlula ukuba 'zingaphi' ngokuphathelele kwiinkcukacha ezigqithisiweyo

Workstation 1



What you need

- A tub per learner with:
 - Animal counters
 - Attribute blocks
 - Coloured counters
 - Coloured sticks

Learners sort the objects in their tubs according to different attributes to make groups.

Workstation 2



What you need

- A dice with orange, red, blue and green sides (repeat two colours)
- A long piece of string
- Per learner:
 - Orange, red, blue, green fish
 - A 'fishing rod'
 - Cardboard pictograph grid with the same colours as the fish
- Counters (orange, red, blue and green)

Make a pond with the string. Place the fish in the pond. Learners roll the dice and 'catch' the fish that matches the colour on the dice. They place a matching counter on their pictograph grid. Repeat until learners have caught six fish each.

Workstation 3



What you need

- Blocks of different colours and/or shapes
- Crayons
- Paper

Learners sort the blocks according to shapes. They draw a picture to show how the blocks were sorted.

Workstation 4



What you need

- Crayons
- 1 tub of fruit counters per learner
- Fruit graph paper – 1 per learner

Learners shade in the boxes to show how many of each different type of fruit they have.

Isitishi sokusebenzela 1



Okudingayo

- Isitya kumfundi ngamnye esine-:
 - Izixhobo zokubala ezizizilwanyana
 - Iibhloko zeathribhyuthi
 - Izixhobo zokubala ezimibalabala
 - Izinti ezimibalabala

Abafundi bafaka umbala ezibhokisini ngookweeathribhyuthi ezahlukeyo ukwenza amaqela.

Isitishi sokusebenzela 2



Okudingayo

- Idayisi elinamacala aorenji, abomvu, azuba naluhlaza (kuphinde oku ngemibala emibini)
- Umsonto omde
- Umfundi ngamnye makabe ne-:
 - Intlanzi eorenji, ebomvu, ezuba, eluhlaza
 - 'Intonga yokuloba'
 - Igridi enegrafu yemifanekiso enemibala efanayo nowentlanzi
 - Izixhobo zokubala (orenji, bomvu, ezuba noluhlaza)

Yenza ichibi ngomsonto. Faka iintlanzi echibini. Abafundi baphosa idayisi baze 'babambise' intlanzi ehambelana nombala wedayisi. Babeka isixhobo sokubala esihambelanayo kwiigridi zabo. Kuphinde oku bade abafundi babambise iintlanzi ezintandathu emnye.

Isitishi sokusebenzela 3

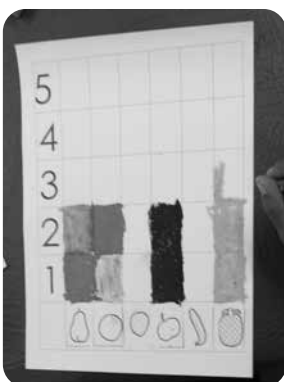


Okudingayo

- Iibhloko zemibala kunye/okanye iimilo ezahlukeyo
- Iikhrayoni
- Iphepha

Abafundi bahlela iibhloko ngokweemilo. Bazoba imifanekiso ukubonisa ukuba iibhloko zihlelwe njani na.

Isitishi sokusebenzela 4



Okudingayo

- Iikhrayoni
- Isitya esinezixhobo zokubala kumfundi ngamnye
- Iphepha elinegrafu yeziqhamo – 1 kumfundi ngamnye

Abafundi bogquma ezibhokisini ukubonisa ukuba zingaphi iintlobo zeziqhamo abanazo.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Position of objects in relation to each other
- Arrow chart
- Copy and build a construction (picture cards)

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Boxes, balls
- Midline crossing
- Position: forwards and backwards

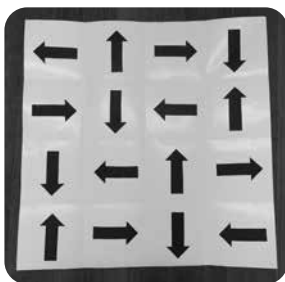
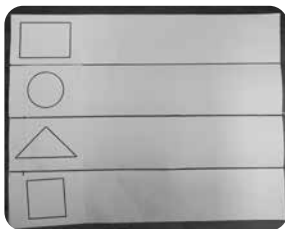
New maths vocabulary

arrow

inside

outside

Getting ready



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

- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- shape grid on the floor (created with masking tape/chalk) (see page 144)
- cardboard box with a lid and doll inside
- arrow chart
- 3-D blocks/objects, for example, 1 triangle attribute block, 3 square-shaped and 2 rectangle-shaped wooden building blocks/boxes, 4 cans/toilet roll tubes – 1 per learner
- tennis balls
- small colour paper cut-outs: circles, squares, triangles and rectangles
- shape Bingo boards – 1 per learner (page 218)
- small shape cards (copies of each shape on the Bingo boards).


TIP

Learners will further explore position and direction this week and should wear the elastic/wool bands (used in Week 4).

INkalo yomXholo ekuGxininiswa kuyo: IsiThuba neMilo (iJiyometri)

Izihloko

- Indawo, ukuziqhelisa kunye neembono
- Iimpawu zeemilo ezingu2-D nezinto ezingu3-D
- Ukulandela izalathiso

Ulwazi olutsha

- Indawo yezinto ngokuhambelana kwazo
- Itshathi yeentolo zokwalatha
- Khuphela uze wakhe isakhiwo (amakhadi anemifanekiso)

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuyela umva 10–1
- Ukubala izinto 1–10
- Iimilo: isangqa, isikwere, unxantathu, uxande
- Iibhokisi, iibhola
- Ukunqumla embindini
- Indawo: ukuya phambili nokubuyela umva

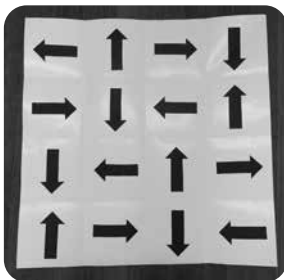
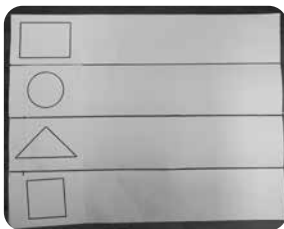
Isigama esitsha semathematika

utolo

ngaphakathi

ngaphandle

Ukulungela



Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- izinto ezingu3-D eziza kutreyiswa: isangqa, isikwere, unxantathu, uxande – 1 umfundi ngamnye
- iphepha elinguA3 elinemiqolo emine nemilo ekuqaleni komqolo ngamnye: isangqa, isikwere, unxantathu, uxande
- igridi yemilo ephantsi (eyenziwe ngeteyiphu yokuncamathisela/ngetshokhwe) (jonga kwiphepha 145)
- ibhokisi yekhadibhodi enesiciko kunye nonodoli ngaphakathi
- itshathi yeentolo
- iibhloko/izinto ezingu3-D, umzekelo, 1 ibhloko yeathribhyuthi enonxantathu, 3 iibhloko zokhuni zokwakha/iibhokisi ezimile okwesikwere nezi2 ezimile okoxande, 4 iitoti/iityhubhu zephepha lendlu yangasese – 1 kumfundi ngamnye
- iibhola zetenesi
- iziqwenga zamaphepha anemibala: izangqa, izikwere, oonxantathu namaxande
- iibhodi zemilo zomdlalo weBingo – 1 kumfundi ngamnye (iphepha 218)
- amakhadi amancinci eemilo (iikopi zemilo nganye kwiibhodi zeBingo).



INGCEBISO

Abafundi baza kuqhuba kule veki behlola indawo kunye nezalathiso kwaye kufanele banxibe iibhendi zelastiki/zewulu (ezisetyenziswe kwiVeki 4).

Whole class activities

Day 1

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- A tin
- 10 attribute blocks (*Resource Kit*)
- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- Musical instrument

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners join in.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Drop a number of attribute blocks between 1 and 10 into a tin one at a time. Learners count as they hear each block hit the bottom of the tin. Repeat.
4. **Properties of shapes:** Put up the picture of a square.

Guiding questions:

- ★ What is this shape?
- ★ What can you remember about this shape?
- ★ How do you know it is a square?
- ★ Can you see any square-shaped objects in the classroom?

As music plays, learners move around the classroom looking for square-shaped objects. When the music stops learners find the object and bring it to the mat.

- ★ Was this object easy to find? Why?/Why not?
- ★ How many sides/corners/edges does it have?

They trace around the base of the object in the grid.

- ★ How is your drawing the same/different from the _____ you have drawn around?

The learners who found the squares sit down. Repeat with each shape until all learners have had a turn.

Look at the completed grid.

- ★ How many circles/triangles/squares/rectangles do you see?
- ★ Which shape do we have the most/least of?
- ★ How is the square/triangle/circle the same/different from the rectangle, and so on?
- ★ Which shapes have four/three sides?
- ★ Which shapes have no sides?

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



Learners should be able to trace around the face of each of the 3-D objects.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *Ukuyozingela ingonyama* (iphepha 199)
- Itoti
- 10 ibhloko zeathribhyuthi (*iKiti yeziXhobo*)
- Izinto ezingu3-D eziza kutreyiswa: isangqa, isikweri, unxantathu, uxande – 1 kumfundi ngamnye
- Iphepha elinguA3 elinemiqolo emine nemilo ekuqaleni komqolo ngamnye: isangqa, isikwere, unxantathu, uxande
- Isixhobo sokudlala umculo

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ukuyozingela ingonyama*. Abafundi bayangenelela.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Faka etotini iqela leebhloko zeathribhyuthi eziphakathi kuka1 no10. Abafundi bayabala njengokuba besiva ibhloko nganye iwela ngaphakathi etotini. Kuphinde oku.
4. **Iimpawu zeemilo:** Beka umfanekiso wesikwere.

Imibuzo ekhokelayo:

- ★ Yintoni le milo?
- ★ Yintoni oyikhumbulayo ngale milo?
- ★ Nazi njani ukuba sisikwere?
- ★ Ingaba zikhona ezinye izinto ezimile okwesikwere ezikhoyo apha eklasini?

Njengokuba udlala umculo, abafundi bayahamba-hamba apha eklasini bekhangelela izinto ezimile okwesikwere. Xa umculo uyeka, abafundi bathatha into leyo beze nayo emethini.

- ★ Ingaba kube lula ukufumana into leyo? Kutheni kube njalo? Kutheni kungabanga njalo?
- ★ Inamacala/iikona/iincam ezingaphi?

Batreyisa umzantsi wento ekwigridi.

- ★ Umzobo wakho ufana/wahluke njani kwi_____ oyitreyisileyo?

Abafundi abafumene izikwere bahlala phantsi. Wuphinde umdlalo ngemilo nganye bade babe abafundi balifumene bonke ithuba lokudlala.

Khangela kwigridi egqityiweyo.

- ★ Nibona izangqa/oonxantathu/izikwere/amaxande amangaphi?
- ★ Ngowuphi umfanekiso oneemilo ezininzi/ezimbalwa?
- ★ Sifana/sahluke njani isikwere/unxantathu/isangqa kuxande, njalo njalo?
- ★ Zeziphi iimilo ezinamacala amane/amathathu?
- ★ Zeziphi iimilo ezingenamacala?

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

INGCEBISO

Abafundi kufuneka bakwazi ukutreyisa bejikeleza zonke izinto ezingu3-D.



Day 2

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Triangle, square, circle and rectangle-shaped objects
- Elastic/wool bands – 1 per learner
- Poster 8

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners slap their right thighs with their left hands to keep the rhythm. Say the rhyme a second time. Learners slap their left thighs with their right hands.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the bands on learners' right hands. Learners stand in a row with their legs apart. They raise their right hands, then bend from the waist and touch their left foot with their right hand as they count to 10. Repeat, with learners touching their right foot with their left hand.



TIP

This movement strengthens learners' midline crossing. Encourage other movements, such as alternating stamping feet, swaying from side to side, 'swimming' and 'climbing the stairs' with left-right movements.



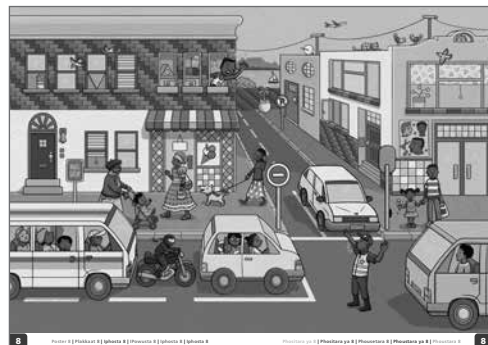
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

Learners guess the shape. The learner who correctly guesses has a turn to hide another shape behind their back and give clues. Support them by asking questions where necessary.

Talk about Poster 8.

Guiding questions:

- ★ What shapes can you see?
 - ★ Can you find a shape with three/four sides? What is it called?
 - ★ How many sides does this window have? What shape is it?
 - ★ Can you find a shape that has two long sides and two short sides/ four sides that are the same length? What is it called?
 - ★ What shape are the bricks on the wall?
 - ★ Where can you see ice cream? What shape is the cone/ice cream?
 - ★ Can you see any small blue/yellow squares? Count them.
5. **Small group activities:** Describe the activities at each workstation.



Usuku 2

Okudingayo

- Isicengcelezo: *Ukuyozingela ingonyama* (iphepha 199)
- Izinto ezimile okukanxantathu, isikwere, isangqa nokoxande
- Iibhendi zelastiki/zewulu – 1 kumfundi ngamnye
- IPowusta 8


INGCEBISO

Le ntshukumo yomeleza isakhono sabafundi sokunqumla embindini. Khuthaza ukwenziwa kwezinye iintshukumo, njengokutshintsha ukungqisha ngeenyawo, 'ukuqubha' 'nokonyuka izitepsi' ngeentshukumo zonyawo lwasekhohlo nolwasekunene.

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ukuyozingela ingonyama*. Abafundi babetha amathanga abo asekunene ngezandla zabo zasekhohlo ukwenza isingqi. Benza isicengcelezo okwesibini. Abafundi babetha amathanga abo asekhohlo ngezandla zabo zasekunene.

2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.

3. **Ukubala izinto 1–10:** Beka iibhendi kwizandla zasekunene zabafundi. Abafundi bema ngomgca bengxabalazile. Bayagoba baze babambe iinyawo zabo zasekhohlo ngezandla zabo zasekunene njengokuba bebala ukuya kutsho ku10. Kuphinde oku abafundi babambe iinyawo zabo zasekunene ngezandla zabo zasekhohlo.



4. **Iimpawu zeemilo:** Fihla into emile okukanxantathu, isikwere, isangqa okanye okoxande kuwe ngasemva. Chaza imilo yayo. Umzekelo:

- ✦ Inamacala amathathu kunye neekona ezintathu.
- ✦ Inamacala amane alinganayo ngobude.
- ✦ Ayinamacala nazikona. Ingqukuva.

Abafundi bayaqashela ukuba yeyiphi loo milo. Umfundi ochanileyo ukuqashela unikwa ithuba lokuba afihle enye imilo emva kwabanye aze abanike nje intluba. Bancedise ngokubuza imibuzo apho kufaneleke khona.

Thethani ngePowusta 8.

Imibuzo ekhokelayo:

- ✦ Zeziphi iimilo ozibonayo?
 - ✦ Ningayifumana imilo enamacala amathathu/ amane? Ibizwa ngokuba yintoni?
 - ✦ Le festile inamacala amangaphi? Iyeyiphi imilo?
 - ✦ Ingaba ungayifumana imilo enamacala amabini amade namacala amabini amafutshane/amacala amane alinganayo ngobude? Ibizwa ngokuba yintoni?
 - ✦ Ziyeyiphi imilo izitena zodonga?
 - ✦ Niyibonaphi iyisikhrimu? Iyeyiphi imilo ikhoni/iayisikhrimu?
 - ✦ Ingaba zikhona izikwere ezincinci ezizuba/ezimthubi ozibonayo? Zibaleni.
5. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.



Day 3

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- 2 dice
- Container with attribute blocks – 1 block per learner

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners move forwards two paces and backwards two paces to keep the rhythm.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle and take turns to roll the two dice. All learners show as many fingers as dots on the dice, counting together. If the total number of dots on the dice is more than 10, learners shout 'Uh, oh!' and suggest what they need to do to solve this problem (include their nose, ears, use their toes, and so on).
4. **Position: forwards and backwards:** Learners dramatise *Going on a lion hunt*. Every time they hear the words 'Uh, oh!' learners step backwards two paces. They continue moving forwards as the story continues.
5. **Properties of shapes:** Learners sit in a circle. Pass around the container for each learner to choose an attribute block. Learners who have chosen the shape you describe, should hold it up.

Guiding questions:

- ★ Who has a blue triangle, and so on?

Learners pass on their attribute block to the learner on their left. As they do so, they should chant, 'Let's find out what shape is next. Let's find out what shape is next. Let's find out what shape is next, I'm holding in my hand.'

Repeat with similar questions. For example:

- ★ Who has a red shape with no sides?
- ★ Who has a yellow shape with four corners?
- ★ Who has a green shape with two long sides and two short sides?
- ★ Who has a shape that is not square?

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

Day 4

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Shape grid on the floor
- Building block for each learner (same size and shape)
- Chalk or masking tape

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 1–20 and beyond, 10–1.



TIP

Do this activity outside. Learners should keep looking ahead while they take steps backwards.

Usuku 3

Okudingayo

- Isicengcelezo: *Ukuyozingela ingonyama* (iphepha 199)
- 2 amadayisi
- Isikhongozeli ezineebhloko zeathribhyuthi – 1 ibhloko kumfundi ngamnye

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ukuyozingela ingonyama*. Abafundi baya phambili kabini baze babuyele umva kabini ukuze bagcine isingqi.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa baze batshintshisane ngokuqengqa idayisi kabini. Bonke abafundi baphakamisa iminwe elingana namachokoza akwidayisi, bebala ngaxeshanye bonke. Ukuba inani lilonke lamachokoza akwidayisi lingaphezulu kuka10, abafundi baza kuthi 'Owuu!' baze bacebise ukuba yintoni abanokuyenza ukusombulula le ngxaki (kuquka iimpumlo, iindlebe, ukusebenzisa iinzwane zabo, njalo njalo).
4. **Indawo: ukuya phambili nokubuyela umva:** Abafundi balinganisa *Ukuyozingela ingonyama*. Qho abafundi besiva u-'Owuu!' banyathela bebuya umva kabini. Baqhubeka benyathela besiya phambili njengokuba liqhuba ibali.
5. **Iimpawu zeemilo:** Abafundi bahlala esangqeni. Gqithisa isikhongozeli ukuze umfundi ngamnye akhethe iibhloko yeathribhyuthi. Abafundi abaphethe imilo echaziweyo bayiphakamisela phezulu.

Imibuzo ekhokelayo:

- ✦ Ngubani ophethe unxantathu ozuba, njalo njalo?

Abafundi bagqithisela iibhloko zeathribhyuthi zabo kumfundi ongasekhohlo. Njengokuba besenza oko, bayacengceleza besithi, 'Masifumanise ukuba yeyiphi imilo elandelayo. Masifumanise ukuba yeyiphi imilo elandelayo, le ndiyiphetheyo esandleni sam.'

Kuphinde oku usebenzisa imibuzo efanayo. Umzekelo:

- ✦ Ngubani ophethe imilo ebomvu engenamacala?
- ✦ Ngubani ophethe imilo emthubi eneekona ezine?
- ✦ Ngubani ophethe imilo eluhlaza enamacala ambini amade namacala amabini amafutshane?
- ✦ Ngubani ophethe imilo engesosikwere?

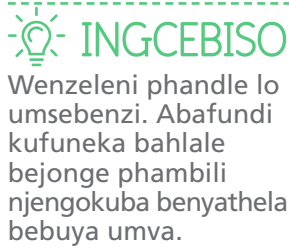
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

Usuku 4

Okudingayo

- Isicengcelezo: *Ukuyozingela ingonyama* (iphepha 199)
- Igridi yeemilo phantsi
- Ibhloko yokwakha kumfundi ngamnye (ibe bubungakanani nemilo efanayo)
- Itshokhwe okanye iteyiphu yokuncamathelisa

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ukuyozingela ingonyama*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.



3. **Counting objects 1–10:** Place 10 blocks in a row where learners can see them.

Guiding questions:

- ✦ How many blocks do you think there are in this row?

Learners count the blocks. Place another 10 blocks beneath the first row, spacing them wider apart.

- ✦ Do you think there are more blocks in the first or second row?
- ✦ How many blocks do you think there are in the second row?

Learners count the blocks.

4. **Follow directions:** Each learner should have a block. Play 'Sizwe says', calling out positional words, for example, Sizwe says, 'Put your block:

- ✦ on your head.'
- ✦ next to your right/left foot.'
- ✦ under your foot.'
- ✦ in the middle of your lap.'
- ✦ on top of your hand.'
- ✦ between your legs.'
- ✦ in front of your chest.'
- ✦ behind your back.'
- ✦ below your knee.'

5. **Shape movements:** Learners take turns to move along the shape grid on the floor as directed.

- ✦ Hop twice in each triangle.
- ✦ Jump over all the squares.
- ✦ Stand in the middle shape.
- ✦ Jump up and down five times in the circle.
- ✦ Turn to the left/right and jump into the next three squares.
- ✦ Hop with one foot across each of the bottom three shapes.



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



This activity works well outdoors.

3. **Ukubala izinto 1–10:** Beka iibhloko ezi10 emgceni apho ziza kubonwa khona ngabafundi.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iibhloko ezikhoyo emgceni? Abafundi babala iibhloko. Beka ezinye iibhloko ezi10 ngezantsi komgca wokuqala, zinikane isithuba ezivulekileyo.
- ★ Ucinga ukuba kukho iibhloko ezininzi kumgca wokuqala okanye kowesibini?
- ★ Ucinga ukuba zingaphi iibhloko kumgca wesibini? Abafundi babala iibhloko.

4. **Landela izikhokelo:** Umfundi ngamnye kufuneka abe nebhloko. Dlala umdlalo othi 'uSizwe uthi', usebenzisa amagama eendawo, umzekelo. uSizwe uthi, 'Beka ibhloko yakho:

- ★ entlokweni yakho.'
- ★ ecaleni konyawo lwakho lwasekunene/lwasekhohlo.'
- ★ ngaphantsi konyawo lwakho.'
- ★ phezu kwethanga lakho.'
- ★ phezu kwesandla sakho.'
- ★ phakathi kwemilenze yakho.'
- ★ phambi kwesifuba sakho.'
- ★ emva komqolo wakho.'
- ★ ezantsi kwedolo lakho.'

5. **Iintshukumo ngokwemilo:** Sebenzisa itshokhwe okanye iteyiphu yokuncamathelisa wenze igradi neemilo phantsi njengoko uyalelwe.

- ★ Ngcileza kabini kunxantathu ngamnye.
- ★ Tsiba zonke izikwere.
- ★ Yima kwimilo esembindini.
- ★ Xhuma kube kahlanu kwisangqa esiorenji.
- ★ Jikela ngasekhohlo/kunene uze uxhumele kwizikwere ezintathu ezilandelayo.
- ★ Ngcileza ngonyawo olunye kuzo zonke iimilo ezintathu ezisezantsi.



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

INGCEBISO

Lo msebenzi uba yimpumelelo xa wenzelwe phandle.

Day 5

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Cardboard box with a lid and doll inside

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners form a row and stand and sit alternately as they count. Once they have counted to 10 they start a new row.

Guiding questions:

- ★ How many learners are in the first/second/third row?
 - ★ Which row has more/fewer learners?
 - ★ How many learners are sitting/standing in the second row?
 - ★ Are more learners sitting or standing?
4. **Position and direction:** Put the closed box with the doll on the mat.

Guiding questions:

- ★ What do you think is inside the box?

Take the doll out of the box. Place it in different positions. Learners tell you where it is, for example, under/above/on/in/behind/in front of the box.

- ★ Where is the doll now?



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

Small group activities

Teacher-guided activity

What you need

- Selection of 3-D blocks/objects
- Chairs – 1 per learner
- Tennis balls
- Cardboard box with a lid
- Arrow chart
- Doll

1. **Counting objects 1–10:** Place blocks on the mat. Learners take turns to count from 1 to 10.

Usuku 5

Okudingayo

- Isicengcelezo: *Ukuyozingela ingonyama* (iphepha 199)
- Ibhokisi yekhadibhodi enesiciko nonodoli ngaphakathi

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Ukuyozingela ingonyama*, nenze neetshukumo.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bema ngomgca baze abanye bahlale njalo njalo njengokuba bebala. Bakube bebale baya kutsho ku10, baqale umgca omtsha.

Imibuzo ekhokelayo:

- ★ Bangaphi abafundi abakumgca wokuqala/wesibini/wesithathu?
- ★ Ngowuphi umgca onabafundi abaninzi/abambalwa?
- ★ Bangaphi abafundi abahleli phantsi/abamileyo kumgca wesibini?
- ★ Ingaba baninzi abafundi abahleliyo okanye abamileyo?

4. **Indawo nasalathiso:** Beka ibhokisi enonodoli emethini.

Imibuzo ekhokelayo:

- ★ Nicinga ukuba yintoni engaphakathi ebhokisini?

Khupha unodoli ebhokisini. Wubeke kwiindawo ezahlukileyo.

Abafundi baya kuchazela ukuba uphi na, umzekelo, ngaphantsi/ngaphezu/phezu/ngaphakathi/ngasemva/ngaphambi kwebhokisi.

- ★ Uphi ngoku unodoli?



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

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- Iibhloko/izinto ezithile ezingu3-D kumfundi ngamnye
- Ilibhola zetenesi
- Itshathi yeentolo
- Izitulo – 1 kumfundi ngamnye
- Ibhokisi lekhadibhodi elinesiciko
- Unodoli

1. **Ukubala izinto 1–10:** Beka iibhloko emethini. Abafundi batshintshana ngokubala ukusuka ku1 ukuya ku10.



2. **Building a shape:** Build a construction on the mat using 3-D blocks/objects.

Guiding questions:

- ★ What can you tell me about what I have built?
- ★ What shapes do you see?
- ★ Can you arrange your blocks in the same way?

Learners build the same construction with their blocks.

- ★ Which objects have you used?
- ★ Is yours the same/not the same as mine? Why?

3. **Position:** Instruct learners to place the doll in different positions in relation to the box and say where the doll is. Repeat with other learners.

Guiding questions:

- ★ Can you put the doll in front of/under/next to/on top of/behind the box?

Learners take turns to place the doll in different positions and the rest of class say where the doll is.

4. **Arrow chart:** Put the arrow chart on the wall. Learners will move in the same direction as the arrows.

Guiding questions:

- ★ Which way is the arrow pointing?
- ★ How will you move?

Guide learners through all the directions and movements before starting the game.

Point to the arrow and give directions such as:

(Row 1) Stretch your arms. → ← ↓ ↑

(Row 2) Stand on a chair and jump ↓ then stand on the floor

and jump. ↑ ← →



Encourage learners to use direction words like 'left and right', 'forwards and backwards'.

Integration

Home Language: Vocabulary development.

Life Skills: Toilet routine and walking to/from places.



Check that learners are able to:

- build a construction by copying an example
- describe the position of objects in relation to each other
- use position words such as in front of/under/next to/on top of/behind/inside/outside
- use direction words such as left/right, up/down



2. **Ukwakha imilo:** Yakha isakhiwo emethini ngeebhloko/izinto ezingu3-D.

Imibuzo ekhokelayo:

- ✦ Ningandichazela ntoni ngesakhiwo sam?
- ✦ Zeziphi iimilo enizibonayo?
- ✦ Ningazibeka ngolu hlobo nezenu iibhloko?

