Afrikaans

Wiskunde

Mathematics

2

Kwartaal 1 | Term 1



Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

2

Kwartaal 1 | Term 1

Wiskunde
Mathematics

Onderwysersgids
Teacher's Guide

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda–Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys. Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU). Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

The development of this workbook was carried out by the collaborative *Bala Wande–Magic Classroom Collective team* in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

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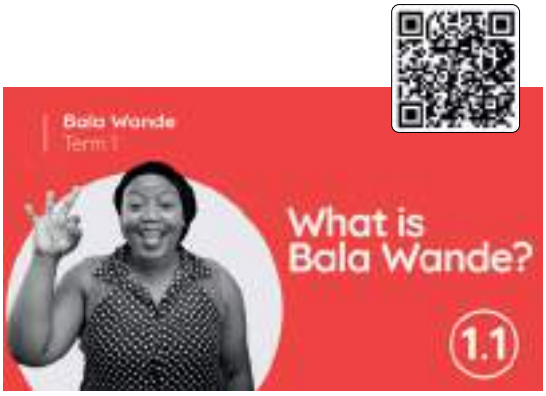
Die Bala Wande-wiskundeprogram vir die Grondslagfase

Funda Wande is 'n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare 'n effektiewe grondslag in wiskunde by alle leerders in Suid-Afrika gelê word.

Die Bala Wande-wiskundeprogram is 'n dag-tot-dag-handleiding oor wiskundeonderrig wat die leerders in staat stel om hul begrip van wiskunde uit te bou en berekeninge met selfvertroue te doen. Dit is spesifiek vir die Suid-Afrikaanse kurrikulum ontwikkel en voldoen aan die KABV. Die inhoud, tydstoekenning en assessering vir leer is alles op die KABV gebaseer.

Die Bala Wande-kursusmateriaal omvat 'n Onderwysersgids, 'n Leerderaktiwiteitsboek en manipuleerbare items vir beide onderwyser en leerders (sien bladsy 6 & 7).

1. Welkom by Graad 2!



Ons doel is dat die leerders goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, moet jy die leerders help om hierdie gewoontes aan te leer.

Gewoonte 1: Ons kyk self. Wat sien ek? Wat moet ek doen?
Gewoonte 2: Ons teken prente. Wat kan ek teken wat my sal help om die probleem op te los?
Gewoonte 3: Ons gesels hardop oor wiskunde.

Dit is hierdie jaar ons grootste oogmerk om die kinders aan te moedig om hardop oor wiskunde te gesels. Jy moet elke dag daarop ingestel wees om soveel moontlik leerders by die aktiewe heleklasbesprekings te betrek. Loop in die klas rond en fasiliteer die selfstandige klaswerk – vra deurtastende vrae om uit te vind of die leerders dit waarmee hulle besig is, verstaan. Luister na die vrae wat hulle vra en reageer so duidelik moontlik op dit wat hulle gevra het.

Wees op die uitkyk na leerders wat sukkel met dinge soos 'n basiese getalbegrip. As daar kinders is wat oënskynlik nie basiese getalle van 0 tot 10 verstaan nie, gee ekstra aktiwiteite aan hulle om met getalle in hierdie getalgebied te werk. Hou aan om vir hulle vrae oor getalle en getalkombinasies in hierdie getalgebied te vra totdat jy sien dat hulle met selfvertroue met die getalle 0 tot 10 kan werk.

Die Bala Wande-materiaal is alles tweetalig. Dit is om die ontwikkeling van wiskundetaal in sowel Afrikaans as Engels te ondersteun. Dit bied ondersteuning vir jou om op 'n natuurlike wyse van een taal na 'n ander oor te skakel wanneer daar oor wiskunde gesels word. Die Bala Wande-woordeboek sal jou help om meer as een taal te gebruik om wiskundeterme te verduidelik, indien nodig.

Talle Suid-Afrikaanse wiskunde-onderwysers maak reeds van kode- of taalwisseling gebruik om hul leerders te help om wiskundebegrippe en -terme te verstaan. Taalwisseling stel die onderwysers en leerders in staat om al hul taalvaardighede in te span om te leer in plaas daarvan om tot slegs een taal beperk te wees. Hierdie praktyk word internasionaal beoefen en staan ook as 'translanguaging' bekend.

In die Grondslagfase gaan die onderrig van wiskunde en die onderrig van taal hand aan hand. Die Bala Wande-program is sodanig beplan dat dit jou met hierdie onderrig bystaan.

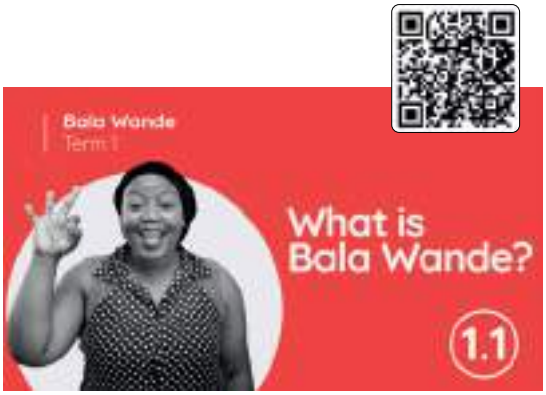
The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 2!



We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

Habit 1: We look for ourselves. What do I see? What must I do?
Habit 2: We draw pictures. What can I draw to help me solve the problem?
Habit 3: We talk out loud about maths.

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

2. Bala Wande-leerder-en-onderwyser-ondersteuningsmateriaal

Bala Wande-onderwysersgids

- 'n oorsig van die begrippe wat elke week onderrig moet word
- die hoofrekene wat vir elke dag beplan is (dag 1–4)
- kernkonsep-onderrigaktiwiteite wat deur plakkate en manipuleerbare items uit die boks ondersteun word (dag 1–4)
- kopieë van bladsye uit die Bala Wande-leerderaktiwiteitsboek vir die dag (wat in volgorde in die Onderwysersgids opgeneem is), met oplossings en notas aan onderwysers
- assessering vir leer (dag 5 vir week 2–8)
- vaslegging (dag 5 vir week 1–10)





Bala Wande-leerderaktiwiteitsboek

- daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem
- daaglikse aktiwiteite waaraan die leerders selfstandig of in groepe kan werk
- speletjies wat met die lesaktiwiteite verband hou



Tweetalige woordeboek

- 'n tweetalige woordeboek wat wiskundeterme met verduidelikings en voorbeelde vir die Grondslagfase bevat



Video's

- lesvideo's waarin klaskameropnames van onderwysers, wat van die beplande lesse implementeer, vertoon word
- opleidingsvideo's voorsien klaskameropnames, tesame met animasies, wat goeie metodologieë vir die onderrig van wiskunde in die Grondslagfase beklemtoon en voorhou



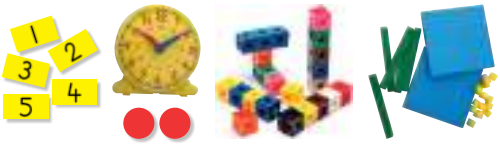
Plakkate

- 'n kalender
- 'n tienraam-klasregister
- plakkate wat met die lesplanne verband hou



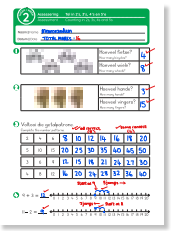
Manipuleerbare items vir onderwysers en leerders

'n verskeidenheid manipuleerbare items vir onderwysers en leerders om in die klaskamer te gebruik



Assesseringshulpmiddels

- 'n assesseringskwartaalplan
- mondelinge en praktiese aktiwiteite met rubrieke/ kontrolelyste (2 per kwartaal)
- take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2–8: sien die agterblaaie van hierdie gids)
- SR-kodeskakel na puntestaattemplate





2. Bala Wande learner and teacher support materials

Bala Wande Teacher Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)





Bala Wande Learner Activity Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities



Bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples



Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase



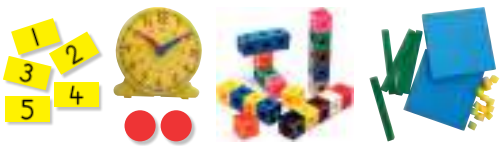
Posters

- a calendar
- a ten frame class register
- posters aligned to the lesson plans



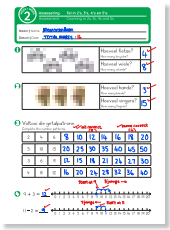
Manipulatives for the teacher and learners

- a variety of manipulatives for teachers and learners to use in the classroom



Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for the 5th day of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates



Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

Kontrolelys • Checklist

Plakkate • Posters

Kalender
Calendar



Klasregister
Class register



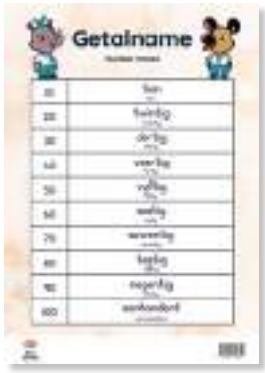
100-blok
100 square



Getalname 0–19
Number names 0–19



Getalname 10–100
Number names 10–100



Getalname 100–1000
Number names 100–1000



Dae van die week
Days of the week



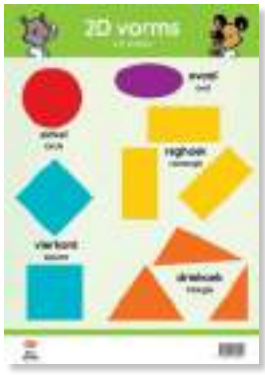
Maande van die jaar
Months of the year



Speelgeld
Money



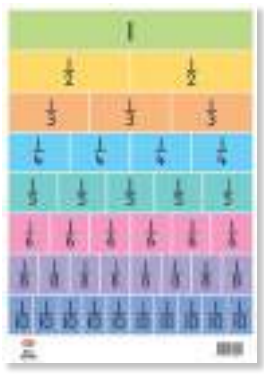
2D vorms
2-D shapes



3D voorwerpe
3-D objects



Breukemure
Fraction walls



Getallelyn 0–20 (leeg)
Number line 0–20 (blank)

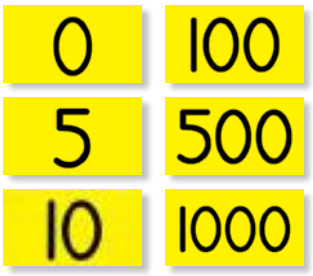


Getallelyn 0–20
Number line 0–20

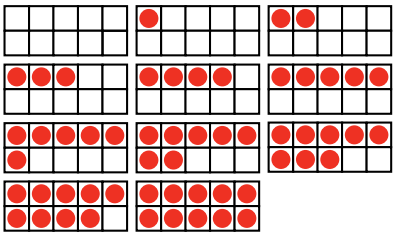


Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

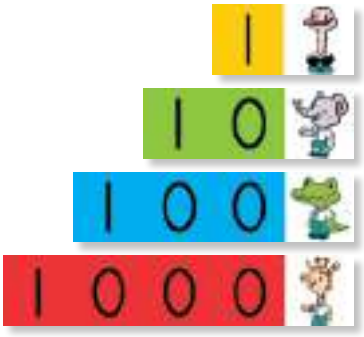
Getalkaarte 0–1000 (onderwyser)
Number cards 0–1000 (teacher)
Getalkaarte 0–20 (leerder)
Number cards 0–20 (learner)



Kolkaarte 0–10 (demonstrasiegrootte)
Dot cards 0–10 (demo size)



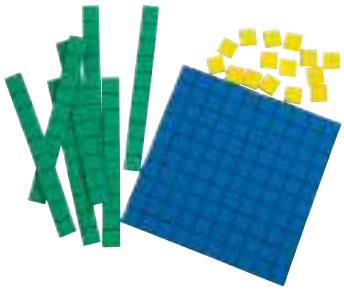
Spreikaarte 0–1000 (onderwyser en leerder)
Flard cards 0–1000 (teacher and learner)



Multifix-blokkies (onderwyser en leerder)
Multifix blocks (teacher and learner)



Basis tien-blokkies – 100'e, 10'e, 1'e (demonstrasie, magneties)
Base ten blocks – 100s, 10s, 1s (demo, magnetic)



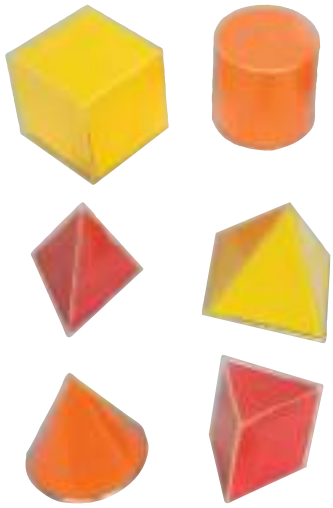
Basis tien-blokkies – 100'e, 10'e, 1'e (leerdersgrootte)
Base ten blocks – 100s, 10s, 1s (learner size)



Klein 24-uur-horlosie (onderwyser en leerder)
24-hour small clock (teacher and learner)



3D voorwerpnette (onderwyser, demonstrasiegrootte)
3-D object nets (teacher demo)



2 dobbelstene per leerder
2 dice per learner



1 maatband (om te deel)
1 tape measure (to share)



3. Hoe om die Bala Wande-wiskundeprogram te gebruik

Berei vir elke week voor

Maak gebruik van die oorsig op die eerste bladsy om vir die week voor te berei.

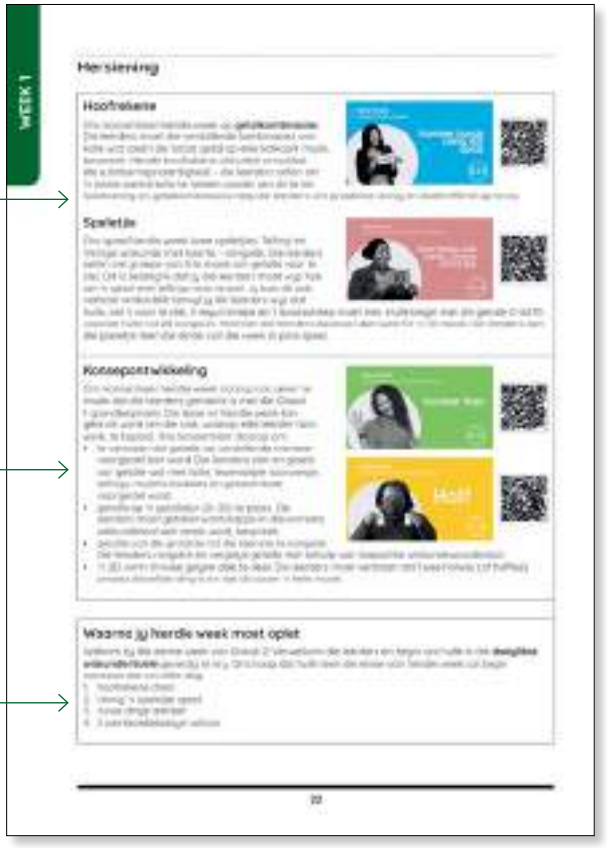


'n Bondige oorsig van die hoofrekene en lesaktiwiteite vir die week asook die hulpbronne wat jy byderhand moet hou

'n Lys doelwitte vir die week wat jy kan gebruik om te kontroleer of jou klas steeds op koers is

'n Beskrywing van die assesseringsaktiwiteit wat op dag 5 van die week gedoen word

Daar is meer besonderhede oor die week se aktiwiteite op die tweede bladsy.



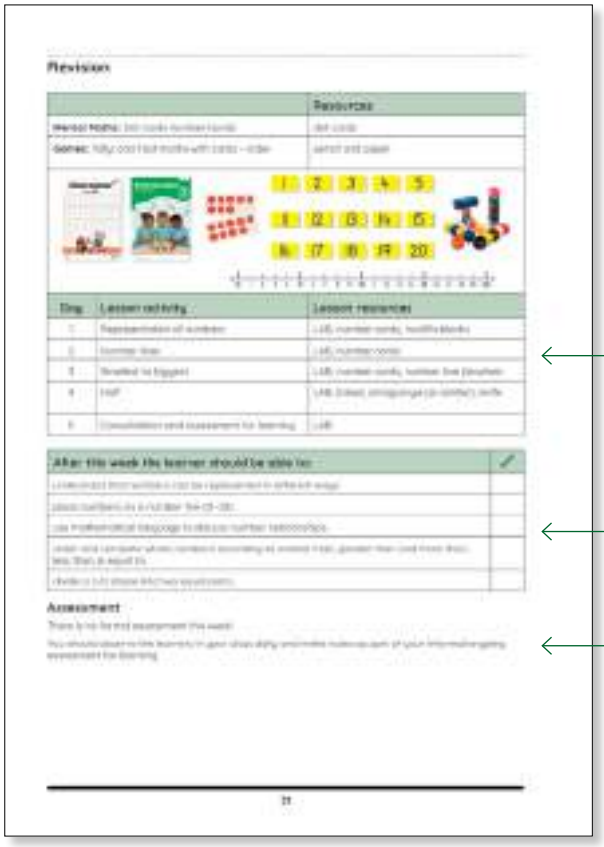
'n Beskrywing van hoe die hoofrekene-aktiwiteite met verloop van die week vorder en 'n herinnering aan die speletjiesvideo

'n Beskrywing van die sleutelbegrippe wat jy gedurende die week moet onderrig. Notas oor die woordeskat wat hierdie week beklemtoon moet word. As daar 'n video bestaan wat hierdie sleutelbegrippe ondersteun, word die SR-kode ('QR code') aan die regterkant voorsien

'n Lys kwessies waarop die onderwysers bedag moet wees, soos foute wat die leerders dikwels begaan, belangrike idees om te beklemtoon, en sleutelwoordeskat vir die week.

3. Using the Bala Wande mathematics programme

Prepare for each week

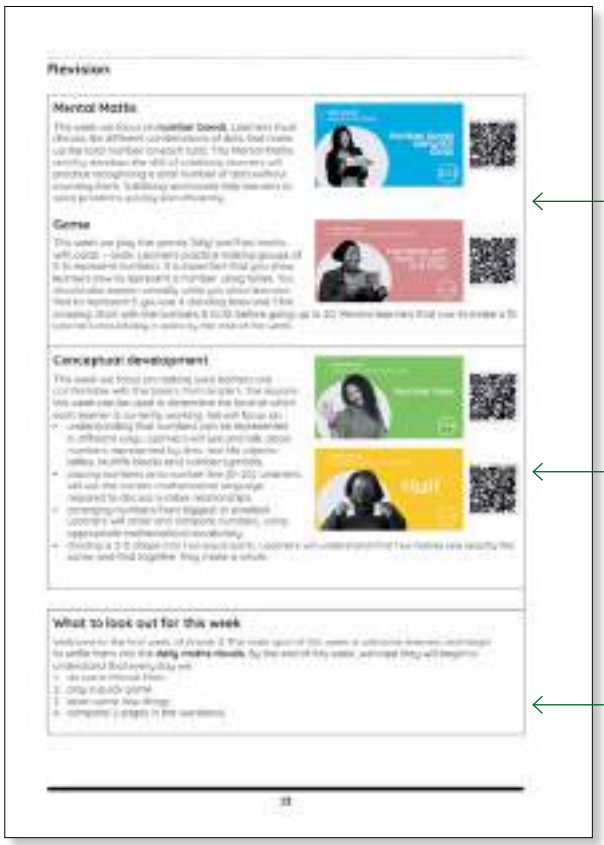


Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need

A list of aims for the week that can be used to check whether your class is on track

A description of the assessment activity which is done on Day 5 of the week



The second page provides more details about the week's activities.

A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided

A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week.

Wat die onderwyser moet doen om vir elke week voor te berei

- Lees die Onderwysersgids en berei vir die week asook vir elke les voor. (Kyk na die video's as dit relevant is.)
- Nadat jy die les gegee het, moet jy besin oor hoe dit gegaan het. Maak aantekeninge oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.
- Jy moet gedurende week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar 'n mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se vordering in die loop van die week met behulp van die rubriek sal kan aanteken.

Elke dag

Gebruik die register om die leerders in die klas te tel



Die Bala Wande-program het 'n spesiale klasregisterplakkaat ontwerp. Elke leerder moet hulself elke dag afmerk deur 'n kol of hul voorletters op die register in te vul. Maak seker dat die leerders die tienrame opeenvolgend op die register invul.

Aan die begin van die wiskundeklas tel jy die aantal leerders wat aanwesig is, byvoorbeeld: "Tien; twintig; dertig; veertig; vier. Vier en veertig leerders is vandag teenwoordig."

Hierdie aktiwiteit, wat daagliks herhaal word, versterk die idee dat die groepering en telling in tiene doeltreffend is en voorkom dat die leerders in ene tel.

Bespreek vandag se datum met die leerders deur die kalender te gebruik



Gebruik die kalender om elke dag die jaar, maand, dag en datum saam met die klas te identifiseer. Merk die datum op die muurkalender af. Neem kennis van enige verjaarsdae. Dit maak op elke dag van die jaar deel van die onderrig van tyd uit.

Verrykingsaktiwiteite

Daar word elke dag, van dag 1 tot 4, verrykingsaktiwiteite voorsien. Skryf hierdie aktiwiteite aan die einde van 'n les op die bord neer vir die leerders wat die klaswerk-aktiwiteite vinniger voltooi.



Kom ons praat wiskunde

'n Spesiale kenmerk van die graad 2-LAB is dat daar elke week op dag 5 'n taalkomponent aan die les verbonde is. Dit gee jou geleentheid om wiskunde in Engels en in Afrikaans te praat en sleutelfrases en -woorde wat tydens die week geleer is, te hersien.



What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson (watch the videos if relevant).
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner's progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, "Ten, twenty, thirty, forty, four. Forty-four learners are present today."

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.





Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

Enrichment activities

There are enrichment activities provided for Days 1–4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.



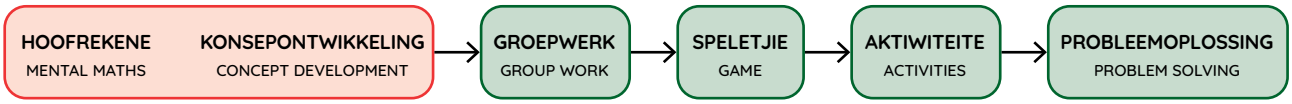
Let's talk Maths!

A special feature of the Grade 2 LAB is that on Day 5 every week, there is a language component to the lesson. This gives you an opportunity to speak maths in English and Afrikaans and revise key phrases and words learned over the week.



Gebruik die vloeidiagram om die opeenvolging van aktiwiteite vir die dag te beskou

Daar word met die aanvang van elke dag 'n vloeidiagram voorsien waarop die opeenvolging van aktiwiteite vir die dag opgesom word.



Doen die hoofrekene-aktiwiteit (15 minute)

Hoofrekene is 'n belangrike komponent van elke les. Ons gebruik die hoofrekene-aktiwiteite om te verseker dat die leerders gemaklik met die basiese feite omgaan. Daar is video's waarin getoon word hoe die hoofrekene-aktiwiteite in die klaskamer gedoen word, en 'n beskrywing van die hoofrekene-aktiwiteite word in die oorsig vir die week gegee. Daar word elke dag 'n fotografiese herinnering aan die hoofrekene-aktiwiteit vir die dag in die Onderwysersgids voorsien.



Doen die konsepontwikkelings-aktiwiteit (30 minute)

Konsepontwikkeling vind plaas wanneer die leerders as 'n klas saamwerk om die sleutelwiskundebegrip van die dag te bespreek voordat hulle in kleiner groepe verdeel word of individueel begin werk. Daar bestaan enkele video's waarop die konsepontwikkelingsaktiwiteite in aksie in die klaskamer vertoon word, en daar word 'n beskrywing van die aktiwiteite in die oorsig vir die week gegee. Daar is 'n daaglikse fotografiese sekwensie om die konsepontwikkelingsaktiwiteite in die Onderwysersgids te demonstreer.



Speel die speletjie (15 minute)

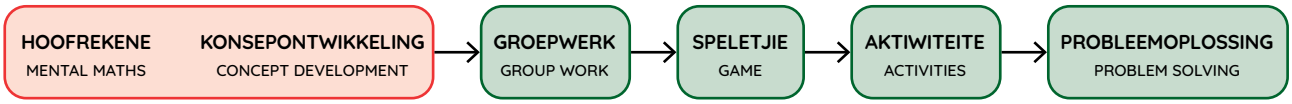
Speletjies help die leerders om vaardighede outomaties aan te leer en dit te geniet terwyl hulle dit doen. Ons span weekliks speletjies in om belangrike basiese begrippe en vaardighede wat die leerders moet ken, te onderrig en vas te lê.

Die speletjies kom in tekenprentformaat in die LAB voor. Die stappe waarvolgens die speletjie gespeel moet word, word voorsien asook 'n illustrasie om die leerders te help om die stappe te volg.



Use the flow diagram to see the sequence of activities for the day

At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.



Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.



Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher Guide, there is a daily photographic sequence to demonstrate the concept development activities.



Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.



Die Bala Wande-leerderaktiwiteitsboek is in die Onderwysersgids opgeneem

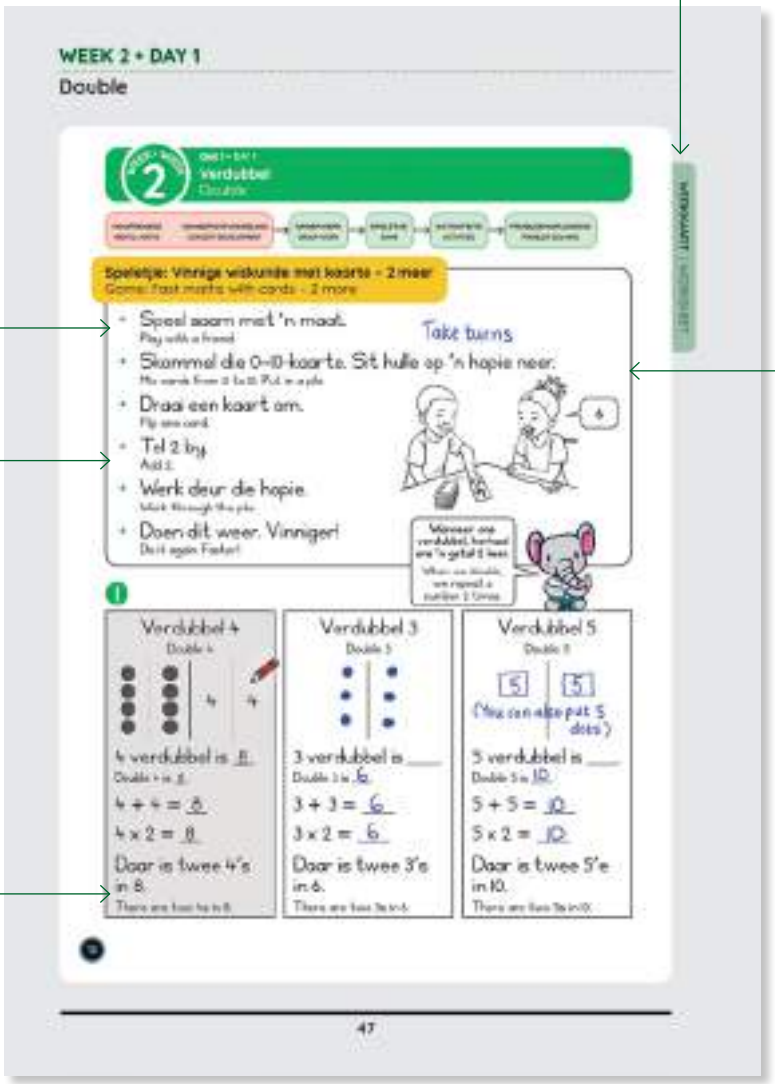
Oplossings word voorsien om die onderwyser te ondersteun. Op sommige bladsye is daar kort opmerkings (in Engels) vir bykomende leiding geskryf.

Die groen merker dui aan dat dit 'n werkkaart is.

Al die instruksies en inligting word in Afrikaans gegee, met die Engelse vertaling daar onder.

Die aktiwiteite lyk presies soos die leerders dit in hul boeke sal sien. Hier word byvoorbeeld 'n tekenprent gegee van 'n speletjie wat die leerders kan speel. Wanneer 'n nuwe speletjie aan die leerders bekendgestel word, is dit die beste om die speletjie eers aan die hele klas te demonstreer voordat die leerders dit in pare of groepe speel.

Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).



Wat jy moet doen om voorbereiding vir elke week te doen:

- lees die Onderwysersgids en doen jou voorbereiding vir elke les en vir die week.
- kyk na die video's. Hierdie video's wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.

Nadat jy die les gegee het, moet jy besin oor hoe dit verloop het. Maak notas oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.

Jy moet gedurende week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se progressie in die loop van die week met behulp van die rubriek of kontrolelys kan rekordeer.

The Bala Wande Learner Activity Book pages are embedded in the Teacher Guide

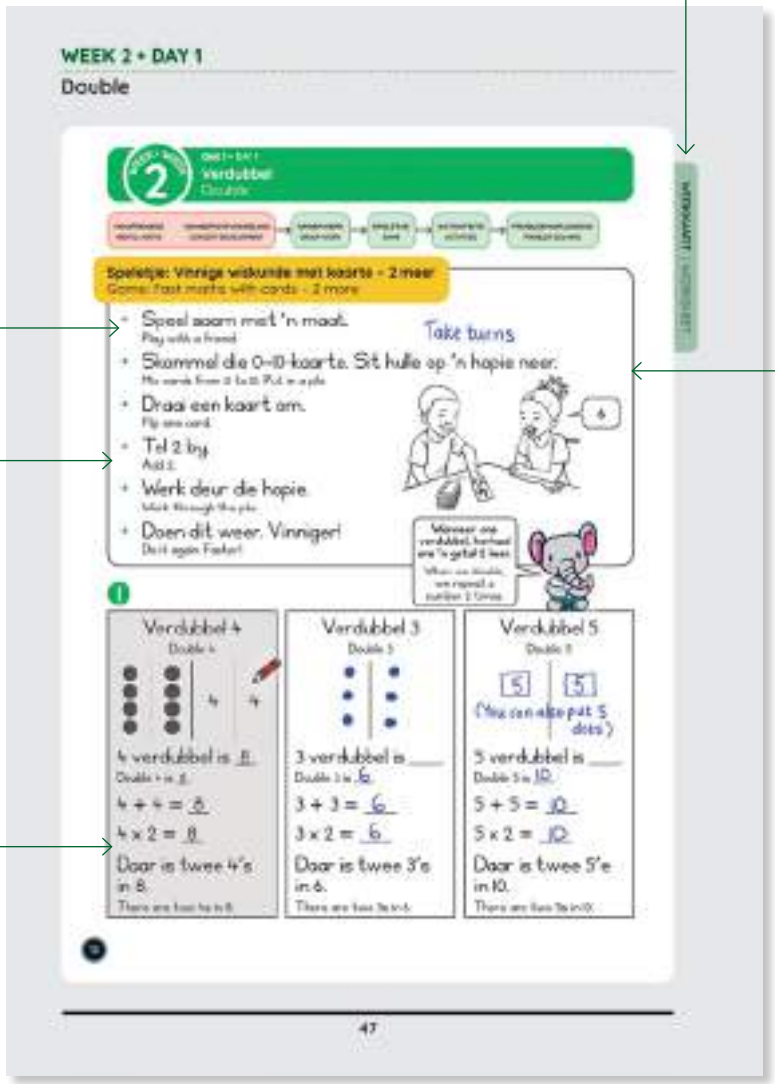
Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

The green tag indicates that this is a worksheet.