Abafundi bakha isakhiwo esifanayo ngeebhloko zabo.

- ✦ Nisebenzise eziphi izinto?
- ✦ Ingaba ezenu ziyafana/azifani? Kutheni?

3. **Indawo:** Yalela abafundi ukuba babeke unodoli kwiindawo ezahlukeneyo ngokuphathelene nebhokisi baze batsho ukuba uphi na unodoli. Kuphinde oku usebenzisa abanye abafundi.

Imibuzo ekhokelayo:

- ✦ Ningambeka unodoli ngaphambi/ngaphantsi/ecaleni/ngaphezu/ngasemva kwebhokisi?

Abafundi bayatshintshisana ngokubeka unodoli kwiindawo ezahlukeneyo baze abanye abafundi bachaze ukuba unodoli uphi na.

4. **Itshathi yeentolo:** Xhoma itshathi yeentolo eludongeni. Abafundi baza kuya kwicala elinye neli iintolo ezikhombe kulo.

Imibuzo ekhokelayo:

- ✦ Utolo lwalathe kweliphi icala?
- ✦ Uza kuhamba njani?

Khokela abafundi kuwo onke amacala neentshukumo zonke ngaphambi kokuba umdlalo uqale.

Yalatha utolo uze unike imiyalelo efana nale:

(Umgca 1) Yolula iingalo zakho. → ← ↓ ↑

(Umgca 2) Yima phezu kwesitulo uxhume ↓ uze ume

phantsi uxhume. ↑ ← →

INGCEBISO

Khuthaza abafundi ukuba basebenzise amagama esalathiso afana noelithi 'khohlo' nelithi 'kunene', 'ukuya phambili nokubuyela umva'.

Udityaniso

ULwimi lwaseKhaya: Ukukhulisa isigama.

IzaKhono zoBomi: Ixesha lokuya kuzikhulula kukuya/ukubuya ezindaweni.



Qwalasela ukuba abafundi bayakwazi uku-:

- akha isakhiwo ngokukhuphela umzekelo
- chaza indawo ezikuyo izinto ngokuphathelene enye kwenye
- sebenzisa amagama endawo afana nophambi/phantsi/ecaleni/phezu/emva/ngaphakathi/ngaphandle
- sebenzisa amagama ezalathiso njengo-hohlo/kunene, phantsi/phezulu

Workstation 1



What you need

- Paper and glue
- Small colour paper cut-outs: circles, squares, triangles and rectangles

Learners make pictures from the shapes provided, for example, a house or an animal.

Workstation 2

What you need

- Playdough
- Coloured sticks (*Resource Kit*)

Learners lay out sticks in a shape. They place the ends of the sticks into a piece of playdough at the corners to hold their shape.



TIP

If pegboards are available, learners can make shapes by stretching elastic bands between pegs.

Workstation 3

What you need

- Bingo cards
- Shape Bingo boards
- Counters

Learners place the pile of cards face down in the middle of the table or floor. They take turns to choose a card. If they have that shape on their board, they place a counter on that shape. The first player to get four in a row, wins.



Workstation 4

What you need

- Blocks or objects of different shapes

Learners build a construction using four or five blocks or objects. They take turns to copy the arrangement a friend has made.



Isitishi sokusebenzela 1



Okudingayo

- Iphepha neglu
- Amaphepha amancinci asikiweyo: izangqa, izikwere, oonxantathu namaxande

Abafundi benza imifanekiso yeemilo abazinikiweyo, umzekelo, indlu okanye isilwanyana.

Isitishi sokusebenzela 2

INGCEBISO

Ukuba iibhodi zeephegi zikhona, abafundi bangenza iimilo ngokolula iibhendi zelastiki phakathi kweephegi.

Okudingayo

- Intlama yokudlala
- Izinti ezinemibala (*iKiti yeziXhobo*)

Abafundi babeka izinti zenze imilo. Babeka iincam zezinti kwintwana yentlama yokudlala apha ezikoneni ukuze zibambebele kwimilo leyo bayenzayo.



Isitishi sokusebenzela 3



Okudingayo

- Amakhadi eBingo
- Ilibhodi zeBingo
- Izixhobo zokubala

Abafundi babeka inqwaba yamakhadi aqubude etafileni okanye phantsi emgangathweni. Batshintshana ngokukhetha ikhadi. Ukuba banayo imilo ebhodini yabo, babeka isixhobo sokubala phezu kwalo milo. Umdlali wokuqala ukufumana ezine emgceni nguye ophumeleleyo.

Isitishi sokusebenzela 4



Okudingayo

- Iibhloko okanye izinto ezizimilo ezahlukeneyo

Abafundi benza isakhiwo besebenzisa iibhloko okanye izinto ezine okanye ezintlanu. Batshintshisana ngokukhuphela indlela enze ngayo omnye.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Money – recognise banknotes
- Problem solving 1–8

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Ordinal numbers first to fifth
- Reinforce numbers 1–8
- Add, take away
- Coins
- Big, small

New maths vocabulary

banknote
lion

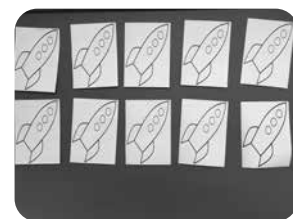
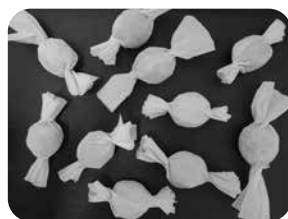
rhino
buffalo

Nelson Mandela
count back

Getting ready

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

- 10 balls of playdough wrapped in cellophane/plastic to make 'sweets'
- 10 spaceships made with paper plates – each spaceship should have 10 windows
- 10 pictures of rockets



- 5 A4 pictures of things to buy (from magazines)
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (from Term 2)
- 10 cardboard banknotes, 2 of each: R10, R20, R50, R100, R200 (pages 220–221)
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- A4 size paper/cardboard page with a large rectangle – 1 per learner
- orange playdough
- A4 page with tortoise template (page 219) – 1 per learner.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Chaza, landelelanisa uthlekise amanani apheleleyo
- Ulwalamano lwamanano
- Ukuqaphela amanani
- Ukusombulula amanani ngokusemholweni

Ulwazi olutsha

- Imali – ukunakana imali engamaphepha
- Ukusombulula iingxaki 1–8

Ziqhelise

- Ukubala ngomlomo: usiya phambili 1–20 nangaphaya, ubuyela umva 10–1
- Ukubala izinto 1–10
- Ukulandelelanisa amanani 1–8
- Amanani olandelelwano elokuqala ukuya kwelesihlanu
- Ukubethelela amanani 1–8
- Ukudibanisa nokuthabatha
- Imali eziinkozo
- Khulu, ncinci

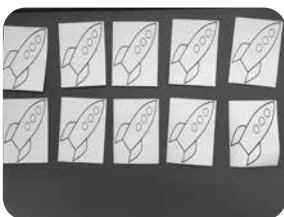
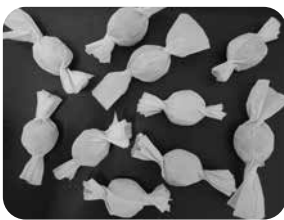
Isigama esitsha semathematika

imali eliphepha
ingonyama

imvubu
inyathi

uNelson Mandela
bala ubuyela umva

Ukulungela



Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- 10 iibhola ezinkulu ezenziwe ngentlamba yokudlala ezisongelwe ngeselofeyini/ngeplastikhi ukwenza 'iilekese'
- 10 iziphekepheke enziwe ngeepleyiti zephepha – isiphekepheke ngasinye kufuneka sibe neefestile ezili10
- 10 imifanekiso yeerokhethi
- 5 imifanekiso enguA4 yezinto eziza kuthengwa (ezithathwe kwiimagazini)
- imali eziinkozo ekhanyayo nemdaka esikwe kwiikhadibhodi: 10c, 20c, 50c, R1, R2, R5 (ithathwe kwiKota 2)
- 10 lemali engamaphepha yamakhadibhodi, isi 2 sayo nganye: R10, R20, R50, R100, R200 (iphepha 220–221)
- 10 izikhongozeli zezinto ezibezikhe zasetyenziswa, umzekelo, ibhokisi yesiriyeli, isitya seyogathi, njalo njalo
- iphepha/ikhadibhodi elinguA4 ubukhulu elinoxande elikhulu – 1 kumfundi ngamnye
- intlama yokudlala eorenji
- iphepha elinguA4 elinethempleyithi yofudo (iphepha 219) – 1 kumfundi ngamnye.

Whole class activities

Day 1

What you need

- Song: *Five shiny coins* (Activity Guide: Term 2, page 196)
- 6 cardboard coins (from Activity Guide: Term 2, pages 216–217)
- Playdough sweets
- 2 sets of 5 cardboard banknotes (approximately A4 size) – place one set on the wall, smallest to biggest in size (pages 220–221)

1. **Song:** Sing the song, *Five shiny coins*. Discuss the coins.
2. **Oral counting:** 1–20 and beyond, 10–1. Count 1–10, but miss out a number and/or say a number twice, and so on.

Guiding questions:

- ★ What went wrong with my counting?

Repeat the activity, missing and/or repeating different numbers.

3. **Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets on the mat.

Guiding questions:

- ★ How many sweets do you think there are?

Count together.

4. **Introducing banknotes:** Show the learners the banknotes.

Guiding questions:

- ★ Where have you seen this before?
- ★ Does anyone know what it is called?
- ★ Have you ever used one of these? What did you use it for?
- ★ What do you see on the notes?
- ★ How is this banknote the same/different to the other banknotes?
- ★ Which is smaller/bigger in size?
- ★ How many different South African banknotes are there?

Count the banknotes as you match them to the notes on the wall.

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



TIP

Place the five notes and blank paper in the maths area so that learners can draw things they have bought (or wish to buy).

Day 2

What you need

- Rhyme: *Spaceship* (page 200)
- 10 playdough sweets
- 2 sets of 5 banknotes
- 5 pictures of things to buy
- Prestik

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



TIP

Discuss what space is. Talk about the stars and planets that we can see at night. Ask learners whether they think it is possible to go to space and how they might get there – in a spaceship. Ask learners what they think they would be able to buy on the moon.

Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Ingoma: *linkozo ezintlanu zemali ekhanyayo (IsiKhokelo semiSebenzi: Ikota 2, iphepha 197)*
- 6 imali eziinkozo eyenziwe ngekhadibhodi (ethathwe kwisiKhokelo semiSebenzi: Ikota 2 amaphepha 216–217)
- Iilekese zentlama yokudlala
- 2 iisethi ezi5 zemali engamaphepha eyenziwe ngamakhadibhodi (malunga neA4 ubukhulu) – xhoma isethi enye edongeni, ukusuka kweyona incinci ukuya kweyona inkulu ngobukhulu (amaphepha 220–221)

1. **Ingoma:** Culani ingoma, *linkozo ezintlanu zemali ekhanyayo*. Xoxani ngemali eziinkozo.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1. Bala 1–10, kodwa ushiye inani elinye uze/okanye ulibize kabini inani, njalo njalo.

Imibuzo ekhokelayo:

- ✦ Yintoni engahambanga kakuhle ngokubala kwam?

Wuphinde umsebenzi, ushiya kwaye/okanye uphinda amanani ohlukileyo.

3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Beka iilekese zentlama yokudlala ezilishumi emethini.

Imibuzo ekhokelayo:

- ✦ Ucinga ukuba zingaphi iilekese ezikhoyo?

Balani nonke.

4. **Ukwazisa ngemali engamaphepha:** Bonisa abafundi imali engamaphepha.

Imibuzo ekhokelayo:

- ✦ Wawuyibone phi le ngaphambili?
- ✦ Ngubani owaziyo ukuba kuthiwa yintoni?
- ✦ Wawukhe wayisebenzisa enye yezi ngaphambili? Entwenini?
- ✦ Ubona ntoni kule mali ingamaphepha?
- ✦ Le mali iliphepha ifana/yahluka njani kwenye imali engamaphepha?
- ✦ Yeyiphi encinci kunenye/enkulu kunenye?
- ✦ Zingaphi iintlobo zemali engamaphepha yaseMzantsi Afrika?

Balani imali engamaphepha njengokuba uzitshatisa namaphepha aseludongeni.

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

Usuku 2

Okudingayo

- Isicengcelezo: *Isiphekepheke* (iphepha 201)
- 10 iilekese ezenziwe ngentlama yokudlala
- Isethi ezi2 zemali engamaphepha ezi5
- 5 imifanekiso yezinto eziza kuthengwa
- Iprestikhi

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Isiphekepheke*.

INGCEBISO

Beka iimali engamaphema amahlanu nephepha elingabhalwanga kwindawo yemathematika ukuze abafundi bathathe izinto izinto abazithengileyo (okanye abarhalela ukuzithenga).

INGCEBISO

Xoxani ngamajukujuku. Thethani ngeenkwenkwezi neplanethi esinokuzibona ebusuku. Buza abafundi ukuba ingaba bacinga ukuba singakwazi na ukuya esibhakabhakeni nokuba kungafikwa njani na apho – ngezipekepheke. Buza abafundi ukuba bacinga ukuba yintoni abanokuyithenga enyangueni.

- Oral counting:** 1–20 and beyond, 10–1. Start with 5 and count back to 2, start with 10 and count back to 6, and so on.
- Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets and five banknotes on the mat.

Guiding questions:

- ★ How many banknotes do you think there are?
- ★ Are there more/fewer sweets or banknotes?
- ★ How many more/fewer banknotes are there than sweets?
- ★ How do you know?

- Recognise and match banknotes:** Five learners each find a picture of something to buy hidden in the classroom. Five other learners take turns to choose a banknote to attach to each picture. Five other learners take turns to show which banknote on the wall matches each of these.

Guiding questions:

- ★ Which banknotes have/have not been used yet?
- ★ Which banknote has the rhino on it?

- Ordinal numbers first to fifth:** Look at the five banknotes on the wall.

Guiding questions:

- ★ Which banknote is first, second, and so on in the row on the wall?
- Five learners place the pictures and banknotes on the mat in order to match the banknotes on the wall.
- ★ Which note should be placed first, second, and so on?

Learners who have not had a turn, take turns to jump. For example: ask them to jump from the first note to the second to the fourth, and so on. Place the banknotes on the maths table.

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

Day 3**What you need**

- Rhyme: *Spaceship* (page 200)
- 10 paper-plate spaceships placed on the wall
- 2 sets of 5 banknotes
- Number washing line
- Number dot, picture, symbol and word cards 1–8 (*Resource Kit*)

- Rhyme:** Say the rhyme, *Spaceship*.
- Oral counting:** 1–20 and beyond, 10–1.
- Counting objects 1–10:** Ten learners stand. Look at the paper-plate spaceships on the wall.

Guiding questions:

- ★ Do you think there are enough spaceships for each learner to go to the moon?

Count the spaceships.

**TIP**

Make sure that the value being attached to the object is appropriate, for example, a table might be R200 and a 500 ml cool drink might be R10.

2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1. Qala ngo5 ubale ukubuyela umva ku2, qala ngo10 uze ubale ukubuyela umva ku6, njalo njalo.
3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Beka iilekese ezilishumi kunye nemali engamaphepha ezintlanu emethini.

Imibuzo ekhokelayo:

- ★ Ucinga ukuba zingaphi iintlobo zemali engamaphepha ezikhoyo?
- ★ Ingaba zininzi/zimbalwa iilekese okanye imali engamaphepha?
- ★ Ininzi/imbawo kangakanani imali engamaphepha kuneelekese?
- ★ Wazi njani?

4. **Ukubona nokutshatisa imali engamaphepha:** Abafundi abahlanu ufumana umfanekiso wento ethengwayo efihlwe eklasini. Abanye abafundi abahlanu bayatshintshana ngokukhetha imali engamaphepha abaza kuyincamathisela emfanekisweni. Abanye abafundi abahlanu bayatshintshana nabo ukubonisa ukuba yeyiphi imali eliphepha ehambelana nenye kwezi.

Imibuzo ekhokelayo:

- ★ Yeyiphi imali engamaphepha esetyenzisiweyo/engekasetyenziswa?
- ★ Yeyiphi imali engamaphepha enemvubu?

5. **Amanani olandelelwano eyokuqala ukuya kweyesihlanu:** Jonga kule mali ingamaphepha iseludongeni.

Imibuzo ekhokelayo:

- ★ Yeyiphi imali eliphepha eyeyokuqala, eyesibini, njalo njalo, kulo mgca usedongeni?

Abafundi abahlanu babeka imifanekiso kunye nemali engamaphepha emethini ukuze bazitshatise nemali engamaphepha eseludongeni.

- ★ Yeyiphi imali ebekwe kuqala, okwesibini, njalo njalo?

Abafundi abangekalifumani ithuba, bayatshintshana ngotsiba. Umzekelo: bacele batsibe ukusuka kwimali yokuqala ukuya kweyesibini ukuya kweyesine, njalo njalo. Beka imali engamaphepha kwitafile yezibalo.

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

INGCEBISO

Qinisekisa ukuba ixabiso elibekwe kwinto leyo lifanelekile, umzekelo, itafile isenokuba ngamaR200 size isiselo ezingu500 ml sibe liR10.

Usuku 3

Okudingayo

- Isicengcelezo: *Isiphekepheke* (iphepha 201)
- 10 iziphekepheke ezenziwe ngepleyiti yephepha ezixhonywe edongeni
- 2 iisethi zemali engamaphepha ezi5
- Ucingo lokoneka amanani
- Amakhadi anamachokoza, imifanekiso neesimboli zamanani 1–8 (*iKiti yeziXhobo*)

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Isiphekepheke*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi abalishumi bema ngeenyawo. Bajonga iziphekepheke ezenziwe ngepleyiti yephepha eziseludongeni.

Imibuzo ekhokelayo:

- ★ Nicingaba ukuba kukho iziphekepheke ezanele ukuba umfundi ngamnye enyangeni?

Balani iziphekepheke.

4. **Add to/take away:** Look at the banknotes on the wall.

Guiding questions:

- ★ If I take away one/two note/s how many will be left on the wall? Hold five banknotes in a fan in your hand.
- ★ Are there more/fewer on the wall or in my hand?
- ★ If I add another note to the those in my hand how many will I be holding?
- ★ What are the names of the notes that are left on the wall?



5. **Ordering 1–8:** Learners sit in a circle. Quickly flash dot cards 1–8 for learners to identify. Hand out dot, picture, symbol and word cards. Stand in the middle of the circle with your eyes closed. Raise both arms and turn with your hands pointing out. The learners you point to when you open your eyes match their cards to numbers on the number washing line. Repeat, giving a few learners a turn to point. Learners take turns to place their picture, dot and symbol cards in order from 1–8 on the mat.



Guiding questions:

- ★ Which number is between 3 and 5, before 8, after 6, three fewer than 4, two more than 5, and so on?
 - ★ How do we know that the picture with four giraffes should come after the picture of three meerkats, and so on?
 - ★ If we count 2 on from 3 how many will we have?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Rhyme: *Spaceship* (page 200)
- 10 pictures of rockets
- 5 chairs with a banknote attached to each
- Tambourine
- Dot cards 1–8

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.

4. **Dibanisa/thabatha:** Jonga imali engamaphepha esedongeni.

Imibuzo ekhokelayo:

- ★ Ukuba ndithabatha imali eliphepha enye/ezimbini kuza kushiyeke ezingaphi eludongeni?

Phakamisa isihlanu semali engamaphepha yenze ifeni esandleni sakho.

- ★ Ingaba zininzi/zimbalwa eludongeni okanye esandleni sam?
- ★ Ukuba ndongeza enye kwezi zisesandleni sam ndiza kuba nezingaphi?
- ★ Athini amagama ezi mali zishiyeke eludongeni?



5. **Ukuhlela 1–8:** Abafundi bahlala kwisangqa. Tsheluzisa amakhadi anamachokoza 1–8 ukuze abafundi bawachaze. Gqithisa amakhadi anamachokoza, anemifanekiso, iisimboli namagama amanani.

Yima embindini wesangqa ucimele. Phakamise izandla zombini uze ujike wolathile. Abafundi owolathe kubo xa uvula amehlo batshatisa amakhadi abo njengalawo asecingweni lamanani. Kuphinde oku unika abafundi abambalwa ithuba lokwalatha. Abafundi bayatshintshana ngokubeka amakhadi abo anemifanekiso, amachokoza namanani ngokulandelelana 1–8 emethini.



Imibuzo ekhokelayo:

- ★ Leliphi inani eliphakathi kuka3 no5, phambi kuka8, emva kuka6, elingaphantsi kuka4 ngesithathu, elingaphezu kuka-5 ngesibini, njalo njalo?
- ★ Sazi njani ukuba umfanekiso oneendlulamthi ezine kufanele uze emva komfanekiso wamagala amathathu, njalo njalo?
- ★ Ukuba sibala ka2 ukuya phambili ukusuka ku3, siza kuba nangaphi?

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

Usuku 4

Okudingayo

- Isicengcelezo: *Isiphekepheke* (iphepha 201)
- 10 lemifanekiso yeerokhethi
- 5 sezitulo sisinye sincanyatheliswe imali eliphepha
- Ithamboini
- Amakhadi anamachokoza 1–8

1. **Isicengcelezo:** Yenzani isicengcelezo, *Isiphekepheke*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.

TIP

Talk about rockets and spaceships and what learners think it would be like to go to the moon in one of these.

3. **Counting objects 1–10:** Look at the pictures of 10 rockets and 10 spaceships.

Guiding questions:

- ★ Are there more/fewer rockets or spaceships?
- ★ How many of each do you think there are? Let's count.

4. **Recognition of banknotes:** Place five chairs on the mat, each with a banknote stuck to it. Explain to learners that these are their 'banks'. Explain what a bank is. Learners sit in their class groups next to a chair that is labelled with a banknote, for example, R10, R20. Play the tambourine as they move between the 'banks'. When the music stops they return to their 'bank'. Repeat.

When the music stops, show two notes, for example, R50 and R200. These groups swap places. Repeat.

- ★ How many learners are sitting in your 'bank'?



5. **Add to/take away:** Talk about the different 'banks'.

Guiding questions:

- ★ If I take two learners away from the 'R100 bank' how many will there be in the bank?
- ★ If I add one learner to the 'R50 bank' how many will be sitting in this bank?

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

Day 5

What you need

- Rhyme: *Spaceship* (page 200)
- Masking tape/chalk
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- Poster 1

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Attach a few containers to the wall and place some on the maths table.

Guiding questions:

- ★ How many grocery containers do you see on the table/on the wall? Count together.
- ★ Did you estimate too many/too few?



INGCEBISO

Thetha ngeerokhethi neziphekepheke kunye noko abafundi bacinga ukuba kunganjani ukuba enyangeni behamba ngenye yezi.

3. **Ukubala izinto 1–10:** Jonga emifanekisweni yeerokhethi ezili-10 kunye noosomajukujuku abali-10.

Imibuzo ekhokelayo:

- ✦ Ingaba kukho iirokhethi okanye oonomajukujuku abaninzi/abambalwa?
- ✦ Ucinga ukuba inye kuzo inezingaphi? Masibaleni.

4. **Ukuqaphela imali engamaphepha:** Beka izitulo ezihlanu emethini, sisinye sincanyatheliswe imali eliphepha. Cacisela abafundi ukuba ezi 'ziibhanki' zabo. Bacacisele ukuba yintoni na ibhanki. Abafundi bahlala ngokwamaqela abo aseklasini ecaleni kwesitulo esiphawulwe ngemali eliphepha, umzekelo, R10, R20. Dlala ithamborini njengokuba behambahamba phakathi 'kweebhanki'. Xa uyeka umculo babuyela 'kwiibhanki' zabo. Kuphinde oku.

Xa umculo uyeka, babonise imali engamaphepha zibe mbini, umzekelo, R50 neR200. La maqela ayatshintshana. Kuphinde oku.

- ✦ Bangaphi abafundi abahleli 'kwibhanki' yakho?



5. **Ukudibanisa/ukuthabatha:** Thetha 'ngeebhanki' ezahlukileyo'.

Imibuzo ekhokelayo:

- ✦ Ukuba ndisusa abafundi ababini 'kwibhanki yeR100' kuza kushiyeke abangaphi ebhankini?
- ✦ Ukuba ndongeza umfundi omnye 'kwibhanki yeR50' kuza kubakho abangaphi abahleli kule bhanki?

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

Usuku 5

Okudingayo

- Isicengcelezo: *Isiphekepheke* (iphepha 201)
- 10 yezikhongozeli ezisetyenziswa kwakhona, umzekelo, ibhokisi yesiriyeli, isitya seyogathi, njalo njalo
- Iteyiphu yokuncamathelisa/itshokhwe
- IPowusta 1

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Isiphekepheke*.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Ncamathelisa izikhongozeli ezimbalwa eludongeni uze ubeke ezinye etafileni yemathematika.

Imibuzo ekhokelayo:

- ✦ Zingaphi izikhongozeli zezinto ezithengiweyo ozibonayo etafileni/eludongeni?

Balani nonke.

- ✦ Ingaba uthekelele zaninzi kakhulu/zambalwa kakhulu?



4. **Jumping track:** Use masking tape/chalk to create a 1–8 number ladder. Learners take turns to jump as the class counts 1–8. Learners stand on number 5 and jump to number 8.

Guiding questions:

- ★ How many jumps did you make?

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



Guiding questions:

- ★ What do you see in the picture that you/your family have bought before?
- ★ Do you think there are enough oranges for each person in the family?
- ★ How many more oranges do they need to buy to each have one?
- ★ If there are two small yoghurts in the fridge and each person wants one, how many more will they need to buy?

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

Integration

Home Language: Solve problems and explain solutions.

Life Skills: Beginning Knowledge, Personal and Social Wellbeing.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- 5 banknotes (R10, R20, R50, R100, R200)
- 8 dough mats
- A tub per learner with:
 - 10 structure beads
 - 8 fruit counters (*Resource Kit*)

1. **Problem solving:** Discuss Poster 7.

Guiding questions:

- ★ There are four pineapples on the table. Dad buys three pineapples. How many pineapples will be left on the table?
- ★ Dad buys two bags of oranges. How many oranges does he buy?
- ★ The fruit seller had three watermelons. Now she has one. How many did she sell?

4. **Umzila wokutsiba:** Sebenzisa iteyiphu yokuncamathelisa/itshokhwe, yenza ileli yamanani 1–8. Abafundi bayatshintshisana ngokutsiba njengokuba iklasi ibala 1–8.

Abafundi bema kwinani 5 baze batsibele kwinani 8.

Imibuzo ekhokelayo:

- ★ Utsibe kangaphi?

5. **Ukuziqhelanisa 1–4:** Xoxani ngePowusta 1. Thetha ngoko kubonwa ngabafundi.

Imibuzo ekhokelayo:

- ★ Ubona ntoni emfanekisweni owuthengileyo/othengwe lusapho lwakho?
- ★ Ingaba ucinga ukuba kukho ama-orenji aza konela bonke abantu kusapho lwakho?
- ★ Kufuneka uthenge ama-orenji amangaphi ukuze kwanele wonke umntu?
- ★ Ukuba kukho iiyogathi ezincinci ezimbini efrijini abe umntu ngamnye kufuneka efumene, kuza kufuneka bethenge zangaphi kwakhona?



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

Udityaniso

ULwimi LwaseKhaya: Ukusombulula iingxaki uchaze iimpendulo.

IzaKhono zoBomi: uLwazi lokuQala, EzokuziPhatha nezeNtlalo.

Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- IPowusta 7
- 5 imali engamaphepha (R10, R20, R50, R100, R200)
- 8 iimethi zentlama
- Isitya somfundi ngamnye esiqulathe:
 - 10 amaso okuhlela
 - 8 izixhobo zokubala eziziqhamo (*iKiti yeziXhobo*)

1. **Ukusombulula iingxaki:** Xoxani ngePowusta 7.

Imibuzo ekhokelayo:

- ★ Kukho amapayina amane etafileni. UTata uthenga amapayina amathathu. Kuza kushiyeka amapayiana amangaphi etafileni?
- ★ UTata uthenga iingxowa ezimbini zamaorenji. Uthenge amaorenji amangaphi?
- ★ Umthengisi weziqhamo uneevatala ezimbini. Ngoku unenye. Uthengise zangaphi?

TIP

Encourage learners to show you the total number of beads without counting in ones.

TIP

Learners use counters to solve the problems. Ask learners how they got their answers and let them explain their thinking. Learners need time to explain their reasoning and hear the strategies of others in the group.

2. **Structure beads:** Show learners a number of structure beads between 1 and 10, for example, 6, 3, 7, 4 or 8. Flash these for a few seconds, and then hide them away.

Guiding questions:

- ★ How many beads did you see?

Ask learners to show a number of beads between 1 and 6.

3. **Fruit on plates:** Learners use the eight fruit counters from their tubs to solve the problems.

Guiding questions:

- ★ Each fruit needs a plate. How many plates will you need?
- ★ Each plate needs two fruits. How many plates will you need?
- ★ If you have two plates, how many fruits can you put on each plate?

Learners compare and discuss how many fruits they would place on each plate.

4. **Banknotes:** Hide a note under a piece of paper.

Guiding questions:

- ★ The banknote under the paper is green and has a rhino on it. What is this banknote called?

Give learners each a turn to hide and describe a banknote.



Check that learners are able to:

- solve problems from 1–8
- recognise, match and describe banknotes

Workstation 1

What you need

- Crayons, colour pencils
- Banknotes
- A4 cardboard with 3 rectangles – 1 per learner
- A pair of scissors – 1 per learner

TIP

Learners can create their own banknotes that they would like to use, for example, 'on the moon'.

Learners cut out the rectangles. Referring to the banknotes, they create their own banknotes by drawing pictures on both sides and writing a number on one side of each rectangle.



INGCEBISO

Khuthaza abafundi amathuba ukuba babonise inani eliphheleleyo lamaso bengabalanga ngezinye.

INGCEBISO

Abafundi basebenzisa izixhobo zokubala ukusombulula iingxaki. Buza abafundi ukuba bazifumene njani na iimpendulo zabo uze ubavumele bakucacisele ngeengcinga zabo. Abafundi badinga ixesha lokuicacisa iingqiqo zabo nokuba iindlela abenze ngayo abanye kwiqela elo.

2. **Amaso okuhlela:** Bonisa abafundi inani lamaso okuhlela phakathi kuka1 ne10, umzekelo, 6, 3, 7, 4 okanye isi8. Watsheluzise imizuzwana, uze uwafihle.

Imibuzo ekhokelayo:

- ✦ Mangaphi amaso owabonileyo?

Cela abafundi bakubonise inani lamaso phakathi kwesi1 nesi6.

3. **Iziqhamo epleyitini:** Abafundi basebenzisa izixhobo zokubala eziziqhamo ezisibhozo abazithathe ezityeni zabo ukuze basombulule iingxaki.

Imibuzo ekhokelayo:

- ✦ Isiqhamo ngasinye masibe sepleyitini. Uza kudinga iipleyiti ezingaphi?
- ✦ Ipleyiti nganye mayibe neziqhamo ezimbini. Uza kudinga iipleyiti ezingaphi?
- ✦ Ukuba uneepleyiti ezimbini, uza kugalela iziqhamo ezingaphi kwipleyiti nganye?

Abafundi bathelekisa baze baxoxe ngokuba zingaphi iziqhamo abaza kuzifaka kwipleyiti nganye.

4. **Imali engamaphepha:** Fihla imali eliphepha phantsi kwesiqwenga sephepha.

Imibuzo ekhokelayo:

- ✦ Imali eliphepha ephantsi kwephepha iluhlaza kwaye inemvubu. Ibizwa ngokuba yintoni le mali?

Nika abafundi ithuba lokufihla imali eliphepha.



Qwalasela ukuba abafundi bayakwazi uku-:

- sombulula iingxaki 1–8
- nakana, ukutshatisa nokuchaza imali engamaphepha

Isitishi sokusebenzela 1

Okudingayo

- likhrayoni, iipensile ezimibalabala
- Imali engamaphepha
- likhadibhodi ezinguA4 ezingamaxande ezi3 – 1 kumfundi ngamnye
- Isikere – 1 kumfundi ngamnye

INGCEBISO

Abafundi bangazenzela eyabo imali engamaphepha abangathanda ukuyisebenzi, umzekelo, 'enyangeni'.

Abafundi basika amaxande. Ngokubhekisele ekwimali engamaphepha, bazenzela eyabo imali engamaphepha ngokuzoba imifanekiso kumacala omabini baze babhale inani kwicala ngalinye lomfanekiso ngamnye.



Workstation 2

What you need

- Counters
- Dice – 1 per learner
- A4 page – 1 per learner
- Crayons
- Playdough
- Number 2 dot card (from the *Resource Kit*) – 1 per learner

Learners draw a shopping basket on the A4 page. They roll a dice and add two to the number of dots shown on the dice. (They can use a number 2 dot card for support.) They roll this number of balls from playdough and place the balls (fruit) in the basket. They repeat the activity.

Workstation 3

What you need

- A4 tortoise template (page 219) – 1 per learner
- Coloured counters (*Resource Kit*)
- Dot cards 1–8 (*Resource Kit*)
- Crayons

Place the dot cards face down on the table. Learners turn over a dot card. They find the piece of the tortoise's shell with the same number of dots and place the correct number of counters on these dots. They repeat the activity colouring in the dots as they count.



Workstation 4

What you need

- Number symbol and picture cards 1–8 (*Resource Kit*) for each learner
- Braai/salad tongs for each learner
- Wooden blocks

Place number cards face down on the mat. Learners turn a card over and use the tongs to stack the number of blocks shown on the card on top of each other.



Isitishi sokusebenzela 2

Okudingayo

- Izixhobo zokubala
- Idayisi – 1 kumfundi ngamnye
- Iphepha elinguA4 – 1 kumfundi ngamnye
- Iikhrayoni
- Intlama yokudlala
- Ikhadi elinmachokoza enani 2 (elithathwe kwi*Kiti yeziXhobo*) – 1 kumfundi ngamnye

Abafundi bazoba ibhaskiti yokuthenga kwiphepha elinguA4. Baphosa idayisi baze bongeze isibini kwinani lamachokoza avelileyo. (Abafundi basebenzisa ikhadi elinamachokoza ama2 ukunika inkxaso.) Baphosa eli nani leebhola ezenziwe ngentlama yokudlala baze babeke iibhola (iziqhamo) ebhaskitini. Bayawuphinda lo msebenzi.

Isitishi sokusebenzela 3

Okudingayo

- Ithempleyithi yofudo enguA4 (iphepha 219) – 1 kumfundi ngamnye
- Izixhobo zokubala ezimibalabala (*iKiti yeziXhobo*)
- Amakhadi anamachokoza 1–8 (*iKiti yeziXhobo*)
- Iikhrayoni

Beka amakhadi anamachokoza aqubude etafileni. Abafundi batyhila ikhadi elinamachokoza. Babeka inani elifanelekileyo lezixhobo zokubala kwinani elihambelana nalo kufudo. Baya kuphinda oku baze bafake imibala kumachokoza njengokuba bebala.



Isitishi sokusebenzela 4

Okudingayo

- Amakhadi anesimboli nemifanekiso yamanani 1–8 (*iKiti yeziXhobo*) kumfundi ngamnye
- Izinto zokubamba inyama xa kusojiwa/zokukha isaladi kumfundi ngamnye
- Iibhloko zamaplanga

Beka amakhadi amanani uwaqubude emethini. Abafundi bayatshintshana ngokutyhila amakhadi nokusebenzisa izinto zokubamba bapakishe inani leebhloko eziboniswe ekhadini elinye phezu kwelinye.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Grouping, half
- Up to three more (using dot cards)
- Order collections from smallest to biggest

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Problem solving 1–8
- Reinforce number concept 1–8
- More, fewer, most, least, equal
- Two/three more/fewer

New maths vocabulary

half

Getting ready

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

- small smiley face stickers/cards – 1 per learner
- 36 small animal picture cards, each with a frieze animal (i.e. one card with an elephant, two cards each with one zebra, three cards each with one meerkat, and so on)
- 8 paper/cardboard circle cut-outs (40 cm in diameter)
- 2 small circle cut-outs: red and green
- envelope to fit dot cards
- 8 containers marked 1–8 for animal pictures
- envelopes each with a learner's name and 5 number symbol cards (between 1 and 8) – 1 per learner
- flower centres with numbers 1–8 on them and 30 petals per learner
- small cellophane/tin foil squares to wrap sweets – 30 per pair of learners
- playdough
- 8 small plastic zip-lock bags labelled 1–8 per pair of learners
- blank cards (5 × 5 cm) – 8 per pair of learners
- 4 sets of number symbol cards 1–8.

INkalo yomXholo ekuGxininiswa kuyo: Amanani, iiOpareyshini noLwalamano

Izihloko

- Chaza, ulandelelanise eze uthelekise amanani apheleleyo
- Ulwalamano lwamanani
- Ukunakana amanani
- Ukusombulula iingxaki ngokusemholweni

Ulwazi olutsha

- Ukubeka ngamaqela, isiqingatha
- Ukuya kwezintathu ngaphezulu (usebenzisa amakhadi anamachokoza)
- Ukuhlela iingqokelela ukusuka kweyona incinci ukuya kweyona inkulu

Ziqhelise

- Ukubala ngomlomo: ukuya phambili 1–20 nangaphaya, ukubuyela umva 10–1
- Ukubala izinto 1–10
- Ukulandelelanisa amanani 1–8
- Ukusombulula iingxaki 1–8
- Ukubethelela ingqikelelo-manani 1–8
- Ninzi, mbalwa kune-, eyona ininzi, eyona incinci, lingana
- Mbini/ezintathu ngaphezulu/mbalwa kune-

Isigama esitsha semathematika

ihafu (isiqingatha)

Ukulungela

Kwimisebenzi yale veki, kuza kufuneka ulungise oku kulandelayo:

- amakhadi/izitikha ezincinci ezinobuso obuncumileyo – 1 kumfundi ngamnye
- 36 amakhadi amancinci, lilinye linefrizi yesilwanyana (oko kuthi, elinye elinendlovu, amabini lilinye libe neqhwarhashe, amakhadi amathathu lilinye libe negala elinye, njalo njalo)
- 8 izangqa ezisikwe emaphepheni/kwikhadibhodi (40 cm isinqumla-sangqa)
- 2 izangqa ezincinci ezisikiweyo: esibomvu nesiluhlaza
- imvulophu eza konela amakhadi anamachokoza
- 8 izikhongozeli ezinombolwe 1–8 zokufaka imifanekiso yezilwanyana
- iimvulophu inye ibhalwe igama lomfundi namakhadi ama5 eesimboli zamanani (phakathi kuka1 no8) – 1 kumfundi ngamnye
- imiphakathi yeentyatyambo eneenombolo 1–8 kuyo namagqabi angama30 kumfundi ngamnye
- izikwere ezincinci zeselofeyni/zefoyili zokusongela iilekese – 30 kwisibini sabafundi ngasinye
- intlama yokudlala
- 8 iingxowa/iibhegi ezincinci zeplastikhi ezivalwa ngeeziphu ezibhalwe 1–8 kwisibini sabafundi ngasinye
- amakhadi angenanto (5 × 5 cm) – 8 kwisibini sabafundi ngasinye
- 4 iisethi zamakhadi aneesimboli zamanani 1–8.

Whole class activities

Day 1

What you need

- Rhyme: *Spaceship* (page 200)
- 10 spaceships each with 10 windows (from Week 9)
- Small smiley face stickers/cards – 1 per learner
- 2 hula hoops
- 8 mouse picture cards
- 2 small circle cut-outs: red and green

1. **Rhyme:** Say the rhyme, *Spaceship* from Week 9.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Together count the spaceships as you place them in a circle on the mat. Hand out a smiley face sticker/card to each learner. Learners take turns to stick their sticker onto the windows of the first/second/third, and so on spaceship. Count 1–10 as they do this.



TIP

Explain that learners will continue to put 'people' into the spaceships on other days.



Guiding questions:

- ★ How will we know when the first spaceship has 10 'people' in it?
- ★ How will we know when we should start putting 'people' into the second spaceship?
- ★ Do you think we will have enough stickers for the second spaceship?
- ★ How many spaceships have/still need stickers?

Count the people in the spaceships together.

4. **Grouping; introducing half:** Give eight learners each a picture of a mouse. Place two hoops on the mat.

Guiding questions:

- ★ How can we make sure that each hoop has the same number of mice?
- Learners put four mice in one hoop and four mice in the other hoop. Explain that when we put the same number of mice in each hoop, we say that half of the mice are in the one hoop and half of the mice are in the other hoop.



TIP

The mouse pictures can be attached to a crown to add a fun element.



Imisebenzi yeklasi yonke

Usuku 1

Okudingayo

- Isicengcelezo: *Isiphekepheke* (iphepha 201)
- 10 iziphekepheke sisinye sibe neefestile ezili10 (esivela kwiVeki 9)
- Izitikha/amakhadi amancinci anobuso obuncumileyo – 1 kumfundi ngamnye
- 2 iihulahupu
- 8 amakhadi anemifanekiso yempuku
- 2 izangqa ezincinci ezisikiweyo: esibomvu nesiluhlaza

1. **Isicengcelezo:** Yenzani isicengcelezo esithi, *Isiphekepheke* ezivela kwiVeki 9.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Abafundi bahlala kwisangqa. Ninonke balani inani leziphekepheke njengokuba uzibeka kwisangqa esisemethini. Gqithisa ikhadi elinobuso obuncumileyo kumfundi ngamnye. Abafundi bayatshintshana ngokuncamathelisa izitikha zabo ezifestileni zesiphekepheke sokuqala/sesibini/sesithathu, njalo njalo. Bala 1–10 njengokuba besenza oko.

INGCEBISO

Chazela abafundi ukuba baqhubeke nokufaka 'abantu' kwiziphekepheke ngezinye iintsuku.



Imibuzo ekhokelayo:

- ★ Siza kwazi njani xa isiphekepheke sokuqala sele 'sinabantu' abali10 ngaphakathi?
- ★ Siza kwazi njani ukuba lixsha lokuba siqalise ukufaka 'abantu' kwiziphekepheke sesibini?
- ★ Nicinga ukuba siza kuba nezitikha ezaneleyo zokusebenzisa kwiziphekepheke sesibini?
- ★ Zingaphi iziphekepheke ezidinga izitikha?

Balani abantui abakwiziphekepheke.

4. **Ukwenza amaqela; ukwazisa ihafu:** Nika umfundi ngamnye umfanekiso wempuku. Beka iihulahupu ezimbini emethini.

Imibuzo ekhokelayo:

- ★ Singaqinisekisa njani ukuba ihulahuphu nganye inenani elifanayo leempuku?

Abafundi babeka iimpuku ezine kwihulahupu enye nezine kwenye ihulahupu. Chaza ukuba xa sibeka inani elifanayo leempuku kwihulahupu nganye, sithi ihafu yeempuku zikwihulahupu enye ize enye ihafu ibe kwenye ihulahupu.

INGCEBISO

Imifanekiso yempuku ingancanyathiselwa kwisithsaba ukusenza sinike umdla.



Play this rain game. Learners who are sitting in the circle pat the floor to make the sound of raindrops. The eight learners skip around and between the hoops through the rain. When you show a red circle, the rain stops. Half of the learners stand in one hoop and half in the other hoop. Show the green circle for the rain to start again.









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

Day 2

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- 36 animal picture cards
- Prestik
- 2 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Refer to the number frieze as you sing. Dramatise verses 1 and 2.

1		2		3		4	
•	one	••	two	•••	three	••••	four
5		6		7		8	
•••••	five	••••••	six	•••••••	seven	••••••••	eight

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.
4. **Grouping; half:** Repeat the activity from Day 1 using the six duck picture cards. Then do the activity with five monkey picture cards.

Guiding questions:

- ★ Can half of this group of monkeys stand in one hoop and half in the other?
- ★ Why not?
- ★ Where will one monkey have to stand?

Repeat with other animal groups.

5. **Grouping; half – pictures:** Place two circle cut-outs on the wall. Give eight learners each a mouse card.

Guiding questions:

- ★ Can you put half the mice into one circle and half the mice into the other circle?

Repeat with the activity with the seven frog picture cards.

Guiding questions:

- ★ Why can't we put half of this group of frogs into each circle?

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



TIP

Place the different animal cards in containers and put a tub of Unifix blocks on the maths table. Learners can arrange the Unifix blocks in groups to match the number of animals in each container.

Dlalani umdlalo wemvula. Abafundi abahleli kwisangqa babetha phantsi ukwenza isandi samathontsi emvula. Abafundi abasibhozo bayatsibatsiba bejikeleza phakathi kweehulahupu emvuleni. Xa uphakamisa isangqa esibomvu, iyayeka imvula. Ihafu yabafundi ima kwihulahupu ize enye ihafu ime kwenye ihulahupu. Phakamisa isangqa esiluhlaza ukunethisa imvula kwakhona.

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

Usuku 2

Okudingayo

- 10 iziphekepheke
- Izikhala/amakhadi anobuso obuncumileyo – 1 kumfundi ngamnye
- Ingoma: *lindlovu ezisibhozo* (iphepha 201)
- 36 amakhadi anemifanekiso yezilwanyana
- Iprestikhi
- 2 izangqa ezisikiweyo

1. **Ingoma:** Culani ingoma ethi, *lindlovu ezisibhozo*. Khangelani kwifrizi yamanani njengokuba nicula. Linganisa iivesi 1 neye2.

1 • nye	2 •• mbini	3 ••• ntathu	4 •••• ne
5 ••••• ntlanu	6 •••••• ntandathu	7 ••••••• sixhenxe	8 •••••••• sibhozo

2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 1. Abafundi batshintshan ngokuncamathelisa izitikha/amakhadi abo kwiifestile zeziphekepheke.
4. **Ukubeka ngamaqela; ihafu:** Phinda umsebenzi owenziwe kuSuku 1 usebenzia imifanekiso yamadada emithandathu. Emva koko yenzani umsebenzi ngemifanekiso yeenkawu emihlanu.

Imibuzo ekhokelayo:

- ✦ Ingaba ihafu yeqela leenkawu lingema kwihulahupu enye size esinye isiqingatha sime kwenye?
- ✦ Kutheni kungenjalo?
- ✦ Iza kumaphi enye inkawu?

Kuphindeneni oku nisebenzisa amanye amaqela ezilwanyana.

5. **Ukubeka ngamaqela; ihafu – imifanekiso:** Xhoma izangqa ezimbini ezisikiweyo eludongeni. Nika emnye kubafundi abasibhozo ikhadi lempuku.

Imibuzo ekhokelayo:

- ✦ Ningayifaka ihafu yeempuku kwisangqa esinye kunye nanye ihafu kwesinye isangqa?

Wuphindeneni lo msebenzi nisebenzisa imifanekiso yamasele esixhenxe.

Imibuzo ekhokelayo:

- ✦ Kutheni singenakufaka ihafu yamasele kwisangqa ngasinye?

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

INGCEBISO

Beka amakhadi anezilwanyana ezahlukileyo kwizikhongozeli uze ubeke isitya esineebhloko zeUnifix kwitafle yemathematika. Abafundi bangabeka iibhloko zeUnifix ngokwamaqela zihambelane nenani lezilwanyana ezikwisikhongozeli ngasinye.

Day 3

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- 30 number symbol, dot, picture and word cards 1–8 (*Resource Kit*)
- Envelope with two dot cards 1–4 (*Resource Kit*)

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 3 and 4.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.

Guiding questions:

- ★ How many spaceships still need people in them?
- ★ How many already have ten people in them?
- ★ Do you think we will finish putting people into the ten spaceships tomorrow?
- ★ Why do you say that?

Count the people in each of the 'completed' spaceships 1–10.

4. **Practising 1–8, dot cards game:** Learners sit in a circle. Hand out a number symbol or word card from 1 to 8 to each learner. Play the game, I wrote a letter to my friend. Place two number dot cards between 1 and 4 into an envelope. One learner walks around the outside of the circle as the class says the rhyme. The learner drops the envelope behind another learner and runs around the circle. After chasing the learner who dropped the envelope, the learner who picked up the envelope opens it. She/he holds up one card, then the other card and then both cards. Ask all learners these questions:

- ★ Who has a number that matches the number of dots on the card that _____ is holding?
- ★ Who has a number that matches the number of dots on both the cards that _____ is holding put together?

Learners hold their number symbol or word cards above their heads and say the number.

Change the dot cards in the envelope. Learners play the game, I wrote a letter to my friend, again.

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

**TIP**

This game is best played outside so that learners have the space to run around the circle.

Usuku 3

Okudingayo

- 10 iziphekepheke
- Izitikha/amakhadi anobuso obuncumileyo – 1 kumfundi ngamnye
- Ingoma: *lindlovu ezisibhozo* (iphepha 201)
- Umdlalo: Ndibhalele umhlobo wam ileta (iphepha 201)
- 30 amakhadi anesimboli, amachokoza, imifanekiso, amagama amanani 1–8 (*iKiti yeziXhobo*)
- Imvulophu enamakhadi amabini anamachokoza 1–4 (*iKiti yeziXhobo*)

1. **Ingoma:** Culani ingoma, *lindlovu ezisibhozo*. Linganisani iivesi 3 no4.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 1. Abafundi bayatshintshana ngokuncamathelisa izitikha/amakhadi abo ezifestileni zeziphekepheke.

Imibuzo ekhokelayo:

- ★ Zingaphi iziphekepheke ezidinga ukufakwa abantu?
- ★ Zingaphi esele zinabantu abalishumi kuzo?
- ★ Nicinga ukuba sizakugqiba ukufaka abantu kwiziphekepheke ezilishumi ngomso?
- ★ Kutheni nisitsho?

Bala abantu abakwisiphekepheke ngasinye 'esigqityiweyo' 1–10.

4. **Ukuziqhelanisa 1–8, umdlalo wamakhadi anamachokoza:** Abafundi bahlala esangqeni. Gqithisela kumfundi ngamnye ikhadi lesimboli yenani okanye yegama lenani ukusuka ku1 ukuya ku8. Dlalani umdlalo othi, Ndibhalele umhlobo wam ileta. Faka emvulophini amakhadi anamachokoza amabini aphakthi kuka1 no4. Umfundi omnye ujikeleza isangqa njengokuba iklasi isenza isicengcelezo. Uwisa imvulophu emva komfundi aze abaleke ejikeleza isangqa. Emva kokusukela umfundi owise imvulophu, umfundi oyicholileyo imvulophu uyayivula. Uphakamisa ikhadi elinye, nelinye ikhadi aze awaphkamise omabini. Buza bonke abafundi le mibuzo:

- ★ Ngubani onenani elihambelana nenani lamachokoza akwikhadi u_____ aliphakamisileyo?
- ★ Ngubani onekhadi elihambelana nenani lamachokoza akumakhadi omabini u_____ awaphakamisileyo xa edibene?

Abafundi baphakamisela phezu kweentloko zabo amakhadi abo anesimoli okanye amagama amanani baze babize inani elo.

Tshintsha amakhadi asemvulophini. Abafundi badlala umdlalo othi, Ndibhalele umhlobo wam ileta, kwakhona.

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


INGCEBISO

Lo mdlalo udlalwa kakuhle phandle ukwenzela ukuba abafundi babe nendawo eyaneleyo wokubaleka bejikeleza isangqa.

Day 4

What you need

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- Blanket (size depends on available space)
- Number line
- 8 containers marked 1–8, with animal picture cards inside
- Number picture cards 1–8 (*Resource Kit*)
- 8 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 5 and 6.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the blanket on the mat. Learners sit around the edge.

Guiding questions:

- ★ Can you put 10, 3, 7 fingers; 2 feet; 5 toes on the blanket?

Ask ten learners to put one finger each onto the blanket; ten learners to put one foot onto the blanket; ten learners to put one hand onto the blanket, and so on.

- ★ How many fingers/hands/feet are on the blanket now?

4. **Practising 1–8:** Repeat the game, I wrote a letter to my friend, from Day 3. Learners show the number symbol on the number line to represent the total number of dots of the two cards in the envelope.

Guiding questions:

- ★ Is this number before or after 8/5, and so on?

5. **Ordering collections; smallest to biggest:** Place containers 1–8 with picture cards randomly on the mat. Learners each take an animal card from the eight containers. Place eight circle cut-outs randomly on the mat. Hold up a number picture card and place it next to one of the circles. Learners with matching animal cards place their cards on that circle.

**Guiding questions:**

- ★ Which group of animals has the least/most cards?
- ★ Which groups have fewer/more cards in them than the monkey card group?
- ★ Which group has a few/many cards?
- ★ How can we arrange these groups of cards from the group with the fewest cards/the smallest group, to the group with the most cards/the biggest group?

Learners give suggestions as you order the groups.

Muddle the order that the containers are placed in.

Usuku 4

Okudingayo

- Ingoma: *lindlovu ezisibhozo* (iphepha 201)
- Umdlalo: Ndibhalele umhlobo wam ileta (iphepha 201)
- Imvulopu enamakhadi amabini anamachokoza 1–4 (*iKiti yeziXhobo*)
- Ingubo (ubungakani bayo buxhomekeka kwindawo ekhoyo)
- Umgca-manani
- 8 izikhongozeli ezinombolwe 1–8, ezinemifanekiso yezilwanyana ngaphakathi
- Amakhadi anemifanekiso yamanani 1–8 (*iKiti yeziXhobo*)
- 8 izangqa ezisikiweyo

1. **Ingoma:** Culani ingoma ethi, *lindlovu ezisibhozo*. Linganisani iivesi 5 no6.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Beka ingubo emethini. Abafundi bahlala kwimiqukumbelo yengubo.

Imibuzo ekhokelayo:

- ★ Ningakwazi ukubeka iminwe eli10, 3, 7, 2; iinyawo ezi2; iinzwane ezi5 phezu kwengubo?

Cela abafundi abalishumi ukuba emnye kubo abeke umnwe phezu kwengubo; abafundi abalishumi babeke unyawo phezu kwengubo; abafundi abalishumi babeke unyawo olunye phezu kwengubo, njalo njalo.

- ★ Mingaphi iminwe/izandla/iinyawo eziphezu kwengubo ngoku?

4. **Ukuziqhelanisa 1–8:** Phinda umdlalo othi, Ndibhalele umhlobo wam ileta, owenziwe kuSuku 3. Abafundi babonisa ngesimboli yenani kumgca-manani ukuze babonise inani lamachokoza xa lilonke lamakhadi amabini asemvulophini.

Imibuzo ekhokelayo:

- ★ Ingaba eli nani liza ngaphambi okanye ngasemva kuka8/5, njalo njalo?

5. **Ukuhlela iingqokelela; eyona incinci ukuya kweyona inkulu:** Beka izikhongozeli 1–8 ezinamakhadi anemifanekiso nakanjani na emethini. Umfundi ngamnye uthatha ikhadi elinesilwanyana kwizikhongozeli ezisibhozo. Babeka izangqa ezisibhozo ezisikiweyo nakanjani na emethini. Baphakamisa ikhadi lemifanekiso yenani baze balibeke kwesinye sezangqa. Abafundi abanamakhadi ezilwanyana ahambelayo babeka amakhadi abo kwisangqa.

Imibuzo ekhokelayo:

- ★ Leliphi iqela lezilwanyana elinamakhadi elinawona ambalwa/maninzi?
- ★ Ngawaphi amaqela anamakhadi ambalwa/amaninzi kuwo kuneqela lamakhadi aneenkawu?
- ★ Leliphi iqela elimakhadi ambalwa/amaninzi?
- ★ Singawahlela njani la maqela ukusuka kwiqela elinenani lawona makhadi ambalwa/elinawona mancinci, ukuya kwiqela elinenani lawona makhadi maninzi/elona qela likhulu?

Abafundi bayacebisa njengokuba uhlela amaqela.

Xuba indlela izikhongozeli ezibekwe ngayo.



Guiding questions:

- ★ What must I do to put the containers into the same order as the groups in the circles?
 - ★ Should they be in the same order? Why?
6. **Small group activities:** Describe the activities at each workstation.

Day 5**What you need**

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- A set of dot cards 1, 2, 3 and 4 (*Resource Kit*)
- Masking tape/chalk

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 7 and 8.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 4.
4. **Jumping track:** Use masking tape/chalk to create a number 1–8 ladder. Learners jump as the class counts 1–8.

Guiding questions:

- ★ Can you stand on number 7 and jump back to number 1, and so on?
5. **Practising 1–8; addition; most/least:** Repeat the game, I wrote a letter to my friend, from Day 3 using number symbol, picture and dot cards 1–8 and two dot cards in an envelope.

When the learner shows two dot cards from the envelope, use three other dot cards to represent the same total, for example, two dots and five dots can also be shown as one dot, four dots and two dots, and so on.

Guiding questions:

- ★ Which of these three cards has the most/least dots?
 - ★ Which has fewer than this one?
 - ★ How many fewer does it have?
- Hold up one dot card.
- ★ If we add the dots on this card to the dots on the cards that _____ is showing us, how many dots are there altogether?
 - ★ Who has a number card that matches this number?
6. **Small group activities:** Describe the activities at each workstation.

**TIP**

The three cards must only add up to a total of eight.

Integration

Home Language: Emergent Writing.

Life Skills: Creative Arts (visual and performing arts).

Imibuzo ekhokelayo:

- ★ Kufuneka senze ntoni ukuze sibeke izikhongozeli ngendlela efanayo naleyo ikwizangqa?
- ★ Ingaba kufanele zilandelelane ngokufanayo? Kutheni?

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

Usuku 5**Okudingayo**

- Ingoma: *lindlovu ezisibhozo* (iphepha 201)
- Umdlalo: Ndibhalele umhlobo wam ileta (iphepha 201)
- Imvulopu enamakhadi amabini anamachokoza 1–4 (*iKiti yeziXhobo*)
- Isethi yamakhadi anamachokoza 1, 2, 3 no4 (*iKiti yeziXhobo*)
- Iteyiphu yokuncamathelisa/itshokhwe

1. **Ingoma:** Culani ingoma ethi, *lindlovu ezisibhozo*. Linganisani iivesi ye 7 neye8.
2. **Ukubala ngomlomo:** 1–20 nangaphaya, 10–1.
3. **Ukubala izinto 1–10:** Phinda umsebenzi owenziwe kuSuku 4.
4. **Umzila wokutsiba:** Sebenzisa iteyiphu yokuncamathelisa/itshokhwe ukwenza ileli yamanani 1–8. Abafundi bayatsibatsiba njengokuba iklasi ibala 1–8.

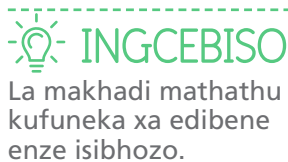
Imibuzo ekhokelayo:

- ★ Ingaba ungema kwinani 7 uze utsibe ubuyela umva kwinani 1, njalo njalo?
5. **Ukuziqhelisa 1–8; ukudibanisa; ninzi/mbalwa:** Phindani umdlalo othi, Ndibhalele umhlobo wam ileta owenziwe kuSuku 3 usebenzisa amakhadi anesimboli, imifanekiso namachokoza amanani 1–8 kunye namakhadi anamachokoza emvulophini.

Xa abafundi bephakamisa amakhadi anamachokoza amabini akhutshwe emvulophini, sebenzisa amanye amakhadi amathathu anamachokoza ukubonisa inani lilonke, umzekelo, amachokoza amabini kunye namachokoza amathathu asenokuphakanyiswa njengechokoza elinye, amachokoza amane kunye namachokoza amabini, njalo njalo.

Imibuzo ekhokelayo:

- ★ Leliphi kula makhadi mathathu elinawona machokoza maninzi/linawona ambalwa?
 - ★ Leliphi elinambalwa ngelinye?
 - ★ Linambalwa ngamangaphi?
- Phakamisa ikhadi elinechokoza elinye.
- ★ Ukuba sidibanisa amachokoza akweli khadi namachokoza akumakhadi u_____ asibonisa wona, siza kuba namachokoza amangaphi ewonke?
 - ★ Ngubani onekhadi lenani elihambelna neli nani?
6. **Imisebenzi yamaqela amancinci:** Chaza imisebenzi kwisitishi sokusebenzela ngasinye.

**Udityaniso**

ULwimi lwaseKhaya: UkuBhala okuKhulayo.

IzaKhono zoBomi: UbuGcisa beZandla (ubugcisa bokubonwayo nobulinganiswayo).

Small group activities

Teacher-guided activity

What you need

- Poster 5
- Container with coloured counters
- Number dot, picture, symbol cards 1–8 (*Resource Kit*)
- A tub per learner with:
 - Between 1 and 10 counters
 - Symbol, word cards 1–8 (*Resource Kit*)
- 2 plastic lids per learner

1. **Problem solving:** Discuss Poster 5. Talk about the stones in the river.

Guiding questions:

- ★ How could you cross the river if you didn't want to wet your shoes?
- ★ How many stones do you see in the river?
- ★ Mom walks across half of the stones. How many stones does she still need to cross?

2. **More/fewer, most/least, equal:** Sit on a blanket. Learners place their counters in a pile in front of them. Pretend you are having a picnic and that the counters are sweets.

Guiding questions:

- ★ Who has the most/least sweets?
- ★ Who has more than four/fewer than five sweets?
- ★ Can you show me six sweets, fewer/more than six sweets?
- ★ Do any of you have the same number of sweets?
- ★ Can you make two groups with half your sweets in each group?

Repeat with other numbers.

3. **Counting objects:** Can you see anything in Poster 5 that matches the number of sweets you have?
4. **Practising 8 – dot, picture and symbol cards:** Show the learners the dot cards one at a time. Each learner has a turn to call out the number each card represents and point to a number symbol or picture card that matches.

5. **Practising 8 – number symbols, number words and counters:**

Learners arrange their number symbol and word cards in order from smallest to biggest (1–8) with counters (sweets) to match.

Guiding questions:

- ★ Which group has 7, 5, 8 sweets?
- ★ Which group of sweets has three fewer than/two more than the one with six sweets?
- ★ Which group has the most/least sweets?



Imisebenzi yamaqela amancinci

Umsebenzi okhokelwa ngutitshala

Okudingayo

- IPowusta 5
- Isikhongozeli esinezixhobo zokubala ezinemibala
- Amakhadi anamachokoza, imifanekiso, iisimboli zamanani 1–8 (*iKiti yeziXhobo*)
- Isitya somfundi ngamnye esiqulathe:
 - Izixhobo zokubala eziphakathi kuka1 no10
 - Amakhadi anesimboli, anamagama 1–8 (*iKiti yeziXhobo*)
- 2 iziciko zeplastikhi kumfundi ngamnye

1. **Ukusombulula iingxaki:** Xoxani ngePowusta 5. Thethani ngamatye asemlanjeni.

Imibuzo ekhokelayo:

- ★ Ungawela njani emlanjeni ukuba awufuni kumanzisa izihlangu zakho?
- ★ Ubona amatye amangaphi emlanjeni?
- ★ UMama uhamba phezu kwehafu yamatye. Kufuneka ehambe phezu kwamatye amangaphi?

2. **Ninzi/mbalwa, ninzi/mbalwa, lingana:** Hlalani phezu kwengubo. Abafundi babeka izixhobo zokubala kwimfumba ephambi kwabo. Yenzani ngathi nikwipikiniki kwaye izixhobo zokubala zilekese.

Imibuzo ekhokelayo:

- ★ Ngubani onezona lekese zininzi/onezona zimalwa?
- ★ Ngubani onelekese ezingaphezu kwezine/ezingaphantsi kwezintlanu?
- ★ Ungandibonisa iilekese ezintandathu, iilekese ezimalwa/ ezingaphezu kwezintandathu?
- ★ Ingaba bakhona kuni abanenani elilinganayo leelekese?
- ★ Ungakwazi ukwenza amaqela amabini ngehafu yeelekese zakho kwiqela ngalinye?

Kuphinde oku ngamanye amanani.

3. **Ukubala izinto:** Ikhona into oyibonayo kwiPowusta 5 ehambelana nenani leelekese onazo?

4. **Ukuziqhelisa 8 – amakhadi anamachokoza, anemifanekiso neesimboli:** Bonisa abafundi amakhadi anamachokoza, nganye nganye. Umfundi ngamnye ufumana ithuba lokubiza inani elimelwe likhadi ngalinye aze olathe ikhadi elinesimboli okanye umfanekiso wenani elihambelana nalo.

5. **Ukuziqhelanisa 8 – amakhadi aneesimboli namanani angamagama kunye nezixhobo zokubala:** Abafundi bahlela amakhadi aneesimboli, amagama amanani ukususela kwelona lincini ukuya kwelona likhulu (1–8) bewatshatisa nezixhobo zokubala (iilekese).

Imibuzo ekhokelayo:

- ★ Leliphi iqela elineelekese ezi7, 5, 8?
- ★ Leliphi iqela leelekese elineelekese ezimalwa ngezintathu/ ngaphezulu ngezimbini kuneli linezintandathu?
- ★ Leliphi iqela elinezona lekese zininzi/zimalwa?



TIP

Allow learners to use more than two lids each. Let them shake and break and compare the number of sweets on the lids.

6. **Shake and break:** Learners use eight sweets to shake and break. Discuss each learner's combination of counters as they compare how they have broken up the collection of eight sweets.



Guiding questions:

- ★ How many sweets do you have on each lid?
- ★ How many more/fewer sweets do you have on this lid than on that lid?
- ★ How many sweets do you have on both lids together?



Check that learners are able to:

- identify half within a group
- recognise up to three more/three fewer; most/least; many/fewer
- order collections from smallest to biggest
- recognise, match, name and order number symbols, number words and dot cards 1–8
- problem solve 1–8

Workstation 1

TIP

If they want to, learners can write or copy the number of their home, or their phone number on their envelope once they have completed this activity.

What you need

- Unifix blocks (*Resource Kit*)
- Envelopes with the learners' names with 5 number symbol cards 1–8 in each
- Threading laces – 1 per learner
- Kokis

Learners thread Unifix blocks according to the number cards in their envelope.



INGCEBISO

Vumela abafundi ukuba basebenzisa iziciko ezingaphezu kwesinye. Bavumele ukuba bahlukahle bachithe kwaye bathelekise iinani leekese ezisezicikweni.

6. **Hlulukha uchithe:** Abafundi basebenzisa iilekese ezisibhozo ukwenza uhluhluhla uchithe. Xoxani ngendibaniselwano yezixhobo zokubala zomfundi ngamnye njengokuba bethelekisa ukuba bazahlule njani na iindibaniselwano zeelekese ezisibhozo.



Imibuzo ekhokelayo:

- ★ Zingaphi iilekese onazo esicikweni?
- ★ Zininzi nezingaphi/zimbalwa ngezingaphi iilekese ezikwesi siciko kunezo zikwesi isiciko?
- ★ Zingaphi iilekese onazo xa zizonke kwiziciko zombini?



Qwalasela ukuba abafundi bayakwazi uku-:

- bona ihafu kwiqela
- bona ezingaphezulu ngesithathu/ezimbalwa ngesithathu; ezona zininzi/ezona zimbalwa, ninzi/mbalwa kune-
- hlela izinto ukusuka kweyona incinci ukuya kweyona inkulu
- nakana, ukutshatisa, ukuchaza kwanokulandelelanisa amakhadi aneesimboli zamanani, amanani angamagama kunye namachokoza amanani 1–8
- sombulula ingxaki 1–8

Isitishi sokusebenzela 1

INGCEBISO

Ukuba bayafuna, basenokubhala okanye bakhuphele inombolo yesitalato sabo okanye inombolo yefowuni ezimvulophini zabo.

Okudingayo

- libhloko zeUnifix (iKiti yeziXhobo)
- Imitya yokuthunga – 1 kumfundi ngamnye
- limvulophu ezinamagama abafundi namakhadi ama5 aneesimboli zamanani 1–8 kuyo nganye
- likhoki

Abafundi badibanisa iibhloko zeUnifix kumakhadi amanani asezimvulophini zabo.



Workstation 2



What you need

- Playdough
- Cellophane/tin foil pieces to wrap playdough sweets
- Per pair of learners:
 - 8 small plastic zip-lock bags labelled 1–8
 - 8 blank cards
 - Pencils

Pairs of learners roll playdough sweets and wrap them. They place the correct number of sweets in each bag and order the bags from 1–8. They write the numbers 1–8 and place these in the matching bag.

Workstation 3

What you need

- 4 sets of number symbol cards 1–8

Learners work in pairs. They place the cards face down on the table and take turns to turn over two cards. If these match, they keep them. If not, they turn the cards face down again and try to memorise what they have seen for their next turn.



Workstation 4

What you need

- Flower centres with numbers 1–8 on them
- 30 petals per learner
- A3 page
- Green crayons

Learners order and paste flower centres 1–8 on the page. They paste the correct number of petals for each flower and draw a stem with the matching number of leaves.



Isitishi sokusebenzela 2



Okudingayo

- Intlama yokudlala
- lintwana zeselofeyni/zefoyili zokusongela iilekese
- Kwisibini ngasinye sabafundi:
 - 8 iingxowa/iibhegi ezincinci zeplastikhi ezivalwa ngoziphu ezibhalwe 1–8
 - 8 amakhadi angenanto
 - lipensile

Abafundi ngababini baqengqa intlama yokudlala ukwenza iilekese baze bazisongele ngephepha. Babeka inani elichanileyo lelekese kwingxowa nganye baze bazilandelelanise 1–8. Babhala amanani 1–8 baze bawafake kwingxowa ehambelanayo.

Isitishi sokusebenzela 3

Okudingayo

- 4 iisethi zamakhadi eesimboli zamanani 1–8

Abafundi basebenza ngababini. Babeka amakhadi bawaqubudise etafileni baze batshintshisane ukuguqula amakhadi amabini. Ukuba ayahambelana, bayawagcina. Ukuba awahambelani, baphinda bawaqubude amakhadi baze bazame ukukugcina engqondweni oko bakubonileyo ukuze bakusebenzise xa bephinda bedlala.



Isitishi sokusebenzela 4

Okudingayo

- Imibindi iintyatyambo enenamanani 1–8
- 30 iiphethali zeentyatyambo kumfundi ngamnye
- Iphepha elinguA3
- Iikhrayoni eziluhlaza

Abafundi balandelelanisa baze bancamathelise imiphakathi yeentyatyambo 1–8 ephepheni. Bancamathelisa inani elichanekileyo lamagqabi kwigqabi ngalinye baze benze isiqu ngenani elihambelanayo lamagqabi.



Assessment

Term 3: Exemplar Record of Continuous Assessments

Key		NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS
✓ = competent ● = partially competent ✗ = not yet competent			
Learners' names		Counts objects: 1-10	Final coding
Date		Oral counting forwards: 1-20 and beyond	
		Counts backwards: 10-1	
		Identifies number symbols: 6	
		Identifies number symbols: 7	
		Identifies number symbols: 8	
		Recognises numbers in familiar contexts	
		Reinforce: 1, 2, 3, 4, 5	
		Reinforce: one, two, three, four, five	
		Identifies and describes whole numbers 1-8	
		Compares numbers: big - small; bigger - smaller; biggest - smallest	
		Orders (sequences) numbers from smallest to biggest and biggest to smallest	
		Understands ordinal numbers: first, second, third, fourth and fifth, last, next	
		Solves problems with concrete objects: 1-8	
		Solves problems using counters or number ladder: 1-8	
		Adds and subtracts using concrete objects: 1-8	
		Distinguishes between more than, fewer than, and equal to	
		Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	
		Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	

Uhlolo

Ikota 3: Umzekelo werekhodi yohlolo oluqhubekayo

Uphawu	AMANANI, IIPAREYSHINI NOLWALAMANO	IZIMVO
✓ = uqhuba kakuhle ● = uyazama ✗ = akaqhubi kakuhle	<p>Ubala izinto: 1-10</p> <p>Ubala ngomlomo esiya phambili: 1-20 agqithe</p> <p>Ubala ebuya umva: 10-1</p> <p>Uchonga iisimboli zenani: 6</p> <p>Uchonga iisimboli zenani: 7</p> <p>Uchonga iisimboli zenani: 8</p> <p>Unakana amanani kwiimeko ezinqhalekileyo</p> <p>Ukubethelela: 1, 2, 3, 4, 5</p> <p>Ukubethelela: nye, mbini, ntathu, ne, ntlanu</p> <p>Uyakwazi ukuphela nokuchaza amanani aphaheleyo 1-8</p> <p>Uthelekisa amanani: khulu – ncinci; khulu kune- – ncinci kune-; eyona inkulu – eyona incinci</p> <p>Uhlela (ulandelelanisa) amanani ukusuka kwelona lincinci ukuya kwelona likhulu nakwelona likhulu ukuya kwelona lincinci</p> <p>Uqonda amanani olandelwano: lokugala, lesibini, lesithathu, lesine nelesihlanu, elokugqibela, ellilandelayo</p> <p>Usembulula iingxaki ngezinto zokwenene: 1-8</p> <p>Usembulula iingxaki esebenzisa izixhobo zokubala okanye ileli yamanani: 1-8</p> <p>Udibanisa athabathe esebenzisa izinto zokwenene: 1-8</p> <p>Wahlula phakathi kuka-ninzi kune-, mbalwa kune-, nolingana ne-</p> <p>Unakana imali yaseMzantsi Afrika ezilinkozo nengamaphepha: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Uchonga imali yaseMzantsi Afrika ezilinkozo nengamaphepha yaseMzantsi Afrika: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p>	<p>linkucakacha zokugqibela</p>
Amagama abafundi		
Umhla		

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Creates own pattern with pictures</p>	<p>Follows directions: forwards and backwards, left and right</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D objects according to similarities and differences</p> <p>Recognises and applies crossing the midline</p>	<p>Measures and compares objects according to length, mass and capacity/volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Analyses data using questions</p> <p>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
Learners' names					
Date					

Uphawu	IIPATENI, IIFANSHINI NEALJIBHRA	ISITHUBA NEMILO (IJIYOMETRI)	UMLINGANISELO	ULWAZI OLUQOKELELWEYO	IZIMVO
✓ = uqhuba kakuhle ● = uyazama ✗ = akaqhubi kakuhle	Uchonga iipateni ezilula eziphindaphindayo Ukukhuphela andise iipateni ezilula eziphindaphindayo Wenza ipateni eyakhe ngemifanekiso	Ukulandela izalathiso: phambili nasemva; ekhohlo nasekunene Uchaza, uhlela aze athelekise izinto ezingu-3-D ngokokufana nangokwahluka kwazo Uchaza, uhlela aze athelekise iimilo ezingu-2-D ngokokufana nangokwahluka kwazo Ukqaphela aze akwazi ukunqumla umgca osembindini	Wenza umlinganiselo athelekise izinto ngokobude, ubunzima, nomthamo/ivoliumu Wahluha phakathi kwento enkulu, enkulu kune-, eyona inkulu kunye nenncinci, encinci kune-, eyona incinci	Ukqokelela izinto ngokobungakanani bazo Uhlela ingqokelela yezinto Ubonisa ingqokelela yezinto Uhlalutya idatha esebenzisa imibuzo Uxoxa anike ingxelo ngenqokelela ehleliweyo yezinto	Iinkcukacha zokugqibela
Amagama abafundi Umhla					

Resources

Songs, rhymes and stories **Week 2**

Week 1

Rhyme: *It's pattern time*

It's pattern time,
It's pattern time,
So move your body while I move mine.
Move your hands.
Move your feet.
Stand up, sit down, do something neat.
The pattern you'll hear now is new. What will
your body do?
Clap your hands,
Stamp your feet, do something neat.
The pattern you'll hear now is new. What will
your body do?
Jump in the air,
Hop on one foot, do something neat.

Story: *Number 6 story (with Number 6 frieze template)*

Next came the six Ducks. They were a family. There was a father, a grandmother, a grandfather, an aunt and two ducklings. This meant that there were four adult ducks and two ducklings in the family of six.

The number symbol 6 and number word six went on the front of the house where everyone could see them. And six doorbells went on the front door.

The Ducks didn't put a pond in their lounge nor a bath in their bathroom, even though they loved to swim. They preferred to waddle down to the stream near their house. They did this because there were a lot of insects that lived near the stream, so they could look for food in the water and on the banks of the stream. The father duck made sure that the ducklings each ate six beetles for breakfast, six dragonflies for lunch and six mosquitoes for supper. The adults ate more than this because they had bigger tummies to fill.

The Ducks had a party to celebrate their new home. All the animals came. One Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4 and five Monkeys from house number 5. They all brought their own food because they didn't all like eating insects.

Song: *Six little ducks*

Six little ducks went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and only five little ducks came waddling back.

(Repeat for five, four, three, two)

One little duck went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and no little ducks came waddling back.

Daddy duck went out one day
over the hill and far away.
Daddy duck said, 'It's time to come back,'
and the six little ducks came waddling back.

Izixhobo

Iingoma, izicengcelezo namabali

Iveki 1

Isicengcelezo: *Lixesha lokwenza iipateni*

Lixesha lokwenza iipateni,
Lixesha lokwenza iipateni,
Ngoko ke shukumisa umzimba wakho ngeli lixa
ndishukumisa owam.
Shukumisa izandla zakho.
Shukumisa iinyawo zakho.
Phakama, hlala phantsi, sebenza ngocwangco.
Ipateni oza kuyiva ngoku intsha. Umzimba
wakho uza kwenza ntoni?
Qhwaba izandla zakho,
Ngqisha ngeenyawo zakho, sebenza ngocwangco.
Ipateni oza kuyiva ngoku intsha. Umzimba
wakho uza kwenza ntoni?
Xhumela phezulu emoyeni,
Ngcileza ngonyawo olunye, sebenza ngocwangco.

Ibali: *Ibali lenani 6 (elinethemplyithi yeFrizi yenani 6)*

Kwalandela amaDada amathandathu. Ayelusapho. Kwakukho utata, umakhulu, utatomkhulu, umakazi kunye namadadana amabini. Oku kwakuthetha ukuba kwakukho amadada amane kunye namantshontsho aamabini kolu sapho lunamalungu amathandathu.

Isimboli yenani 6 kunye negama lenani untandathu aya ngaphambi kwindlu apho ayezakubonwa ngabo bonke. Kwaze kwafakwa iibheli ezintandathu emnyango.

AmaDada awazange afake chibi kwigumbi lawo lokuphumla okanye iibhafu kwigumbi lawo lokuhlambela, nangona nawo aye kuthanda ukuqubha. Ayekholwa kukuhamba aye emlanjeni owawukufuphi nendlu yawo. Ayesenza oku ngenxa yokuba kwakukho izinambuzane ezininzi ezazihlala kufuphi nomlambo, ukuze zifumane ukutya emanzini nasemanxwemeni lomlambo. Utata udada wayeqinisekisa ukuba amantshontsho atya oqongqothwane abathandathu ngexesha lesidlo sakusasa, nezihlabamanzi ezintandathu ngexesha lesidlo sasemini kunye neengcongconi ezintandathu ngexesha lesidlo sangokuhlwa. Amadala wona ayesitya ngaphezu koku nanjengoko ayenezisu ezikhulu ezifuna ukugcwaliswa.

AmaDada enza itheko lokuvula ikhaya lawo elitsha. Zeza zonke izilwanyana. INdlovu enye esuka kwindlu engunombolo 1, amaQhwarhashe amabini asuku kwindlu engunombolo 2, amaGala amathathu asuka kwindlu engunombolo 3, iiNdlulamthi ezine ezisuka kwindlu engunombolo 4 kunye neeNkawu ezintlanu ezisuka kwindlu engunombolo 5. Bonke babeziphathele ukutya kwabo kuba babengathandi bonke ukutya izinambuzane.

Iveki 2

Ingoma: *Amadadana amathandathu*

Amadadana amathandathu aya kuqubha
ngenye imini.
ngaphaya kwenduli kude lee.
UTat' udada wathi, 'Kwaak, kwaak, kwaak kwaak,'
kwaza kwabuya amadadana amahlanu kuphela.
*(Kuphinde oku ngamahlanu, amane,
amathathu, amabini)*
Idadana elinye laya kuqubha ngenye imini
ngaphaya kwenduli kude lee.
UTat'udada wathi, 'Kwaak, kwaak, kwaak kwaak,'
zange kuphinde kubekho madadana abuyayo.
UTat'udada wakhe wazibethisa ngomoya
ngenye imini
ngaphaya kwenduli kude lee.
UTat'udada wathi, 'Lixesha lokugoduka,'
aze amadadana asibhozo abhadaza ukugoduka.

Week 3

Song: Seven green speckled frogs

Seven green speckled frogs
Sat on a speckled log
Eating the most delicious flies.
One jumped into the pool
Where it was nice and cool
Then there were six green speckled frogs.
Glug-glug.
(Repeat with six, five, four, three, two, one)
Then there were no green speckled frogs.
Glug-glug.

Story: Number 7 story (with Number 7 frieze template)

Next came seven Frogs. They were friends of the six Ducks, who had told them how much fun they were having in their new home. The Ducks invited the Frogs to be their neighbours. The Frogs needed space to jump without knocking their heads on the walls or ceilings, and they each wanted their own room. They jumped up and down and looked inside and decided that because they were smaller than all the other animals in houses 1 to 6, they would be comfortable and have enough space.

The number symbol 7 and number word seven went on the front of the house where everyone could see them. And the seven doorbells went on the door. The seven Frogs didn't always use the front door as they preferred to jump in and out of the windows. They enjoyed seeing who could jump the highest.

They wanted a big bath in each of their seven bedrooms so that they could swim whenever they wanted to. And they also built a pond in their lounge. It had seven lily pads so that each of them had a place to sit. When the other animals came to welcome them, they found all seven Frogs swimming together in the indoor pond in the lounge.

The seven lily pads each had a beautiful yellow flower growing next to it, which the other animals often came to look at.

Song: One little, two little

One little, two little, three little fingers
Four little, five little, six little fingers
Seven little, eight little, nine little fingers
We all have ten fingers.

Iveki 3

Ingoma: Amasele aluhlaza asixhenxe anamachokoza

Amasele aluhlaza asixhenxe anamachokoza

Ayehleli phezu kwezigodo ezinamachokoza

Esitya ezona mpukuane zakhe zanencasa.

Elinye laxhumela echibini

Apho kwakumnandi kupholile

Kwaza kwasala amasele aluhlaza amathandathu anamachokoza.

Kroo-kroo.