All instructions and information are given in Afrikaans with an English translation below.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).



To do to prepare for each week, you need to:

- read the *Teacher Guide* and prepare for the week and for each lesson.
- watch the videos – these show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2–8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

4. Kwartaalplan

	Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
Week 1 Hersiening	Stel getalle voor	Getallelyne	Van die kleinste tot die grootste	Halwe/die helfte	Assessering en vaslegging
Week 2 Tel in 2's, 3's, 4's en 5'e	Verdubbel	Tel in 3's	Tel in 4's	Tel in 5'e	Assessering en vaslegging
Week 3 Breek 6'e, 7's, 8's en 9's af	Breek 6 af	Breek 7 af	Breek 8 af	Breek 9 af	Assessering en vaslegging
Week 4 Kom by 10 uit	Breek 10 af	Soek na die 10'e	Die volgende 10	Die vorige 10	Assessering en vaslegging
Week 5 Besoek die 10	Maak 'n 10 (optelling)	Spring aan tot by 10	Kom by 10 uit (aftrekking)	Spring terug na 10	Assessering en vaslegging
Week 6 Lengte	Lengte	Meet die lengte	Meet die lengte	Meter en sentimeter	Assessering en vaslegging
Week 7 Ruimte en vorm	3D voorwerpe	3D voorwerpe	Bou met 3D voorwerpe	Posisie en sienings	Assessering en vaslegging
Week 8 Verdubbeling en halvering	Verdubbeling beteken twee ewe groot groepe	Verdubbel groter getalle	Halveer	Halveer met 'n res	Assessering en vaslegging
Week 9 Vermenig-vuldiging gaan oor ewe groot (gelyke) groepe	Vermenig-vuldig met 2	Vermenig-vuldig met 10	Vermenig-vuldig met 5	Los geldprobleme op	Assessering en vaslegging
Week 10 Hersiening	Optelling en aftrekking	Ordening van getalle en halvering	Optelling en aftrekking	Verdubbeling en vermenig-vuldiging met 2	Vermenig-vuldiging met 5 en met 10

Getalle, Bewerkings en Verwantskappe	Patrone, Funksies en Algebra	Ruimte en Vorm (Geometrie)	Meting	Datahantering

4. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Revision	Representation of numbers	Number lines	Smallest to biggest	Half	Assessment and consolidation
Week 2 Counting in 2s, 3s, 4s and 5s	Double	Counting in 3s	Counting in 4s	Counting in 5s	Assessment and consolidation
Week 3 Breaking down 6s, 7s, 8s and 9s.	Breaking down 6	Breaking down 7	Breaking down 8	Breaking down 9	Assessment and consolidation
Week 4 Getting to 10	Breaking down 10	Find the 10s	Next 10	Previous 10	Assessment and consolidation
Week 5 Visiting the 10	Make a 10 (addition)	Jump forwards to 10	Get to 10 (subtraction)	Jump backwards to 10	Assessment and consolidation
Week 6 Length	Length	Measuring length	Measuring length	Metres and centimetres	Assessment and consolidation
Week 7 Space and shape	3-D objects	3-D objects	Building with 3-D objects	Position and views	Assessment and consolidation
Week 8 Double and half	Double is two equal groups	Doubling bigger numbers	Halving	Half with a remainder	Assessment and consolidation
Week 9 Multiplication is about equal groups	Multiplying by 2	Multiplying by 10	Multiplying by 5	Solving money problems	Assessment and consolidation
Week 10 Revision	Addition and subtraction	Ordering numbers and halving	Addition and subtraction	Doubling and multiplication by 2	Multiply by 5 and 10

Numbers, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape (Geometry)	Measurement	Data Handling

Onderwysersnotas

Teacher notes

Onderwysersnotas

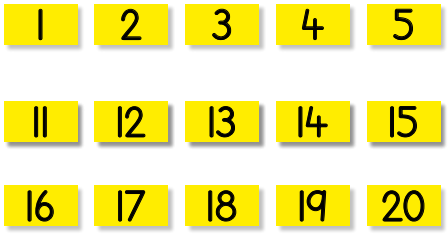
Teacher notes

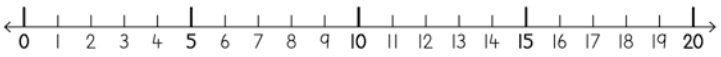
Hersiening

	Hulpbronne
Hoofrekene: Kolkaart-getalkombinasies	kolkaarte
Speletjies: Telling! en Vinnige wiskunde met kaarte – rangskik	potlood en papier





Dag	Lesaktiwiteit	Leshulpbronne
1	Stel getalle voor	LAB, getalkaarte, multifix-blokkies
2	Getallelyne	LAB, getalkaarte
3	Van die kleinste tot die grootste	LAB, getalkaarte, getallelyn (onderwyser)
4	Halwe/die helfte	LAB, brood, amagwinya (of iets soortgelyks), mes
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om	✓
te verstaan dat getalle op verskillende maniere voorgestel kan word.	
getalle op 'n getallelyn (0–20) te plaas.	
getalverwantskappe in wiskundetaal te bespreek.	
telgetalle volgens kleiner as of groter as en meer as, minder as en is gelyk aan te rangskik en te vergelyk.	
'n 2D vorm in twee gelyke dele te deel.	

Assessering

Daar vind hierdie week geen formele assessering plaas nie.

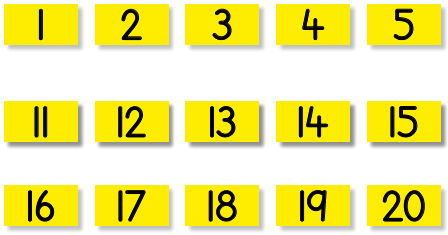
Jy moet die leerders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

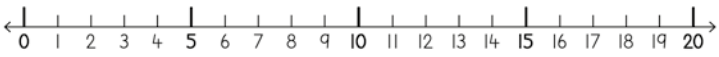
Revision

	Resources
Mental Maths: Dot cards number bonds	dot cards
Games: Tally! and Fast maths with cards - order	pencil and paper





Day	Lesson activity	Lesson resources
1	Representation of numbers	LAB, number cards, multifix blocks
2	Number lines	LAB, number cards
3	Smallest to biggest	LAB, number cards, number line (teacher)
4	Half	LAB, bread, amagwinya (or similar), knife
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
understand that numbers can be represented in different ways.	
place numbers on a number line (0–20).	
use mathematical language to discuss number relationships.	
order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to.	
divide a 2-D shape into two equal parts.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Hersiening

Hoofrekene



Ons konsentreer hierdie week op **getalkombinasies**. Die leerders moet die verskillende kombinasies van kolle wat saam die totale getal op elke kolkaart maak, bespreek. Hierdie hoofrekene-aktiwiteit ontwikkel die subitiseringsvaardigheid – die leerders oefen om 'n totale aantal kolle te herken sonder om dit te tel. Subitisering en getalkombinasies help die leerders om probleme vinnig en doeltreffend op te los.

Speletjie



Ons speel hierdie week twee speletjies: Telling! en Vinnige wiskunde met kaarte – rangskik. Die leerders oefen om groepe van 5 te maak om getalle voor te stel. Dit is belangrik dat jy die leerders moet wys hoe om 'n getal met tellings voor te stel. Jy kan dit ook verbaal verduidelik terwyl jy die leerders wys dat hulle, om 5 voor te stel, 4 reguit strepe en 1 dwarsstreep moet trek. Hulle begin met die getalle 0 tot 10 voordat hulle tot 20 oorgaan. Herinner die leerders daaraan dat twee 5'e 'n 10 maak. Die leerders kan die speletjie teen die einde van die week in pare speel.

Konsepontwikkeling





Ons konsentreer hierdie week daarop om seker te maak dat die leerders gemaklik is met die Graad 1-grondbeginsels. Die lesse vir hierdie week kan gebruik word om die vlak, waarop elke leerder tans werk, te bepaal. Ons konsentreer daarop om:

- te verstaan dat getalle op verskillende maniere voorgestel kan word. Die leerders sien en gesels oor getalle wat met kolle, lewensegte voorwerpe, tellings, multifix-blokkies en getalsimbole voorgestel word.
- getalle op 'n getallelyn (0–20) te plaas. Die leerders moet getalverwantskappe in die korrekte wiskundetaal wat vereis word, bespreek.
- getalle van die grootste tot die kleinste te rangskik. Die leerders rangskik en vergelyk getalle met behulp van toepaslike wiskundewoordeskat.
- 'n 2D vorm in twee gelyke dele te deel. Die leerders moet verstaan dat twee halwes (of helftes) presies dieselfde ding is en dat dit saam 'n hele maak.

Waarna jy hierdie week moet oplet

Welkom by die eerste week van Graad 2! Verwelkom die leerders en begin om hulle in die **daaglikse wiskunderituele** gevestig te kry. Ons hoop dat hulle teen die einde van hierdie week sal begin verstaan dat ons elke dag:

1. hoofrekene doen
2. vinnig 'n speletjie speel
3. nuwe dinge aanleer
4. 2 werkboekbladsye voltooi.

Revision

Mental Maths



This week we focus on **number bonds**. Learners must discuss the different combinations of dots that make up the total number on each card. This Mental Maths activity develops the skill of subitising: learners will practice recognising a total number of dots without counting them. Subitising and bonds help learners to solve problems quickly and efficiently.

Game



This week we play the games Tally! and Fast maths with cards – order. Learners practice making groups of 5 to represent numbers. It is important that you show learners how to represent a number using tallies. You should also explain verbally while you show learners that to represent 5 you use 4 standing lines and 1 line crossing. Start with the numbers 0 to 10, before going up to 20. Remind learners that two 5s make a 10. Learners should play in pairs by the end of the week.

Conceptual development





This week we focus on making sure learners are comfortable with the basics from Grade 1. The lessons this week can be used to determine the level at which each learner is currently working. We will focus on:

- understanding that numbers can be represented in different ways. Learners will see and talk about numbers represented by dots, real life objects, tallies, multifix blocks and number symbols.
- placing numbers on a number line (0–20). Learners will use the correct mathematical language required to discuss number relationships.
- arranging numbers from biggest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.
- dividing a 2-D shape into two equal parts. Learners will understand that two halves are exactly the same, and that together they make a whole.

What to look out for this week

Welcome to the first week of Grade 2! The main goal of this week is welcome learners and begin to settle them into the **daily maths rituals**. By the end of this week, we hope they will begin to understand that every day we:

1. do some Mental Math
2. play a quick game
3. learn some new things
4. complete 2 pages in the workbook.

WEEK 1 • DAG 1

Stel getalle voor

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Praat met behulp van die kolkaarte oor verskillende getalkombinasies.

Use dot cards to talk about different number combinations.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













Representation of numbers

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys hierdie getalle met blokkies.
Make numbers using blocks.

12

5

10

13

4

Wys hierdie getalle met tellings.
Draw numbers using tallies.

6

8

3

9

7

Dag 2 Day 2

Skryf een meer neer.
Write one more.

8

17

4

11

17

Skryf een minder neer.
Write one less.

15

8

10

19

6

Dag 3 Day 3

Omkring die kleinste.
Circle the smallest.

30 20 50

24 29 51

75 57 73

55 51 15

99 100 101

Omkring die grootste.
Circle the biggest.

81 12 50

17 27 7

34 21 86

96 66 26

43 83 51

Dag 4 Day 4

Skryf 'n halwe neer.
Write half.

8

16

4

12

14

Skryf die verdubbeling neer.
Write double.

3

6

10

8

12

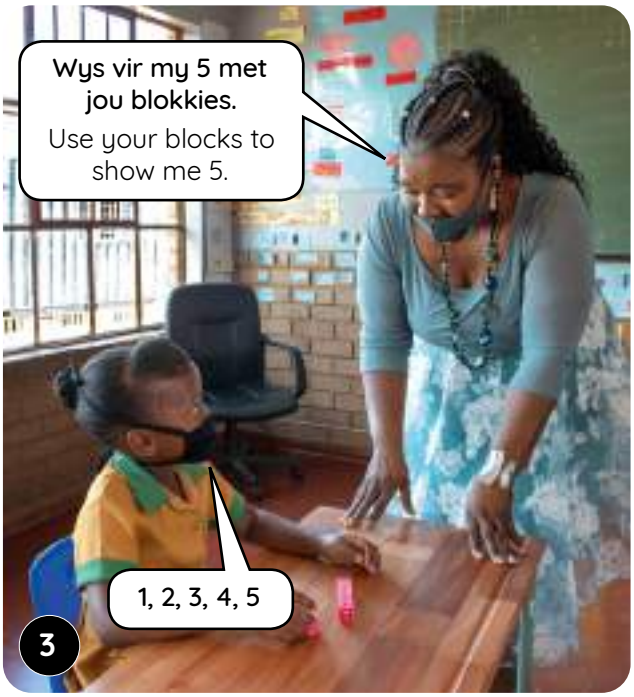
WEEK 1 • DAG 1

Stel getalle voor

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Moedig die leerders aan om aan 'n verskeidenheid antwoorde op die vrae te dink sodat hulle die verskillende voorstellings van getalle kan sien. Vra baie vrae deur verskillende getalle te gebruik sodat jy geleenthede aan die leerders bied om hul antwoorde gemaklik te gee. Verduidelik die tellingstelsel aan die leerders.

Encourage learners to think of a variety of answers to the questions so that they can see the different representations of numbers. Ask lots of questions using different numbers so that you give opportunities to learners to feel comfortable giving their answers. Explain the tally system to the class.

Representation of numbers

WEEK • WEEK 1

DAG 1 • DAY 1

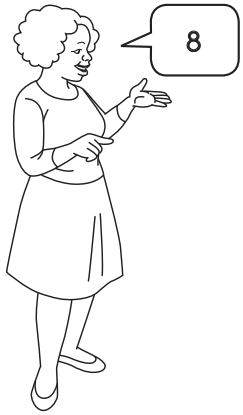
Stel getalle voor
Representation of numbers

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Telling
Game: Tally

- Jou onderwyser roep 'n getal tussen 0 en 20 uit.
  Your teacher will call out a number between 0 and 20.
- Wys die getal in die ruimte hieronder met behulp van tellings.
  Use the space below to show the number using tallies.

I	1
II	2
III	3
IIII	4
𝍸	5
𝍸 𝍸	5 + 5 = 10







Vier strepe staan langs mekaar, met een dwarsstreep. Dit gee 5 strepies.
Four lines standing and one line crossing. That is 5 lines.

Teacher calls out 𝍸

7	5	11	9
𝍸 II	𝍸	𝍸 𝍸 I	𝍸 IIII

- Sodra die ruimte vol is, gaan in jou klaswerkboek aan.
  When the space is full, continue using your classwork book.

1 Wys met tellings.
Tally.

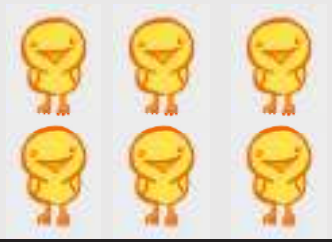
15	𝍸 𝍸 𝍸	12	𝍸 𝍸 II	9	𝍸 IIII
14	𝍸 𝍸 IIII	16	𝍸 𝍸 𝍸 I	20	𝍸 𝍸 𝍸 𝍸

2

WEEK 1 • DAG 1

Stel getalle voor

2 Wys die getal met kolle, tellings, simbole en woorde.
Show the number using dots, tallies, symbols and words.

		𝍸 |
		6
		ses six
	OOOOOOOO	𝍸 III
		8
		eight
	OOOOO OOOOO	𝍸 𝍸
		10
		ten
	OOOOOOO	𝍸 II
		7
		seven
	OOOO	IIII
		4
		four

Number lines

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herhaal die stappe hier bo met al die oorblywende getalkaarte. Laat die leerders elke keer die getalle bespreek. Help die leerders om te verbaliseer waar die getalle neergesit moet word deur self die taal van wiskunde korrek as voorbeeld vir hulle te gebruik.

Repeat the steps above with all the remaining number cards, allowing learners opportunities to discuss the numbers each time. Help the learners to verbalise where the numbers should go by modelling the correct use of mathematical language.

WEEK • WEEK 1

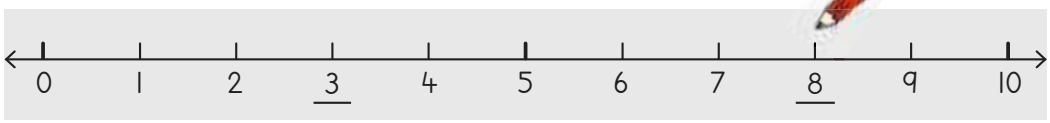
DAG 2 • DAY 2

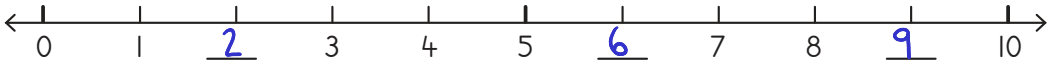
Getallelyne
Number lines

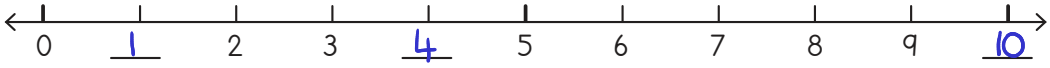
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

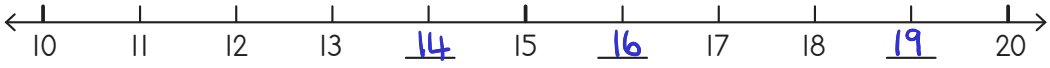
1 Vul die ontbrekende getalle in.

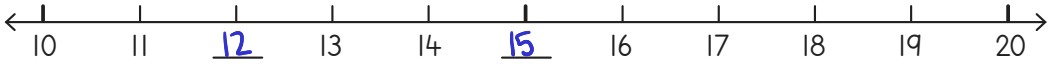
Fill in the missing numbers.

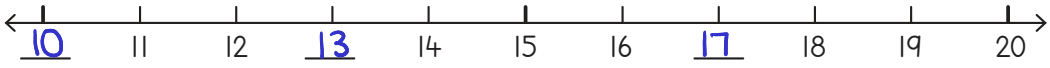






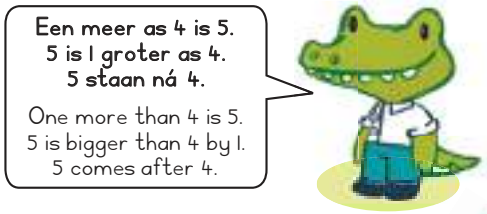




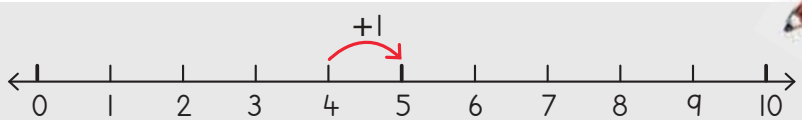


Number lines

2 Tel op die getallelyn op.
Add on the number line.



4 + 1 = 5



7 + 1 = 8



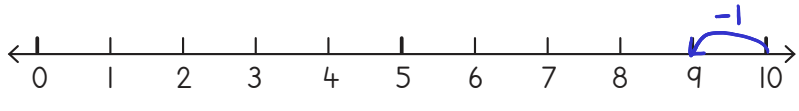
3 Trek op die getallelyn af.
Subtract on the number line.



8 – 1 = 7



10 – 1 = 9



4 Skryf een meer neer.
Write one more.

7	8
10	11
19	20

5	6
9	10
0	1

5 Skryf een minder neer.
Write one less.

6	5
20	19
11	10

10	9
18	17
8	7

WEEK 1 • DAG 3

Van die kleinste tot die grootste

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

In watter volgorde moet die leerders staan sodat die getalle van die kleinste tot die grootste gaan?

What order must the learners stand in so that the numbers go from smallest to biggest?



1

Nkazi moet met die getal 4 na links beweeg, dan volg Lwandile met die getal 7, en Khwezi beweeg laastens na regs met die getal 9.

Nkazi must go on the left with the number 4, then Lwandile with the number 7 and Khwezi must be on the right with the number 9.



2

Hoe het julle geweet dat die getalle in daardie volgorde moet wees?

How did you know the numbers must go in that order?



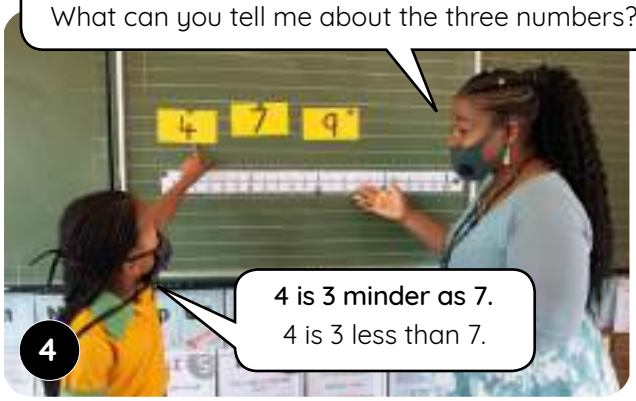
3

Die kleinste getal moet na die linkerkant gaan, terwyl die grootste getal na die regterkant moet gaan.

The smallest number must go on the left and the biggest number must go on the right.

Wat kan jy my nog van die drie getalle vertel?

What can you tell me about the three numbers?



4

4 is 3 minder as 7.

4 is 3 less than 7.

Bespreek verskillende maniere waarop die getalle vergelyk kan word, byvoorbeeld, 7 is groter as 4 maar kleiner as 9. Vra dan die leerders om in pare te werk en beurte te maak om enige 3 kaarte te kies en te verduidelik hoe dit van die kleinste tot die grootste gerangskik moet word.

Discuss different ways of comparing the numbers, for example, 7 is bigger than 4 but smaller than 9. Then ask the learners to work in pairs and take turns to choose 3 cards and explain how to arrange them from smallest to biggest.

Moedig die leerders aan om die getalle te bespreek en te verbaliseer watter getalle groter of kleiner is. Die leerders kan die getallelyn gebruik om hulle te help om oor die getalle te gesels.

Encourage learners to discuss the numbers and to verbalise which numbers are bigger or smaller. Learners can use the number line to help them talk about the numbers.

Smallest to biggest

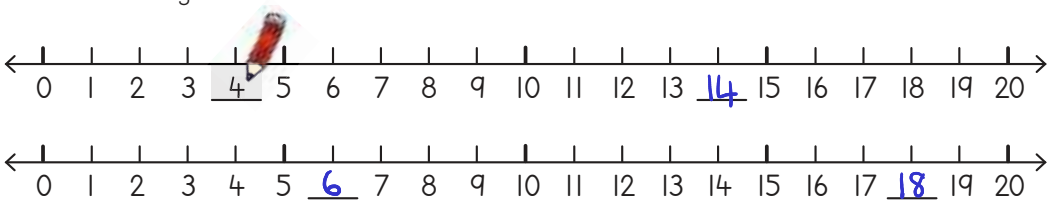
WEEK • WEEK 1

DAG 3 • DAY 3

Van die kleinste tot die grootste
Smallest to biggest

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Vul die ontbrekende getalle in.
Fill in the missing numbers.



2 Voltooi deur <, > of = te skryf.
Complete by writing <, > or =.

20 > 2	10 > 5
15 > 5	22 > 12
15 < 25	10 = 10

5 > 2
5 is groter as 2.
2 is kleiner as 5.
5 is bigger than 2.
2 is smaller than 5.

2 < 5
2 is kleiner as 5.
5 is groter as 2.
2 is smaller than 5.
5 is bigger than 2.



Die krokodil maak altyd sy bek oop om die grootste getal op te vreet!
The crocodile always opens his mouth to eat the bigger number!

3 Rangskik getalle van die kleinste tot die grootste.
Order numbers from smallest to biggest.

12 2 20 → 2 12 20	8 20 18 → 8 18 20	17 23 13 → 13 17 23

4 Rangskik getalle van die grootste tot die kleinste.
Order numbers from biggest to smallest.

10 19 7 9 → 19 10 9 7	14 26 11 6 → 26 14 11 6	20 14 8 18 → 20 18 14 8

WEEK 1 • DAG 3

Van die kleinste tot die grootste

Speletjie: Vinnige wiskunde met kaarte – rangskik
Game: Fast maths with cards – order

- Skommel die 0–20-kaarte.
  Mix cards from 0 to 20.
- Sit hulle op 'n hopie neer.
  Place in a pile.
- Draai drie kaarte om.
  Flip up three cards.
- Rangskik hulle van die kleinste tot die grootste.
  Order from smallest to biggest.



5

Lulo dra 15 liter water.
Neo dra 12 liter water.
Wie dra meer water?
_____
Hoeveel meer? _____

Lulo carries 15 litres of water.
Neo carries 12 litres of water.
Who carries more water? Lulo
How much more? 3 litres

Die kat weeg 5 kilogram.
Die hondjie weeg 10 kilogram.
Watter dier weeg meer?
_____
Hoeveel meer? _____

The cat weighs 5 kilograms.
The small dog weighs 10 kilograms.
Which animal weighs more? Dog
How much more? 5 kilograms

6 Voltooi die getalpatrone.
Complete the number patterns.

3	4	5	6	7	8
10	9	8	7	6	5
22	21	20	19	18	17

15	16	17	18	19	20
14	13	12	11	10	9
18	19	20	21	22	23

7 Omkring die muntstuk wat meer geld wys.
Circle the coin that shows more money.



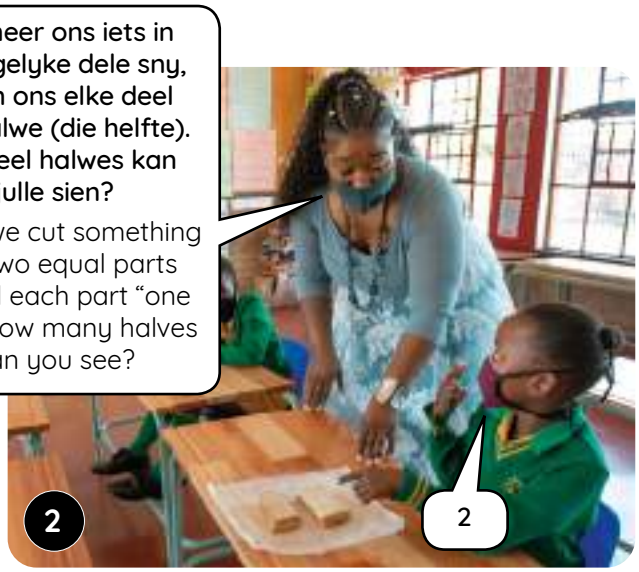
Smallest to biggest **Week 1 • Day 3** 7

Half

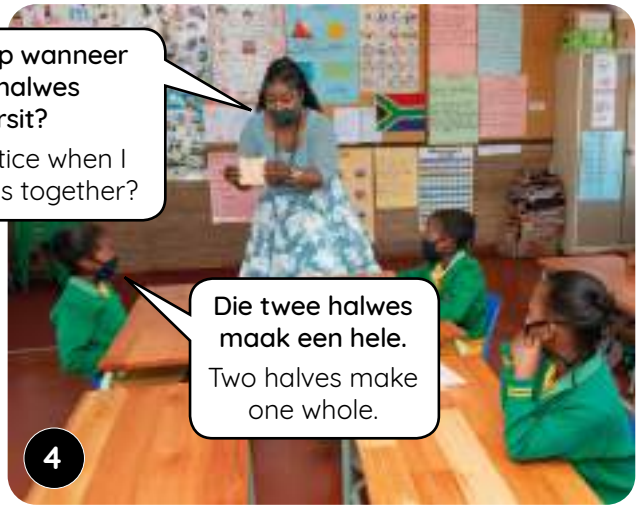
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Moedig die leerders aan om oor halwes en heles te praat. Vra hulle om aan verskillende voorwerpe te dink wat gehalveer kan word. Bespreek die feit dat die twee dele van 'n hele elke keer presies dieselfde is.

Wanneer ons in Afrikaans van halwes praat, gebruik ons die woord "halwe" of "die helfte". Dit beteken dieselfde.

Encourage learners to talk about halves and wholes. Ask them to think of different objects that can be halved, discussing the fact that the two parts of a whole are exactly the same each time.

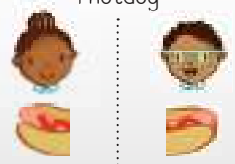
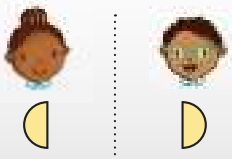
When we talk about halves in English we could say 'half', 'a half' or 'the half of'. They mean the same thing.

WEEK • WEEK 1

DAG 4 • DAY 4

Halwe/die helfte
Half

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

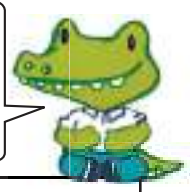
1 worsbroodjie 1 hotdog	1 toebroodjie 1 sandwich	1 kol 1 dot
 halwe half halwe half	 halwe half halwe half	 halwe half halwe half

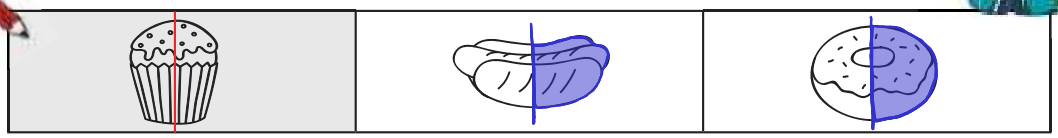
1 Deel gelykop tussen 2 leerders. Trek 'n streep in die middel af. Kleur 'n halwe in.

Share equally between 2 learners. Draw a line. Colour half.

Ek sny dit in 2 gelyke dele. Elke leerder kry 'n halwe.

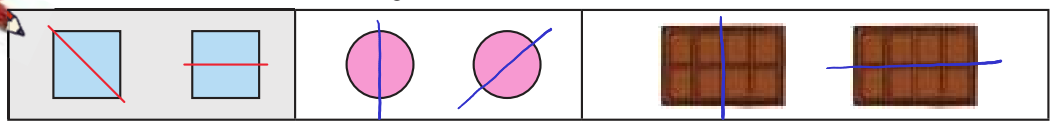
I cut into 2 equal parts. Each learner gets half.





2 Wys 2 halwes op twee verskillende maniere.

Show 2 halves in two different ways.



3 Ek deel 1 pizza gelykop tussen 2 leerders. Hoeveel stukke pizza kry elke leerder? 'n Halwe

I share 1 pizza equally between 2 learners. How much pizza does each learner get? Half

Ek deel 1 sjokolade gelykop tussen 2 leerders. Hoeveel sjokolade kry elke leerder? _____

I share 1 chocolate equally between 2 learners. How much chocolate does each learner get? half

Ek deel 1 brood gelykop tussen 2 leerders. Hoeveel brood kry elke leerder? _____

I share 1 loaf of bread equally between 2 learners. How much bread does each learner get? half

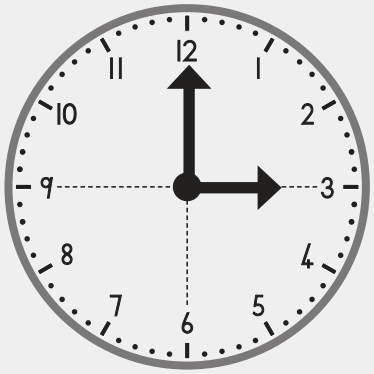
Half

Daar is 24 uur in een dag.

Op 'n horlosie se wyserplaat word 12 ure gewys.

'n Klok het 2 wysers.

There are 24 hours in one day.
A clock face shows us 12 hours.
A clock has 2 hands.



Die kort wyser dui die uur van die dag aan.

The short hand points to the hour of the day.



Die lang wyser dui die minute aan.

The long hand points to the minutes.

Die minuutwyser beweeg elke uur reg om die horlosie. Daar is 60 minute in 'n uur.

The minute hand goes around the clock every hour.
There are 60 minutes in an hour.



30 is die helfte van 60. Wanneer die minuutwyser na die 6 wys, praat ons van 'n 'halfuur'.

30 is half of 60. When the minute hand points to the 6, we say 'half past'.

Wanneer die uurwyser op die 4 staan en die minuutwyser op die 6 staan, sê ons in Afrikaans dis halfvyf ('n halfuur voor 5-uur). Maar ons skryf dit as 04:30.

When the hour hand is on the 4 and the minute hand is on the 6, we say, 'half past 4'. We write 4:30.

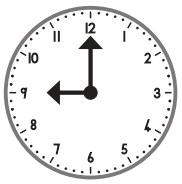
Hoe laat is dit?

What is the time?

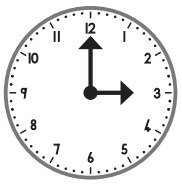


1-uur

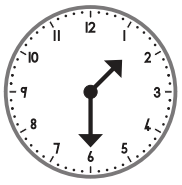
1 o'clock



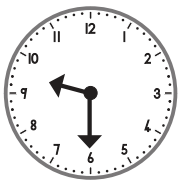
9 o'clock



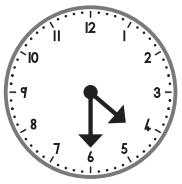
3 o'clock



half past 1



half past 9



half past 4

WEEK • WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE / MENTAL MATHS | ASSESSERING / ASSESSMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
neem een weg	take away one
vergelyk	compare
Die koei is groter as die kat.	The cow is bigger than the cat.
Die kat is kleiner as die koei.	The cat is smaller than the cow.
Vier is meer as drie.	Four is more than three.
Drie is minder as vier.	Three is less than four.

1 Wys die telling.
Tally.

16	𝍸 𝍸 𝍸 |

Bereken.
Calculate.

14 + 1 = 15	20 – 1 = 19

2 Rangskik die getalle van die kleinste tot die grootste.
Order the numbers from smallest to largest.

13	6	9
6	9	13
12	20	19
12	19	20

3 Skryf een minder.
Write one less.

20	19

Skryf een meer.
Write one more.

12	13

4 Vul die ontbrekende getalle in.
Fill in the missing numbers.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Assessment and consolidation

5 Voltooi die getalpatrone.
Complete the number patterns.

23	22	21	20	19	18
14	13	12	11	10	9
7	8	9	10	11	12

16	17	18	19	20	21
8	9	10	11	12	13
28	29	30	31	32	33

6 Tel op of trek af.
Add or subtract.

19 + 1 = 20	20 – 1 = 19	15 – 1 = 14	10 + 1 = 11
8 – 1 = 7	20 + 1 = 21	18 – 1 = 17	10 – 1 = 9

7 Rangskik die getalle van die grootste tot die kleinste.
Order the numbers from largest to smallest.

15 8 19 9	19 16 26 6	15 3 13 5
19 15 9 8	26 19 16 6	15 13 5 3

8 Vul die ontbrekende getalle in.
Fill in the missing numbers.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

9 Voltooi deur <, > of = te skryf.
Complete by writing <, > or =.

8 > 5	20 > 12	2 < 20
12 < 18	15 = 15	8 < 18

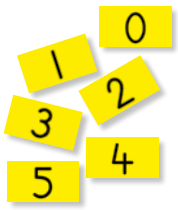
Tel in 2's, 3's, 4's en 5'e

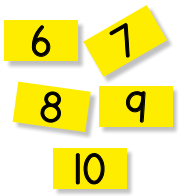
	Hulpbronne
Hoofrekene: Bou met blokkies	multifix-blokkies
Speletjie: Vinnige wiskunde met kaarte – 2 meer	getalkaarte









Dag	Lesaktiwiteit	Leshulpbronne
1	Verdubbel	LAB
2	Tel in 3's	LAB, 100-blok
3	Tel in 4's	LAB, 100-blok
4	Tel in 5'e	LAB, 100-blok
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
optellings- en **aftrekkingswoordprobleme** vinnig en doeltreffend met behulp van 'n getallelyn op te los.	
van **verdubbeling** en **halvering** as tegnieke gebruik te maak wanneer probleme opgelos word.	
praktiese probleme met behulp van **springtel** op te los en die oplossings te verduidelik.	
12-uur-tyd in ure en halfure te tel.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe: Tel in 2's, 3's, 4's en 5'e.

Mondelinge en praktiese assessering: Numeriese en geometriese patrone.

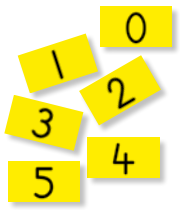
Counting in 2s, 3s, 4s and 5s

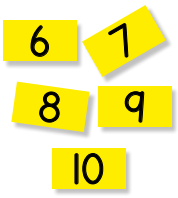
	Resources
Mental Maths: Build with blocks	multifix blocks
Game: Fast maths with cards – 2 more	number cards









Day	Lesson activity	Lesson resources
1	Double	LAB
2	Counting in 3s	LAB, 100 square
3	Counting in 4s	LAB, 100 square
4	Counting in 5s	LAB, 100 square
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
solve **addition** and **subtraction word problems** quickly and efficiently using a number line.	
use **doubling** and **halving** as techniques when solving problems.	
solve and explain solutions to practical problems involving **skip counting**.	
tell **12-hour time** in hours and half hours.	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships: Counting in 2s, 3s, 4s and 5s.

Oral and practical assessment: Numeric and geometric patterns.

Tel in 2's, 3's, 4's en 5'e

Hoofrekene



Ons gaan hierdie week voort om op **getalkombinasies** te konsentreer. Die leerders bou 'n getal, wat deur die onderwyser uitgeroep word, met hul multifix-blokkies en hulle werk so vinnig moontlik. Hulle verdeel dan die multifix-blokkies in twee groepies en bespreek die verskillende kombinasies blokkies wat die totale getal gee. Dit is belangrik dat die leerders getalle en getalkombinasies doeltreffend moet kan herken, aangesien dit hulle sal help om probleme vinniger op te los.

Speletjie



Ons speel hierdie week die Vinnige kaarte!-speletjie. Die doel van hierdie speletjie is om die leerders 'n geleentheid te gee om eenvoudige optellingsfeite te oefen totdat hulle vlot daarin is. 'n Grondige kennis van getalfeite en 'n vermoë om eenvoudige probleme doeltreffend op te los, bied 'n stewige grondslag vir komplekser probleme. Die leerders kan oefen om elke dag 'n ander getal by te tel ten einde hul begrip van optellingsfeite uit te brei.

Konsepontwikkeling



Ons konsentreer hierdie week in konsepontwikkelingslesse op **springtel**. Die leerders moet springtel gebruik om probleme op te los. Hulle gaan hierdie week in die selfstandige aktiwiteite hul begrip van optelling en aftrekking, verdubbeling en halvering, en om te sê hoe laat dit is, vaslê. Ons konsentreer daarop om:

- praktiese probleme met springtel op te los en die oplossings te verduidelik. Die gebruik van springtel om probleme op te los, lei die leerders tot 'n begrip van **vermenigvuldiging** en help hulle om probleme vinniger op te los.
- optellings- en aftrekkingswoordprobleme vinnig en doeltreffend met behulp van 'n getallelyn op te los.
- **verdubbeling** en **halvering** as tegnieke te gebruik wanneer probleme opgelos word.
- **12-uur-tyd** in ure en halfure te tel.

Waarna jy hierdie week moet oplet

- Maak seker jy wys die leerders hoe om te springtel. Wanneer hulle in 2's tel, moedig hulle aan om die onewe getalle saggies en die ewe getalle harder te sê. Wanneer hulle in 3's, 4's of 5'e tel, help die leerders om die patroon te herken deur multifix-blokkies op 'n 100-blok te sit. Die multifix-blokkies bedek die getalle wat nie hardop getel word nie en dit help die leerders om die patrone duideliker raak te sien.
- Moedig gesprekke onder die leerders aan sodat hulle die korrekte woordeskat, naamlik: **tel op**, **en**, **meer**, **trek af**, **neem weg**, **minder**, **kleiner as**, **groter as**, **meer as en minder as** kan gebruik terwyl hulle getalkombinasies en -verwantskappe bespreek.

Counting in 2s, 3s, 4s and 5s

Mental Maths



This week we continue to focus on **number bonds**. Learners use multifix blocks to build a number called out by the teacher, working as quickly as possible. Learners must then spilt their multifix blocks into two groups, discussing the different combinations of blocks that make up the total number. It is important for learners to become efficient in recognising numbers and number bonds, as this will help them to solve problems more quickly.

Game



This week we play the game Fast Maths with cards – 2 more. The purpose of this game is to provide learners with an opportunity to practice simple addition facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practice adding a different number each day in order to extend their understanding of addition facts.

Conceptual development



In the concept development lessons this week we focus on **skip counting**. Learners will use skip counting to solve problems. In the independent activities this week, learners will consolidate their understanding of addition and subtraction, doubling and halving, and telling the time. We will focus on:

- solving and explaining solutions to practical problems involving skip counting. The use of skip counting to solve problems will lead learners towards an understanding of **multiplication**, helping them to solve problems more quickly.
- solving addition and subtraction word problems quickly and efficiently using a number line.
- using **doubling** and **halving** as techniques when solving problems.
- telling **12-hour time** in hours and half hours.

What to look out for this week

- Make sure you show learners how to skip count. When counting in 2s, encourage learners to say the odd numbers softly and the even numbers louder. When counting in 3s, 4s or 5s, help learners to recognise the pattern by putting multifix blocks on a 100 square. The multifix blocks cover the numbers that are not counted aloud, and this helps learners to see the patterns more clearly.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and relationships: **add**, **and**, **more**, **subtract**, **take away**, **less**, **smaller than**, **greater than**, **more than**, **less than**.

WEEK 2 • DAG 1

Verdubbel

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Gebruik blokkies om oor verskillende getalpare, wat 'n gegewe getal maak, te praat. Bou met blokkies!

Use blocks to talk about different number pairs that make a given number. Build with blocks!

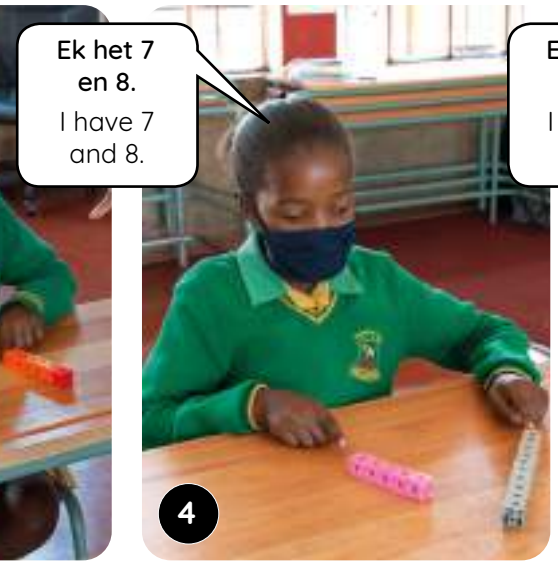
Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.











Double

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys die getalle deur tellings te gebruik.
Draw numbers using tallies.

6

8

3

9

7

12

5

10

13

4

Dag 2 Day 2

Hoeveel meer om 10 te kry?
How much more to get to 10?

4 + ____ = 10

7 + ____ = 10

9 + ____ = 10

1 + ____ = 10

10 + ____ = 10

8 + ____ = 10

6 + ____ = 10

3 + ____ = 10

0 + ____ = 10

2 + ____ = 10

Dag 3 Day 3

Trek van 10 af.
Subtract from 10.

10 – 4 = ____

10 – 0 = ____

10 – 6 = ____

10 – 3 = ____

10 – 2 = ____

10 – 1 = ____

10 – 10 = ____

10 – 9 = ____

10 – 7 = ____

10 – 8 = ____

Dag 4 Day 4

Hoeveel meer om 20 te kry?
How much more to get to 20?

14 + ____ = 20

17 + ____ = 20

9 + ____ = 20

11 + ____ = 20

10 + ____ = 20

18 + ____ = 20

6 + ____ = 20

13 + ____ = 20

3 + ____ = 20

2 + ____ = 20

WEEK 2 • DAG 1

Verdubbel

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Party leerders tel moontlik in 1's, terwyl die ander in 2's tel. Moedig die leerders aan om in 2's te tel wanneer hulle die oë tel. Oefen om in veelvoude van 2 te tel deur die aantal knieë, skoene, ore en duime te tel. Moedig al die leerders in die klas aan om saam te tel.

Some learners may count the eyes in 1s, others will count in 2s. Encourage learners to count in 2s when they count eyes. Practice counting in multiples of 2 by counting the number of knees, shoes, ears and thumbs. Encourage all the learners in the class to count together.

Double

WEEK • WEEK 2

DAG 1 • DAY 1

Verdubbel
Double

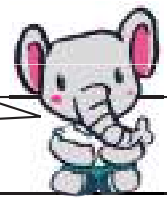
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met kaarte – 2 meer
Game: Fast maths with cards – 2 more

- Speel saam met 'n maat.
  Play with a friend.
- Skommel die 0–10-kaarte. Sit hulle op 'n hopie neer.
  Mix cards from 0 to 10. Put in a pile.
- Draai een kaart om.
  Flip one card.
- Tel 2 by.
  Add 2.
- Werk deur die hopie.
  Work through the pile.
- Doen dit weer. Vinniger!
  Do it again. Faster!

Take turns

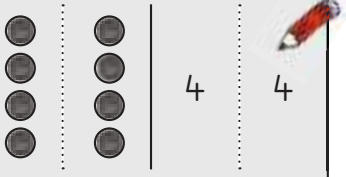




Wanneer ons verdubbel, herhaal ons 'n getal 2 keer.
When we double, we repeat a number 2 times.

1

Verdubbel 4
Double 4



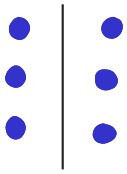
4 verdubbel is 8.
Double 4 is 8.

4 + 4 = 8

4 x 2 = 8

Daar is twee 4's in 8.
There are two 4s in 8.

Verdubbel 3
Double 3



3 verdubbel is ____.
Double 3 is 6.

3 + 3 = 6

3 x 2 = 6

Daar is twee 3's in 6.
There are two 3s in 6.

Verdubbel 5
Double 5

5 | 5
(You can also put 5 dots)

5 verdubbel is ____.
Double 5 is 10.

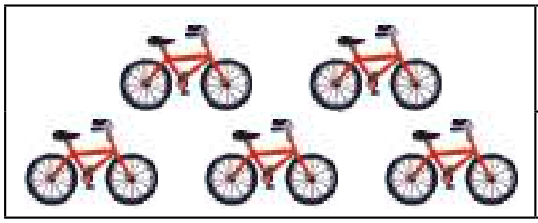
5 + 5 = 10

5 x 2 = 10

Daar is twee 5'e in 10.
There are two 5s in 10.

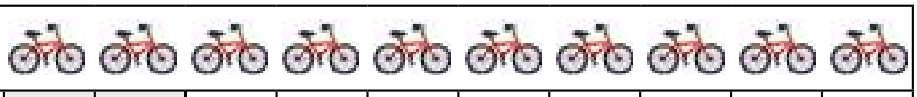
Verdubbel

2



Hoeveel fietse is daar? How many bicycles?	5
Hoeveel wiele is daar? How many wheels?	10

3



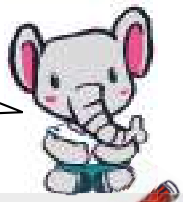
fietse bicycles	1	2	3	4	5	6	7	8	9	10
wiele wheels	2	4	6	8	10	12	14	16	18	20

4



Hoeveel muntstukke is daar? How many coins?	4
Hoeveel rand is daar? How many rand?	R8

5 Trek op die getallelyn af.
Subtract on the number line.

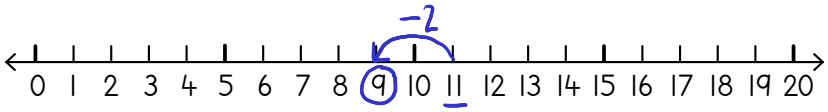


Onderstreep die eerste getal. Omkring die antwoord.
Underline the first number. Circle the answer.

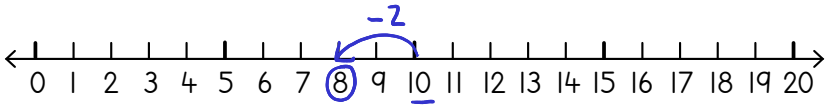
17 – 2 = 15



11 – 2 = 9



10 – 2 = 8



6 Tel in 2's deur by 2 te begin. Kleur elke sprong in.
Count in 2s starting from 2. Colour each jump.

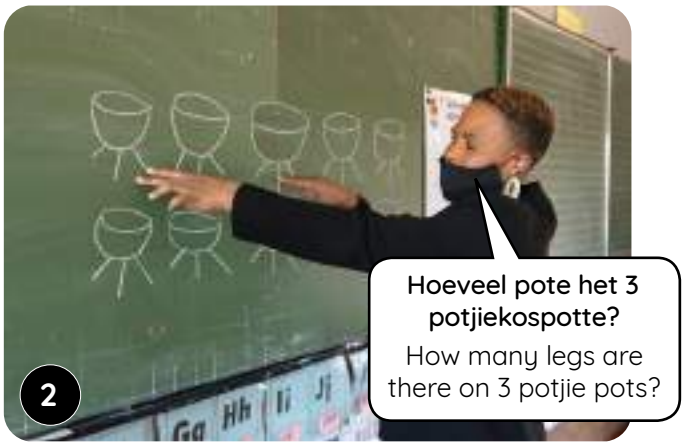
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Counting in 3s

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

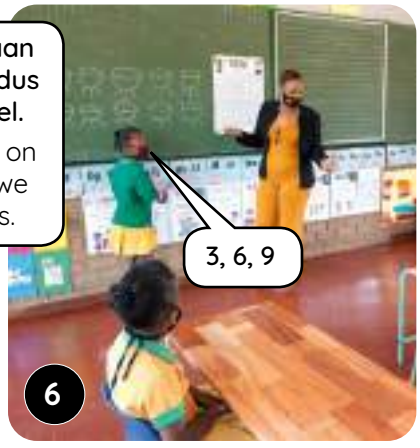














Oefen om in 3's te tel deur die aantal pote aan verskillende hoeveelhede potjiekospotte te tel. Moedig al die leerders in die klas aan om saam te tel.

Practice counting in 3s by counting the number of legs on a varying number of potjie pots. Encourage all the learners in the class to count together.

WEEK • WEEK 2

DAG 2 • DAY 2

Tel in 3's

Counting in 3s

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel aan in 3's.

Count forwards in 3s.

3	6	9	12	15	18	21	24	27	30	33	36

2



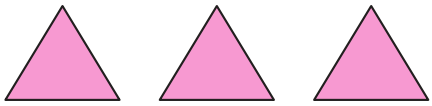
Hoeveel potte is daar? How many pots?	5
Hoeveel pote is daar? How many legs?	15

3



potte pots	1	2	3	4	5	6	7	8	9	10
pote legs	3	6	9	12	15	18	21	24	27	30

4



Hoeveel driehoeke is daar? How many triangles?	3
Hoeveel sye is daar? How many sides?	9

5

Die taxi-rit kos R3. Hoeveel kos 'n rit vir 2 mense?

The taxi ride costs R3. How much does it cost for 2 people?

3 + 3 = 6 R6



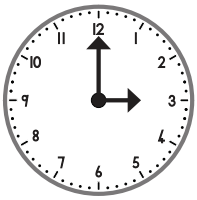
Die taxi-rit kos R3. Hoeveel kos 'n rit vir 3 mense?

The taxi ride costs R3. How much does it cost for 3 people?

3 + 3 + 3 = 9 R9

6 Hoe laat is dit?

What is the time?



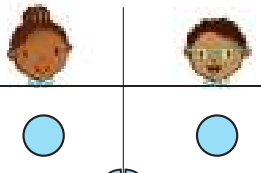
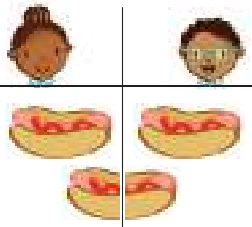
3 o'clock

14

Counting in 3s



7

3 kolle 3 dots	3 worsbroodjies 3 hotdogs	Hoeveel worsbroodjies kry elke leerder? How many hotdogs does each learner get?
 halwe / half halwe / half	 halwe / half halwe / half	one and a half

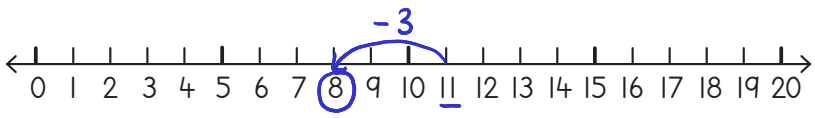


8 Tel op of trek af op die getallelyn.
Add or subtract on the number line.

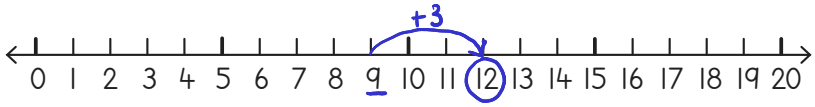
17 + 3 = 20



11 – 3 = 8



9 + 3 = 12



9 Vul die ontbrekende getalle in.
Fill in the missing numbers.

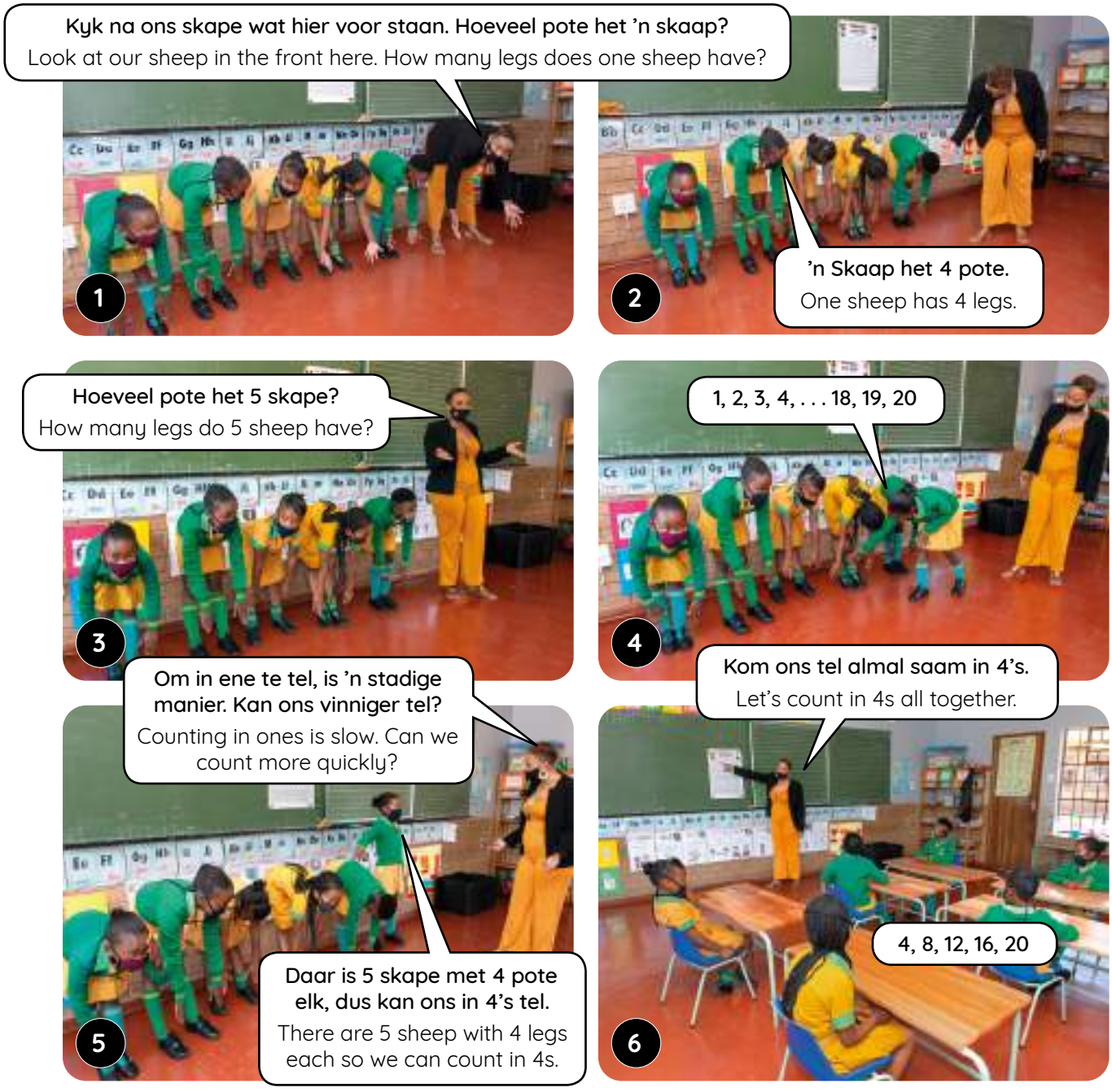
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

WEEK 2 • DAG 3

Tel in 4's

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Laat die leerders oefen om in 4's te tel deurdat hulle die aantal pote van verskillende hoeveelhede diere moet tel, byvoorbeeld van drie honde of tien olifante. Moedig al die leerders in die klas aan om saam te tel.

Get learners to practice counting in 4s by counting the number of legs on different numbers of animals, for example, three dogs or ten elephants. Encourage all the learners in the class to count together.

Counting in 4s

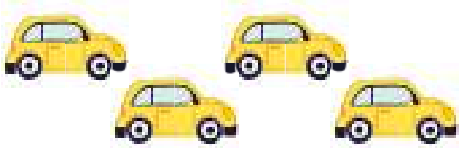
WEEK • WEEK 2

DAG 3 • DAY 3

Tel in 4's
Counting in 4s

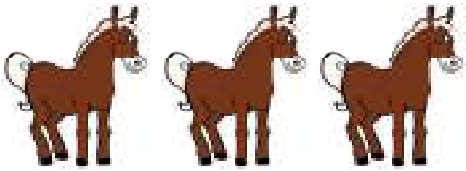
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1



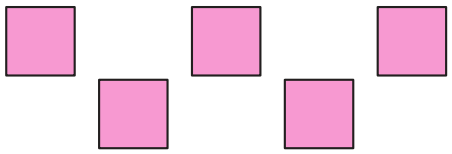
Hoeveel karre is daar? How many cars?	4
Hoeveel wiele is daar? How many wheels?	16

2



Hoeveel perde is daar? How many horses?	3
Hoeveel pote is daar? How many legs?	12

3



Hoeveel vierkante is daar? How many squares?	5
Hoeveel sye is daar? How many sides?	20

4

Die taxi-rit kos R4. Hoeveel kos dit vir 2 maats om met die taxi te ry?



The taxi ride costs R4. How much does it cost for 2 friends to ride the taxi?

4 + 4 = 8 R8

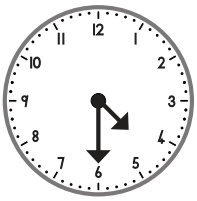
Emihle het R10. Sy betaal R4 om met die taxi te ry. Hoeveel kleingeld kry sy?

Emihle has R10. She pays R4 to ride the taxi. How much change does she get?

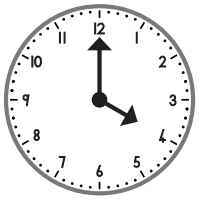
10 − 4 = 6 R6

5 Hoe laat is dit?

What is the time?



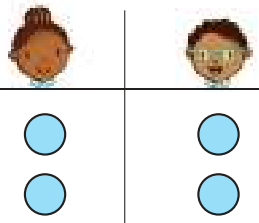
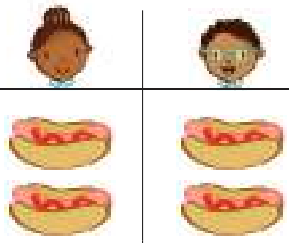
half past 4



4 o'clock

Tel in 4's

6

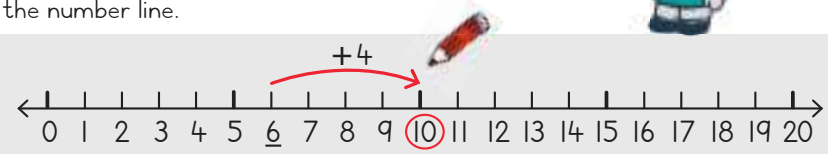
4 kolle 4 dots	4 worsbroodjies 4 hotdogs	Hoeveel worsbroodjies kry elke leerder? How many hotdogs does each learner get?
 halwe half halwe half	 halwe half halwe half	2 hotdogs

7 Tel op of trek af op die getallelyn.
Add or subtract on the number line.

Onderstreep die eerste getal. Omkring die antwoord.
Underline the first number. Circle the answer.