(Kuphinde oku ngamasele amathandathu, amahlanu, amane, amathathu, amabini nelinye)

Emva koko akwabikho masele aluhlaza anamachokoza ashiyekileyo.

Kroo-kroo.

Ibali: Ibali lenani 7 (elinethempleyithi yeFrizi yenani 7)

Kwalandela amaSele asixhenxe. Ayengabahlobo baMadada asixhenxe, nawawachazela ngendlela ayonwabe ngayo kwikhaya lawo elitsha. AmaDada amema amaSele ukuba azokuba ngabammelwane bawo. AmaSele ayedinga indawo evulekileyo aza kuxhumaxhuma kuyo engangqubeki ngeentloko emadongeni okanye kwisilingi, kwaye lilinye kuwo lalifuna ukuba nelalo igumbi. Axhuma esiya phantsi naphezulu aze ajonga ngaphakathi aze agqiba kwelokuba kuba wona ayemancinci kunazo zonke ezinye izilwanyana ezazisezindlini yoku1 ukuya kweye6, ayeza kuhlala kamnandi abenendawo evuleke ngokwaneleyo.

Isimboli yenani 7 kunye negama lenani usixhenxe aya ngaphambili kule ndlu apho aye nokubonwa ngabo bonke. Zatsho ukukhala iibheli zeminyango yosixhenxe. AmaSele asixhenxe ayengasoloko ewusebenzisa umnyango nanjengoko ayekholwa kukusebenzisa ifestile ukuxhumela ngaphakathi nangaphandle. Ayekonwabela ukujonga ukuba ngubani oyena oxhuma ngaphezu kwabo bonke.

Ayefuna ibhafu enkulu kwigumbi ngalinye kuloo magumbi okulala osixhenxe ukwenzela ukuba akwazi ukuqubha nanini na xa efuna. Aphinda azakhela nechibi kwigumbi lokuhlala. Lalinezitulwana ezisixhenxe ezenziwe ngamagqabi enyibiba ayeza kuhlala kuzo. Xa zifika ezinye izilwanyana zize kuwamkela, zawafumana equbha osixhenxe amaSele kwichibi lawo elikwigumbi lokuhlala.

Ezi zitulwana zisixhenxe ezenziwe ngamagqabi enyibiba ayenentyatyambo entle emthubi eyayikhula apha ecaleni kwazo, neyayithanda ukuzobukwa zezinye izilwanyana.

Ingoma: Omnye omncinci, emibini emincinci

Umnwe omnye omncinci, emibini emincinci, emithathu emincinci

Iminwe emine emincinci, emihlanu emincinci, emithandathu emincinci

Iminwe esixhenxe emincinci, esibhozo emincinci, elithoba emincinci

Sonke sineminwe elishumi.

Week 4

Song: *It's a rectangle*

(To the tune of *B-I-N-G-O*)

There is a shape that has four sides,
But it is not a square, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

It is not like a square, NO!

Two sides are long,

Two sides are short.

They are not the same, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

The sides are not the same, NO!

Song: *Looby loo*

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right hand in,

You take your right hand out,

You give your right hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left hand in,

You take your left hand out,

You give your left hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right foot in,

You take your right foot out,

You give your right foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left foot in,

You take your left foot out,

You give your left foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your whole self in,

You take your whole self out,

You give your whole self a shake, shake, shake,

And turn yourself about.

Week 5

Song: *One elephant went out to play*

(To the tune of *Five little elephants*)

One elephant went out to play

Upon a spider's web one day.

He thought it such a tremendous stunt

That he called for another little elephant.

Two elephants went out to play

Upon a spider's web one day.

They thought it such a tremendous stunt

That they called for another little elephant.

Three elephants went out to play

Upon a spider's web one day.

The web went creak, the web went crack

And all of a sudden, they all ran back.

Iveki 4

Ingoma: *Luxande*

(Ngesingqi se*B-I-N-G-O*)

Kukho imilo enamacala amane,

Kodwa ayisosikwere, HAYI!

Luxande,

Luxande,

Luxande,

Ayisosikwere, HAYI!

Amacala amabini made,

Amacala amabini mafutshane.

Awafani, HAYI!

Luxande,

Luxande,

Luxande,

Amacala awafani, HAYI!

Ingoma: *Luubhi luu*

Sithi aba luubhi luu,

Sithi aba luubhi lathi,

Sithi aba luubhi luu,

Konke ngobusuku bangoMgqibelo.

Ufaka isandla sakho sasekunene,

Ukhupha isandla sakho sasekunene,

Ushukushukumisa, ushukumise, ushukumise

isandla sakho sasekunene,

Uze uzijikelezise.

Sithi aba luubhi luu,

Sithi aba luubhi lathi,

Sithi aba luubhi luu,

Konke ngobusuku bangoMgqibelo.

Ufaka isandla sakho sasekunene,

Ukhupha isandla sakho sasekunene,

Ushukushukumisa, ushukumise, ushukumise

isandla sakho sasekunene,

Uze uzijikelezise.

Sithi aba luubhi luu,

Sithi aba luubhi lathi,

Sithi aba luubhi luu,

Konke ngobusuku bangoMgqibelo.

Ufaka isandla sakho sasekunene,

Ukhupha isandla sakho sasekunene,

Ushukushukumisa, ushukumise, ushukumise

isandla sakho sasekunene,

Uze uzijikelezise.

Sithi aba luubhi luu,

Sithi aba luubhi lathi,

Sithi aba luubhi luu,

Konke ngobusuku bangoMgqibelo.

Ufaka isandla sakho sasekunene,

Ukhupha isandla sakho sasekunene,

Ushukushukumisa, ushukumise, ushukumise

isandla sakho sasekunene,

Uze uzijikelezise.

Sithi aba luubhi luu,

Sithi aba luubhi lathi,

Sithi aba luubhi luu,

Konke ngobusuku bangoMgqibelo.

Ufaka isandla sakho sasekunene,

Ukhupha isandla sakho sasekunene,

Ushukushukumisa, ushukumise, ushukumise

isandla sakho sasekunene,

Uze uzijikelezise.

Iveki 5

Ingoma: *Indlovu enye yaphuma isiya kudlala*

(Ngesingqi sika *Five little elephants*)

Indlovu enye yaphuma isiya kudlala

Yagaleleka kwindlwana yesigcawu ngenye imini.

Yayinga ukuba le yeyona nto ingakholelekiyo

Kangangokuba yabiza enye indlovana.

Iindlovu ezimbini zaphuma zisiya kudlala

Zagaleleka kwindlwana yesigcawu ngenye imini.

Zazinga ukuba le yeyona nto ingakholelekiyo

Kangangokuba zabiza enye indlovana.

Iindlovu ezintathu zaphuma zisiya kudlala

Zagaleleka kwindlwana yesigcawu ngenye imini.

Indlwana yesigcawu yee kree, indlwana

yesigcawu yee kree

Ngesaqophe, zabaleka zonke zagoduka.

Week 6

Rhyme: *Eight little mice*

Eight little mice creeping through the house,
Eight little mice come out to play.
But if one big cat catches one little mouse
Then seven little mice will run away!

(Repeat for seven, six, five, four, three, two)

One little mouse creeping through the house,
One little mouse comes out to play.
But if one big cat tries to catch that mouse
That mouse is going to say, 'You great big bully, go away!'

Story: *Number 8 story (with Number 8 frieze template)*

Next came eight Mice. The number symbol 8 and number word eight went on the front of the house where everyone could see them. And the eight doorbells went on the door. The Mice nibbled eight holes through the wooden floors in their rooms and made underground tunnels so that they could go in and out of the house from their eight bedrooms.

They didn't need big bedrooms as they were so small. They were used to living in the fields as they were field mice, but were excited about the idea of living in a new home next door to the Frogs.

They built a big lounge as they loved to dance and have parties. They each played an instrument. One played the keyboard, one a guitar, one a violin, one a flute, one a trumpet, one a marimba and two played drums. So there were eight instruments in the house. The other animals loved listening to the eight Mice playing their eight instruments. Sometimes they would all join in by stamping their feet and hooves to the beat.

Week 7

Rhyme: *Five little hotdogs*

Five little hotdogs frying in the pan. *(Hold up five fingers)*

The grease got hot and one went BAM! *(Clap)*

(Repeat for four (four fingers), three (three fingers), two (two fingers), one (one finger))

No little hotdogs frying in the pan. *(Hold up fist)*

The pan got hot and it went BAM! *(Clap)*

Story: *Shopping for a hat*

Summer is Babalwa's favourite time of the year. She loves the hot weather and going to the park to play. Today Babalwa's mother is taking her to buy a hat to keep her skin safe from the hot sun. Babalwa loves shopping for things to wear. Let's go along with her and her mother on her hat shopping trip and see all the different kinds of hats for sale.

In the shop there are hats everywhere – hats piled up high on every shelf, hats of different shapes, hats of different colours. Babalwa tries on lots of hats. She likes the floppy hat with big flowers, but she cannot decide on a colour. Let's help her choose which hat to buy. What colour hat should she choose? Which hat would you choose?

Iveki 6

Isicengcelezo: *Impukwana ezisibhozo*

Iimpukwana ezisibhozo ziyachwechwa endlini,
Iimpukwana ezisibhozo ziphuma zisiya kudlala.
Kodwa ukuba ikati enye enkulu ibambise impukwana enye
Ziza kubaleka iimpukwana ezisixhenxe!

(Kuphinde oku ngezisixhenxe, ezintandathu, ezintlanu, ezine, ezintathu, ezimbini)

Impukwana enye iyachwechwa endlini,
Impukwana enye iphuma isiya kudlala.
Kodwa ukuba ikati enye endala izama ukubambisa loo mpuku
Loo mpuku iza kuthi, 'Heyi wena sitshovu-tshovundini esikhulu, mkaa!'

Ibali: *Ibali lenani 8 (elinethempleyithi yeFrizi yenani 8)*

Kwalandela iiMpuku ezisibhozo. Isimboli yenani u8 kunye negama lenani usibhozo baya ngaphambili ukuze babonwe ngumntu wonke. Zaza iibheli zomnyango ezisibhozo zaya emnyango. IiMpuku zakrethetha zenza imingxuma esibhozo emaplangeni emigangatho yamagumbi azo zenza amatonela ngaphantsi komhlaba ukuze zikwazi ukuphuma zingena endlini ukusuka kumagumbi azo okulala asibhozo.

Zazingadingi magumbi okulala makhulu njengoko zazincinci kakhulu. Zazikuqhelile ukuhlala endle nanjengoko yayiziimpuku zasendle, kodwa zikwakuvuyela nokuhlala kwikhaya elitsha elikufuphi naMasele.

Zakha igumbi lokuhlala elikhulu nanjengoko zazikuthanda ukudanisa nokwenza amatheko. Inye kuzo yayinesixhobo somculo esidlalayo. Enye yayidlala ipiyano, enye ikatari, enye ivayolini, enye ifluti, enye ixilongo, enye imarimba zize ezimbini zidlale amagubu. Ngoko ke zazisibhozo izixhobo zomculo kuloo ndlu. Ezinye izilwanyana zazithanda ukumamela iiMpuku ezisibhozo xa zidlala izixhobo zazo zomculo. Ngamanye amaxesha zazide zingenelele ngokungqisha iinyawo neentupha zazo zihambisana nesiingqi.

Iveki 7

Ingoma: *Oonkqiyoyo abancinci abahlanu*

Oonkqiyoyo abancinci abahlanu babeqhotswa epanini. *(Phakamisa iminwe emihlanu)*
Atshisa amafutha waze omnye wee QHEKE! *(Qhwaba)*

(Kuphinde oku ngone (iminwe emine), ngontathu (iminwe emithathu), ngombini (iminwe emibini), ngonye (umnwe omnye))

Kwakungekho nkqiyoyo omncinci oqhotswayo epanini. *(Phakamisa inqindi)*
Yatshisa ipani yaze yee QHEKE! *(Qhwaba)*

Ibali: *Ukuyothenga umnqwazi*

Ihlobo lilelona xesha lonyaka lithandwayo nguBabalwa. Uyayithanda imozulu etshisayo nokuya kudlala epakini. Namhlanje umama kaBabalwa uhamba naye ukuyothenga umnqwazi ukwenzela ukuba azikhusele elangeni. UBabalwa uyathana ukuyothenga izinto zokunxiba. Masibakhapheni kolu hambo lokuyothenga umnqwazi size nathi sibone zonke iindindi zeminqwazi ethengiswayo.

Evenkileni yiminqwazi nje yonke indawo – zonke iishelufu zipakishwe iminqwazi, iminqwazi ekumila kunje nanjeya, imibala ngemibala yeminqwazi. UBabalwa uyilinganisa phantse yonke iminqwazi. Uthanda ikhephekhephe lomnqwazi onamagqabi amakhulu kodwa akazi ukuba akhethe wuphi umbala. Masimncede akhethe umnqwazi aza kuwuthwala. Ucinga ukuba makakhethe owuphi umbala? Wena ubungakhetha owuphi umbala?

Week 8

Rhyme: *Going on a lion hunt*

(Pat thighs to keep rhythm)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Grass!
Long, tall grass.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Swish, swash, swish, swash, swish, swash.
(Rub hands together)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A river!
A wide, deep river.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Splish, splash, splish, splash, splish, splash.
(Stomp feet like walking through water)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Mud!
Thick, gooey mud.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Lift feet slowly as if walking
through mud)*

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A forest!
A deep, dark forest.

Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A cave!
A big, dark cave.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Tiptoe, tiptoe, tiptoe. *(Tiptoe on the spot)*
What's that? *(Reach hands out in front of you
and pretend to feel something)*

One shiny wet nose!
Two furry ears!
Two big eyes!
IT'S A LION! *(Throw hands up in the air)*
Quick! Back through the cave!
Tiptoe, tiptoe, tiptoe. *(Tiptoe quickly)*
Back through the forest!
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble quickly)
Back through the mud!
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Walk through mud quickly)*
Back through the river!
Splish, splash, splish, splash, splish, splash.
(Splash through water quickly)
Back through the grass!
Swish, swash, swish, swash, swish, swash.
(Rub hands together quickly)

Get to the front door.
Open the door. *(Pretend to open door)*
Up the stairs. *(Pretend to run up stairs)*
Forgot to close the door!
Back down the stairs. *(Pretend to run down stairs)*
Close the door. *(Pretend to close door)*
Back up the stairs. *(Pretend to run up stairs)*
Into the bedroom.
Jump into bed. *(Sit down on the floor)*
Under the covers. *(Pretend to pull covers
over head)*
We're never going on a lion hunt again!

Ivek 8

Isicengcelezo: Ukuyozingela ingonyama

(Bethani emathangeni ukugcina isingqi)

Siya kuzingela ingonyama,
Siza kubambisa eyona yakha yankulu!
Enjani yona ukuzola imini!
Asoyiki tu!
Owuu, awuuu! Ingca!
Enjani ukuba nde ingca.
Asinakuphumela ngaphaya kwayo! *(Nikina intloko)*
Asinakuthubeleza ngaphantsi kwayo!
(Nikina intloko)
Kuza kufuneka singene kanye apha phakathi
kwayo! *(Nqwala intloko)*
Rhwashu, rhwashu, rhwashu, rhwashu,
rhwashu, rhwashu. *(Hlikihla izandla)*
Siya kuzingela ingonyama,
Siza kubambisa eyona yakha yankulu!
Enjani yona ukuzola imini!
Asoyiki tu!
Owuu. awuuu! Umlambo!
Umlambo omkhulu, onzulu.
Asinakutsibela ngaphaya kwawo! *(Nikina intloko)*
Asinakurhubuluza ngaphantsi kwawo!
(Nikina intloko)
Kuza kufuneka siwuwelile! *(Nqwala intloko)*
Dyumpu, dyumpu, dyumpu, dyumpu, dyumpu,
dyumpu. *(Ngqisha ngathi uhamba emanzini)*
Siya kuzingela ingonyama,
Siza kubambisa eyona yakha yankulu!
Enjani yona ukuzola imini!
Asoyiki tu!
Owuu, awuuu! Udaka!
Udaka olunqumbululu, olumdaka!
Asinakutsibela ngaphaya kwalo! *(Nikina intloko)*
Singenakurhubuluza ngaphantsi kwalo!
(Nikina intloko)
Kuza kufuneka sinqumle kulo! *(Nqwala intloko)*
Gxampu, gxavu, gxampu, gxavu, gxampu,
gxavu. *(Phakamisani iinyawo kancinci
ngokungathi nihamba eludakeni)*
Siyakuzingela ingonyama,
Sizakubambisa eyona yakha yankulu!
Enjani yona ukuzola imini!
Asoyiki tu!
Owuu, awuu! Ihlathi!
Ihlathi elishinyeneyo, eloyikekayo!
Asinakutsiba ngaphaya kwalo! *(Nikina intloko)*
Singenakuthubeleza ngaphantsi kwalo!
(Nikina intloko)

Kuzakufuneka sinqumle kulo! *(Nqwala intloko)*
Khubeka, ube ngathi uyawa! Khubeka, ube
ngathi uyawa! Khubeka, ube ngathi uyawa!
(Yenza ngathi uyakhubeka)

Siya kuzingela ingonyama,
Siza kubambisa eyona yakha yankulu!
Enjani yona ukuzola imini!
Asoyiki tu!
Owuu, awuu! Umqolomba!
Umqolomba omkhulu, omnyama!
Asinakuwutsiba! *(Nikina intloko)*
Singenakuthubeleza ngaphantsi kwawo!
(Nikina intloko)
Kuza kufuneka sinqumle kulo! *(Nqwala intloko)*
Chwechwa, chwechwa, chwechwa!
(Chwechwa umi ndawonye)
Yintoni leyo? *(Lula izandla wenze ngokungathi
uphuthaphutha into ethile)*
Impumlo emanzi emenezelayo!
Iindlebe ezimbini ezinoboya!
Amehlo amabini amakhulu!
YINGONYAMA! *(Phosa izandla emoyeni)*
Khawulezani! Masiphumeni emqolombeni!
Chwechwa, chwechwa, chwechwa!
(Chwechwa ngokukhawuleza)
Buyela umva uphume ehlahini!
Khubeka, ube ngathi uyawa! Khubeka, ube
ngathi uyawa! Khubeka, ube ngathi uyawa!
(Yenza ngathi uyakhubeka ukhawuleza)
Buyela umva uphume eludakeni!
Gxampu, gxavu, gxampu, gxavu, gxampu,
gxavu. *(Gxovuza edakeni ngokukhawuleza)*
Buyela umva uphume emlanjeni!
Dyumpu, dyumpu, dyumpu, dyumpu, dyumpu,
dyumpu. *(Qubha ngokukhawuleza)*
Buyela umva uphume engceni!
Rhwashu, rhwashu, rhwashu, rhwashu, rhwashu,
rhwashu. *(Hlikihla izandla ngokukhawuleza)*
Ngena ngomnyango wangaphambili.
Vula ucango. *(Yenza ngathi uvula ucango)*
Nyuka izitepsi. *(Yenza ngathi unyuka izitepsi)*
Ulibele ukuvala ucango!
Buyela umva wehle izitepsi. *(Yenza ngathi
uyabaleka ukwehla izitepsi)*
Vala ucango. *(Yenza ngathi uvala ucango)*
Buyela ezitepsini unyuke. *(Yenza ngathi
unyuka izitepsi)*
Yiya kwigumbi lokulala.
Tsibela ebhedini. *(Hlala phantsi)*
Zogqume ngeengubo. *(Yenza ngathi uzogquma
ngeengubo)*
Asoze siphinde siyokuzingela ingonyama!

Week 9

Rhyme: *Spaceship*

Climb aboard the spaceship
Climb aboard the spaceship
We're going to the moon
Hurry and get ready
We're going to blast off soon
Put on your helmet and buckle up real tight
Here comes the countdown
Let's count with all our might!
10-9-8-7-6-5-4-3-2-1 BLAST OFF!

Week 10

Song: *Eight elephants*

One little elephant balancing,
Step by step on a piece of string.
Thought it such a funny joke, so he called up
some other little animal folk.

Two little zebras balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Three little meerkats balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Four giraffes balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Five little monkeys balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Six little ducks balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Seven little frogs balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Eight little mice balancing,
Step by step on a piece of string.
All of a sudden the piece of string broke and
down fell all the little animal folk!

Game: *I wrote a letter to my friend*

One player walks around the outside of the circle with an envelope.

The class says:

'I wrote a letter to my friend, and on the way I dropped it.

One of you has picked it up and put it in your pocket.

It's not you, it's not you, it's not you ...'

When deciding whom to drop the envelope behind, the person taps that person on the head and says, *'It's you!'*

They then run, with the person who now has the envelope chasing them, once around the circle of learners and try to get to sit in that person's empty place before they are caught.

If the person is caught, he or she has to sit in the middle of the circle.

The new person holding the envelope starts walking around the circle, while the class says the words, *'I wrote a letter ...'*

And so the game goes on.

Iveki 9

Isicengcelezo: *Isiphekepheke*

Ngena kwisiphekepheke
Ngena kwisiphekepheke
Siya enyangeni
Khawulezisa ulungise
Siza kusuka ngoku
Thwala isigqumathelo uzibophe nkqi
Siza kuqalisa ukubala ngoku
Masibaleni ngamandla ethu onke!
10-9-8-7-6-5-4-3-2-1 TSHWIIII!

Iveki 10

Ingoma: *lindlovu ezisibhozo*

Ithole elinye lendlovu lalixhathisile,
Kancinci kancinci lithe chuu phezu kwentambo.
Licinga ukuba kuyaqhulwa, labiza elinye ithole.
Amathole amaqhwarhashe amabini ayexhathisile,
Kancinci kancinci ayethe chuu phezu kwentambo.
Ecinga ukuba kuyaqhulwa, abiza elinye ithole.
Amagala amancinci amathathu ayexhathisile.
Kancinci kancinci ethe chuu phezu kwentambo.
Ecinga ukuba kuyaqhulwa abiza elinye ithole.
Amathole endlulamthi amane ayexhathisile.
Kancinci kancinci ethe chuu phezu kwentambo.
Ecinga ukuba kuyaqhulwa, abiza elinye ithole.
linkawana ezintlanu zazixhathisile.
Kancinci kancinci zithe chuu phezu kwentambo.
Zicinga ukuba kuyaqhulwa, zabiza
 amanye amathole.
Amadadana amathandathu ayexhathisile.
Kancinci kancinci ethe chuu phezu kwentambo.
Ecinga ukuba kuyaqhulwa, abiza
 elinye intshontsho.

Amaselana amancinci asixhenxe ayexhathisile,
Kancinci kancinci zithe chuu phezu kwentambo.
Acinga ukuba kuyaqhulwa, abiza elinye ithole.
Iimpukwana ezisibhozo zazixhathisile,
Kancinci kancinci zathi chuu phezu kwentambo.
Suke yee rhuntsu intambo yaqhawuka aze awa
 onke amathole ezilwanyana!

Umdlalo: *Ndibhalele umhlobo wam ileta*

Umdlali omnye uhambahamba ngaphandle
kwesangqa ephethe imvulophu.

Iklasi ithi:

*'Ndibhalele umhlobo wam ileta, ndaze
ndayiwisa apha endleleni.*

*Ukhona apha kuni oyicholeyo wayifaka
epokotweni yakhe.*

Ayinguwe, ayinguwe, ayinguwe ...'

Akuba egqibile ukuba uyiphose emva kukabani
imvulophu, umntu uchika intloko yaloo mntu
amkhetheleyo aze athi, *'Nguwe!'*

Bayabaleka, lo ophethe imvulopu ebaleqa,
ezama ukuyofika kuqala kwindawo
engenamntu ngaphambi kokuba babanjwe.

Ukuba ubanjiwe omnye lo, kufuneka ahlale
esizikithini sesangqa.

Umntu omtsha ophethe imvulopu uza
kuqalisa ajikeleze isangqa ngeli lixa iklasi isithi,
'Ndibhalele umhlobo wam ileta ...'