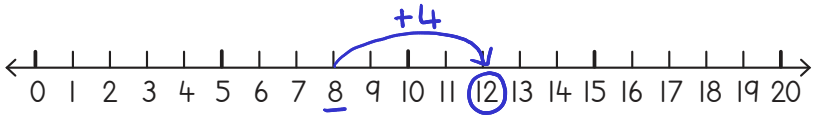
6 + 4 = 10



20 − 4 = 16



8 + 4 = 12



8 Vul die ontbrekende getalle in.
Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Counting in 5s

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Laat die leerders oefen om in 5'e te tel deurdat hulle die aantal vingers aan verskillende hoeveelhede hande tel. Moedig al die leerders in die klas aan om saam te tel.

Get learners to practice counting in 5s by counting the number of fingers on a varying number of hands. Encourage all the learners in the class to count together.

WEEK • WEEK 2

DAG 4 • DAY 4

Tel in 5'e
Counting in 5s

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

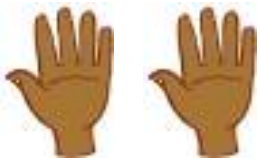
1 Tel aan in 5'e.
Count forwards in 5s.

5	10	15	20	25	30
25	30	35	40	45	50
15	20	25	30	35	40

2 Tel terug in 5'e.
Count backwards in 5s.

50	45	40	35	30	25
35	30	25	20	15	10
25	20	15	10	5	0

3



Hoeveel hande is daar? How many hands?	2
Hoeveel vingers is daar? How many fingers?	10

4



hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers	5	10	15	20	25	30	35	40	45	50

5



Hoeveel muntstukke is daar? How many coins?	5
Hoeveel rand is daar? How many rand?	R25

6



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	5	10	15	20	25	30	35	40	45	50

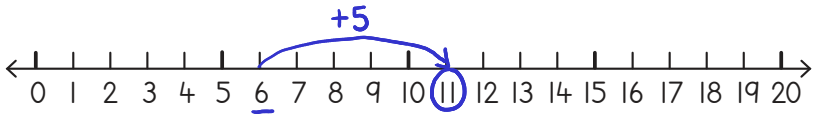
Counting in 5s



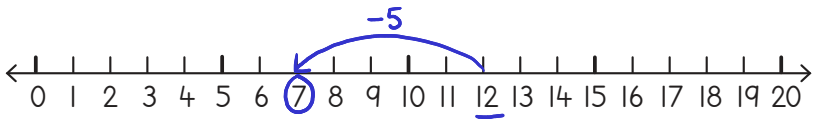
7 Tel op of trek af op die getallelyn.

Add or subtract using the number line.

6 + 5 = 11



12 – 5 = 7



8 Tel in 5'e deur by 5 te begin. Kleur die 5'e in.

Count in 5s starting at 5. Colour the 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

9

'n Pakkie suiker weeg 5 kilogram. Hoeveel weeg 3 pakkies suiker?

A pack of sugar weighs 5 kilograms. How much do 3 bags of sugar weigh?



5 + 5 + 5 = 15 15 kilograms

'n Emmer hou 5 liter. Hoeveel liter hou 4 emmers?

A bucket carries 5 litres. How many litres do 4 buckets carry?



5 + 5 + 5 + 5 = 20 20 litres

WEEK • WEEK 2

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE / MENTAL MATHS | ASSESSERING / ASSESSMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
tel aan	count forwards
tel terug	count backwards
tel aan in 2's	count forwards by 2
tel terug in 2's	count backwards by 2
rangskik	order
Vier is meer as drie.	Four is more than three.
Drie is minder as vier.	Three is less than four.
Vier staan ná drie.	Four comes after three.
Drie staan voor vier.	Three comes before four.

1 Voltooi die getalpatrone.
Complete the number patterns.

3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40

2

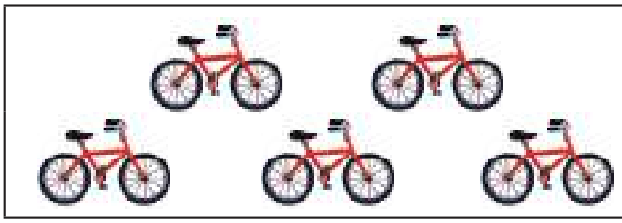
'n Halwe van Half of				Verdubbel Double			
2	1	3	$1\frac{1}{2}$	3	6	5	10
4	2	5	$2\frac{1}{2}$	4	8	2	4

Learners can also say:
- one and a half
- two and a half

20

Assessment and consolidation

3



Hoeveel fietse? How many bicycles?	5
Hoeveel wiele? How many wheels?	10

4

	1	2	3	4	5	6	7	8	9	10
fietse bicycles										
wiele wheels	2	4	6	8	10	12	14	16	18	20

5



Hoeveel hande? How many hands?	4
Hoeveel vingers? How many fingers?	20

6

	1	2	3	4	5	6	7	8	9	10
hande hands										
vingers fingers	5	10	15	20	25	30	35	40	45	50

Breek 6'e, 7's, 8's en 9's af

	Hulpbronne
Hoofrekene: Springtel	100-blok
Speletjies: Vinnige wiskunde met dobbelstene – maak 6 tot 9, en breek 6 tot 9 af!	dobbelsteen










Dag	Lesaktiwiteit	Leshulpbronne
1	Breek 6 af	LAB, multifix-blokkies
2	Breek 7 af	LAB, multifix-blokkies, A4-bladsy
3	Breek 8 af	LAB, multifix-blokkies
4	Breek 9 af	LAB, multifix-blokkies
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
in 2's, 5'e en 10'e te springtel.	
getalle met multifix-blokkies af te breek en op te bou.	
probleme met hul kennis van getalkombinasies op te los en **getalsinne** te skryf.	
die **inverse verwantskap** tussen **optelling** en **aftrekking** te identifiseer.	
verdubbeling en **halvering** as tegnieke te gebruik wanneer probleme opgelos word.	
12-uur-tyd in **ure** en **halfure** aan te dui.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe: Breek 6'e, 7's, 8's en 9's af.

Breaking down 6s, 7s, 8s and 9s

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with dice - make 6 to 9, and Break 6 to 9!	dice










Day	Lesson activity	Lesson resources
1	Breaking down 6	LAB, multifix blocks
2	Breaking down 7	LAB, multifix blocks, A4 page
3	Breaking down 8	LAB, multifix blocks
4	Breaking down 9	LAB, multifix blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
skip count in 2s, 5s and 10s.	
break down and build up numbers using multifix blocks.	
use their knowledge of number bonds to solve and write **number sentences**.	
identify the **inverse relationship** between **addition** and **subtraction**.	
use **doubling** and **halving** as techniques when solving problems.	
tell 12-hour time in **hours** and **half hours**.	

Assessment (see back pages of this guide)

Written assessment Numbers, Operations and Relationships: Breaking down 6s, 7s, 8s and 9s.

Breek 6'e, 7's, 8's en 9's af

Hoofrekene



Die leerders oefen hierdie week **springtel**. Dit is belangrik dat die leerders in 2's, 5'e en 10'e kan springtel. Die leerders moet dus elke dag met 'n ander getal oefen. Hulle gebruik eers 'n 100-blok sodat hulle die patrone kan sien en verstaan. Daarna oefen hulle om vinniger aan en terug te springtel ten einde vlot daarin te kan word.

Speletjie



Die speletjies vir hierdie week is Vinnige wiskunde met dobbelstene – maak 6 tot 9 en Breek 6 tot 9 af! Die leerders moet in hierdie speletjie elke dag tot by 'n verskillende getal spring. Hulle moet identifiseer hoeveel meer as die getal, wat op die dobbelstene wys, hulle moet bytel om 10 te kry. Die leerders oefen op hierdie manier hul **getalkombinasies** asook om getalfeite vinnig te herroep.

Konsepontwikkeling





Ons konsentreer hierdie week in die konsepontwikkelingslesse daarop om **getalle af te breek** en **op te bou**. Die leerders moet hul kennis van getalkombinasies inspan om optellings- en aftrekkingsgetalsinne te skryf. Dit behoort hulle te help om die **inverse verwantskap tussen optelling en aftrekking** te verstaan. Die leerders lê hul begrip van springtel, optelling en aftrekking, verdubbeling en halvering, en die aanwysing van tyd in die selfstandige aktiwiteite vas. Ons konsentreer daarop om:

- in 2's, 5'e en 10'e te **springtel**.
- **getalle** met multifix-blokkies **af te breek** en **op te bou**.
- kennis van **getalkombinasies** in te span om probleme op te los en getalsinne te skryf.
- die **inverse verwantskap tussen optelling en aftrekking** te identifiseer.
- **verdubbeling** en **halvering** as tegnieke te gebruik wanneer probleme opgelos word.
- **12-uur-tyd** in ure en halfure aan te dui.

Waarna jy hierdie week moet oplet

- Herinner die leerders daaraan dat hulle, wanneer hulle in 2's tel, die onewe getalle saggies en die ewe getalle harder moet sê. Dit behoort hulle te help om die patroon van tel in 2's te herken.
- Help die leerders om in te sien dat optelling en aftrekking inverse bewerkings is deur hulle te wys wat dit beteken (deur met drie getalle te werk, byvoorbeeld 2 + 5 = 7 en 7 – 5 = 2). Die leerders kan hierdie inverse bewerkings gebruik om getalsinne vir die verskillende getalkombinasies vir 6, 7, 8 en 9 te voltooi.
- Moedig gesprekke onder die leerders aan sodat hulle die korrekte woordeskat, naamlik: **tel op**, **plus**, **en**, **meer**, **trek af**, **neem weg**, en **minus** kan gebruik terwyl hulle getalkombinasies en getalsinne bespreek.

Breaking down 6s, 7s, 8s and 9s

Mental Maths



This week the learners will practice **skip counting**. It is important for learners to be able to skip count in 2s, 5s and 10s so each day learners will practice with a different number. At first they will use a 100 square so that they can see and understand the patterns. After that they practice skip counting forwards and backwards more quickly so they can develop their fluency.

Game



The games for this week are Fast maths with dice - make 6 to 9 and Break 6 to 9! In this game, learners need to jump to a different number each day. Learners need to identify how many more to make 10 from the number shown on the rolled dice. In this way, learners will practice both their **number bonds** and their rapid recall of number facts.

Conceptual development





In the concept development lessons this week we focus on **breaking down and building numbers**. Learners will use their knowledge of number bonds to write addition and subtraction number sentences. This will help them to understand the **inverse relationship between addition and subtraction**. In the independent activities, learners will consolidate their understanding of skip counting, addition and subtraction, doubling and halving, and telling the time. We will focus on:

- **skip counting** in 2s, 5s and 10s.
- **breaking down and building up numbers** using multifix blocks.
- using knowledge of **number bonds** to solve problems and write number sentences.
- identifying the **inverse relationship between addition and subtraction**.
- using **doubling** and **halving** as techniques when solving problems.
- **telling 12-hour time** in hours and half hours.

What to look out for this week

- When counting in 2s, remind learners that they can say the odd numbers softly and the even numbers louder. This will help them to recognise the pattern of counting in 2s.
- Help learners to recognise that addition and subtraction are inverse operations by showing them what this means (working with number triples, for example 2 + 5 = 7 and 7 – 5 = 2). Learners can use these inverse operations to complete number sentences for the different number combinations for 6, 7, 8 and 9.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences: **add**, **and**, **more**, **subtract**, **take away**, **less**.

Breek 6 af

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

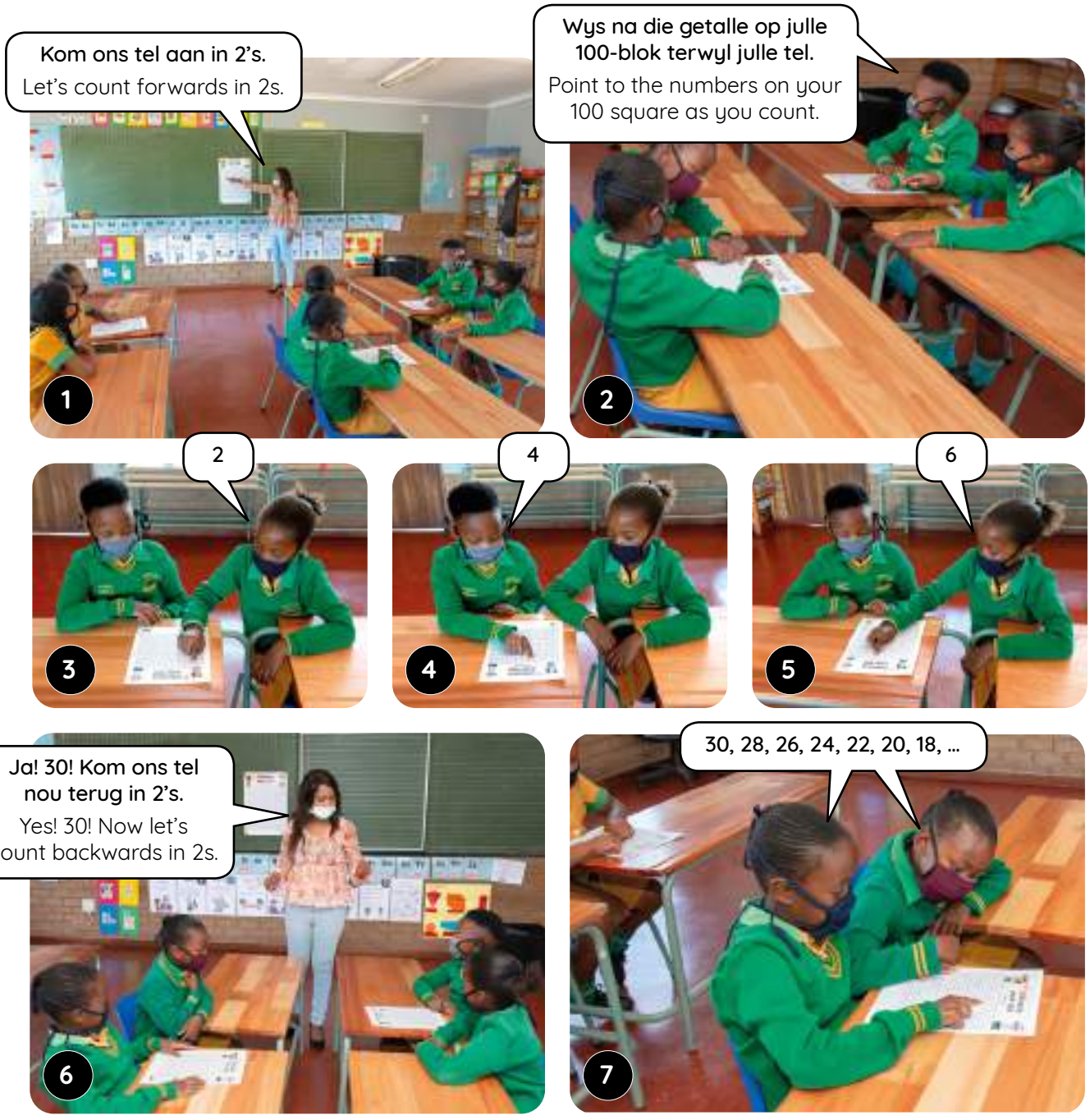
HOOFREKENE | MENTAL MATHS

Tel met behulp van die 100-blok. Tel aan en tel dan terug.

Use 100 squares to count. Count forwards and then backwards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.



Breaking down 6

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys die getalle met kolle. Omkring die 10'e.
Draw using dots. Circle the 10s.

16

38

13

29

17

32

55

60

43

24

Dag 2 Day 2

Skryf die getalname neer.
Write the number names.

16

38

13

29

20

32

55

60

43

77

Dag 3 Day 3

Skryf die getal neer wat staan voor.
Write the number before.

____ 17

____ 29

____ 36

____ 51

____ 78

Skryf die getal neer wat staan ná.
Write the number after.

21 ____

44 ____

57 ____

82 ____

95 ____

Dag 4 Day 4

Skryf die getal neer wat staan tussen.
Write the number in between.

11 ____ 13

29 ____ 31

45 ____ 47

62 ____ 64

97 ____ 99

18 ____ 20

33 ____ 35

56 ____ 58

84 ____ 86

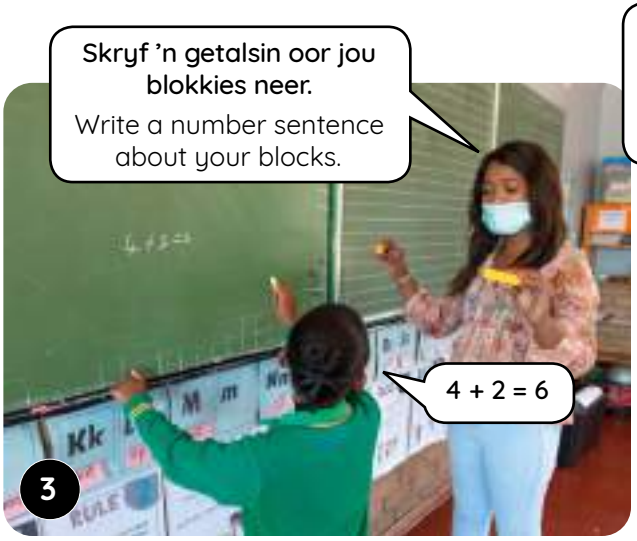
90 ____ 92

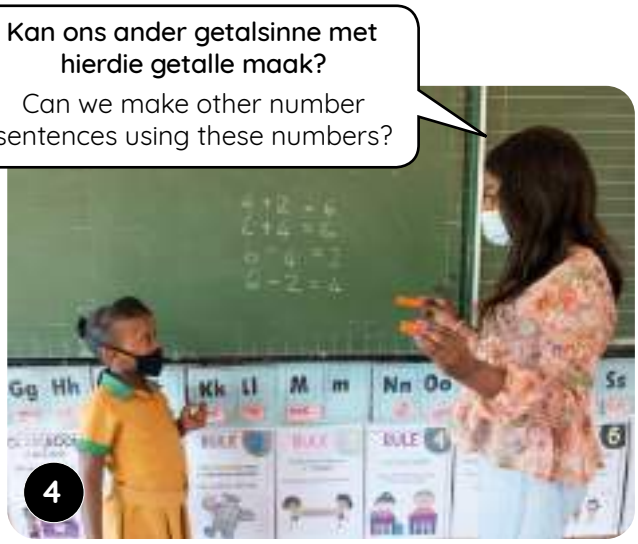
Breek 6 af

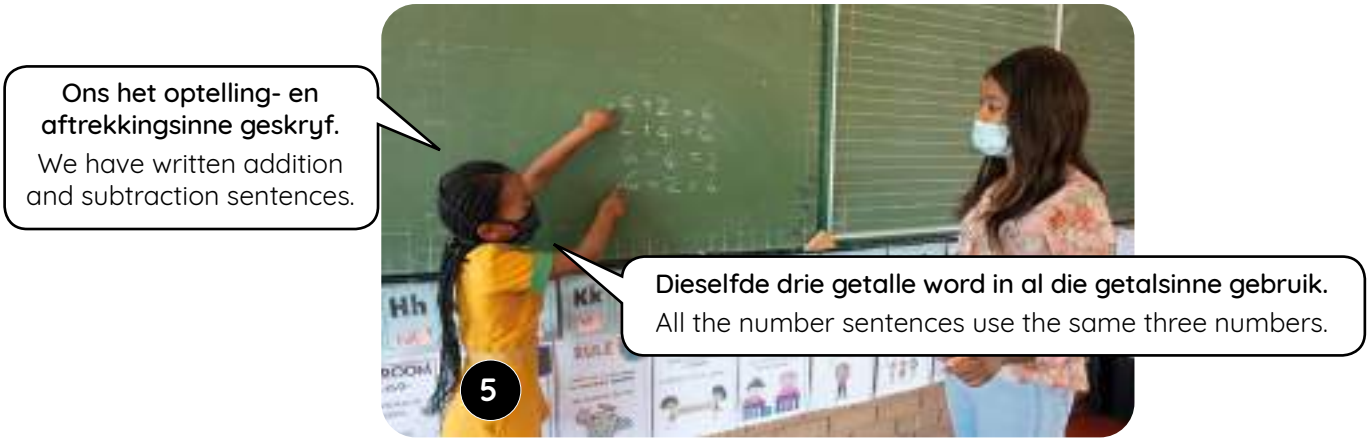
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Die leerders moet aanhou om hul torings van 6 blokkies op verskillende maniere af te breek. Moedig hulle aan om oor die getalkombinasies te praat om sodoende hul begrip van getalkombinasies vas te lê en hulle te help om die inverse verwantskap tussen die bewerkings raak te sien.

Learners should continue breaking their towers of 6 in different ways. Encourage them to talk about the number combinations, consolidating their understanding of number bonds and helping them to see the inverse relationship between the operations.

Breaking down 6

WEEK • WEEK 3

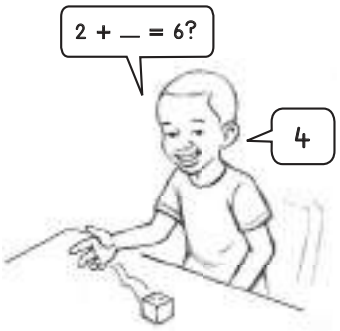
DAG 1 • DAY 1

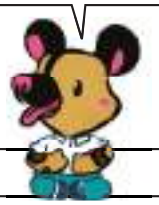
Breek 6 af
Breaking down 6

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met dobbelstene – maak 6
Game: Fast maths with dice – make 6

- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 6 te maak?
  How many more to make 6?
- Doen dit weer. Vinniger!
  Do it again. Faster!





Speletjie: Breek 6 af!
Game: Break 6!

- Bou 'n toring met 6 blokkies.
  Make a tower with 6 blocks.
- Breek die toring in 2 dele op.
  Break the tower into 2 parts.
- Terwyl jy dit weer bou, dink aan 'n optellingsgetalsin.
  As you put it together, think about an addition number sentence.
- Skryf die optellingsgetalsin.
  Write 2 addition number sentences.



1 Breek die toring van 6 blokkies op. Skryf optellingsgetalsinne neer.
Break the 6 tower. Write addition number sentences.

4 + 2 = 6	3 + 3 = 6	5 + 1 = 6
2 + 4 = 6	0 + 6 = 6	1 + 5 = 6

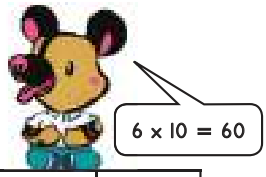
2 Tel op of trek af om die ontbrekende getal te kry.
Add or subtract to find the missing number.

3 + 3 = 6	4 + 2 = 6	1 + 5 = 6

22

Breek 6 af

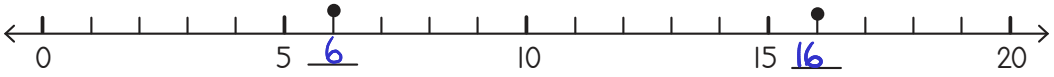
3 Tel in 6's deur by 6 te begin. Kleur die 6's in.
Count in 6s starting at 6. Colour the 6s.



1	2	3	4	5	6	7 *	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

* notice the pattern

4 Skryf die getal by die kolletjie neer.
Write the number at the dot.



5 Musa het 6 albasters. Ina het dubbel soveel. Hoeveel albasters het Ina?
Musa has 6 marbles. Ina has double. How many marbles does Ina have?



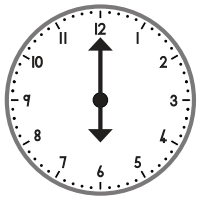
6 + 6 = 12 Ina has 12 marbles

Xola het 10 albasters. 6 albasters is blou. Die res is groen. Hoeveel groen albasters het Xola?
Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

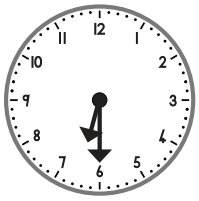


10 − 6 = 4 4 green marbles

6 Hoe laat is dit?
What is the time?



6 o'clock



half past 6

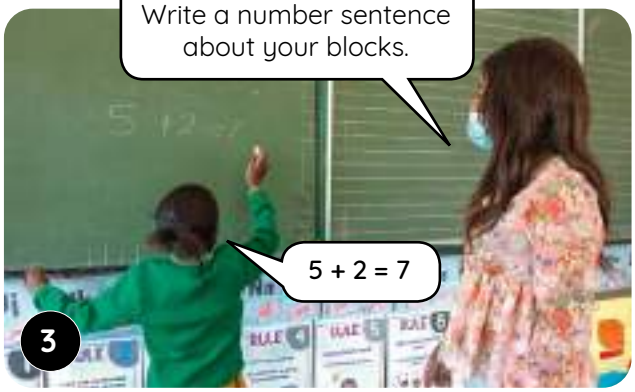
Breaking down 7

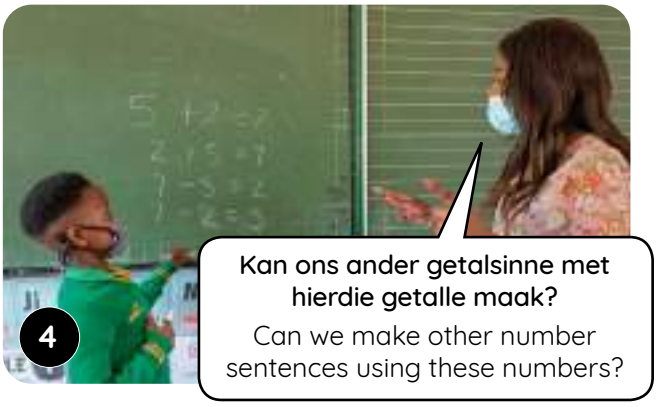
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Help die leerders om die getalsinne te identifiseer deur na die groepies blokkies aan elke kant van die streep op die bladsy te kyk en dan te gesels oor hoeveel blokkies daar altesame is.

Help learners to identify the number sentences by looking at the groups of blocks on either side of the line on the page, and by talking about how many blocks there are altogether.

Wat merk jy op van die getalsinne wat op die bord neergeskryf is?
What do you notice about the number sentences written on the board?



Help die leerders om die getalsinne te identifiseer deur die stukkies van hul blokkietorings op te bou en dan weer af te breek.

Help learners to identify the number sentences by putting the pieces of their block towers together and breaking them apart again.

WEEK • WEEK 3

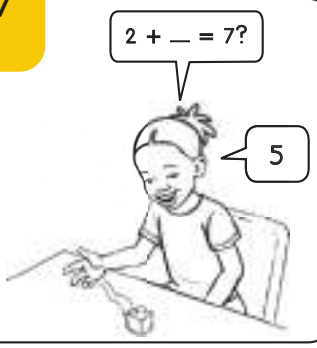
DAG 2 • DAY 2

Breek 7 af
Breaking down 7

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

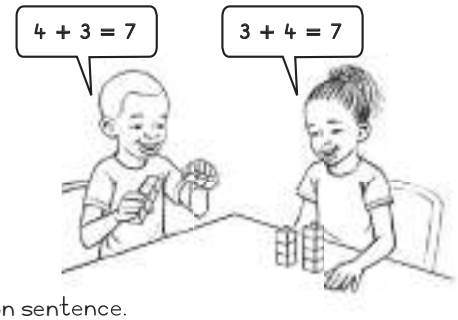
Speletjie: Vinnige wiskunde met dobbelstene – maak 7
Game: Fast maths with dice – make 7

- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 7 te maak?
  How many more to make 7?
- Doen dit weer. Vinniger!
  Do it again. Faster!



Speletjie: Breek 7 af!
Game: Break 7!

- Bou 'n toring met 7 blokkies.
  Make a tower with 7 blocks.
- Breek die toring in 2 dele op.
  Break the tower into 2 parts.
- Terwyl jy dit weer bou, dink aan 'n optellingsgetalsin.
  As you put it back together, think about an addition sentence.
- Skryf 2 optellingsgetalsinne.
  Write 2 addition number sentences.



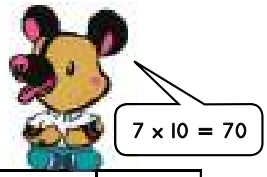
1 Breek die toring van 7 blokkies op. Skryf optellingsgetalsinne neer.
Break the 7 tower. Write addition number sentences.

4 + 3 = 7	2 + 5 = 7	1 + 6 = 7
3 + 4 = 7	5 + 2 = 7	6 + 1 = 7

2 Tel op of trek af.
Add or subtract.

3 + 4 = 7	5 + 2 = 7	4 + 3 = 7	2 + 5 = 7
7 – 3 = 4	7 – 5 = 2	7 – 4 = 3	7 – 2 = 5

Breaking down 7

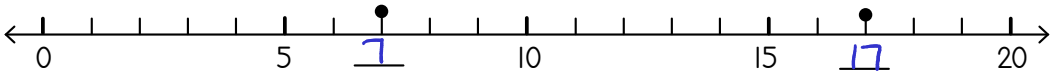


3 Tel in 7's deur by 7 te begin. Kleur die 7's in.
Count in 7s starting at 7. Colour the 7s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Do you see the : +10, -3 pattern?

4 Skryf die getal by die kolletjie neer.
Write the number at the dot.



5 Dit kos R7 om by die dorp uit te kom.
Hoeveel kos dit om dorp toe en terug te reis?
It costs R7 to get to town. How much does it cost to travel to town and back?



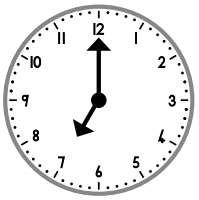
7 + 7 = 14 R14

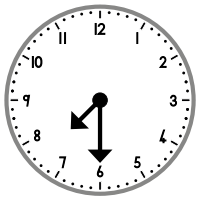
Sithe het R20. Hy koop 'n appel vir R7.
Hoeveel kleingeld kry hy?
Sithe has R20. He buys an apple for R7. How much change does he get?



20 - 7 = 13 R13

6 Hoe laat is dit?
What is the time?





7 o'clock half past 7

Breek 8 af

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Verdeel 8 blokkies in 2 groepies op julle skoolbank. Wat merk julle nou omtrent die blokkies op?
Separate 8 blocks into 2 groups on your desk. What do you notice about the blocks now?



Ek het 3 blokkies opgetel, en daar is steeds 5 blokkies op die skoolbank oor.
I picked up 3 blocks, and there are 5 blocks still on the desk.



Skryf 'n getalsin oor jou blokkies neer.
Write a number sentence about your blocks.



Kan ons ander getalsinne met hierdie getalle maak?
Can we make other number sentences using these numbers?



Wat merk julle op van die getalsinne wat op die bord geskryf is?
What do you notice about the number sentences written on the board?



Daar is optelling- en aftrekkingsinne.
They are addition and subtraction sentences.

Dieselfde drie getalle word in al die getalsinne gebruik.
All the number sentences use the same three numbers.