Uqhubeke njalo ke umdlalo.

seven

sevenhenxe

7

Playdough template: Number 6

six

6

Tortoise (Week 9) • Ufudo (Iveki 9)

Templates • Ithempleyithi

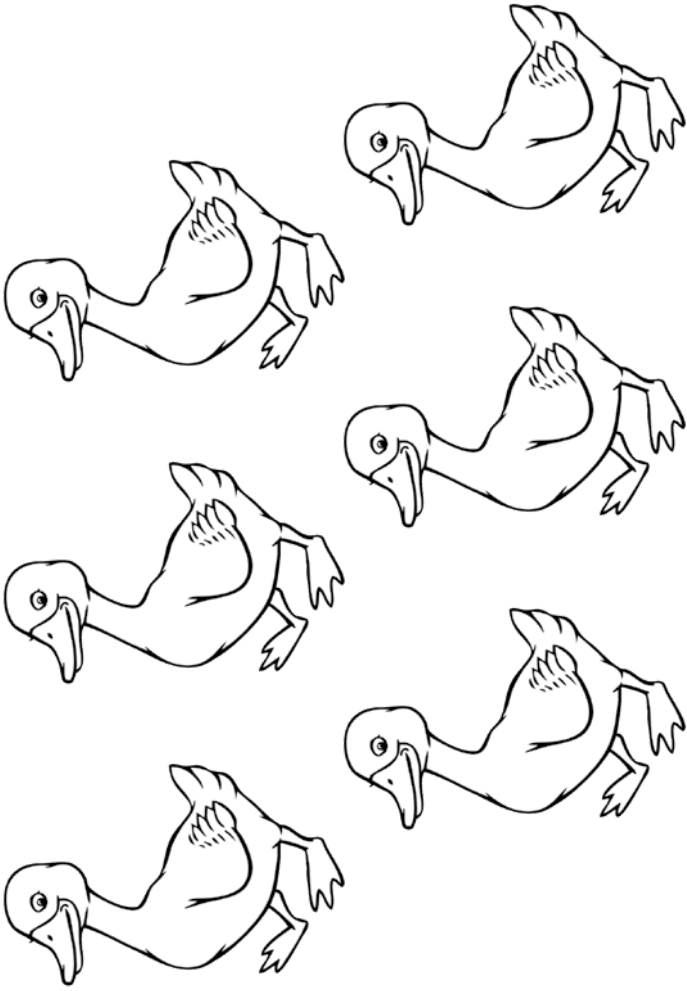
Banknotes (Week 9) • Imali engamaphepha (Iveki 9)

Eighteen-piece puzzle • Iphazili enamaqhekeza alishumi elinesibhozo

Ithempleyithi yentlami yokudlala: Inani 8

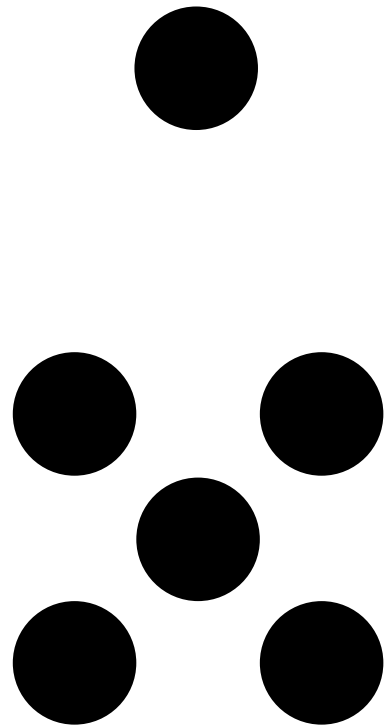
sibhozo

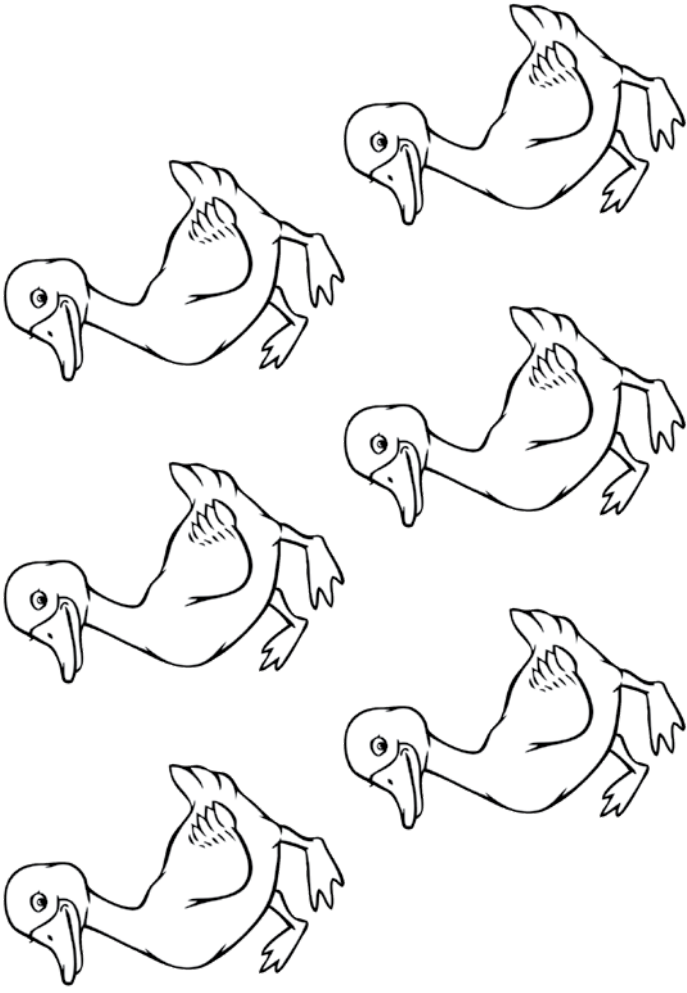
8



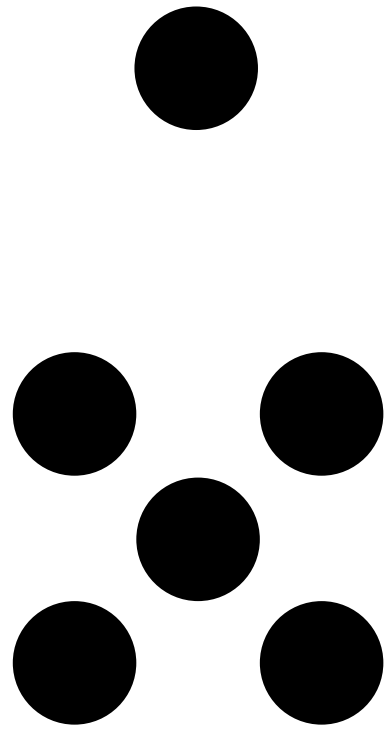
six

6





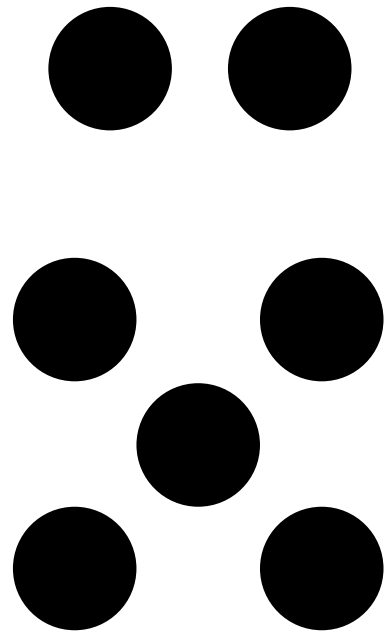
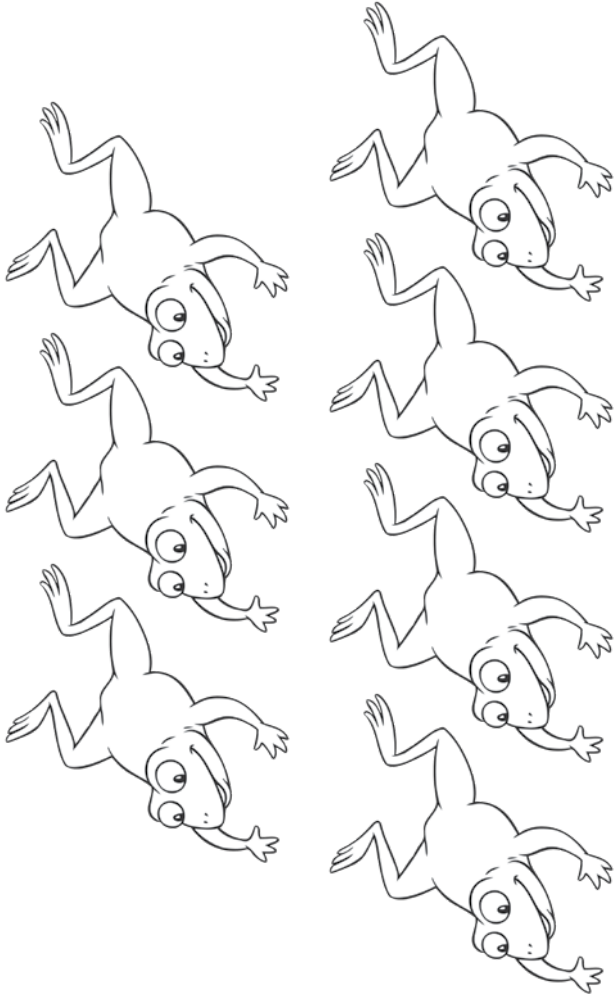
6



ntandathu

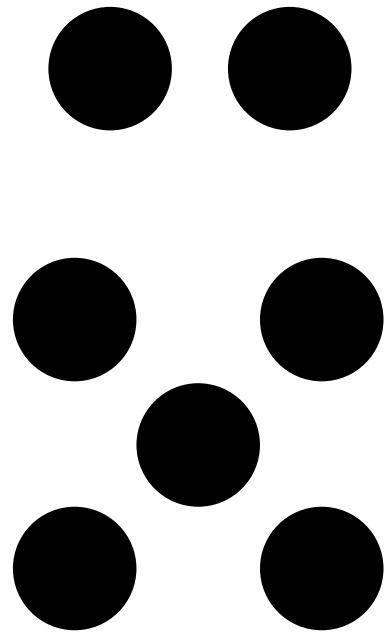
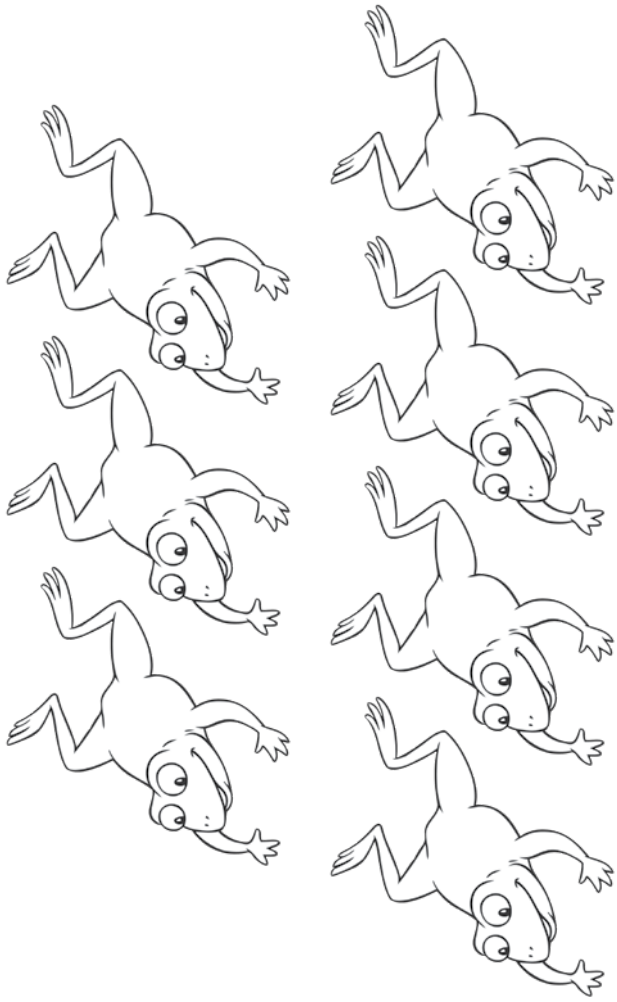


7

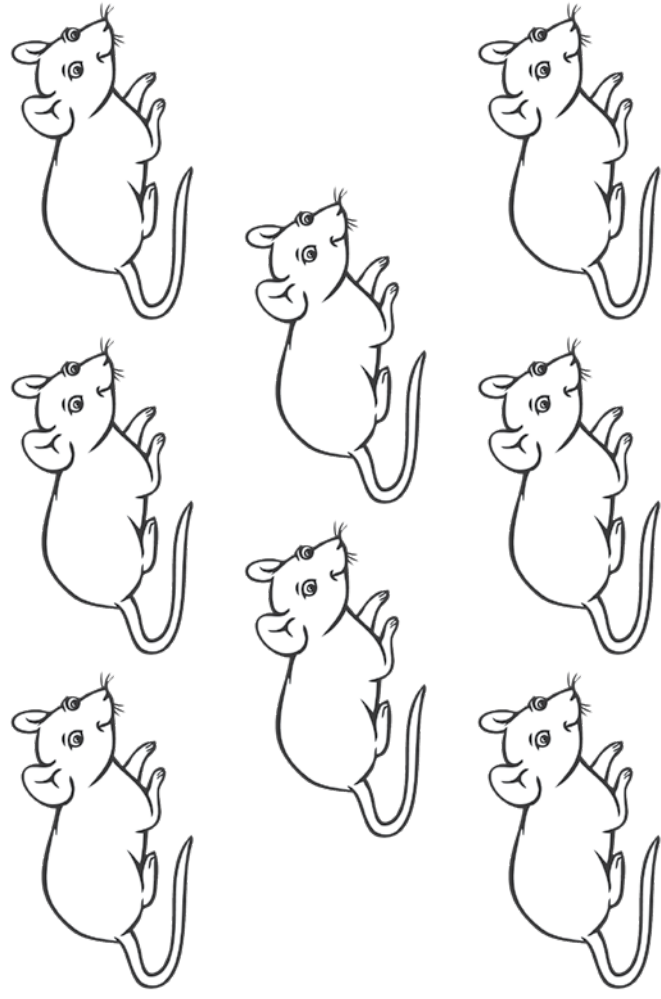


seven

7

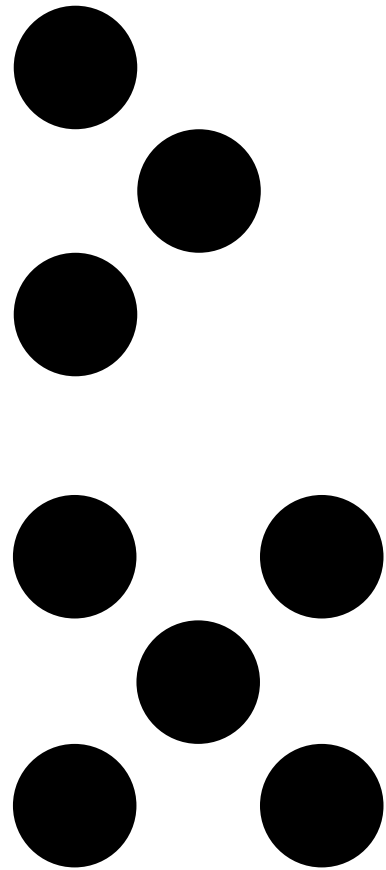


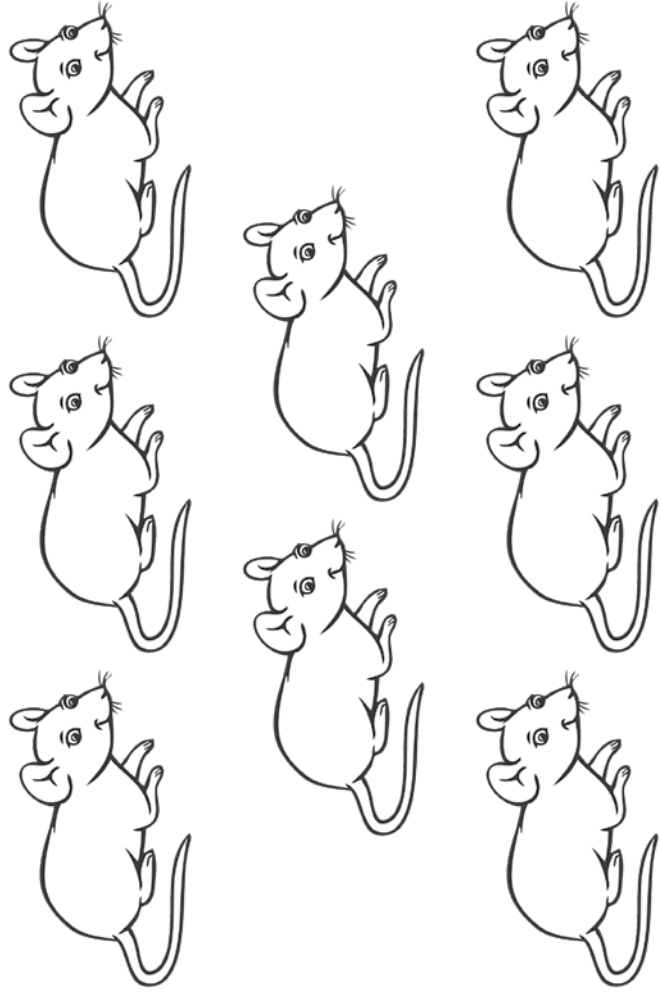
sixhenxe



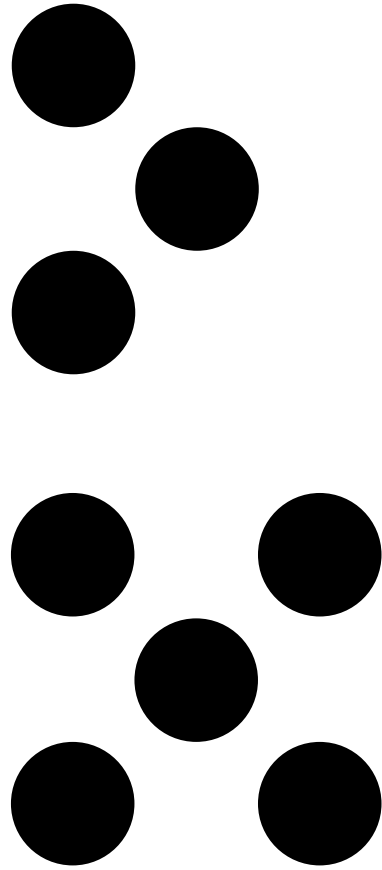
8

eight



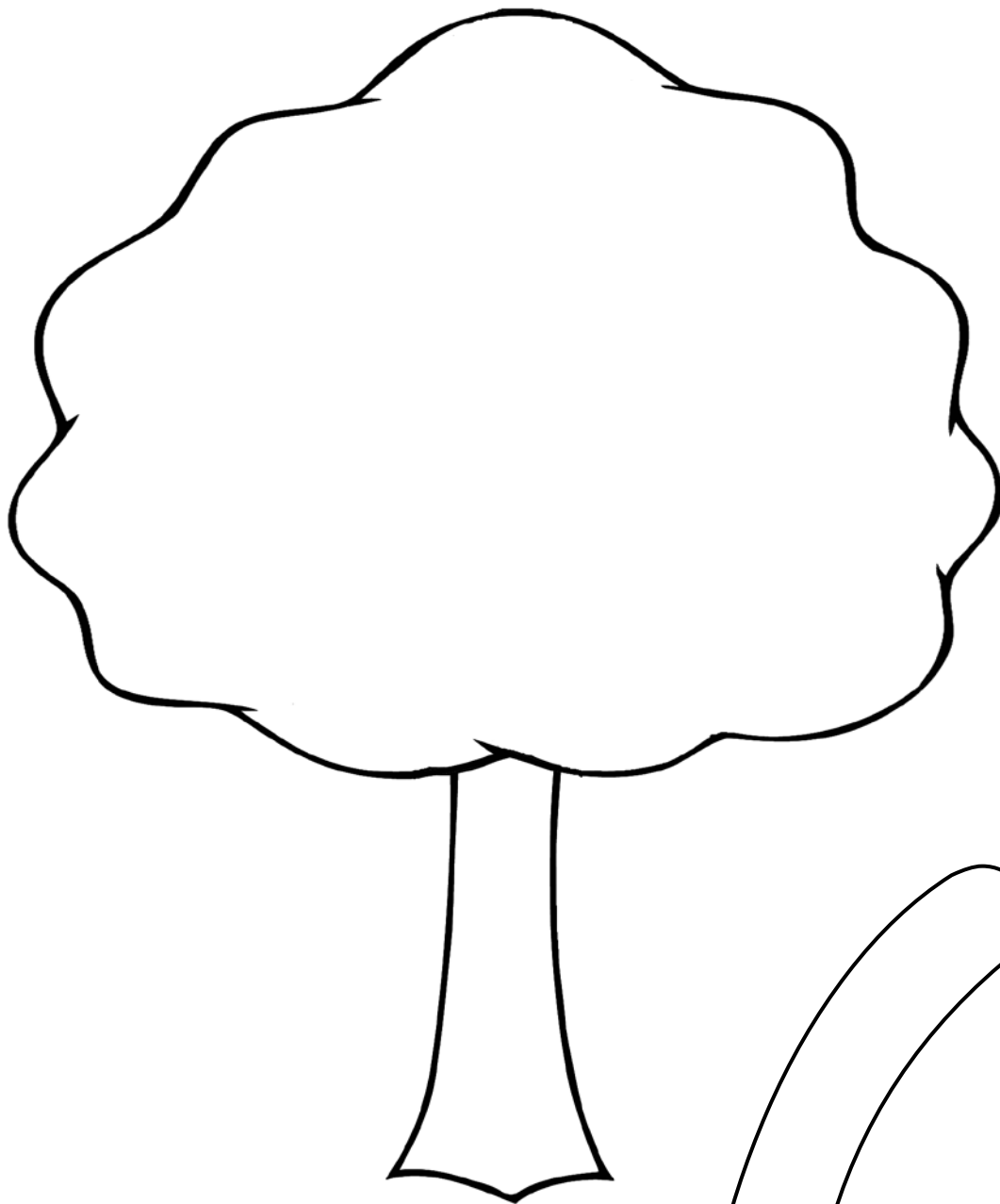


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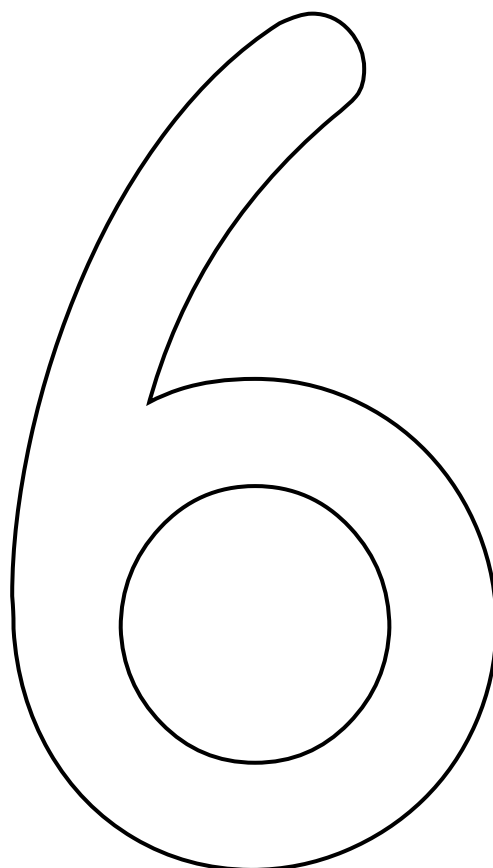


szoboris

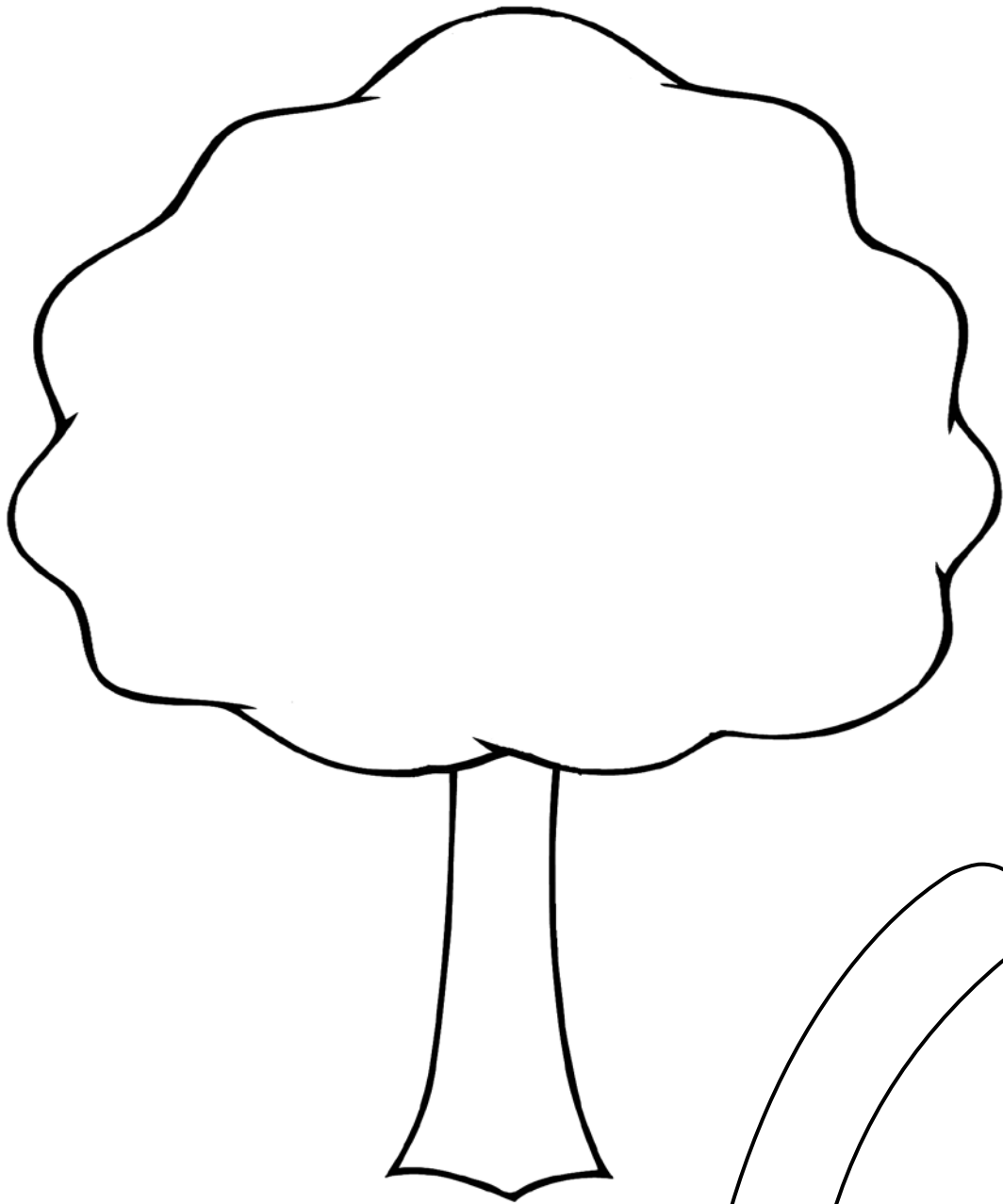
Playdough template: Number 6



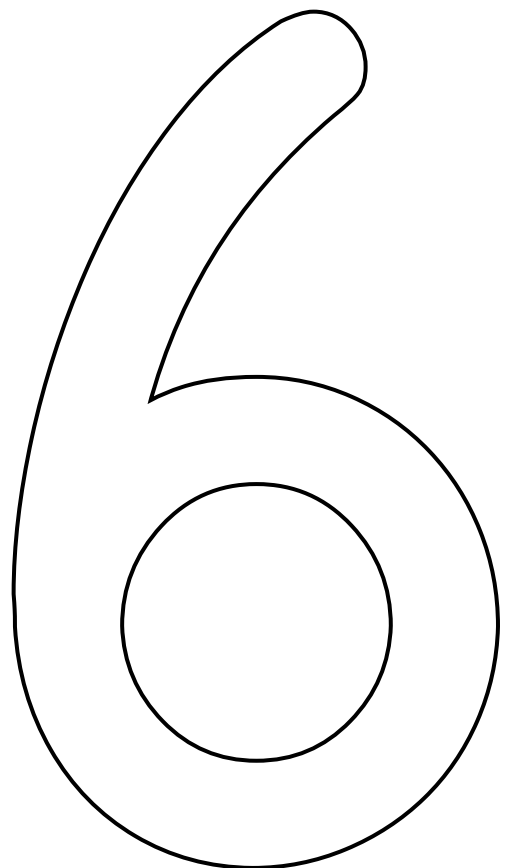
six



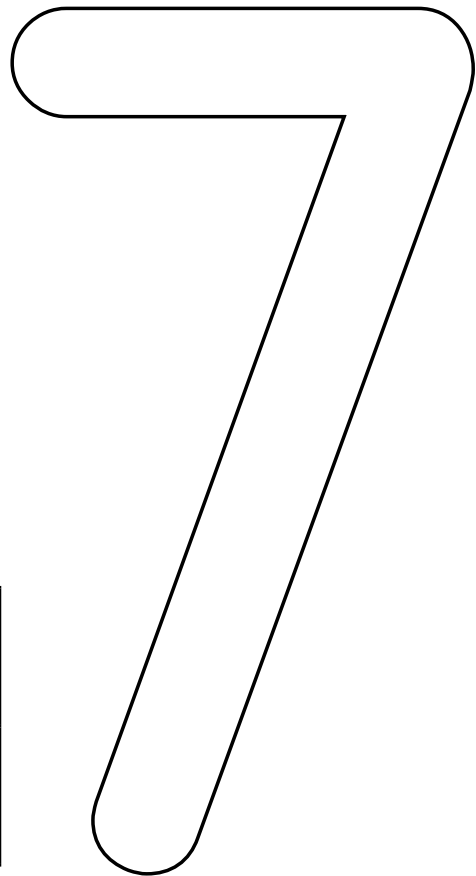
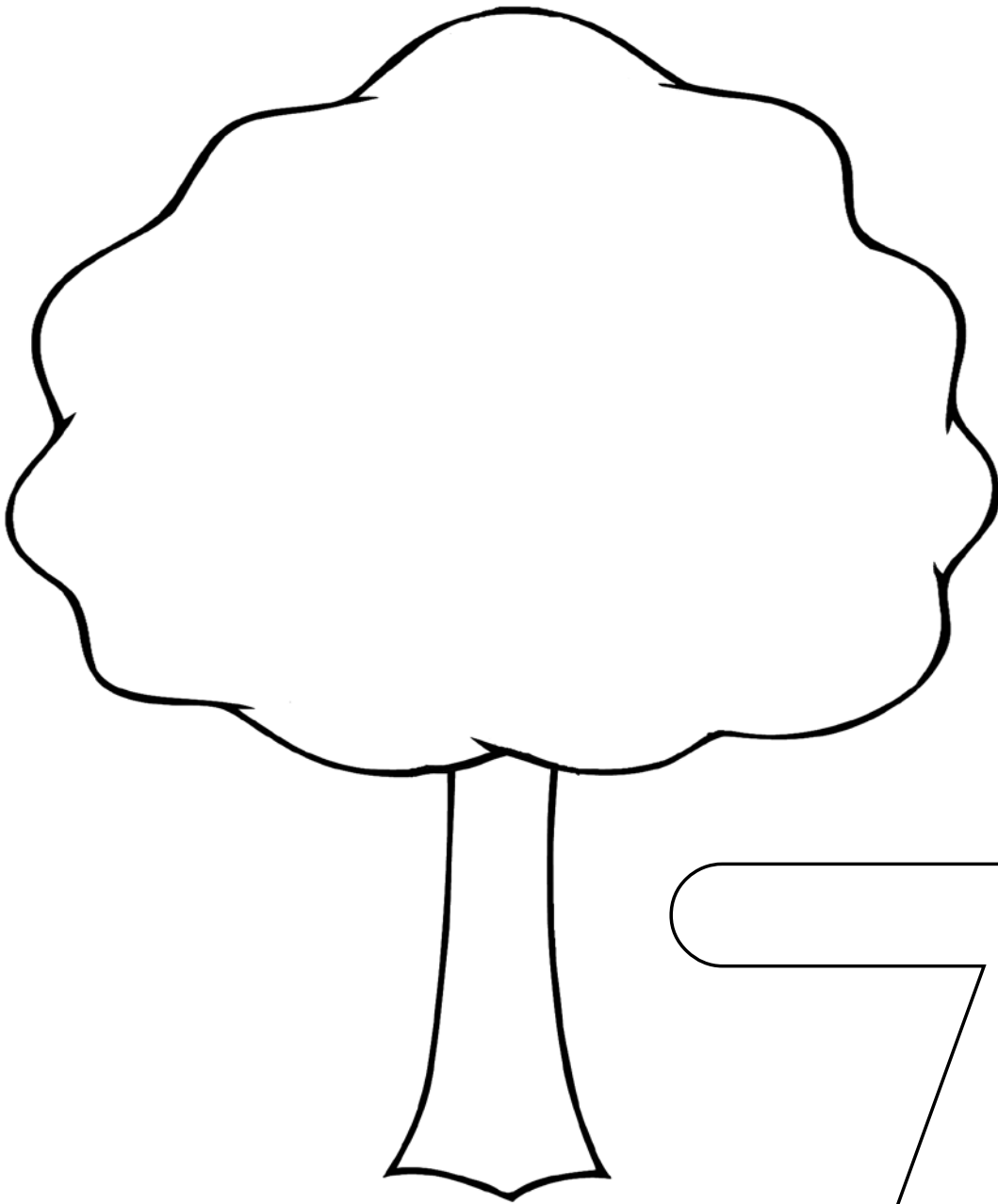
Ithempleyithi yentlamba yokudlala: Inani 6