Die leerders moet aanhou om verskillende hoeveelhede blokkies van hul skoolbank af op te tel om verskillende kombinasies van 8 te kry. Moedig die leerders aan om te gesels oor dit wat hulle sien en help hulle om hul begrip van getalkombinasies en die inverse verwantskap tussen die bewerkings vas te lê.

Learners should continue picking up different numbers of blocks from their desks to make different combinations of 8. Encourage them to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

Breaking down 8

WEEK • WEEK 3

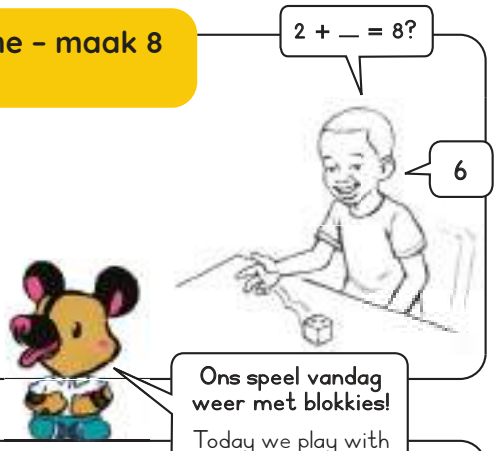
DAG 3 • DAY 3

Breek 8 af
Breaking down 8

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

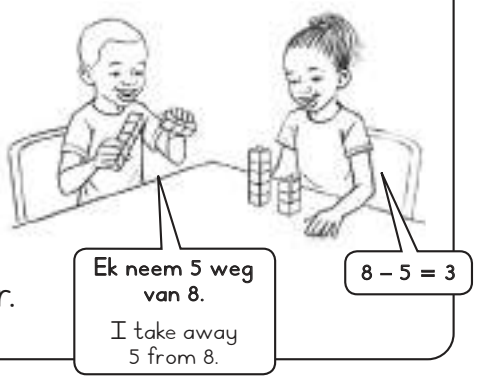
Speletjie: Vinnige wiskunde met dobbelstene – maak 8
Game: Fast maths with dice – make 8

- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 8 te maak?
  How many more to make 8?
- Doen dit weer. Vinniger!
  Do it again. Faster!



Speletjie: Breek 8 af!
Game: Break 8!

- Bou 'n toring met 8 blokkies.
  Make a tower with 8 blocks.
- Breek die toring in 2 dele op.
  Break the tower into 2 parts.
- Dink aan 'n aftrekkingsgetalsin.
  Think about a subtraction number sentence.
- Skryf die aftrekkingsgetalsin neer.
  Write the subtraction number sentence.



1 Breek die toring van 8 blokkies op.
Skryf die aftrekkingsgetalsinne neer.
Break the 8 tower. Write the subtraction number sentences.

8 – 5 = 3	8 – 6 = 2	8 – 7 = 1
8 – 3 = 5	8 – 4 = 4	8 – 2 = 6

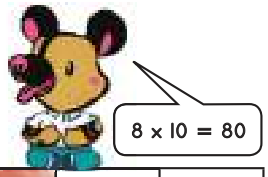
2 Tel op of trek af.
Add or subtract.

5 + 3 = 8	6 + 2 = 8	4 + 4 = 8
8 – 3 = 5	8 – 2 = 6	8 – 4 = 4

26

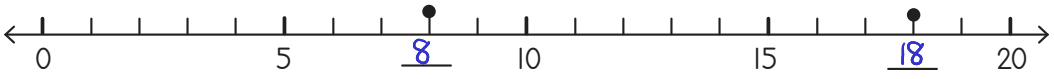
Breek 8 af

3 Tel in 8's deur by 8 te begin. Kleur die 8's in.
Count in 8s starting from 8. Colour the 8s.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

4 Skryf die getal by die kolletjie neer.
Write the number at the dot.



5 Afikile het R20. Hy koop vrugte vir R8. Hoeveel kleingeld kry hy?
Afikile has R20. He buys fruit for R8. How much change does he get?



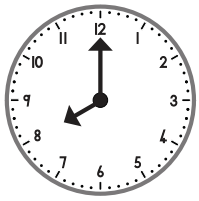
20 − 8 = 12 R12

Die taxi-rit kos R8. Hoeveel kos die rit vir 2 mense?
The taxi ride costs R8. How much does it cost for 2 people to ride?

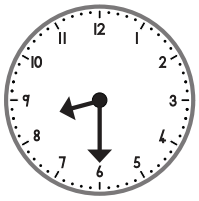


8 + 8 = 16 R16

6 Hoe laat is dit?
What is the time?



8 o'clock



half past 8

Breaking down 9

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Skei julle 9 blokkies om 2 groepe op julle skoolbank te kry. Wat merk julle nou van die blokkies op?

Separate your 9 blocks into 2 groups on your desk. What do you notice about the blocks now?



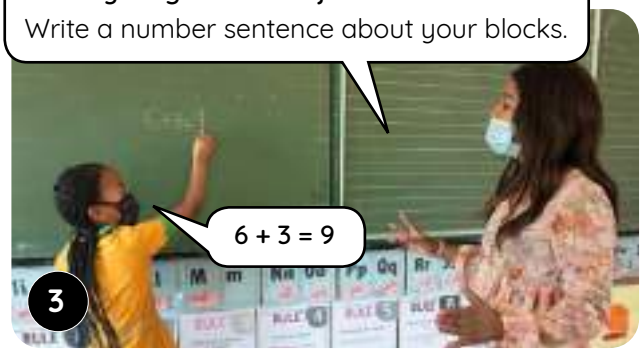


Daar is 6 blokkies aan die een kant en 3 blokkies aan die ander kant.

There are 6 blocks on one side and 3 blocks on the other side.

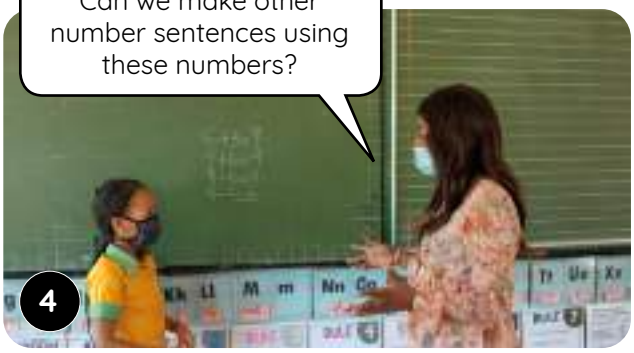
Skryf 'n getalsin oor jou blokkies neer.

Write a number sentence about your blocks.



Kan ons ander getalsinne met hierdie getalle maak?

Can we make other number sentences using these numbers?



Help die leerders om die getalsinne te identifiseer deur na die twee groepies blokkies te kyk en te gesels oor hoeveel blokkies daar altesame is.

Help learners to identify the number sentences by looking at the two groups of blocks, and by talking about how many blocks there are altogether.

Wat merk jy op van die getalsinne wat op die bord neergeskryf is?

What do you notice about the number sentences written on the board?



Die leerders moet aanhou om 9 blokkies op verskillende maniere te groepeer. Moedig hulle aan om te gesels oor dit wat hulle sien om hulle sodoende te help om hul begrip van getalkombinasies en die inverse verwantskap tussen die bewerkings vas te lê.

Learners should continue grouping 9 in blocks in different ways. Encourage learners to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

WEEK • WEEK 3

DAG 4 • DAY 4

Breek 9 af
Breaking down 9

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

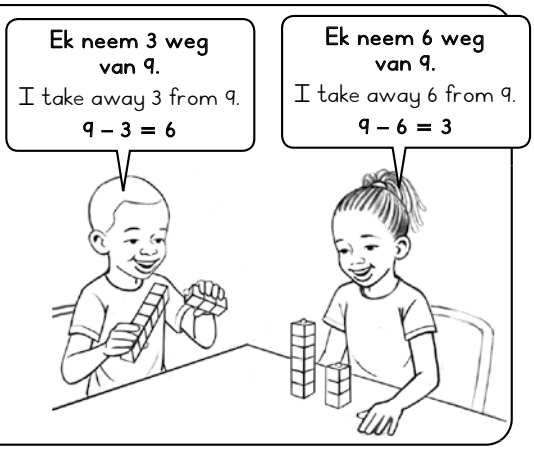
Speletjie: Vinnige wiskunde met dobbelstene – maak 9
Game: Fast maths with dice – make 9

- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 9 te maak?
  How many more to make 9?
- Doen dit weer. Vinniger!
  Do it again. Faster!



Speletjie: Breek 9 af!
Game: Break 9!

- Bou 'n toring met 9 blokkies.
  Make a tower with 9 blocks.
- Breek die toring in 2 dele op.
  Break the tower into 2 parts.
- Skryf 2 aftrekkingsgetalsinne neer.
  Write 2 subtraction number sentences.



1 Breek die toring van 9 blokkies op. Skryf die aftrekkingsgetalsinne neer.
Break the 9 tower. Write the subtraction number sentences.

9 – 6 = 3	9 – 2 = 7	9 – 5 = 4
9 – 3 = 6	9 – 4 = 5	9 – 7 = 2
	*	*

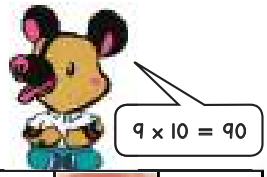
2 Tel op of trek af.
Add or subtract.

9 – 5 = 4	7 + 2 = 9	4 + 5 = 9
9 – 2 = 7	9 – 2 = 7	9 – 4 = 5

* learners make their own sentence

Breaking down 9

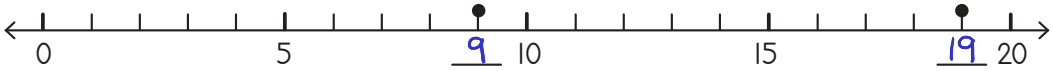
3 Tel in 9's deur by 9 te begin. Kleur die 9's in.
Count in 9s starting from 9. Colour the 9s.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

*Notice the pattern: +10 ; −1

4 Skryf die getal by die kolletjie neer.
Write the number at the dot.



5 Die sokkerwedstryd begin soggens om 9-uur. Dit eindig later die oggend om 10-uur. Hoe lank het die wedstryd geduur?
The soccer game started at 9 in the morning. It ended at 10 in the morning. How long was the game?



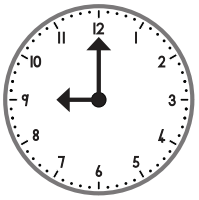
10 − 9 = 1 1 hour

Die netbalwedstryd het om 09:30 in die oggend begin. Dit het later die oggend om 10:30 geëindig. Hoe lank was die wedstryd?
The netball game started at 9.30 in the morning. It ended at 10.30 in the morning. How long was the game?

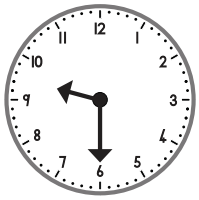


10:30 − 9:30 = 1 1 hour

6 Hoe laat is dit?
What is the time?



9 o'clock



half past 9

WEEK • WEEK 3

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
optelling	addition
tel op/tel bymekaar	add
tel twee by	add two
vier en vyf is nege	four and five is nine
aftrekking	subtraction
neem weg	take away
neem twee weg	take away two
Agt neem weg drie is vyf.	Eight take away three is five.
is gelyk aan	equal
is dieselfde as	is the same as

1 Voltooi die getalpatrone.
Complete the number patterns.

70	69	68	67	66	65	64	63	62	61
22	24	26	28	30	32	34	36	38	40

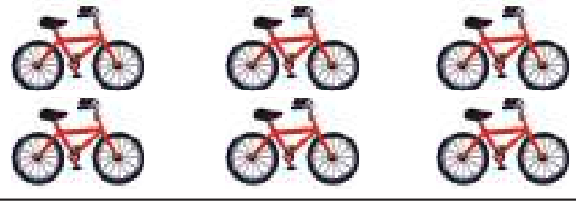
2

'n Halwe van Half of				Verdubbel Double			
6	3	8	4	6	12	8	16
4	2	10	5	4	8	10	20

30

Assessment and consolidation

3



Hoeveel fietse? How many bicycles?	6
Hoeveel wiele? How many wheels?	12

4

fietse bicycles	1	2	3	4	5	6	7	8	9	10
wiele wheels	2	4	6	8	10	12	14	16	18	20

5



Hoeveel hande? How many hands?	5
Hoeveel vingers? How many fingers?	25

6

hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers	5	10	15	20	25	30	35	40	45	50

Kom by 10 uit

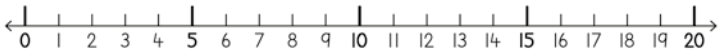
	Hulpbronne
Hoofrekene: Fizz-Pop	100-blok (opsioneel)
Speletjie: Vinnige wiskunde met dobbelstene – maak 10, Kry die 10'e, Breek 10 af!	dobbelstene











Dag	Lesaktiwiteit	Leshulpbronne
1	Breek 10 af	LAB, multifix-blokkies
2	Soek na die 10'e	LAB
3	Die volgende 10	LAB, getallelyn (onderwyser)
4	Die vorige 10	LAB, getallelyn (onderwyser)
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
getalsinne vir die **getalkombinasies van 10** met behulp van 'n getaltabel te identifiseer en te skryf.	
meer as twee getalle bymekaar te tel deur na getalle te soek wat altesame 10 maak.	
met behulp van 'n getallelyn in te sien hoeveel meer nodig is om die volgende tien te kry.	
met behulp van 'n getallelyn in te sien hoeveel minder nodig is om die vorige tien te kry.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe: Optelling deur 'n tien te maak.

Mondelinge en praktiese assessering: Meting – Tyd

Getting to 10

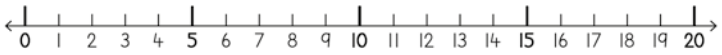
	Resources
Mental Maths: Fizz Pop	100 square (optional)
Games: Fast maths with dice - make 10, Find the 10s and Break 10!	dice











Day	Lesson activity	Lesson resources
1	Breaking down 10	LAB, multifix blocks
2	Find the 10s	LAB
3	Next ten	LAB, number line (teacher)
4	Previous ten	LAB, number line (teacher)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use a number table to identify and write number sentences for the **bonds of 10**.	
add more than two numbers by finding numbers that add up to 10.	
use a number line to recognise how many more is needed to get to the next ten.	
use a number line to recognise how many less is needed to get to the previous ten.	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships: Adding by making a ten.

Oral and practical assessment: Measurement – Time

Kom by 10 uit

Hoofrekene



Speel 'n gunstelingspeletjie, genaamd Fizz-Pop, om te oefen om 10 op te tel en 10 af te trek. Dit is belangrik om 10 meer en 10 minder vinnig te herroep sodat die leerders probleme doeltreffend kan oplos. Maak seker dat jy die 100-blok gebruik om die leerders te help om die patrone van 10 meer en 10 minder te identifiseer.

Speletjie



Die speletjie vir hierdie week is Vinnige wiskunde met dobbelstene [en] maak 10, Kry die 10'e, en Breek 10 af! Die leerders speel die speletjie met dobbelstene om te oefen om te identifiseer hoeveel meer nodig is as die getal wat op die dobbelstene gewys word, ten einde 10 te maak. Op hierdie manier oefen die leerders hul getalkombinasies van 10 asook hul vinnige herroeping van getalfeite.

Konsepontwikkeling



In die konsepontwikkelingslesse hierdie week konsentreer ons op die getal 10. Ons kyk na hoe 10 afgebreek en opgebou kan word asook na 10'e op 'n getallelyn. Die leerders ontwikkel die vinnige herroeping van getalfeite, wat hulle help om probleme doeltreffend op te los. Hulle gebruik getaltabelle wat hulle bly help om hul begrip van die inverse verwantskap tussen optelling en aftrekking te ontwikkel. Ons konsentreer daarop om:

- getalsinne vir die getalkombinasies van 10 met behulp van getaltabelle te identifiseer en te skryf.
- meer as twee getalle op te tel deur na getalle te soek wat altesame 10 gee.
- getallelyne te gebruik om in te sien met hoeveel stappe aangetel moet word om 'n 10 te kry.
- getallelyne te gebruik om in te sien met hoeveel stappe teruggetel moet word om by die vorige tien uit te kom.

Waarna jy hierdie week moet oplet

- Moedig die leerders aan om probleme vinnig en doeltreffend met hul bekende getalfeite op te los.
- Help die leerders om in te sien dat optelling en aftrekking **inverse bewerkings** is. Die leerders kan die getaltabel gebruik om hulle te help om die verskillende getalsinne te identifiseer wat vir bepaalde getalkombinasies geskryf kan word.
- Moedig gesprekke onder die leerders aan sodat hulle die korrekte woordeskat, naamlik **tel op**, **plus**, **meer as**, **trek af**, **neem weg**, **minder as**, **volgende**, **vorige**, **voor** en **na** kan gebruik om getalkombinasies en getalsinne te bespreek.

Getting to 10

Mental Maths

We play a favourite game – Fizz Pop – to practice adding and subtracting 10. A quick recall of 10 more and 10 less is important for learners to be able to solve problems efficiently. Make sure you use the 100 square to help learners identify the patterns of 10 more and 10 less.



Game

The games for this week are Fast maths with dice - make 10, Find the 10s and Break 10! Learners play a game with dice to practice identifying how many more to make 10 from the number shown on the rolled dice. In this way, learners will practice their bonds of 10, and their rapid recall of number facts.



Conceptual development

In the concept development lessons this week we focus on the number 10. We look at breaking down and building 10, and 10s on a number line. Learners will develop their quick recall of number facts, helping them to solve problems efficiently. Learners use number tables, which will continue to develop their understanding of the inverse relationship between addition and subtraction. We will focus on:



- using number tables to identify and write number sentences for the bonds of 10.
- adding more than two numbers by finding numbers that add up to 10.
- using number lines to recognise how many more steps to make a 10.
- using number lines to recognise how many steps back get to the previous ten.

What to look out for this week

- Encourage learners to use their known number facts to help them solve problems quickly and efficiently.
- Help learners to recognise that addition and subtraction are **inverse operations**. Learners can use their number tables to help them identify the different number sentences that can be written for particular number combinations.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences: **add**, **and**, **more than**, **subtract**, **take away**, **less than**, **next**, **previous**, **before**, **after**.

Breek 10 af

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Lê die optelling en aftrekking van 10 tot 50 met behulp van die Fizz-Pop-speletjie vas.

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













Breaking down 10

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Skryf een minder en een meer.
Write one less and one more.

____ 6 ____

____ 11 ____

____ 27 ____

____ 36 ____

____ 52 ____

____ 75 ____

____ 89 ____

____ 63 ____

____ 80 ____

____ 94 ____

Dag 2 Day 2

Vul >; < of = in.
Fill in >; < or =.

74 ____ 98

35 ____ 18

62 ____ 62

59 ____ 95

41 ____ 42

86 ____ 46

24 ____ 41

13 ____ 3

78 ____ 62

71 ____ 71

Dag 3 Day 3

Omkring die kleinste getal.
Circle the smallest number.

30 20 50

24 29 51

75 57 73

55 51 15

99 100 101

Omkring die grootste getal.
Circle the biggest number.

17 27 7

34 21 86

96 66 26

43 83 51

81 12 50

Dag 4 Day 4

Voltooi die patroon.
Complete the pattern.

61 62 63 ____ ____ ____

45 44 43 ____ ____ ____

30 35 40 ____ ____ ____

79 69 59 ____ ____ ____

31 41 51 ____ ____ ____

55 50 45 ____ ____ ____

86 87 88 ____ ____ ____

62 52 42 ____ ____ ____

13 23 33 ____ ____ ____

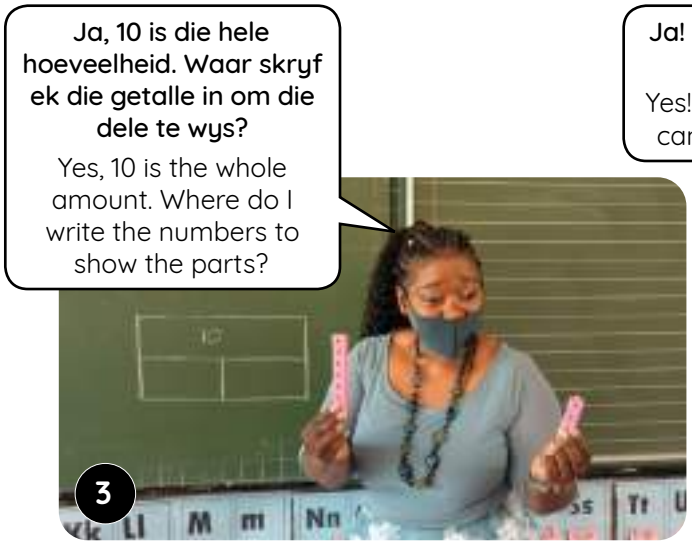
75 70 65 ____ ____ ____

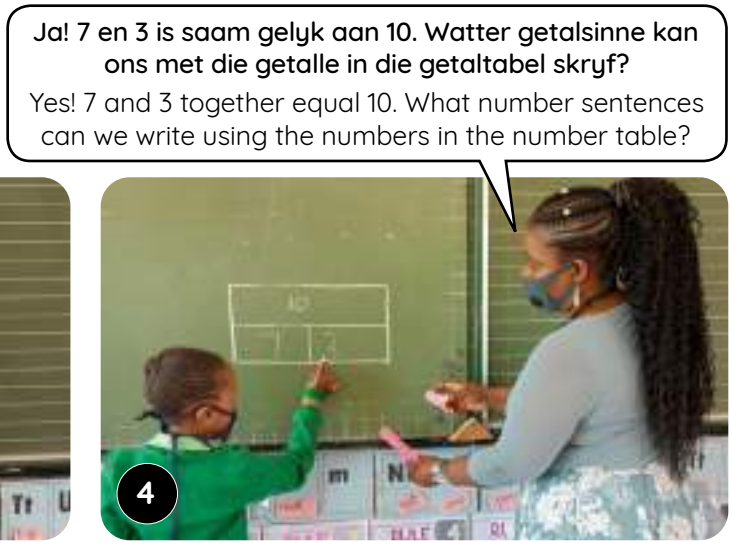
Breek 10 af

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Maak tyd sodat die leerders die getalsinne kan bespreek wat volgens hulle aan die hand van die getaltabel geskryf kan word.

Give learners time to discuss the numbers sentences that they think can write from the number table.



Die leerders kan voortgaan om die toring van 10 blokkies in verskillende dele af te breek en verskillende stelle getalsinne met die kombinasies wat hulle maak, te skryf. Moedig hulle aan om oor die getaltabel te gesels en help hulle om die verwantskap tussen die getalle in die tabel raak te sien.

Learners can carry on breaking the 10 tower into different parts and writing different sets of number sentences using the combinations they make. Encourage them to talk about the number table and help them see the relationship between the numbers in the table.

Breaking down 10

WEEK • WEEK 4

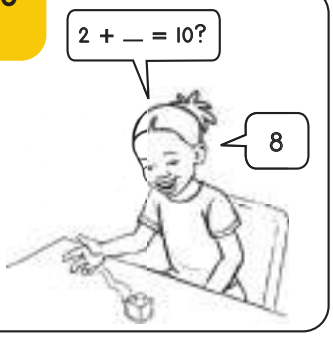
DAG 1 • DAY 1

Breek 10 af
Breaking down 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met dobbelstene – maak 10
Game: Fast maths with dice – make 10

- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 10 te maak?
  How many more to make 10?
- Doen dit weer. Vinniger!
  Do it again. Faster!



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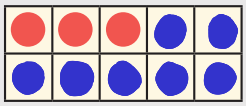
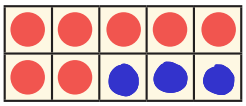
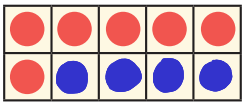


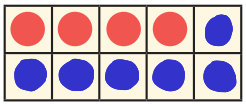
Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?
3	7



Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?
7	3



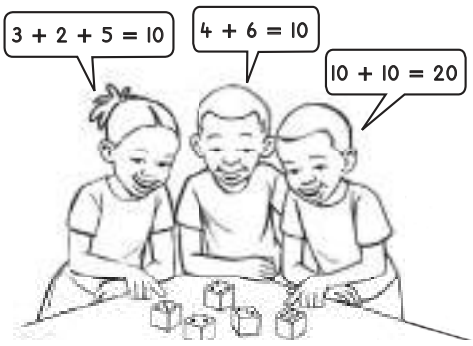
Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?
6	4



Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?
4	6

Speletjie: Kry die 10'e
Game: Find the 10s

- Speel saam met 2 maats.
  Play with 2 friends.
- Gooi die dobbelstene.
  Roll 5 dice.
- Kry die 10'e.
  Find the 10s.
- Tel die totaal bymekaar.
  Add the total.



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Breek 10 af

2 10 leerders kan in Ta' Jola se taxi inpas.

10 learners can fit into Ta' Jola's taxi.



Daar is 2 leerders in die taxi. Hoeveel meer leerders kan inklim voordat die taxi vol is? There are 2 learners in the taxi. How many more learners can get in before it is full? 10 – 2 = 8	Daar is reeds 2 leerders in die taxi. Nog 4 leerders klim in. Hoeveel meer leerders kan nog in die taxi inpas? 2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi? 2+4 = 6 10 - 6 = 4 4 learners

3 Omkring die 10'e. Wat is die totaal?

Circle the 10s. What is the total?

6 4 9 1 → 20	2 5 3 9 1 → 20	6 2 2 7 3 → 20

4 Kry die 10. Tel dan op.

Find the 10. Then add.

6 + 7 + 4 = 17	8 + 7 + 2 = 17	7 + 6 + 3 = 16
5 + 8 + 5 = 18	6 + 8 + 4 = 18	9 + 5 + 1 = 15
6 + 9 + 4 = 19	7 + 2 + 1 + 5 = 15	7 + 5 + 3 = 15

5 Omkring die 10'e. Hoeveel geld is daar?

Circle the 10s. How much money?



6 Daar kan 10 leerders in Ta' Jola se taxi inpas.

Ta' Jola's taxi can take 10 learners.



Sy taxi is halfvol. Hoeveel leerders is daar in die taxi? His taxi is half full. How many learners are in the taxi? 5 learners	Sy taxi is halfvol. Hoeveel meer leerders kan in die taxi inklim? His taxi is half full. How many more learners can get in the taxi? 5 learners

Find the 10s

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Verduidelik: Ons gaan vandag 'n vinnige manier leer om baie getalle bymekaar te tel. Om getalle vinnig te kan optel, moet ons eers na die getalle soek wat saam 10 gee.

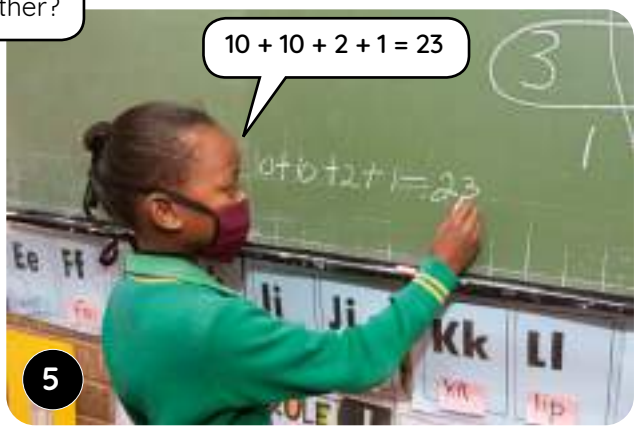
Explain: Today we're going to learn a quick way of adding lots of numbers. To add numbers quickly, we first find the numbers that add up to 10.











Herhaal die stappe hier bo met verskillende stelle getalle om sodoende veelvuldige geleenthede aan die leerders te gee om na die 10'e te soek en die getalle vinnig op te tel.

Repeat the steps above with different sets of numbers, allowing learners multiple opportunities to find the 10s and to add numbers quickly.

Soek na die 10'e

WEEK • WEEK 4

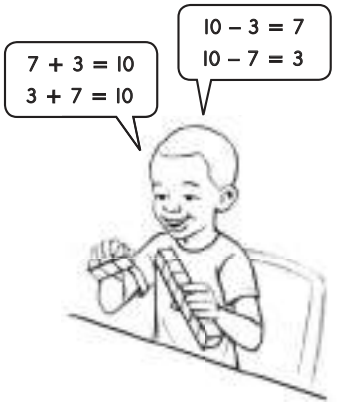
DAG 2 • DAY 2

Soek na die 10'e
Find the 10s

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Breek 10 af!
Game: Break 10!

- Bou 'n toring van 10 blokkies.
  Make a tower out of 10 blocks.
- Breek die toring in 2 dele op.
  Break the tower into 2 parts.
- Skryf 2 optellingsgetalsinne.
  Write 2 addition number sentences.
- Skryf 2 aftrekkingsgetalsinne.
  Write 2 subtraction number sentences.
- Doen dit weer!
  Do it again!



1 Skryf die getalsinne neer.
Write the number sentences.



optelling addition	aftrekking subtraction
7 + 3 = 10	10 – 3 = 7
3 + 7 = 10	10 – 7 = 3



optelling addition	aftrekking subtraction
6 + 4 = 10	10 – 4 = 6
4 + 6 = 10	10 – 6 = 4



optelling addition	aftrekking subtraction
8 + 2 = 10	10 – 2 = 8
2 + 8 = 10	10 – 8 = 2



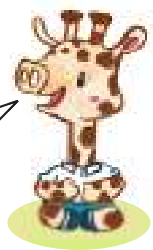
optelling addition	aftrekking subtraction
9 + 1 = 10	10 – 1 = 9
1 + 9 = 10	10 – 9 = 1



optelling addition	aftrekking subtraction
5 + 5 = 10	10 – 5 = 5

Wanneer ek iets in twee gelyke stukke of dele breek, is daar slegs een optellingsgetalsin en een aftrekkingsgetalsin.

When I break something into two equal pieces, there is only one addition number sentence and one subtraction number sentence.



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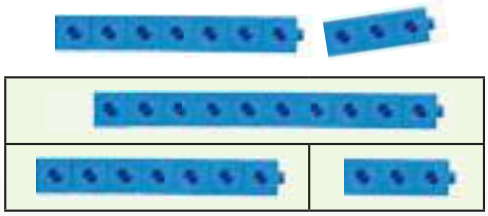
Find the 10s



Ons kan enige getal in 2 kleiner getalle afbreek. Ons kan die 3 getalle op 'n getaltabel soos dié inskryf:

We can break any number into 2 smaller numbers. We can write the 3 numbers in a number table like this:



10	
7	3

2 Maak 10'e. Breek dit in twee dele op. Voltooi die getaltabelle.

Make 10s. Break them into two parts. Complete the number tables.