ntandathu

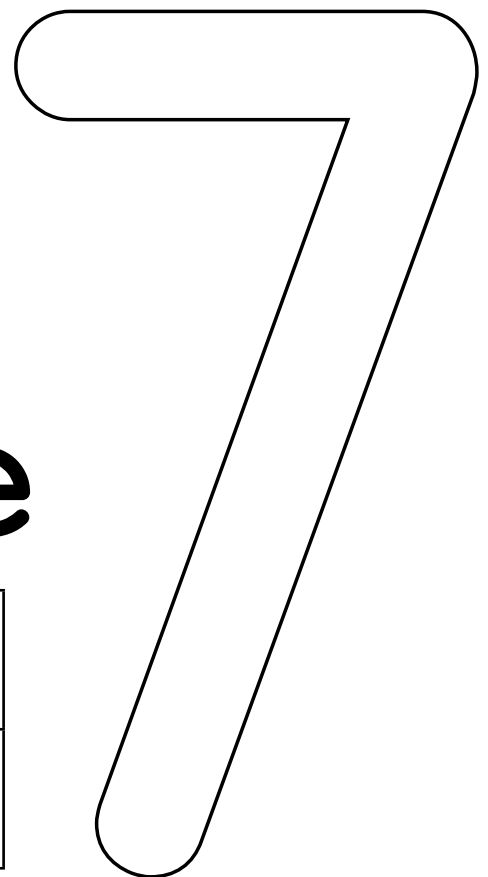
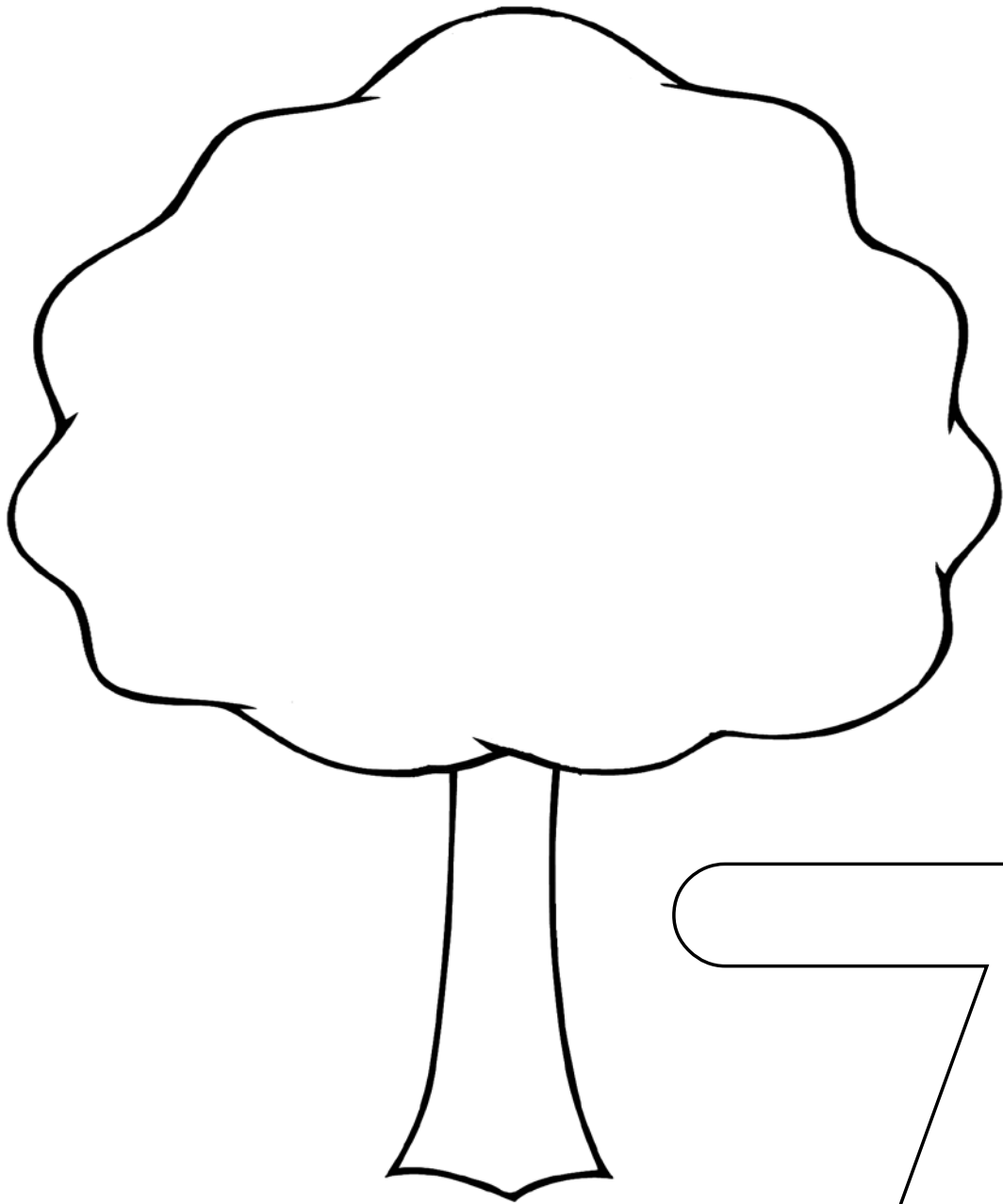


Playdough template: Number 7



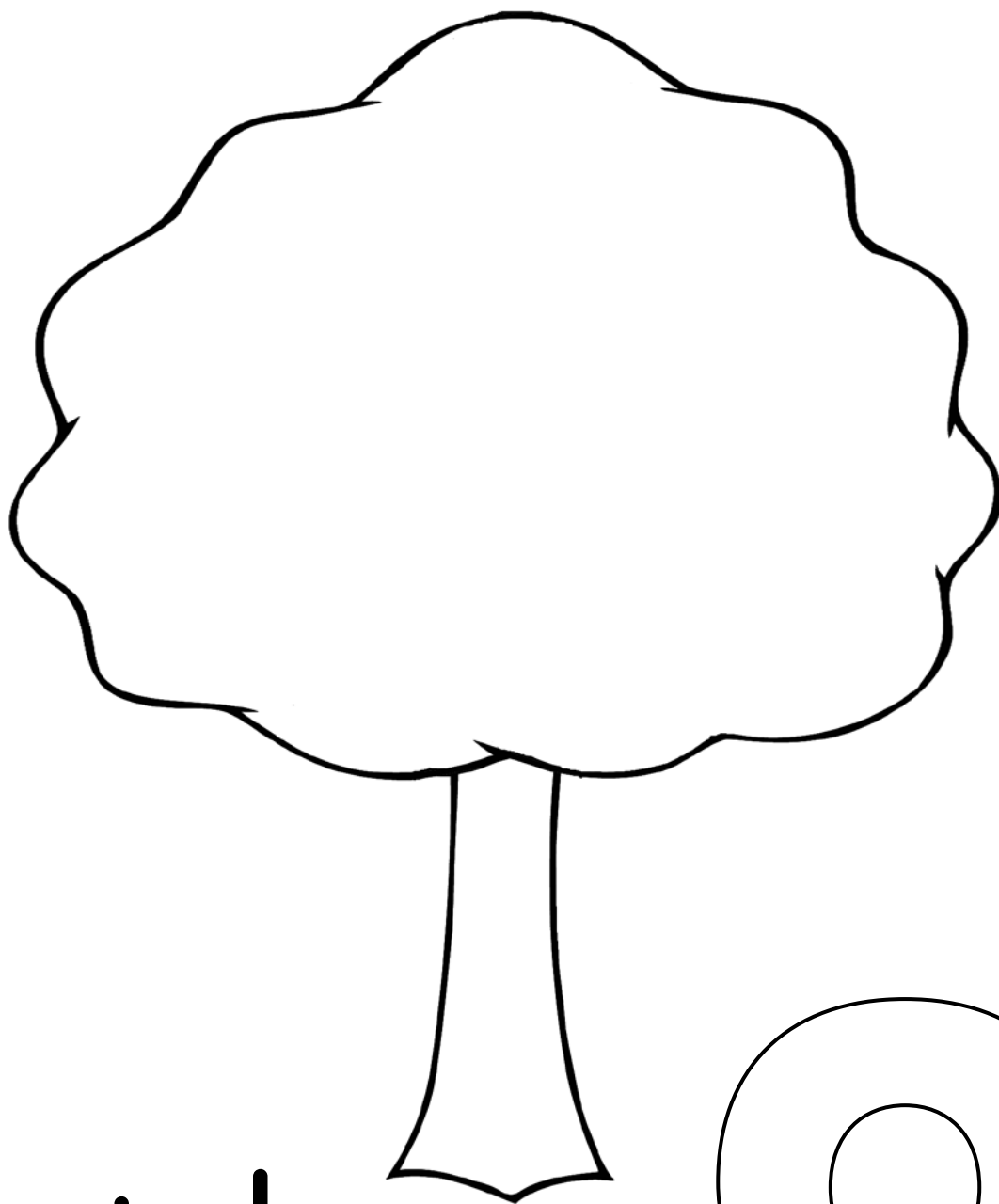
seven

Ithempleyithi yentlamba yokudlala: Inani 7

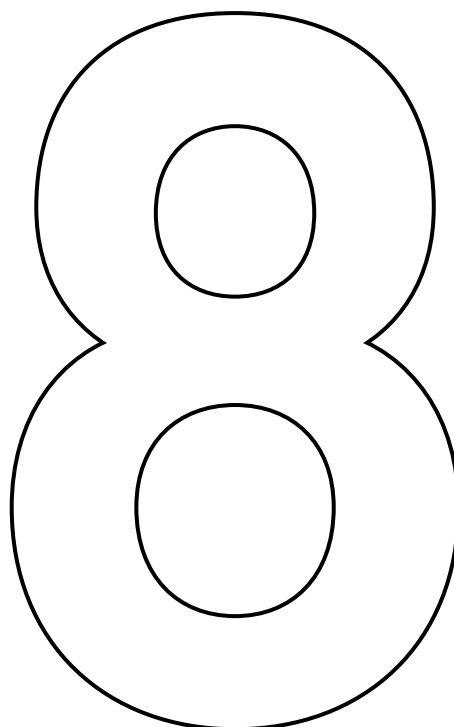
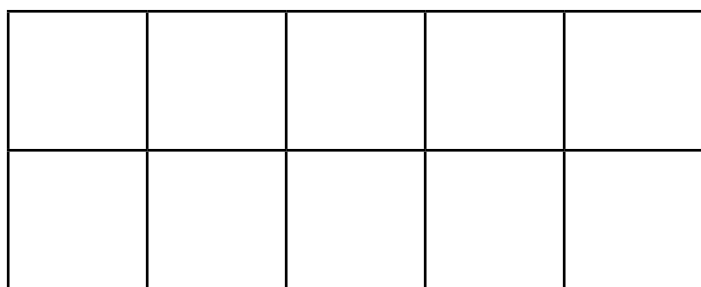


sixhenxe

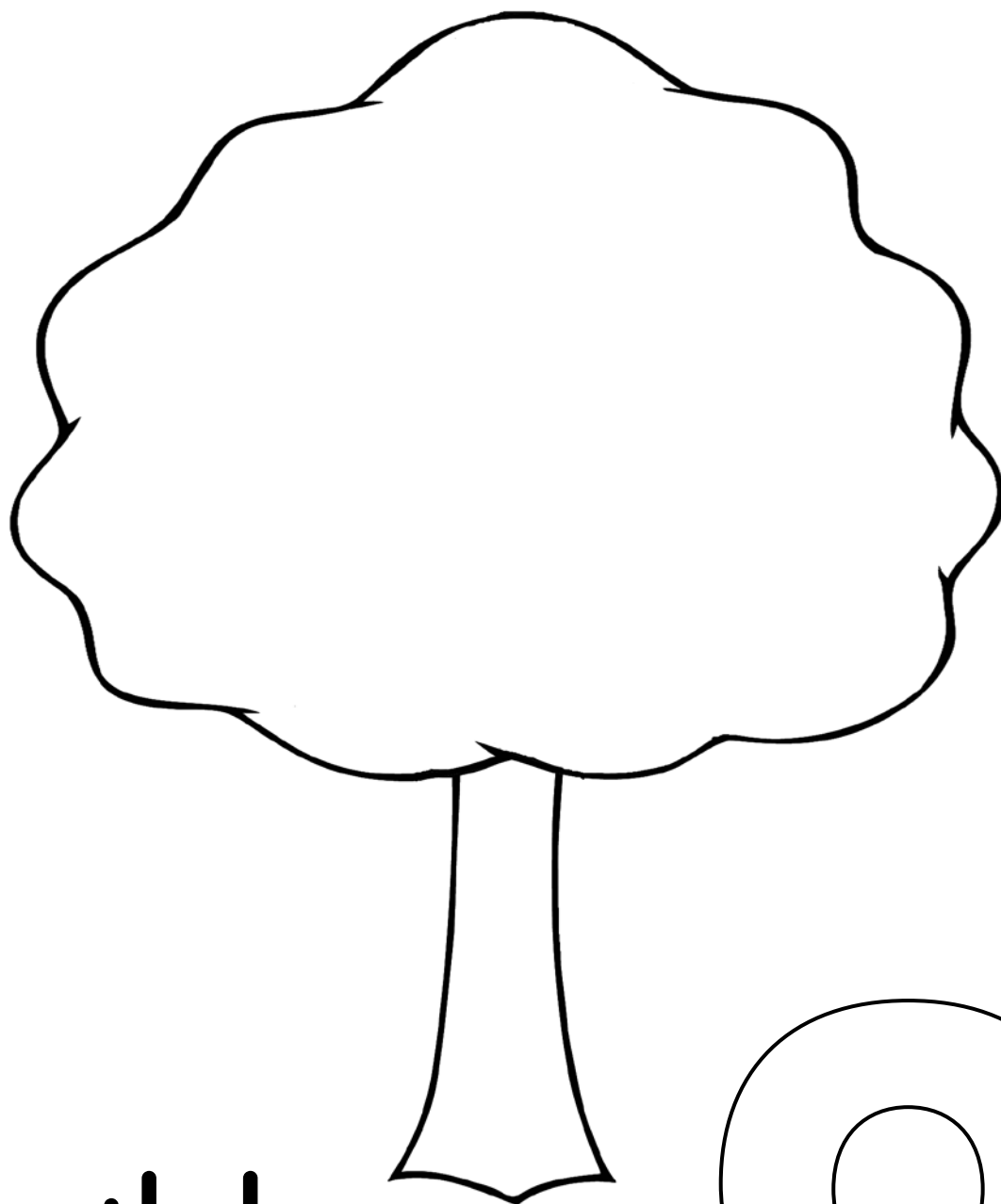
Playdough template: Number 8



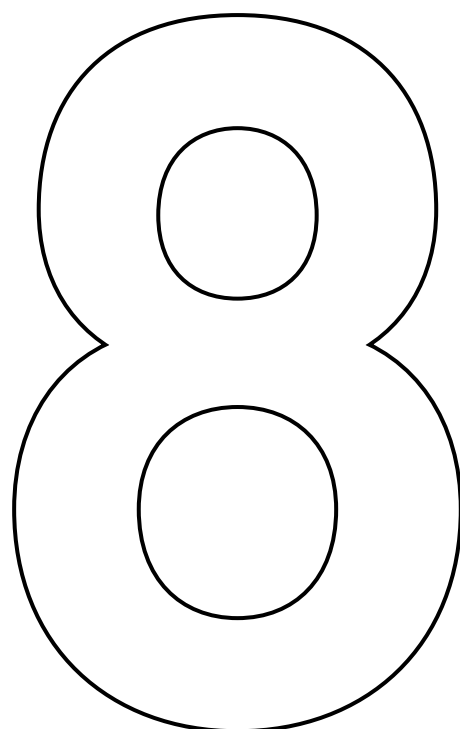
eight



Ithempleyithi yentlamba yokudlala: Inani 8

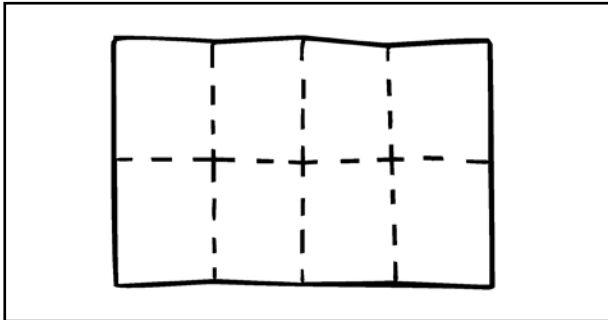


sibhozo

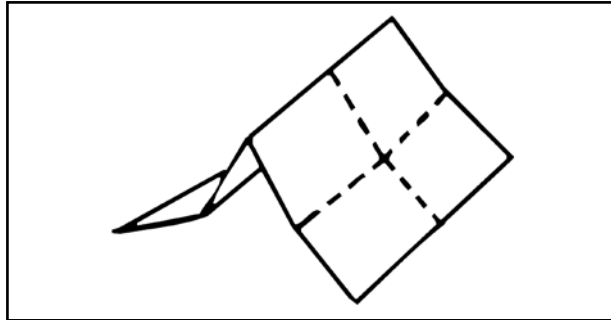


Shape book (Week 4)

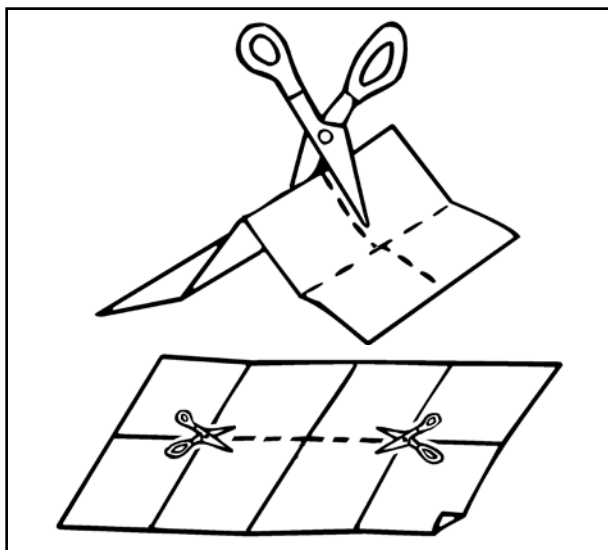
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



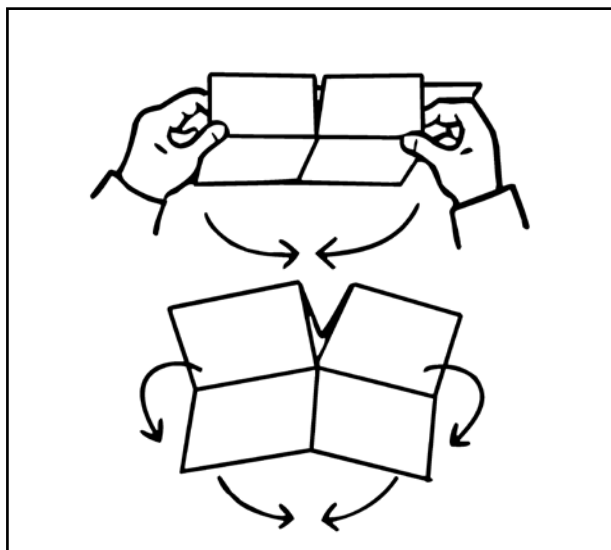
2. Fold the page in half again.



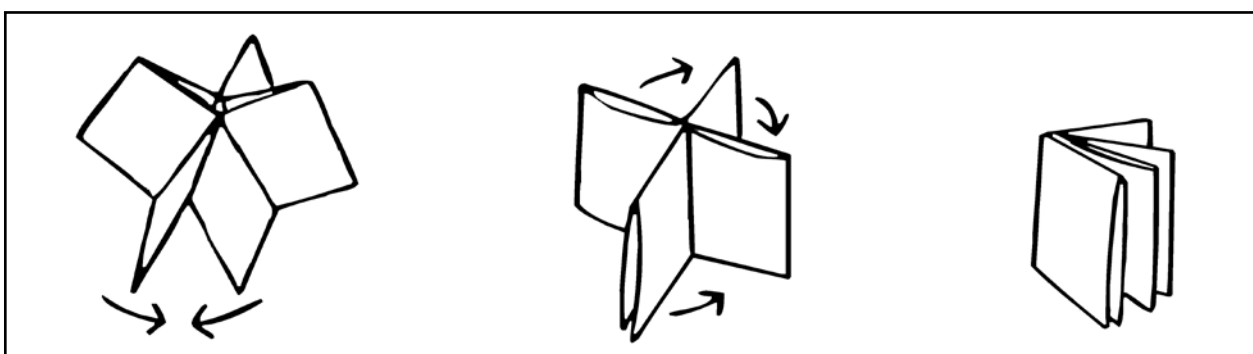
3. Cut on the middle fold as shown in the diagram.



4. Hold the page between your finger and thumb on both sides, so the middle parts of the page are touching. Bring your hands together as shown by the arrows.

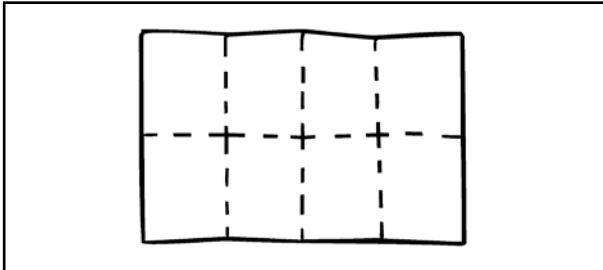


5. Complete the little book by folding the pages flat, as shown.

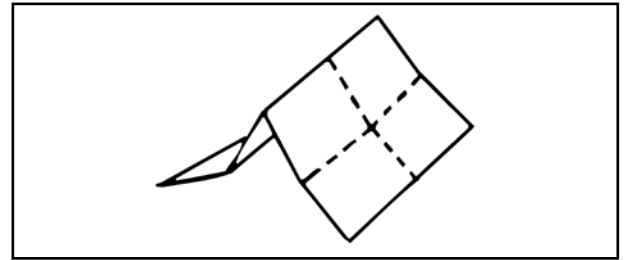


Incwadi yeemilo (Iveki 4)

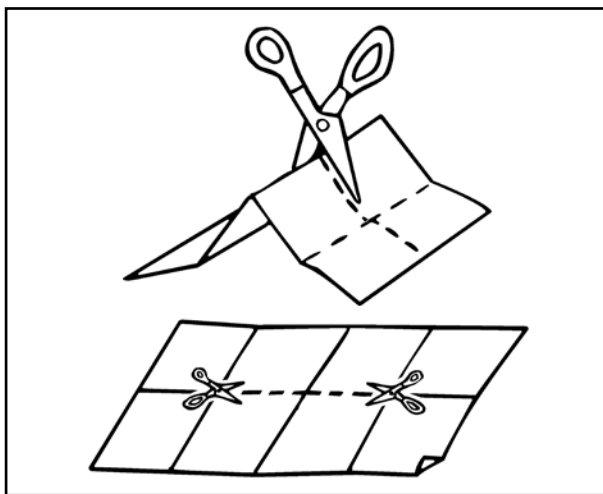
1. Songa iphepha elinguA4 kasibhozo, ngokulisonga ehafini kathathu. Lolule.



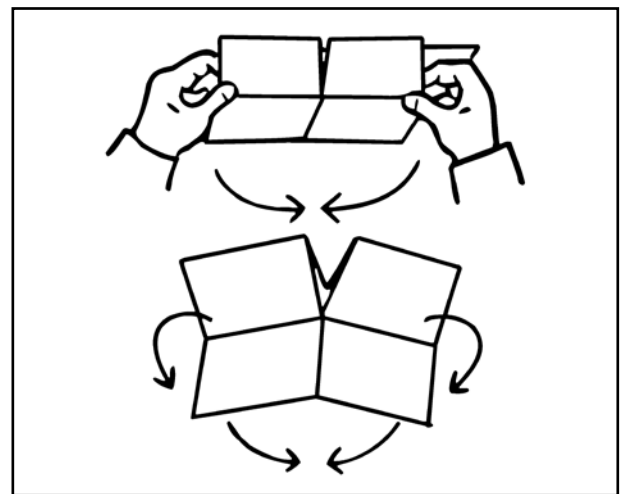
2. Songa iphepha ehafini kwakhona.