10	
7	3



10	
6	4



10	
8	2



10	
5	5



10	
9	1



10	
4	6

3 Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

Daar is 4 getalsinne wat ons kan skryf.

There are 4 number sentences we can write.





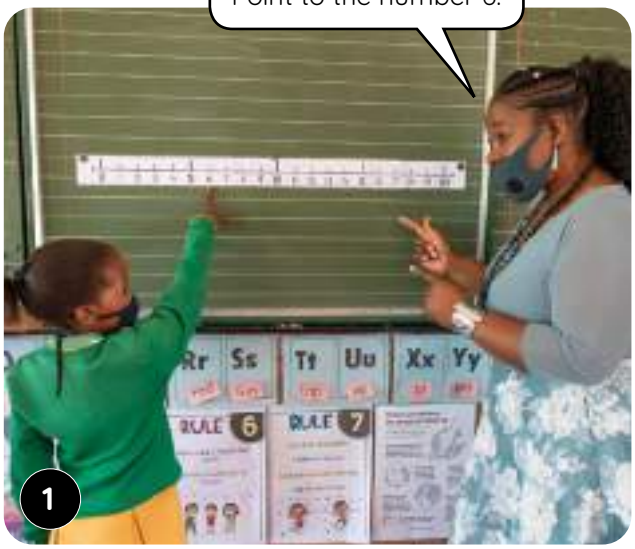
10	
8	2

optelling addition	aftrekking subtraction
8 + 2 = 10	10 – 2 = 8
2 + 8 = 10	10 – 8 = 2

Die volgende 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herhaal die stappe hier bo met verskillende getalle van 0 tot 20 sodat al die leerders kan oefen om op 'n getallelyn tot by die volgende 10 aan te spring.

Repeat the steps above, using different numbers from 0–20 so that the learners can all practise jumping to the next 10 on a number line.

Next 10

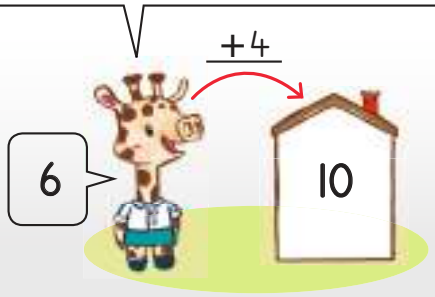
WEEK • WEEK 4

DAG 3 • DAY 3

Die volgende 10
Next 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

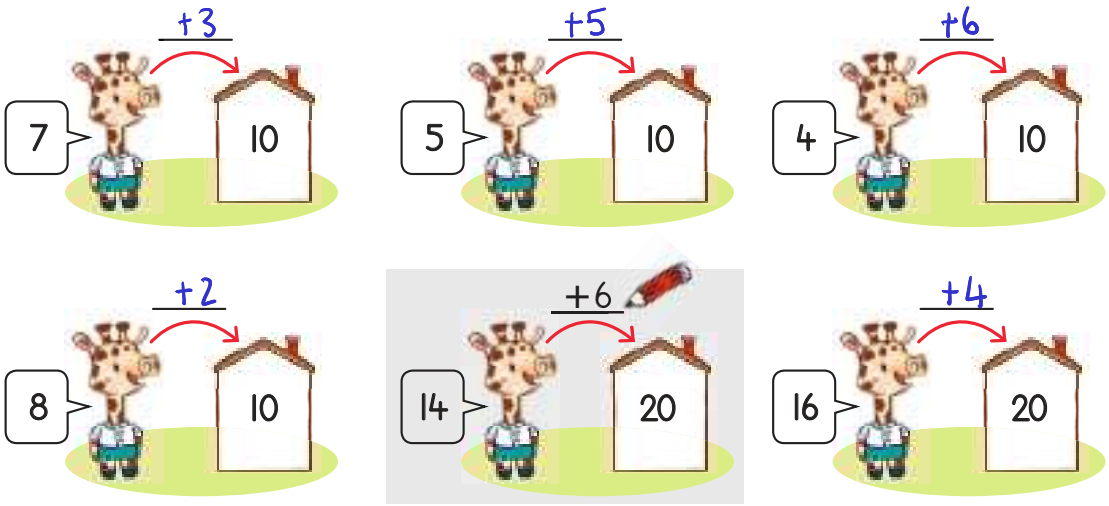
As ek optel, vra ek myself af:
"Hoe ver tot by die volgende 10?"
When I add, I ask myself, "How far to the next 10?"
Ek moet 4 plekke spring om by 10 te kom!
I must jump 4 to get to 10!



1 Wat is die volgende 10?
What is the next 10?

6	10
4	10
16	20
14	20

2 Hoe ver tot by die volgende 10?
How far to the next 10?

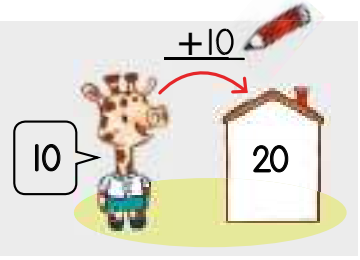


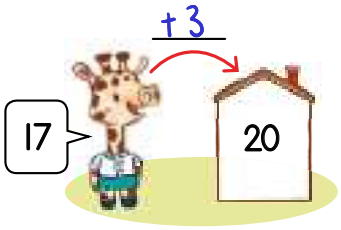
3 Vul die ontbrekende getalle in.
Fill in the missing numbers.

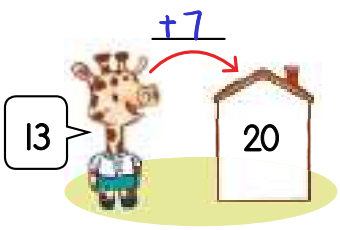
7 + 3 = 10	6 + 4 = 10	15 + 5 = 20	16 + 4 = 20
3 + 7 = 10	2 + 8 = 10	18 + 2 = 20	14 + 6 = 20

Die volgende 10

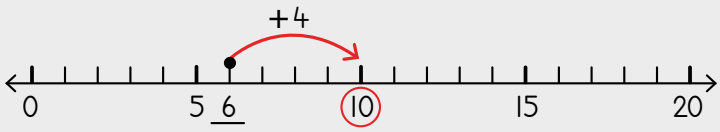
4 Hoe ver tot by die volgende 10?
How far to the next 10?



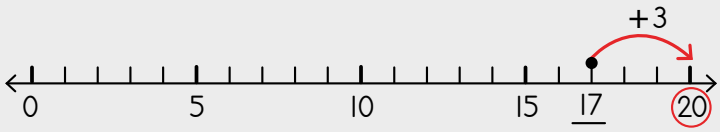




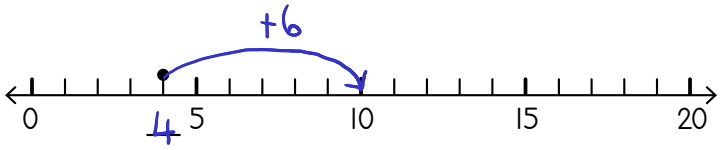
5 Skryf die getal by die kolletjie neer. Omkring die volgende 10. Hoe ver tot by die volgende 10?
Write the number at the dot. Circle the next 10. How far to the next 10?



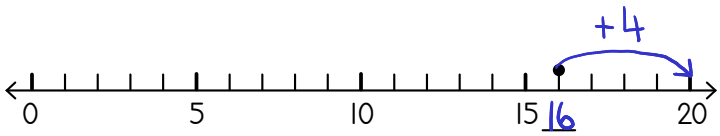
die volgende 10 next 10	10
Hoe ver is dit? How far?	4



die volgende 10 next 10	20
Hoe ver is dit? How far?	3



die volgende 10 next 10	10
Hoe ver is dit? How far?	6

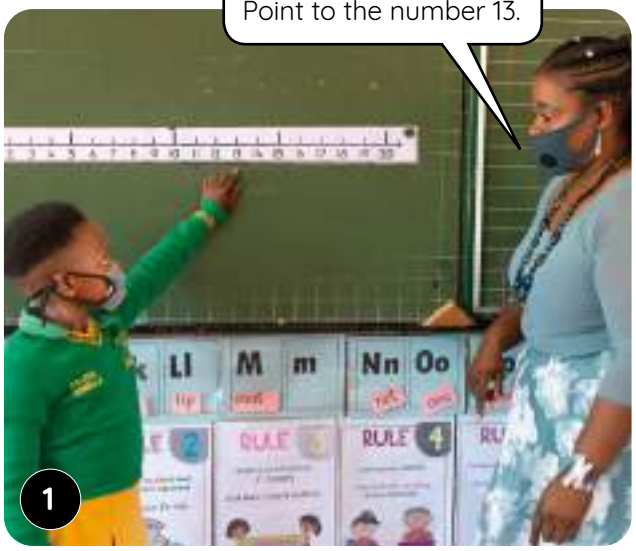


die volgende 10 next 10	20
Hoe ver is dit? How far?	4

Previous 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herhaal die stappe hier bo met verskillende getalle van 0 tot 20 sodat al die leerders kan oefen om op 'n getallelyn na die vorige 10 terug te spring.

Repeat the steps above, using different numbers from 0 to 20, so that the learners can all practise jumping back to the previous 10 on a number line.

Die vorige 10

WEEK • WEEK 4

DAG 4 • DAY 4

Die vorige 10
Previous 10

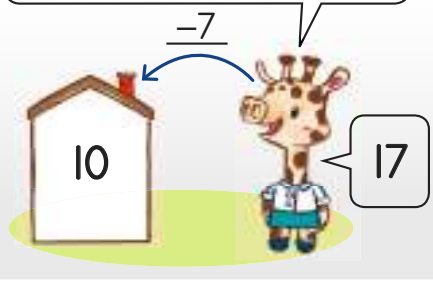
HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

As ek aftrek, vra ek myself af: "Hoe ver tot by die vorige 10?"

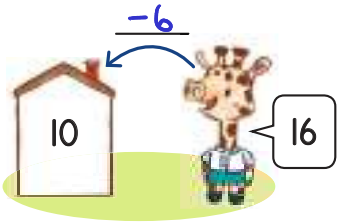
When I subtract, I ask myself, "How far to the previous 10?"

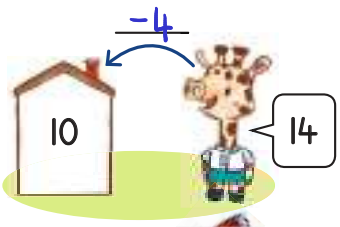
Wanneer ek 7 van 17 aftrek, spring ek 7 plekke terug om by 10 te kom!

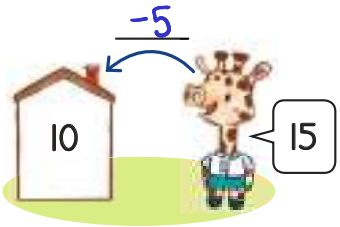
When I subtract 7 from 17, I go back 7 spaces to get to 10!

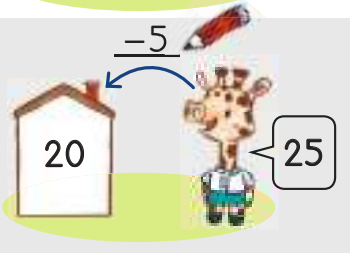


1 Hoe ver tot by die vorige 10?
How far to the previous 10?

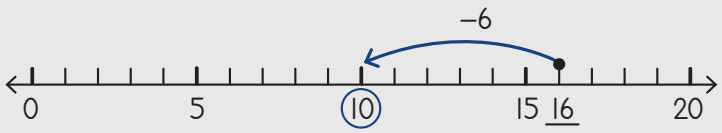




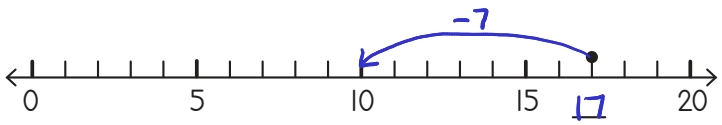




2 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?
Write the number at the dot. Circle the previous 10. How far to the previous 10?



die vorige 10 previous 10	10
Hoe ver is dit? How far?	6



die vorige 10 previous 10	10
Hoe ver is dit? How far?	7

3 Vul die ontbrekende getalle in.
Fill in the missing numbers.

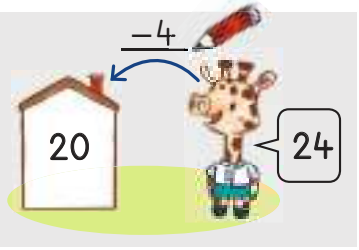
15 − 5 = 10	16 − 6 = 10	22 − 2 = 20	26 − 6 = 20
12 − 2 = 10	19 − 9 = 10	24 − 4 = 20	28 − 8 = 20

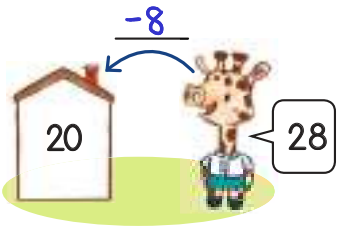
38

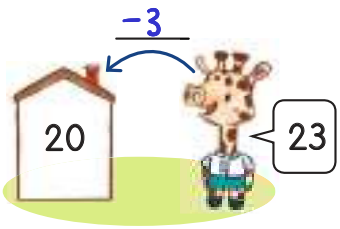
Previous 10

4 Hoe ver tot by die vorige 10?

How far to the previous 10?

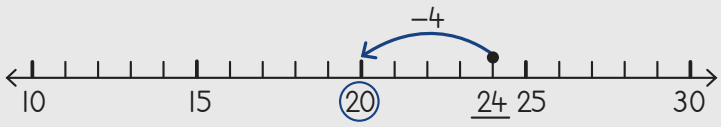




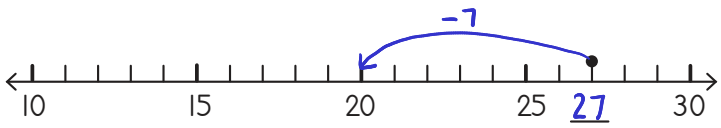


5 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?

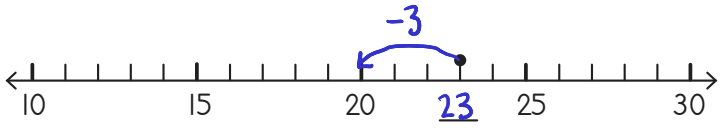
Write the number at the dot. Circle the previous 10. How far to the previous 10?



die vorige 10 previous 10	20
Hoe ver is dit? How far?	4



die vorige 10 previous 10	20
Hoe ver is dit? How far?	7



die vorige 10 previous 10	20
Hoe ver is dit? How far?	3

6 Daar pas 10 leerders in Ta' Jola se taxi in.

Ta' Jola's taxi can fit 10 learners.



Die taxi is leeg. Daar staan 14 mense by die taxihalte. Hoeveel mense sal op die volgende taxi moet wag?

The taxi is empty. There are 14 people at the stop. How many will have to wait for the next taxi?

14 − 10 = 4 4 will wait

WEEK • WEEK 4

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
Ek hou van die 10'e!	I love the 10s!
Kry die 10'e!	Find the 10s!
Hoeveel is daar?	How many?
Hoeveel om 10 te maak?	How many to make 10?
Hoe ver is dit tot by die volgende 10?	How far to the next 10?
Ek spring 3 plekke aan vanaf 7 om by 10 te kom.	From 7, i jump forward 3 spaces to get to 10.
Hoe ver tot by die vorige 10?	How far to the previous 10?
Ek spring 2 plekke terug vanaf 12 om by 10 te kom.	From 12, i jump backwards 2 spaces to get to 10.

1 Voltooi die getaltabel.
Complete the number table.



10	
6	4



10	
8	2

Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.
Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
6 + 4 = 10	10 − 4 = 6
4 + 6 = 10	10 − 6 = 4

optelling addition	aftrekking subtraction
8 + 2 = 10	10 − 2 = 8
2 + 8 = 10	10 − 8 = 2

Assessment and consolidation

2 Kry die 10. Tel dan op.
Find the 10. Then add.

8 + 7 + 2 = 17	7 + 6 + 3 = 16	5 + 8 + 5 = 18
6 + 8 + 4 = 18	9 + 5 + 1 = 15	7 + 3 + 5 = 15
4 + 5 + 6 = 15	1 + 8 + 9 = 18	3 + 7 + 2 = 12
2 + 8 + 5 = 15	4 + 6 + 9 = 19	5 + 1 + 5 = 11

3 Voltooi die getalpatrone.
Complete the number patterns.

83	82	81	80	79	78	77	76	75	74
100	90	80	70	60	50	40	30	20	10
57	58	59	60	61	62	63	64	65	66
10	20	30	40	50	60	70	80	90	100

4 Bereken.
Calculate.

'n halwe half		verdubbel double		los op solve
7	$3\frac{1}{2}$	7	14	7 + 3 = 10
8	4	8	16	5 + 5 = 10
9	$4\frac{1}{2}$	9	18	4 + 6 = 10
10	5	10	20	2 + 8 = 10

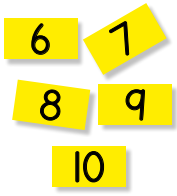
Besoek die 10

	Hulpbronne
Hoofrekene: Springtel	100-blok
Speletjies: Vinnige wiskunde met kaarte – 2 minder, Tel op om 10 te maak, en Trek af deur by 10 uit te kom	getalkaarte

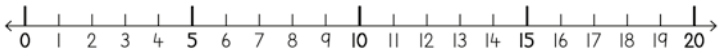












Dag	Lesaktiwiteit	Leshulpbronne
1	Maak 'n 10 (optelling)	LAB, multifix-blokkies
2	Spring aan tot by 10	LAB, getallelyn (onderwyser)
3	Kom by 10 uit (aftrekking)	LAB, multifix-blokkies
4	Spring terug na 10	LAB, getallelyn (onderwyser)
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
'n **enkelsyfergetal** by 'n enkelsyfergetal of by 'n dubbelsyfergetal te tel deur 'n **10 te oorbrug**.	
'n enkelsyfergetal van 'n **dubbelsyfergetal** af te trek deur 'n 10 te oorbrug.	
probleme op te los deur 'n 10 te kry (optelling en aftrekking).	

Assessering (sien die agterblaaie van hierdie gids)

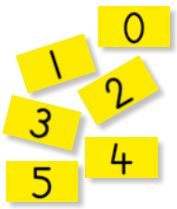
Skriftelike assessering: Getalle, Bewerkings en Verwantskappe: Optelling en aftrekking met oorbrugging van 10.

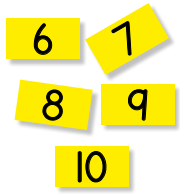
Visiting the 10

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with cards – 2 less, Add by making a 10, and Subtract by getting to 10	number cards

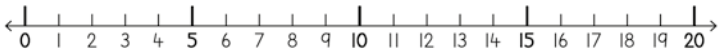












Day	Lesson activity	Lesson resources
1	Make a 10 (addition)	LAB, multifix blocks
2	Jump forwards to 10	LAB, number line (teacher)
3	Make a 10 (subtraction)	LAB, multifix blocks
4	Jump backwards to 10	LAB, number line (teacher)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add a **single digit** to a single digit or to a double digit, **bridging a 10**.	
subtract a single digit from a **double digit**, bridging a 10.	
solve problems by making a 10 (addition and subtraction).	

Assessment (see back pages of this guide)

Written assessment Numbers, Operations and Relationships: Addition and subtraction bridging 10.

Besoek die 10

Hoofrekene



Die leerders oefen hierdie week om in 2's, 10'e en 5'e te **springtel**. Hulle gaan nou tot hoër getalgebiede tel as wat hulle in week 3 gedoen het. Hulle moet 'n 100-blok gebruik sodat hulle die patroon kan sien en kan verstaan. Die leerders moet ook aangemoedig word om te oefen om vinniger met behulp van springtel aan en terug te tel sodat hulle hul vlotheid daarin kan uitbou.

Speletjie



Ons speel hierdie week die speletjies Vinnige wiskunde met kaarte – 2 minder, Tel op om 'n 10 te maak, en Trek af deur by 10 uit te kom. Die doel van hierdie speletjie is om 'n geleentheid aan die leerders te gee om eenvoudige **aftrekkingsfeite** te oefen totdat hulle vlot daarin is. Grondige kennis van getalfeite en 'n vermoë om eenvoudige probleme doeltreffend op te los, bied 'n stewige grondslag vir komplekser probleme. Die leerders kan oefen om elke dag 'n ander getal af te trek ten einde hul begrip van aftrekkingsfeite uit te brei.

Konsepontwikkeling



Ons konsentreer hierdie week op probleme wat behels dat **10 oorbrug word**. Die leerders moet **optellings-** en **aftrekking**sprobleme, waarin tien oorbrug word, met multifix-blokkies en getallelyne oplos. Deur probleme met multifix-blokkies op te los, lê die leerders hul begrip van plekwaarde vas. Terwyl ons aan die oorbrugging van tien werk, konsentreer ons daarop om:

- 'n **enkelsyfergetal** by 'n enkelsyfer of by 'n **dubbelsyfer** te tel deur 'n 10 te oorbrug.
- **optellingsprobleme** met **oorbrugging van 10** op te los deur 'n 10 te kry.
- 'n **enkelsyfergetal** van 'n enkelsyfer of van 'n **dubbelsyfer** af te trek deur 'n 10 te oorbrug.
- **aftrekkingsprobleme** met **oorbrugging van 10** op te los deur tot by die vorige 10 terug te spring.
- optelling en aftrekking met behulp van getallelyne te doen. Getallelyne is 'n belangrike voorstelling in wiskunde, en die leerders moet dit met selfvertroue kan gebruik.

Waarna jy hierdie week moet oplet

- Wanneer die leerders 'n 10 vir optellingsprobleme moet maak, besef hulle dat dit vinniger en maklikers is om 'n 10 van die groter getalle 9, 8, 7 en 6 te maak.
- Vir aftrekking, behels die aktiwiteite dat die leerders na die vorige tien moet teruggaan. Hulle moet oefen om 'n getal af te trek sodat hulle by die vorige tien kan terugkom voordat hulle die probleem oplos.
- Moedig gesprekke onder die leerders aan sodat hulle hul oplossingsmetodes onder mekaar kan uitruil. Maak seker dat die leerders die korrekte woordeskat (**'n 10**, **tel op**, **plus**, **en**, **meer**, **trek af**, **neem weg**, **minus** en **spring**) gebruik.

Visiting the 10

Mental Maths



This week the learners will practice **skip counting** in 2s, 10s and 5s. They will count to higher number ranges than they did in Week 3. Learners will use a 100 square so that they can see and understand the pattern. Learners will also be encouraged to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

Game



This week we play the games Fast maths with cards – 2 less, Add by making a 10 and Subtract by getting to 10. The purpose of this game is to provide learners with an opportunity to practice simple **subtraction** facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practice subtracting a different number each day in order to extend their understanding of subtraction facts.

Conceptual development



This week we focus on problems that involve **bridging 10**. Learners will solve **addition** and **subtraction** problems that bridge ten, using multifix blocks and number lines to help them. Solving problems by using multifix blocks consolidates learners' understanding of place value. In our work on bridging ten, we will focus on:

- adding a **single digit** to a single digit or to a **double digit**, bridging a 10.
- solving **addition bridging 10** problems by making a 10.
- subtracting a single digit from a double digit, bridging a 10.
- solving **subtraction bridging 10** problems by jumping back to the previous 10.
- using number lines to do addition and subtraction. Number lines are an important mathematical representation and learners need to be confident in their use of these.

What to look out for this week

- When making a 10 for addition problems, learners will realise that it is quicker and easier to make a 10 from the bigger numbers 9, 8, 7 and 6.
- For subtraction, activities involve learners getting back to the previous ten. Learners need to practice subtracting a number so that they can get back to the previous ten before completing the problem.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**a 10**, **add**, **and**, **more**, **subtract**, **take away**, **less**, **jump**).

Maak 'n 10 (optelling)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Tel met behulp van die 100-blok. Tel eers aan en dan terug.

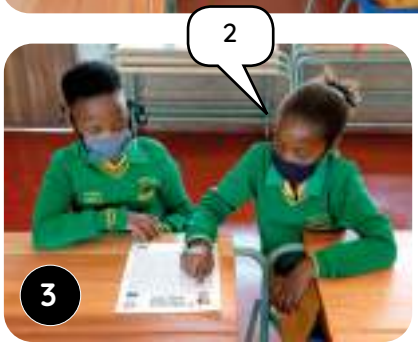
Use 100 squares to count. Count forwards and then backwards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.



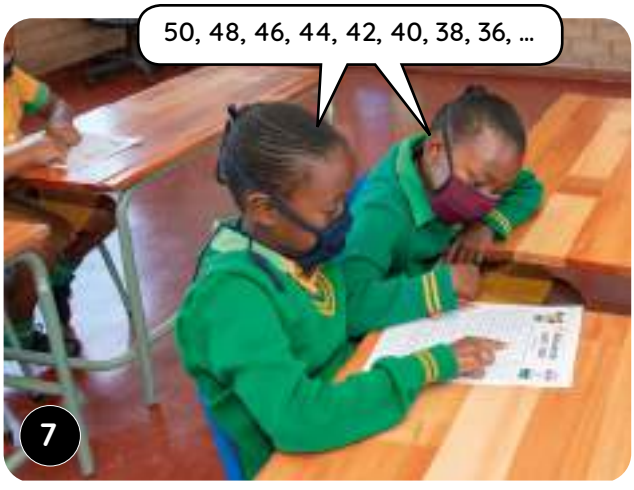












Make a 10 (addition)

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Breek in 10'e en ene af.
Break up into 10s and units.

11

27

36

52

68

75

63

89

83

94

Dag 2 Day 2

Teken die getal. Gebruik ◯ vir 10.

Draw the number. Use ◯ for 10.

17

23

34

58

62

75

67

81

87

96

Dag 3 Day 3

Breek in 10'e en ene af.
Break up into 10s and units.

31

27

46

52

68

75

63

49

53

64

Dag 4 Day 4

Teken die getal. Gebruik ◯ vir 10.

Draw the number. Use ◯ for 10.

11

27

36

52

68

75

63

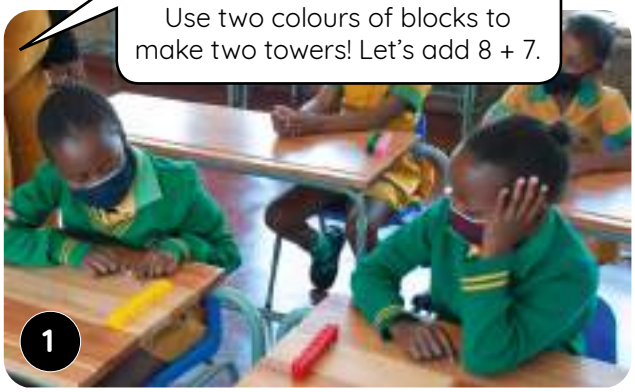
89

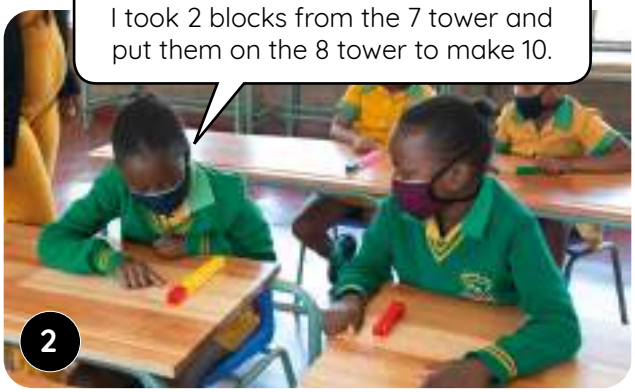
80

94

Maak ’n 10 (optelling)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Gaan op dieselfde manier as hier bo voort. Stel dus die leerders in staat om baie probleme met blokkies op te los en te gesels oor watter getal hulle moet gebruik om ’n 10 te maak. Dit is makliker om ’n 10 met ’n groter getal te maak; die leerders moet dus die volgorde van die getalle verander om met die grootste getal te begin, waar nodig.

Continue in the same way as above, allowing learners to do many problems where they use blocks to talk about which number should be used to make a 10. It is easier to make a 10 using the bigger number, so learners should change the order of the numbers to start with the bigger number when necessary.

Make a 10 (addition)

WEEK • WEEK 5

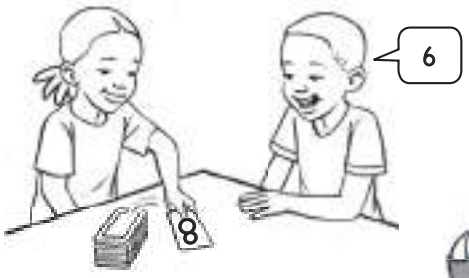
DAG 1 • DAY 1

Maak 'n 10 (optelling)
Make a 10 (addition)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met kaarte – 2 minder
Game: Fast maths with cards – 2 less

- Skommel die 2–12-kaarte. Sit hulle op 'n hopie neer.
  Mix cards from 2–12. Put in a pile.
- Draai een kaart om. Trek 2 af.
  Flip one card. Subtract 2.
- Werk deur die hopie.
  Work through pile.
- Doen dit weer. Vinniger!
  Do it again. Faster!



Speletjie: Tel op om 'n 10 te maak
Game: Add by making a 10



Ons tel glad nie meer in ene wanneer ons optel nie. Maak 'n 10!
No more counting in ones when we add. Make a 10!

- Bou twee getalle met blokkies.
  Build two numbers using blocks.
- Skuif die blokkies rond om 'n 10 te maak.
  Move blocks to complete a 10.
- Begin by 7.
  Start with 7.
- Skuif 3 blokkies van die 8 af weg om 'n 10 te maak.
  Move 3 blocks from the 8 to make 10.
- Nou het ek een 10 en 5 ene. 15!
  That makes 10 and 5 ones. 15!

7 + 8



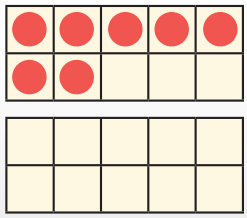
1 Bou elke getal met blokkies. Ruil blokkies onder mekaar uit om 'n 10 te maak.
Use blocks to build each number. Share blocks to make a 10.

7 + 6 = 13	8 + 5 = 13	6 + 8 = 14
5 + 7 = 12	6 + 5 = 11	8 + 7 = 15

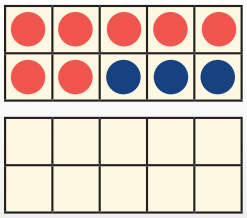
Maak 'n 10 (optelling)

7 + 8

Ek begin by 7.
I start with 7.

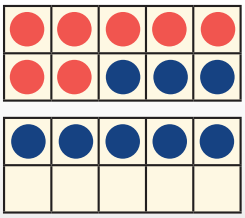


Ek tel 3 by om 'n 10 te maak.
I add 3 to make a 10.



7 + 8 = 15
10 3 5

Ek tel nog 5 by.
I add 5 more.

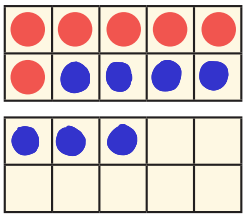


10 + 5 = 15

2 Omkring die 10. Vul die ontbrekende getalle in.
Circle the 10. Fill in the missing numbers.

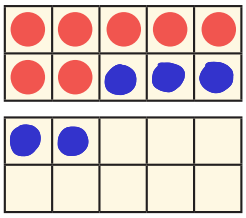


6 + 7



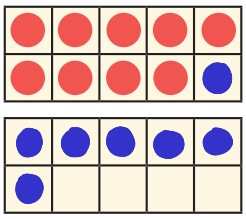
6 + 7 = 13
10 4 3

7 + 5



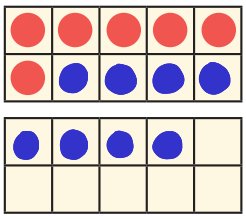
7 + 5 = 12
10 3 2

9 + 7



9 + 7 = 16
10 1 6

6 + 8



6 + 8 = 14
10 4 4

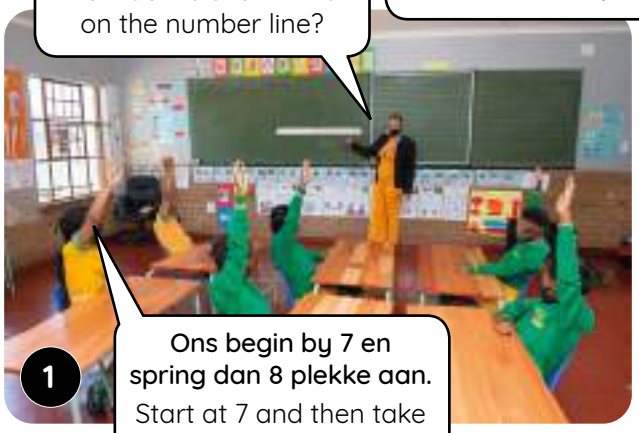
Jump forwards to 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe wys ons 7 + 8 op die getallelyn?
How do we show 7 + 8 on the number line?

Dis makliker om probleme op te los deur tot by 'n 10 te spring. Hoeveel plekke moet jy aanspring om by 10 te kom?
It is easier to solve problems by jumping to a 10. How many jumps forward to get to 10?



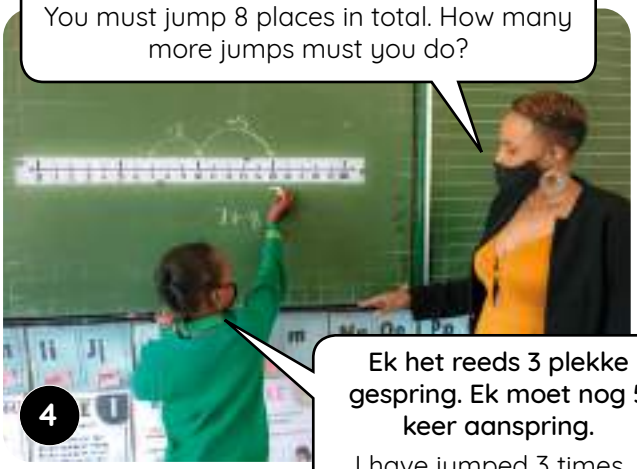
Ons begin by 7 en spring dan 8 plekke aan.
Start at 7 and then take 8 jumps forward.





Ek moet 3 plekke spring om tot by 10 te kom.
I must jump 3 places to get to 10.

Jy moet altesame 8 plekke aanspring. Hoeveel plekke moet jy nog spring?
You must jump 8 places in total. How many more jumps must you do?



Ek het reeds 3 plekke gespring. Ek moet nog 5 keer aanspring.
I have jumped 3 times. I must jump 5 more times.

Ons weet dat 3 + 5 = 8. Jy het 3 plekke gespring om by 10 te kom. Toe spring jy nog 5 plekke om by 15 te kom.
We know that 3 + 5 = 8. You jumped 3 places to get to 10. Then you jumped 5 places to get to 15.



Herhaal die stappe hier bo met verskillende getalle van 0 tot 20 sodat die leerders veelvuldige geleenthede kry om te oefen om optellingsprobleme, wat 10 oorbrug, op te los.

Repeat the steps above, using different numbers from 0 to 20, so that learners have multiple opportunities to practice solving addition problems that bridge 10.

Spring aan tot by 10

WEEK • WEEK 5

DAG 2 • DAY 2

Spring aan tot by 10
Jump forwards to 10

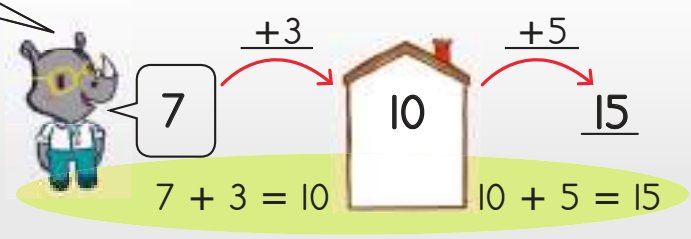
HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Ek begin by 7. Hoe ver is dit tot by die volgende 10?
I start at 7. How far to the next 10?

Ek spring 3 keer om by 10 te kom.
I jump 3 times to get to 10.

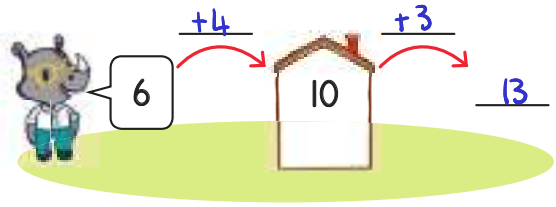
Ek spring nog 5 keer om by 15 uit te kom.
I jump 5 more to get to 15.

7 + 8 = 15

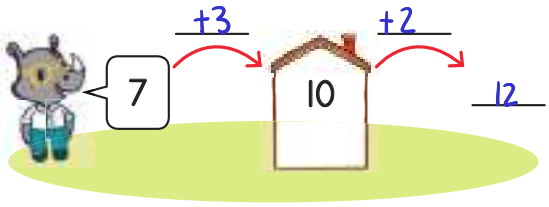


1 Tel op deur die 10 te besoek.
Add by visiting the 10.

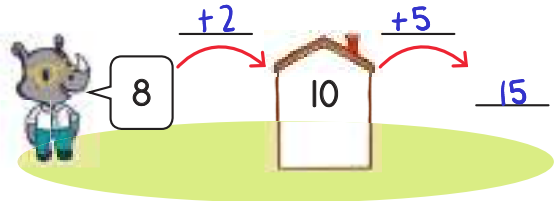
6 + 7 = 13



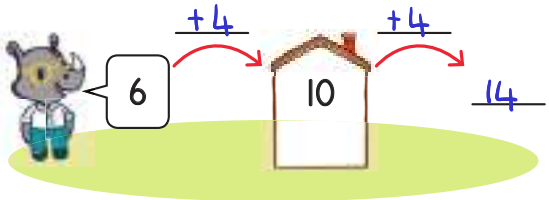
7 + 5 = 12



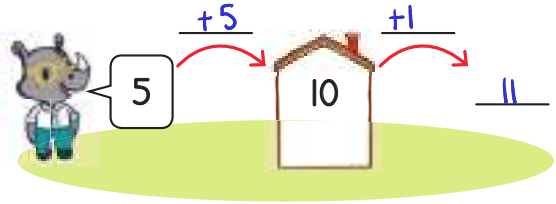
8 + 7 = 15



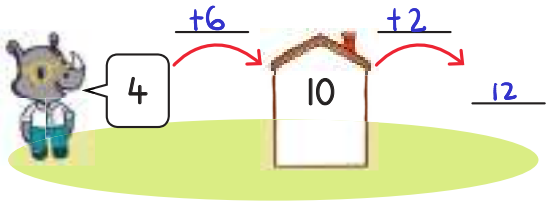
6 + 8 = 14



5 + 6 = 11



4 + 8 = 12



Jump forwards to 10



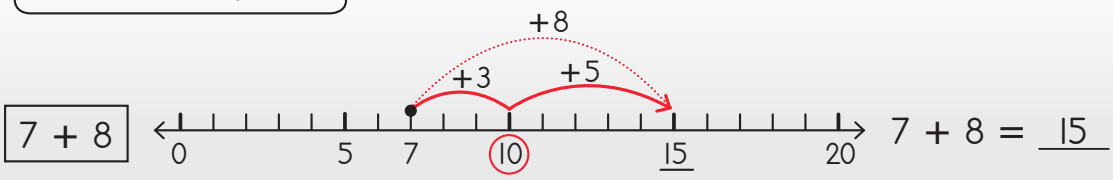
Begin by 7. Omkring die volgende 10. Spring 3 plekke tot by die volgende 10. Hoe ver moet ek nog spring?

Start at 7. Circle the next 10. Jump 3 to the next 10. How far do I still need to jump?



Om 8 by te tel, is dieselfde as om eers 3 by te tel en dan 5 by te tel!

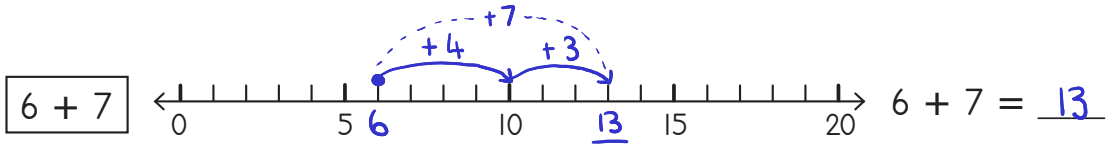
Adding 8 is the same as adding 3 and then adding 5!



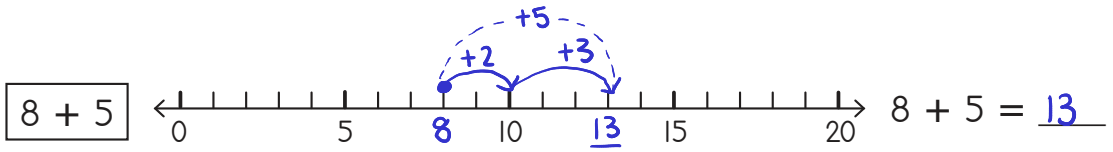
7 + 8 = 15

2 Tel op deur dit op die getallelyn te wys.

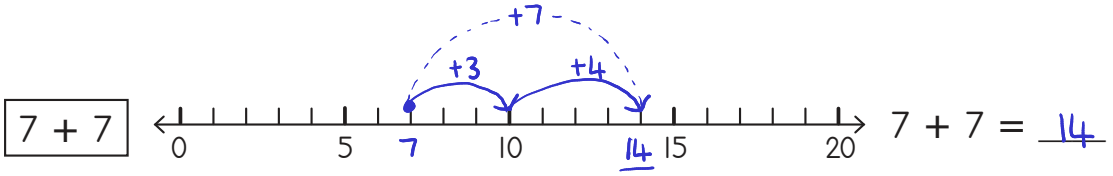
Add by showing on the number line.



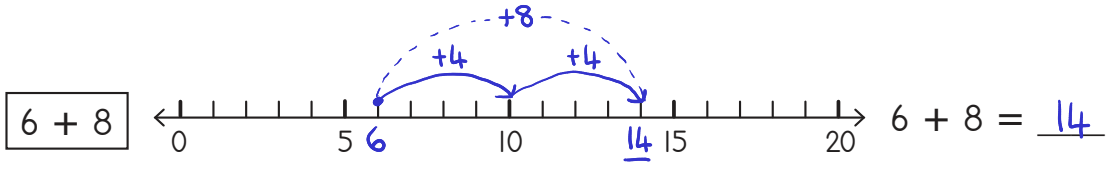
6 + 7 = 13



8 + 5 = 13



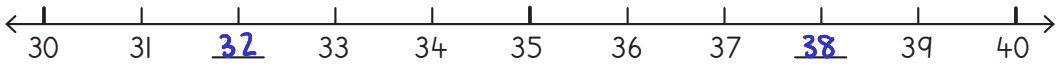
7 + 7 = 14



6 + 8 = 14

3 Voltooi.

Complete.



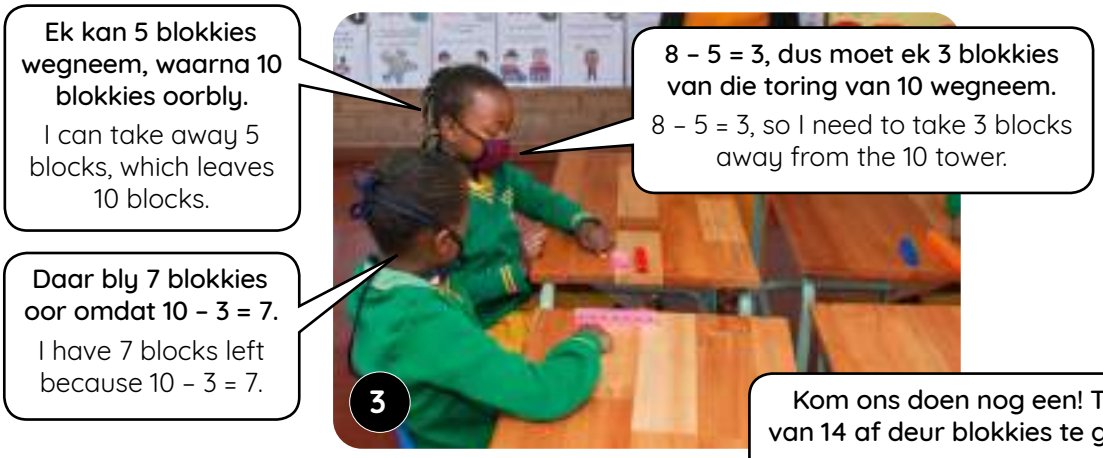
Kom by 10 uit (aftrekking)

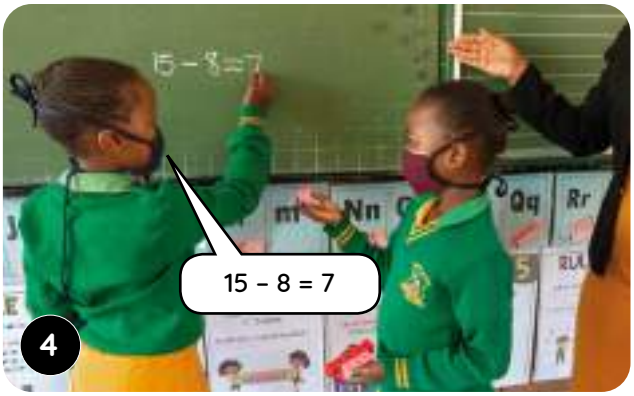
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

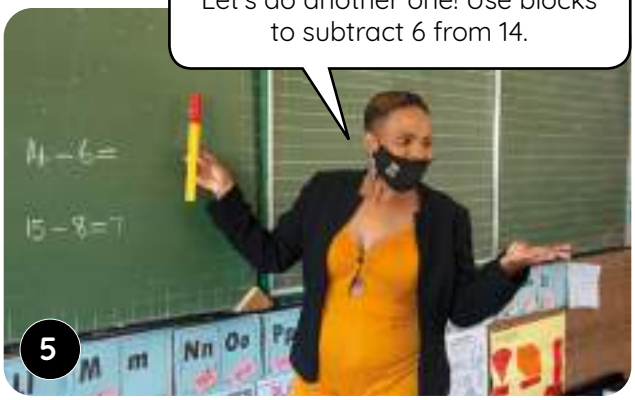
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Gaan op dieselfde manier as hier bo voort. Stel dus die leerders in staat om baie probleme met blokkies op te los en gesels oor hoe om af te trek om by 'n 10 uit te kom.

Continue in the same way as above, allowing learners to do many problems where they use blocks and talk about how to subtract to get to a 10.

Get to 10 (subtraction)

WEEK • WEEK 5

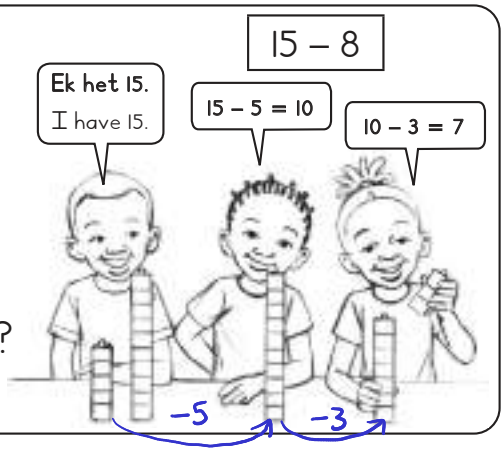
DAG 3 • DAY 3

Kom by 10 uit (aftrekking)
Get to 10 (subtraction)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Trek af deur by 10 uit te kom
Game: Subtract by getting to 10

- Bou die eerste getal.
  Build the first number.
- Neem blokkies weg om by 10 te kom.
  Take away blocks to get to 10.
- Hoeveel moet jy nog wegneem?
  How many more must you take away?

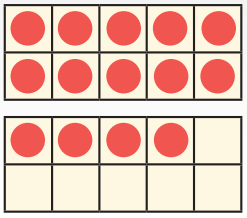


1 Bou elke getal met blokkies. Neem blokkies weg om by 10 te kom. Los dit dan op.
Use blocks to build each number. Take away blocks to get 10. Then solve.

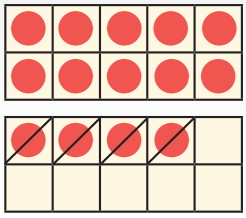
14 – 6 = 8	12 – 5 = 7	15 – 8 = 7
13 – 7 = 6	16 – 9 = 7	15 – 7 = 8

14 – 6

Ek begin met 14.
I start with 14.

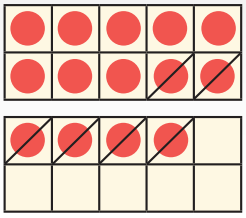


Ek trek 4 af om by die 10 te kom.
I subtract 4 to get to the 10.



14 – 6 = 8
10 4 2

Ek trek nog 2 af.
I subtract 2 more.



14 – 6 = 8

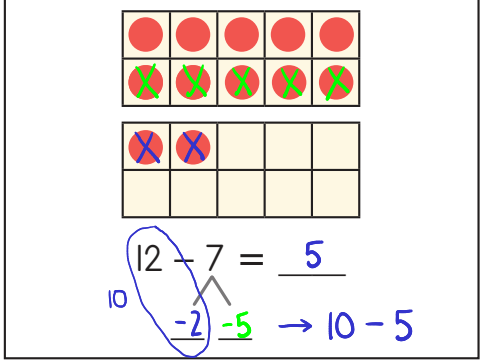
Kom by 10 uit (aftrekking)

2 Omkring die 10. Vul die ontbrekende getalle in.

Circle the 10. Fill in the missing numbers.



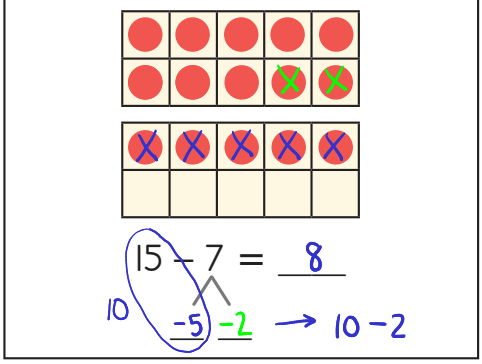
12 – 7



12 – 7 = 5

10 → -2 -5 → 10 – 5

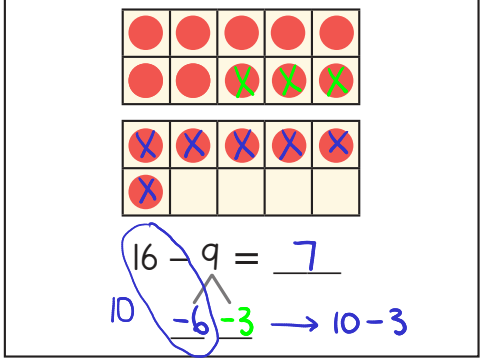
15 – 7



15 – 7 = 8

10 → -5 -2 → 10 – 2

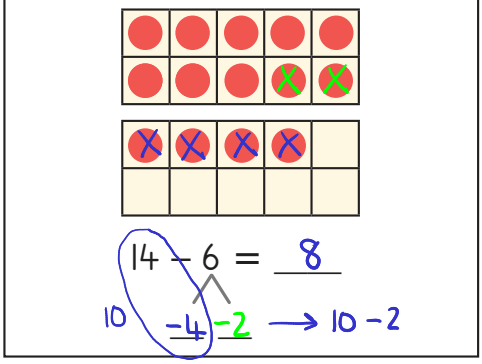
16 – 9



16 – 9 = 7

10 → -6 -3 → 10 – 3

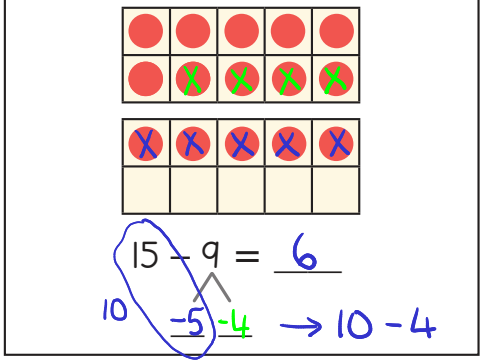
14 – 6



14 – 6 = 8

10 → -4 -2 → 10 – 2

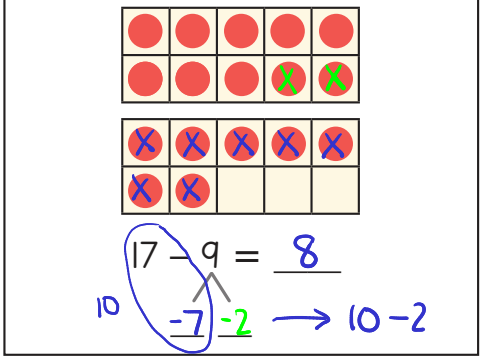
15 – 9



15 – 9 = 6

10 → -5 -4 → 10 – 4

17 – 9

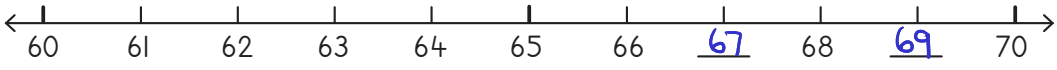


17 – 9 = 8

10 → -7 -2 → 10 – 2

3 Voltooi.

Complete.



Jump backwards to 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe kry ons 14 – 6 met behulp van 'n getallelyn?
How can we find 14 – 6 using a number line?



Begin by 14 en spring 6 plekke terug.
Start at 14 and jump backwards 6 places.

Dis makliker om probleme op te los deur na 'n 10 te spring. Hoeveel plekke spring ons terug om by 10 te kom?
It is easier to solve problems by jumping to a 10. How many jumps back to get to 10?



Jy moet altesame 6 plekke spring. Hoeveel plekke moet jy nog spring?
You must jump 6 places in total. How many more jumps must you do?



Ek moet 4 plekke terugspring om tot by 10 te kom.
I must jump 4 places back to get to 10.



Ek het reeds 4 plekke gespring. Ek moet nog 2 plekke spring.
I have jumped 4 places. I must jump 2 more.

Ons weet dat 6 – 4 = 2. Jy spring eers 4 plekke om by 10 terug te kom. Dan spring jy nog 2 plekke terug en staan op 8.
We know that 6 – 4 = 2. First you jumped 4 places to get back to 10. Then you jumped another 2 places and landed on 8.



Herhaal die stappe hier bo met verskillende getalle van 0 tot 20 sodat die leerders veelvuldige geleenthede kry om te oefen om aftrekkingsprobleme, wat 10 oorbrug, op te los.

Repeat the steps above, using different numbers from 0–20, so that learners have multiple opportunities to practice solving subtraction problems that bridge 10.

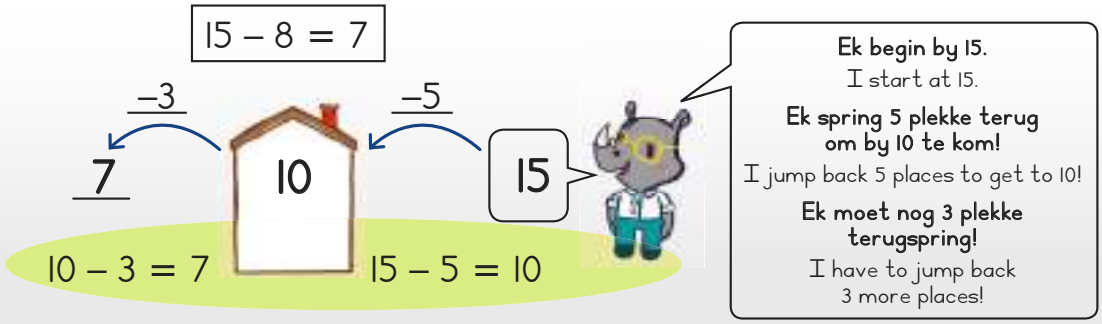
Spring terug tot by 10

WEEK • WEEK 5

DAG 4 • DAY 4

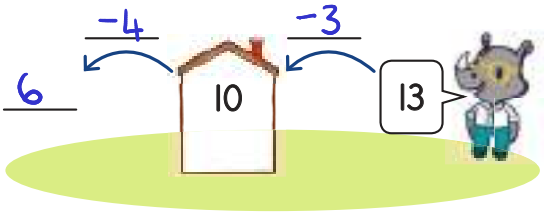
Spring terug tot by 10
Jump backwards to 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

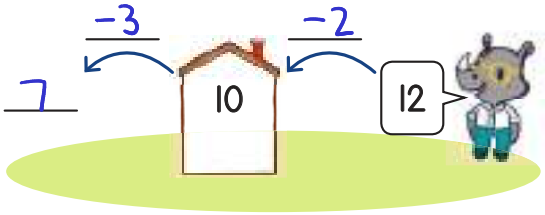


1 Trek af deur die 10 te besoek.
Subtract by visiting the 10.

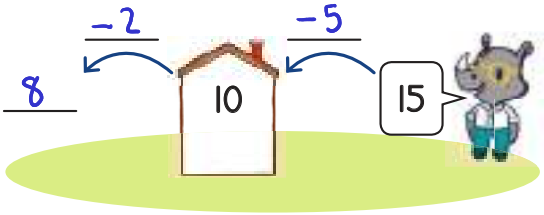
13 – 7 = 6



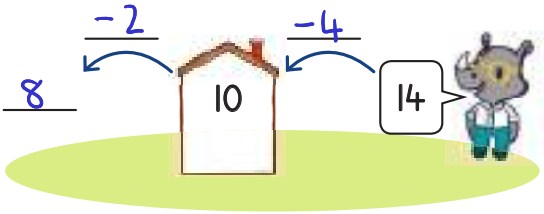
12 – 5 = 7



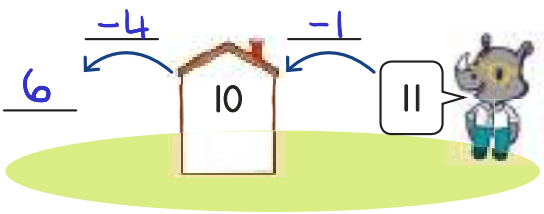
15 – 7 = 8



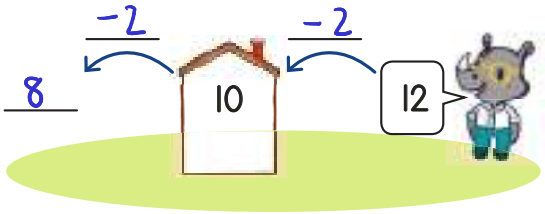
14 – 6 = 8



11 – 5 = 6



12 – 4 = 8



Jump backwards to 10

Ek begin by 14. Ek spring terug na die vorige 10. Ek moet 6 aftrek. Ek het reeds 4 plekke teruggespring. Ek spring dus nog 2 plekke terug.

I start at 14. I jump back to the previous 10. I need to subtract 6. I have already jumped back 4. Therefore, I jump back 2 places more.

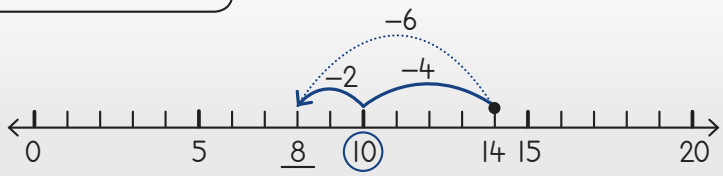




Om 6 af te trek, is dieselfde as om eers 4 af te trek en dan 2 af te trek!

Subtracting 6 is the same as subtracting 4 and then subtracting 2!

14 – 6

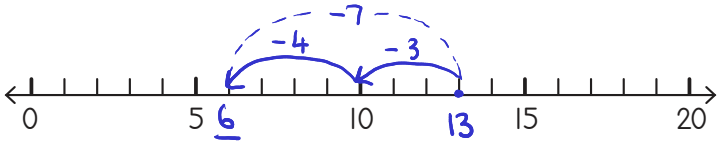


14 – 6 = 8

2 Trek af deur dit op die getallelyn te wys.

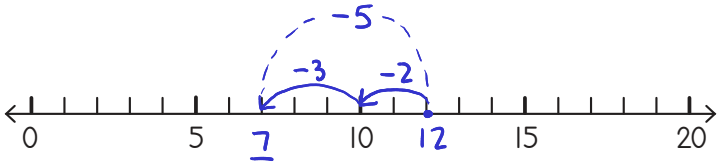
Subtract by showing on the number line.

13 – 7



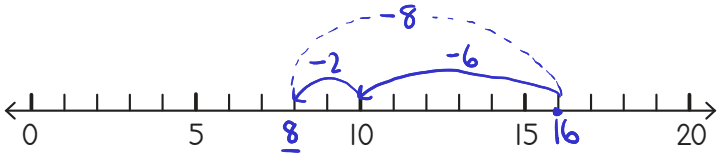
13 – 7 = 6

12 – 5



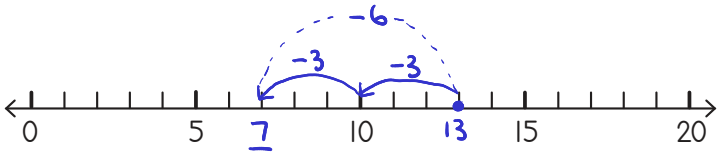
12 – 5 = 7

16 – 8



16 – 8 = 8

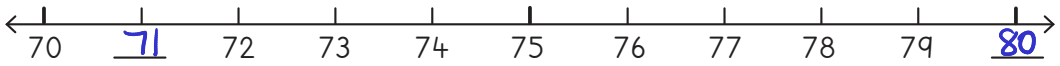
13 – 6



13 – 6 = 7

3 Voltooi.

Complete.