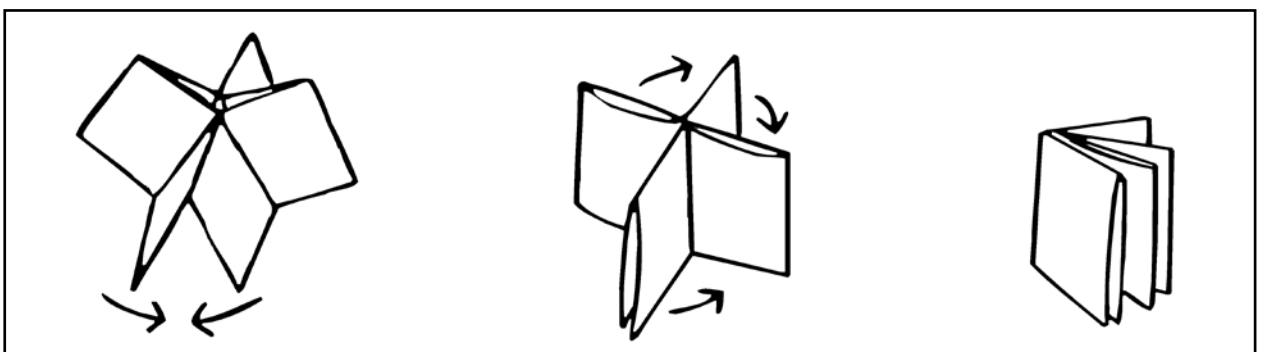
3. Sika phakathi apho bekusongwe khona njengoko kubonisiwe kumzobo.



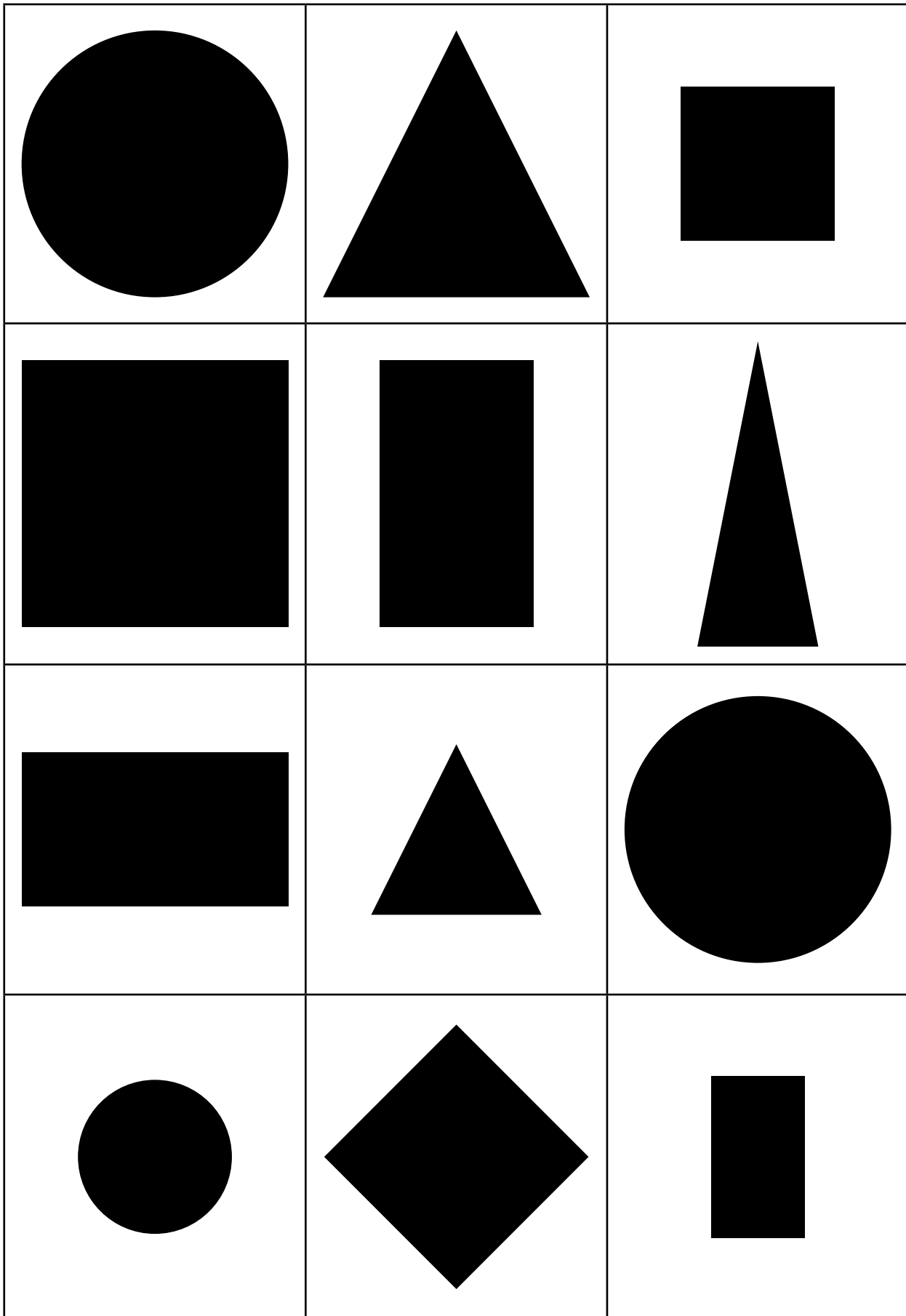
4. Bamba iphepha phakathi komnwe nobhontsi amacala omabini, ukwenzela ukuba ezi ndawo ziphakathi apha ephepheni zichinkcane. Dibanisa izandla zakho njengoko kubonisiwe ngeentolo.



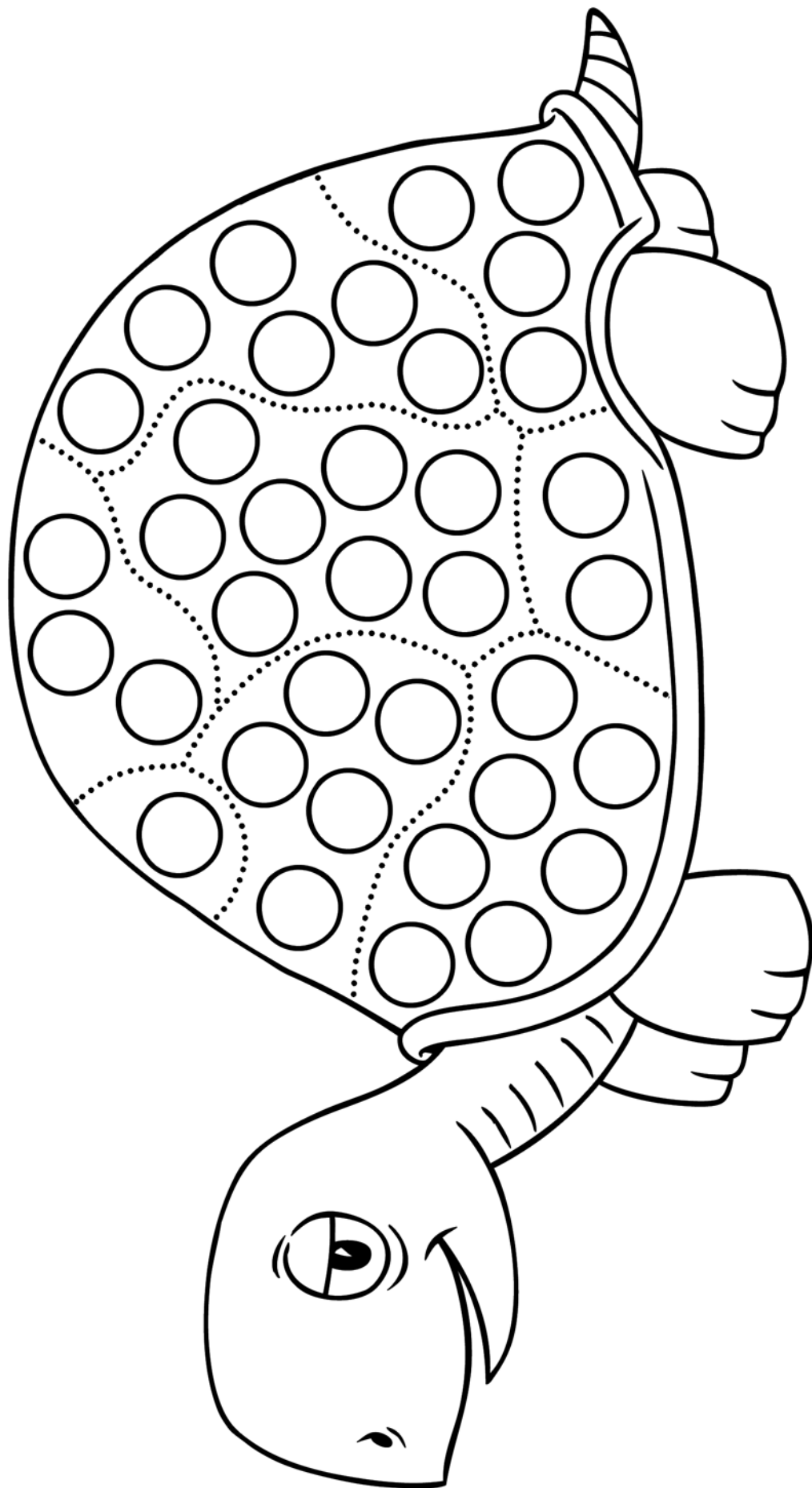
5. Gqibezela incwadana ngokusonga amaphepha abe sicaba, njengoko kubonisiwe.



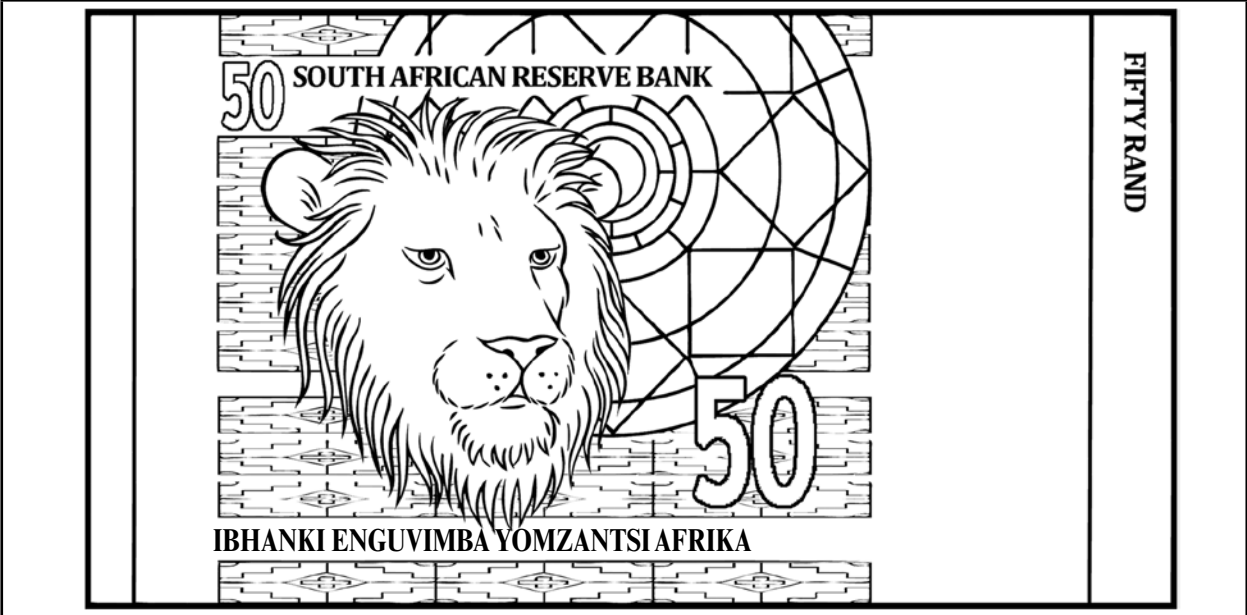
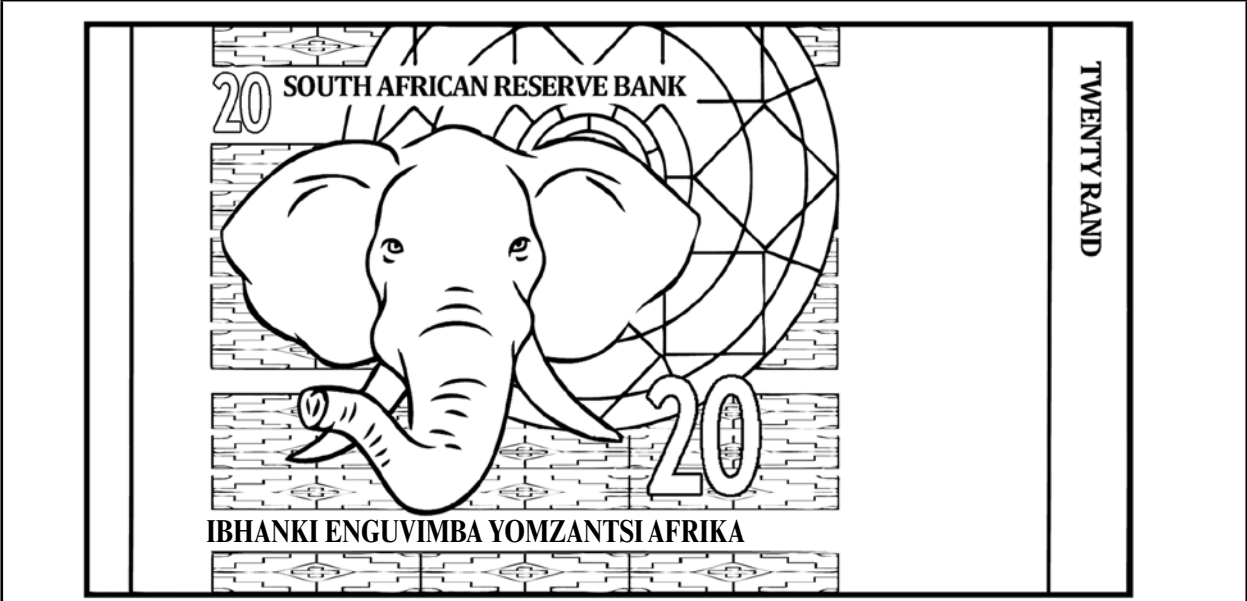
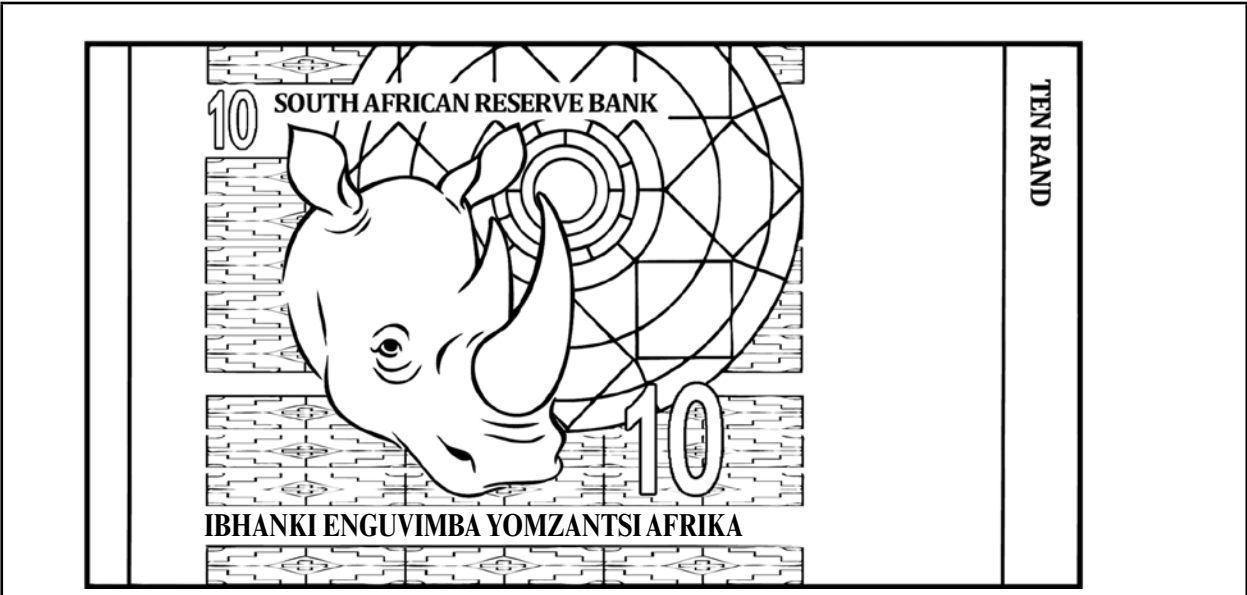
Shape Bingo board (Week 8) • Ibhodi yemilo kaBingo (Iveki 8)

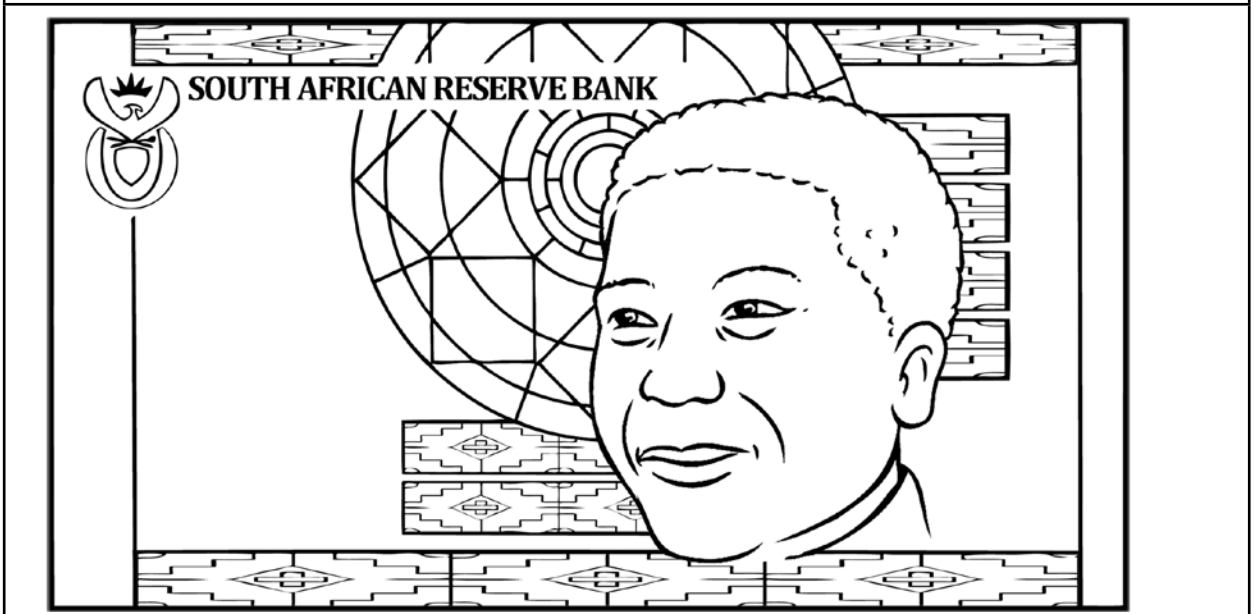
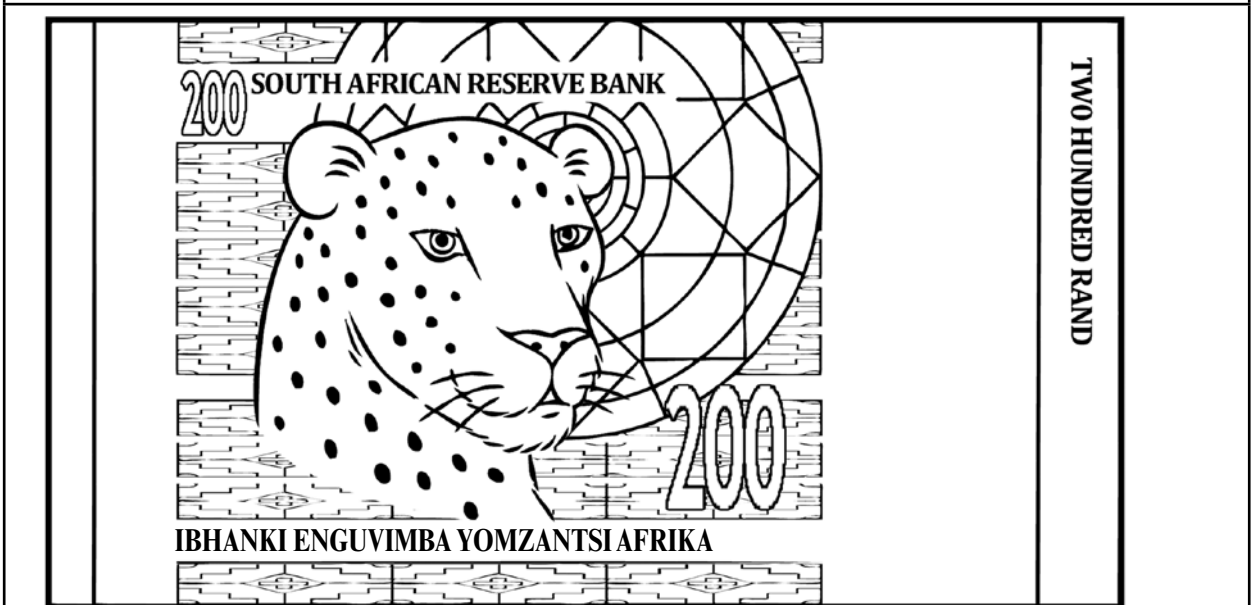
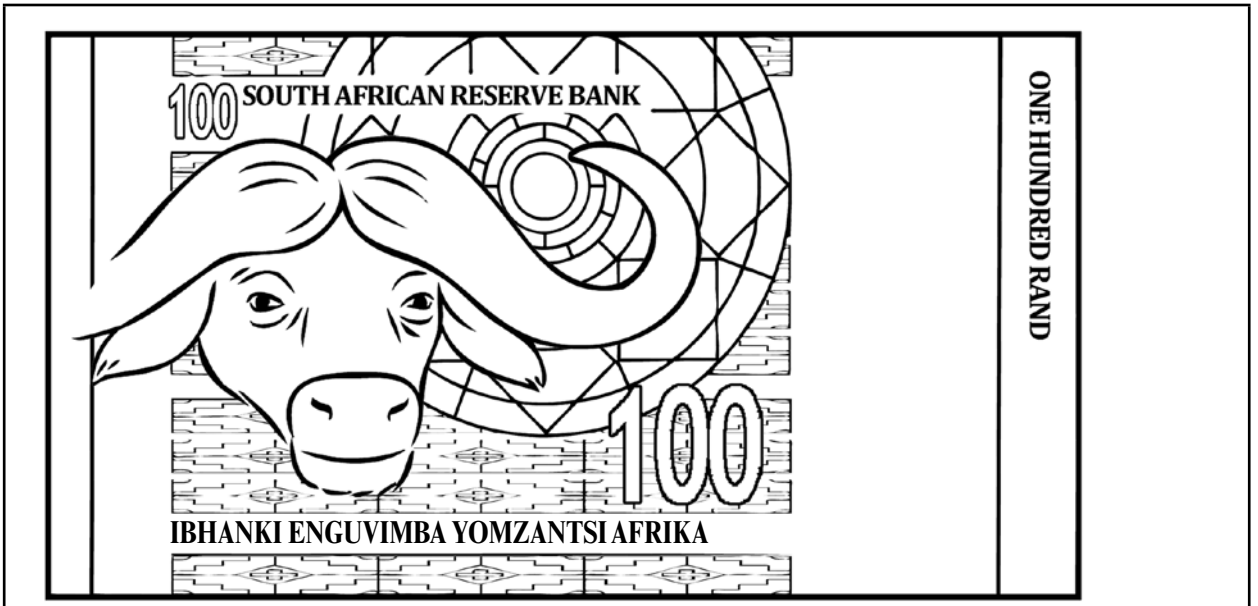


Tortoise (Week 9) • Ufudo (Iveki 9)

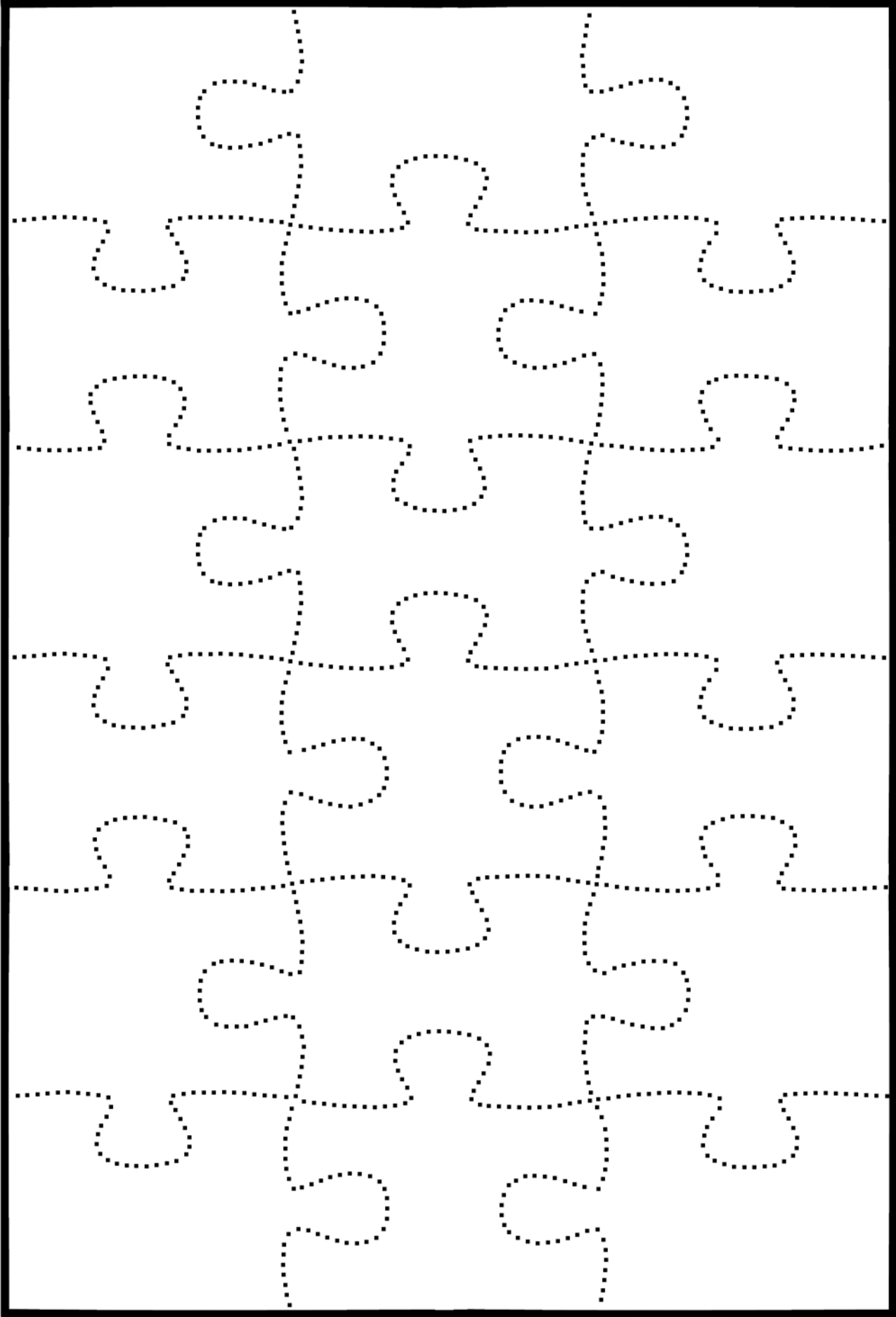


Banknotes (Week 9) • Imali engamaphepha (Iveki 9)





Eighteen-piece puzzle • Iphazili enamaqhekeza alishumi elinesibhozo



Notes • Amanqaku

A series of horizontal dashed lines for writing notes.