WEEK • WEEK 5

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
vergelyk	compare
Die muis is klein.	The mouse is small.
Die kat is groter.	The cat is bigger.
Die koei is die grootste.	The cow is the biggest.
Die koei is groot.	The cow is big.
Die kat is kleiner.	The cat is smaller.
Die muis is die kleinste.	The mouse is the smallest.
10 is groter as 5.	10 is bigger than 5.
10 is kleiner as 15.	10 is smaller than 15.

1 Voltooi die getaltabel.
Complete the number table.



8	
6	2

Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.
Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
6 + 2 = 8	8 − 2 = 6
2 + 6 = 8	8 − 6 = 2

2 Voltooi die getalpatrone.
Complete the number patterns.

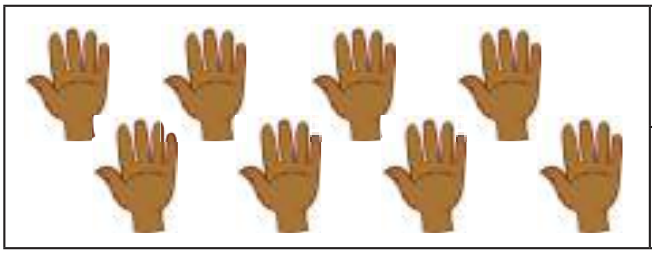
24	26	28	30	32	34	36	38	40	42
40	38	36	34	32	30	28	26	24	22

Assessment and consolidation

3 Kry die 10. Tel dan op.
Find the 10. Then add.

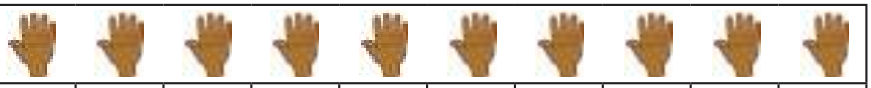
5 + 6 + 5 + 4 + 8 = 28	8 + 7 + 2 + 3 + 5 = 25
5 + 3 + 2 + 7 + 8 + 3 = 28	8 + 4 + 2 + 6 + 7 = 21
4 + 2 + 6 + 7 + 1 + 3 = 23	5 + 3 + 2 + 5 + 8 = 23
6 + 1 + 2 + 4 + 9 + 5 = 27	7 + 2 + 7 + 8 + 3 = 27

4



Hoeveel hande? How many hands?	8
Hoeveel vingers? How many fingers?	40

5



hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers	5	10	15	20	25	30	35	40	45	50

6

'n Halwe van Half of				Verdubbel Double			
2	1	4	2	2	4	4	8
6	3	7	$3\frac{1}{2}$	6	12	7	14
5	$2\frac{1}{2}$	8	4	5	10	8	16

* Can also say: 2 and a half
3 and a half

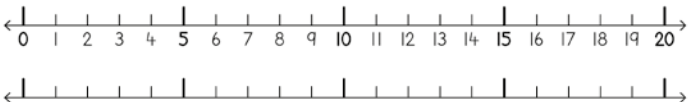
Lengte

	Hulpbronne
Hoofrekene: Getallelyne	getallelyne (0–20, en sonder getalle)
Speletjie: 1, 2, 3, Wys – trek af	0–20 kaarte







Dag	Lesaktiwiteit	Leshulpbronne
1	Lengte	LAB, hande, potlode
2	Meet die lengte	LAB
3	Meet die lengte	LAB, multifix-blokkies
4	Meter en sentimeter	LAB, multifix-blokkies, maatband
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
lengte met behulp van niestandaardmates as deel van informele meting te skat, te meet, te vergelyk, te rangskik en te rekordeer.	
lengte, met meter as die standaardlengte-eenheid, te skat, te meet, te vergelyk, te rangskik en te rekordeer.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Meting – Lengte

Mondelinge en praktiese assessering: Meting – Lengte

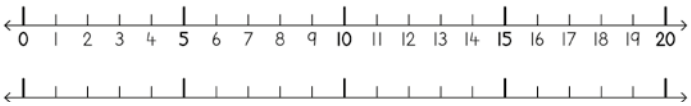
Length

	Resources
Mental Maths: Number lines	number lines (0–20 and blank)
Game: 1,2,3, Show – subtraction	0–20 cards







Day	Lesson activity	Lesson resources
1	Length	LAB, hands, pencils
2	Measuring length	LAB
3	Measuring length	LAB, multifix blocks
4	Metres and centimetres	LAB, multifix blocks, tape measure
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
estimate, measure, compare, order and record length using non-standard measures as part of informal measuring.	
estimate, measure, compare, order and record length using metres as the standard unit of length.	

Assessment (see back pages of this guide)

Written assessment: Measurement – Length

Oral and practical assessment: Measurement – Length

Lengte

Hoofrekene

Ons oefen hierdie week om optellings- en aftrekkingsprobleme met behulp van getallelyne op te los. Die leerders lê vas wat hulle geleer het van die bytelling van ene by tiene, met en sonder die oorbrugging van die tiene. Moedig die leerders aan om probleme vinnig en doeltreffend op te los deur hul getalfeite te herroep.



Speletjie

Ons speel hierdie week die speletjie, 1, 2, 3, Wys – trek af. Wanneer die leerders dit met een hand elk speel, trek hulle getalle tot 5 af, en wanneer hulle met twee hande speel, trek hulle getalle tot 10 af. Aangesien enkele leerders steeds hul vingers gebruik om af te trek en te tel, is dit belangrik om die leerders aan te moedig om die probleme eerder in hul kop te begin oplos.

Konsepontwikkeling

Ons konsentreer hierdie week daarop om met niestandaardeenhede te werk ten einde die waarde daarvan om standaardeenhede te gebruik om lengte te meet, in te sien. Sodra die leerders die probleem insien van die gebruik van verskillende eenhede om lengte te meet, kan ons begin om die standaardeenheid van 'n meter aan hulle bekend te stel. Die leerders moet in staat wees om metings wat in meter gegee word, te lees en min of meer te verstaan wat dit voorstel. Ons konsentreer dus daarop om:



- lengte met behulp van niestandaardmates as deel van informele meting te skat, te meet, te vergelyk, te rangskik en te rekordeer.
- lengte, met meter as die standaardlengte-eenheid te skat, te meet, te vergelyk, te rangskik en te rekordeer.

Waarna jy hierdie week moet oplet

- 'n Niestandaardeenheid is 'n voorwerp wat nie normaalweg vir meting gebruik word nie, byvoorbeeld om hande en voete te gebruik om die lengte van die klaskamer te meet. Ons begin met niestandaardeenhede omdat dit vir die leerders betekenis inhou en geredelik beskikbaar is. Dit is belangrik dat die leerders tyd gegee word om die belangrikheid daarvan om standaardeenhede te gebruik, te verken en te identifiseer. Ons maak van standaardeenhede gebruik aangesien ons 'n metingstelsel moet hê wat dieselfde beteken vir almal wat dit gebruik.
- Belangrike woordeskat: **meer as**, **minder as**, **lengte**, **meter**, **lank**, **kort**, **langer** en **korter**.

Length

Mental Maths

This week we will practice using number lines to solve addition and subtraction problems. Learners will consolidate what they have learnt about adding ones to tens, both with and without bridging the tens. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.



Game

This week we will play the game 1,2,3, Show – subtraction. When they play with one hand each, learners will subtract using numbers up to 5 and when they play with two hands, they will subtract using numbers up to 10. While some learners may still subtract using their fingers and counting, it is important to encourage learners to work towards solving the problems mentally.

Conceptual development

This week we focus on working with non-standard units in order to realise the value of using standard units to measure length. Once learners realise the problem of using different units to measure length, we can then move onto introducing the standard unit of a metre. Learners should be able to read measurements given in metres and understand approximately what they represent:



- estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.

What to look out for this week

- A non-standard unit is an object that is not normally used for measurement. For example, using hands or feet to measure the length of the classroom. We begin with non-standard units as they are meaningful to the learner and are readily available. It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that means the same to everyone who uses it.
- Important vocabulary: **more than, less than, length, metre, long, short, longer, shorter**.

Lengte

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

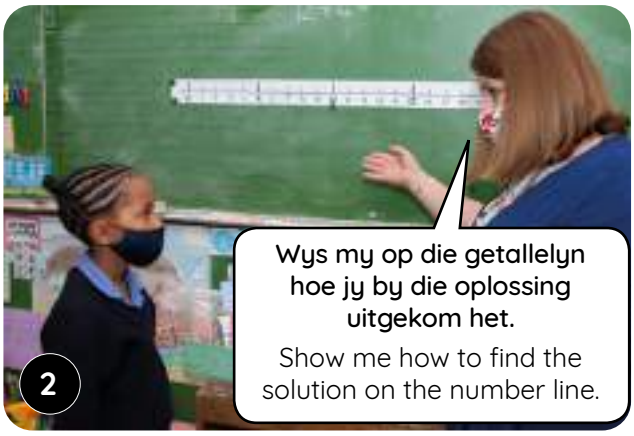
Tel op en trek af met behulp van getallelyne.

Use number lines to add and subtract.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













Length

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

37 + 5 =

25 + 8 =

49 + 3 =

68 + 7 =

17 + 7 =

54 + 8 =

29 + 6 =

12 + 9 =

75 + 6 =

88 + 3 =

Dag 2 Day 2

Trek af.
Subtract.

56 – 9 =

83 – 7 =

65 – 6 =

24 – 5 =

42 – 4 =

36 – 8 =

21 – 6 =

15 – 7 =

73 – 5 =

27 – 9 =

Dag 3 Day 3

Tel op.
Add.

44 + 8 =

67 + 5 =

26 + 6 =

89 + 2 =

58 + 3 =

47 + 7 =

19 + 5 =

35 + 8 =

16 + 6 =

77 + 6 =

Dag 4 Day 4

Trek af.
Subtract.

43 – 7 =

94 – 5 =

25 – 8 =

61 – 4 =

35 – 7 =

72 – 5 =

86 – 9 =

53 – 5 =

17 – 9 =

22 – 6 =

Lengte

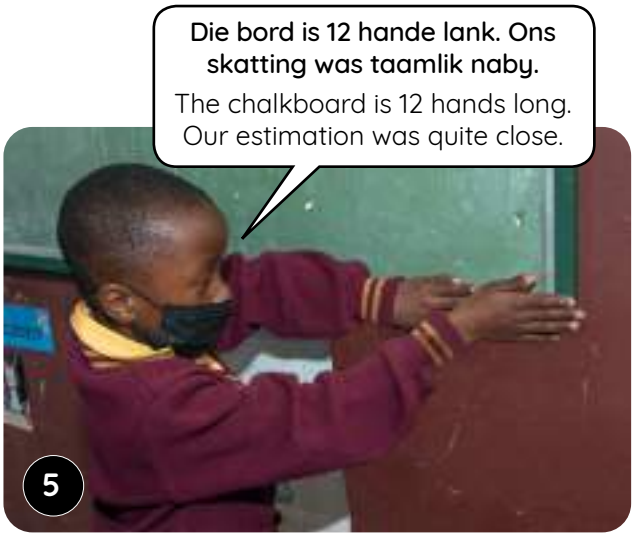
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Gee veelvuldige geleenthede aan die leerders om die lengte van voorwerpe in die klaskamer met informele metingseenhede soos 'n hand of 'n potlood te skat en te meet.

Allow the learners multiple opportunities to estimate and measure classroom items using informal units of measurement such as hand or pencils.

Length

WEEK • WEEK 6

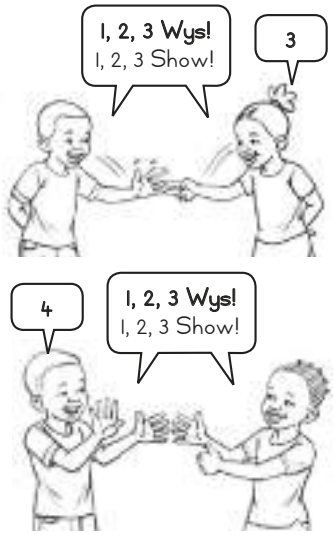
DAG 1 • DAY 1

Lengte
Length

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: 1, 2, 3 Wys – trek af
Game: 1, 2, 3 Show – subtraction

- Werk in pare. Sê 1, 2, 3 Wys! Wys elkeen 1 hand.
  Work in pairs. Say 1, 2, 3 Show! Show 1 hand each.
- Trek die vingers van mekaar af!
  Subtract the fingers!
- Sê 1, 2, 3 Wys! Wys elkeen 2 hande.
  Say 1, 2, 3 Show! Show 2 hands each.
- Trek die vingers van mekaar af! Soek na 10'e.
  Subtract the fingers! Look for 10s.
- Speel weer, trek vinniger af.
  Go again, subtract faster.



1 Verbind die lyn met die korrekte woord.
Join the line to the correct word.

langer longer	korter shorter	langer longer	korter shorter

2 Meet hierdie lengtes:
Measure these lengths: * These are only guidelines

Die venster is _____ potlode breed. The window is __7__ pencils wide.
Die skoolbank is _____ hande lank. The desk is __8__ hands long.
Jy moet _____ treë gee om in die klaskamer om te loop. It takes __40__ steps to walk around the classroom.

Lengte

3 Meet met jou hand:

Informal units of measurement.
Answers could differ.

Use your hand to measure:

die breedte van die deur. the width of the door.	6
die lengte van die bord. the length of the board.	17
die hoogte van jou stoel. the height of your chair.	6
die lengte van jou onderwyser se tafel. the length of the teacher's desk.	8

4 Meet met jou potlood:

Use your pencil to measure:

die lengte van jou boek. the length of your book.	2
die breedte van jou skoolbank. the width of your desk.	4
jou stoel se sitplek. the seat of your chair.	3

5 Meet met jou voete:

Use your feet to measure:

die lengte van die klaskamer. the length of the classroom.	25
die breedte van die klaskamer. the width of the classroom.	30
die breedte van die gang buite die klaskamer. the width of the corridor outside the classroom.	60

Measuring length

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Meet asseblief die breedte van die klaskamer deur te tel hoeveel treë julle moet gee om by die ander kant uit te kom.

Please measure the width of the classroom by counting how many steps you take to get to get to the other side.



Hoeveel treë breed is die klaskamer?

How many steps wide is the classroom?



Waarom het hulle verskillende antwoorde gekry?

Why did you get different answers?



Wat dink julle moet ons doen om 'n akkurate meting te kry?

What do you think we need to do to get an accurate measurement?

Ons moet elkeen die lengte met dieselfde ding meet.

We each need to use the same thing to measure the length.



Hulle het verskillende antwoorde gekry omdat Khwezi se treë veel groter as Lindo se treë is.

They got different answers because Khwezi's steps are much bigger than Lindo's steps.

Moedig die leerders aan om raak te sien dat hulle verskillende metings kry wanneer hulle informele metingseenhede gebruik om te meet. Help hulle om in te sien dat dit nodig is om 'n standaardmetingseenheid te gebruik ten einde meer akkuraat te kan meet.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.

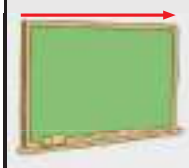
WEEK • WEEK 6

DAG 2 • DAY 2

Meet die lengte
Measuring length

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hoe lank is dit? Meet die lengte.
How long? Measure the length.

	meting measurement		meting measurement
	25 feet 		20 feet 
	15 blocks 		10 blocks 
	5 blocks 		4 blocks 
	9 pencils 		4 pencils 

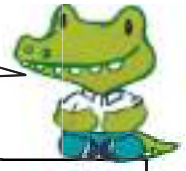
Answers could vary

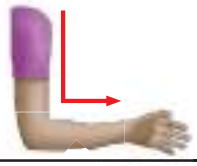
54

Measuring length

2 Meet met twee potlode, waarvan een korter is:
Use two pencils of different lengths to measure:

Waarom het voorwerpe soms verskillende lengtes?
Why do you sometimes get different lengths?



	potlood 1 pencil 1 	potlood 2 pencil 2 	Wat is die verskil? What is the difference?
	1 potlood 1 pencil	2 potlode 2 pencils	1 potlood 1 pencil
	4 pencils	8 pencils	4 pencils
	5 pencils	10 pencils	5 pencils
	3 pencils	6 pencils	3 pencils
	3 pencils	6 pencils	3 pencils
	2 pencils	4 pencils	2 pencils
	5 pencils	10 pencils	5 pencils

(Answers could vary)

Meet die lengte

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Gee veelvuldige geleenthede aan die leerders om voorwerpe met hul blokkiestoring te meet. Herinner hulle daaraan dat, alhoewel die blokkiestoring meer konsekwente mates gee, dit nie juis 'n praktiese metingsinstrument is om langer lengtes mee te meet nie.

Provide multiple opportunities for learners to measure with their multifix block tower. Remind them that while the multifix block tower gives more consistent measurements, it is still not a practical measuring tool when measuring longer lengths.

Measuring length

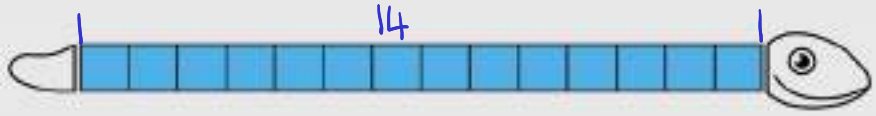
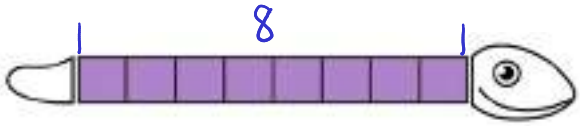
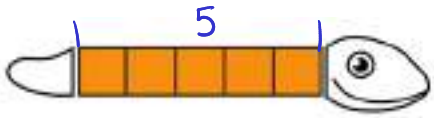
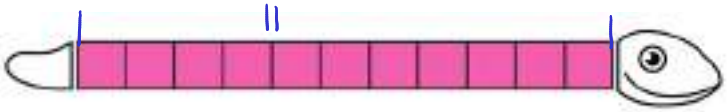
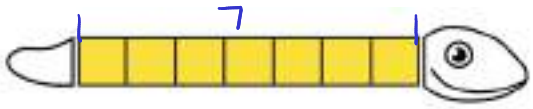
WEEK • WEEK 6

DAG 3 • DAY 3

Meet die lengte
Measuring length

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

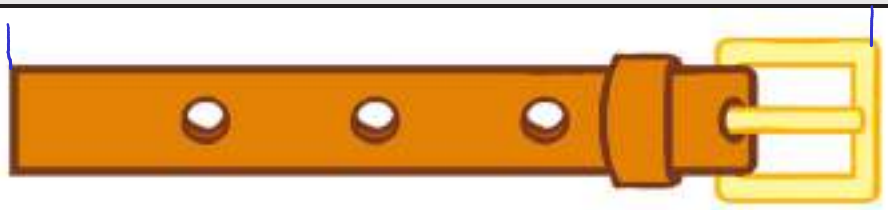
1 Hoeveel blokkies lank is die slang?
How many blocks long is the snake?

	14
	8
	5
	11
	7
	12

Meet die lengte

2 Knip die slangliniaal agter in die boek uit om die prente te meet.

Cut out the snake ruler at the back of the book and use it to measure the pictures.

	3 blokkies 3 blocks
	____ blokkies 9 blocks
	____ blokkies 4 blocks
	____ blokkies 1 blocks
	____ blokkies 8 blocks
	____ blokkies 5 blocks

Metres and centimetres

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Dink julle dis 'n goeie idee om die lengte van hierdie skoolbank met 'n blokkie te meet?
Do you think it is a good idea to measure the length of this desk using a block?



Nee, want die blokkie is klein en die skoolbank is lank. Dit gaan baie lank neem om dit so te meet!
No, because the block is small and the desk is long. It will take a very long time to measure like that!



Ons kan die lengte van die skoolbank met 'n maatband meet.
We can use this tape measure to measure the length of the desk.



Sit die begin van die maatband op die een punt neer, soos hier. Hoe lank is die skoolbank?
Put the start of the tape measure at the one end, like this. How long is the desk?



Meet nou die breedte van julle skoolbanke.
Now measure the width of your desks.



Die skoolbank is 44 cm breed.
The desk is 44 cm wide.

Bespreek die merkies op die maatband (sentimeter). Wys die leerders hoe hulle die maatband moet neersit wanneer hulle daarmee meet. Begin by die 0-merkie. Bespreek hoe die mates afgelees word. Watter getal kom aan die ander punt van die maatband voor?

Discuss the markings on the tape measure (centimetres). Show the learners how to place the tape measure when they measure. Start from the 0 mark. Discuss how to read the measurement. What number is on the other end of the tape measure?

Gee veelvuldige geleenthede aan die leerders om items en voorwerpe met die maatband te meet. Sodra hulle gemaklik daarmee is, stel hulle bekend aan die begrip van 1 meter.

Allow learners multiple opportunities to measure items and objects using the tape measure. When learners are comfortable with this, then introduce them to the notion of 1 metre.

WEEK • WEEK 6

DAG 4 • DAY 4

Meter en sentimeter
Metres and centimetres

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kleur die korrekte antwoord in.
Colour in the correct answer.

'n Kosblik is A lunchbox is	korter as shorter than	langer as longer than	10 cm
'n Potlood is A pencil is	korter as shorter than	langer as longer than	10 cm
'n Telefoonpaal is A telephone pole is	korter as shorter than	langer as longer than	10 cm
'n Skerpmaker is A sharpener is	korter as shorter than	langer as longer than	10 cm
'n Yskas is A fridge is	korter as shorter than	langer as longer than	10 cm
'n Vinger is A finger is	korter as shorter than	langer as longer than	10 cm
'n Gomstiffie is A glue stick is	korter as shorter than	langer as longer than	10 cm
'n Uitveër is An eraser is	korter as shorter than	langer as longer than	10 cm

2 Kleur die korrekte antwoord in.
Colour in the correct answer.

Die kortste lengte waarin jy 'n stukkie tou kan knip, is The shortest length to cut a piece of string is				
20 cm	30 cm	10 cm	40 cm	50 cm
Die langste afstand waaroor jy 'n albaster kan rol, is The longest distance to roll a marble is				
70 cm	90 cm	80 cm	100 cm	60 cm

Metres and centimetres

3 Skat en meet dan met jou maatband.
Estimate and then use your tape measure to measure.



	skatting estimation	meting measurement	Wat is die verskil? What is the difference?
	80 cm	85 cm	5 cm
	100 cm	120 cm	20 cm
	30cm	30cm	0 cm
	20cm	21cm	1cm
	50cm	70cm	20cm
	30cm	32cm	2cm
	100cm	80cm	20cm

The answer could vary

WEEK • WEEK 6

DAG 5 • DAY 5

Vaslegging
Consolidation

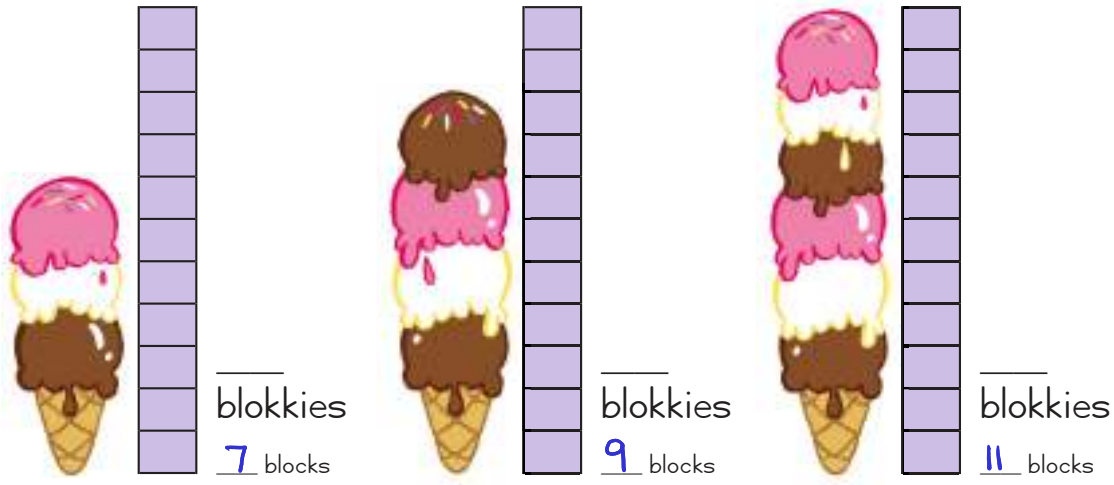
HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
lengte	length
breedte	width
hoogte	height
lank, langer	long, longer
kort, korter	short, shorter
meet/meting	measuring
meter	metre
sentimeter	centimetre

1 Omtrent hoeveel blokkies lank is elke roomyshorinkie?
About how many blocks long is each ice cream cone?



_____ blokkies
7 blocks

_____ blokkies
9 blocks

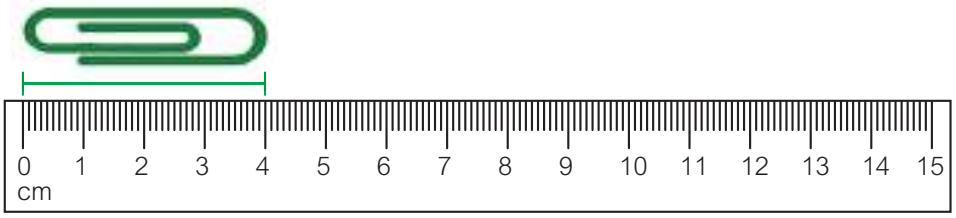
_____ blokkies
11 blocks

60

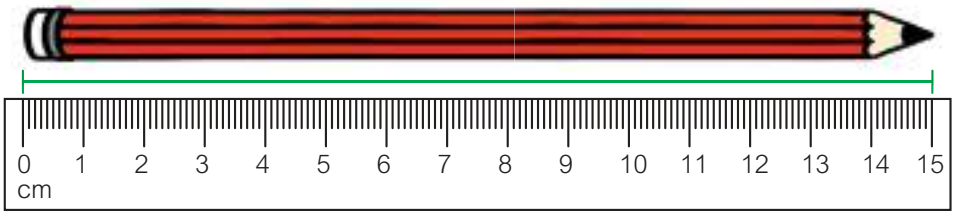
Assessment and consolidation

2 Meet die lengte met die liniaal.

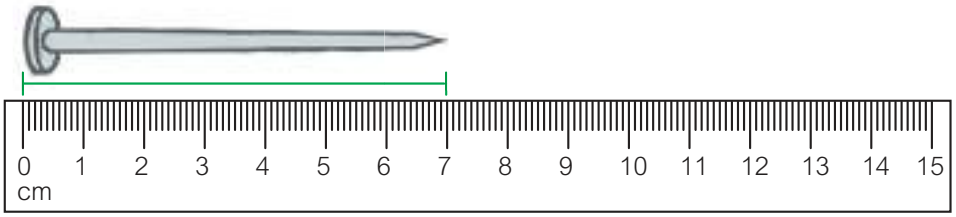
Use the ruler to measure the length.



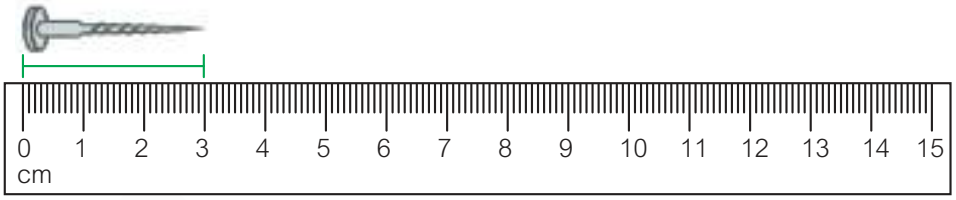
4cm



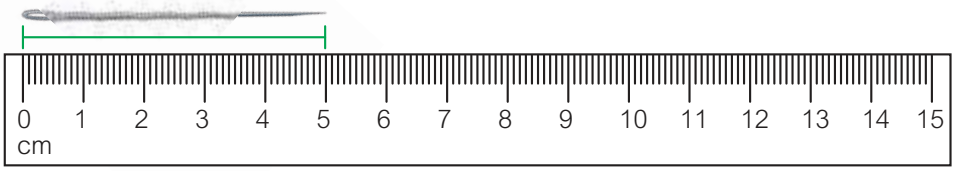
15cm



7cm



3cm



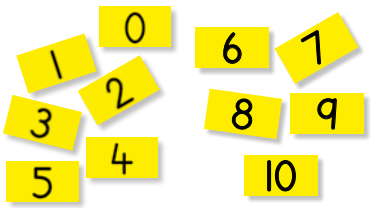
5cm

Ruimte en vorm

	Hulpbronne
Hoofrekene: Breek af en bou op	geen
Speletjie: Vinnige wiskunde met kaarte – trek van 20 af	getalkaarte 1 tot 10







Dag	Lesaktiwiteit	Hulpbronne
1	3D voorwerpe	LAB, 3D voorwerpe, silinders, balle en bokse
2	3D voorwerpe	LAB, 3D voorwerpe, silinders, balle en bokse
3	Bou met 3D voorwerpe	LAB, 3D voorwerpe
4	Posisie en sienings	LAB, 3D voorwerpe
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
3D voorwerpe (silinders, sfere en prismas) te herken, te beskryf, te sorteer en te vergelyk.	
3D voorwerpe van materiale te maak (eksperimenteer met bal- en boksvorms).	
verskillende aansigte van dieselfde alledaagse voorwerp bymekaar te laat pas.	

Assessering (sien die agterblaaie van hierdie gids)

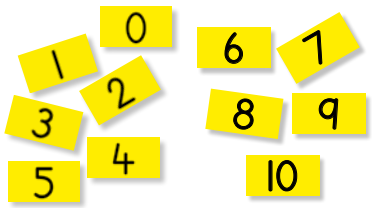
Skriftelike assessering: Ruimte en Vorm, en Datahantering (geïntegreer)

Space and shape

	Resources
Mental Maths: Breaking down and building up	none
Game: Fast maths with cards – subtract from 20	number cards 1 to 10







Day	Lesson activity	Lesson resources
1	3-D objects	LAB, 3-D objects, cylinders, balls and boxes
2	3-D objects	LAB, 3-D objects, cylinders, balls and boxes
3	Building with 3-D objects	LAB, 3-D objects
4	Position and views	LAB, 3-D objects
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise, describe, sort and compare 3-D objects (cylinders, spheres and prisms).	
build 3-D objects from materials (experiment with ball and box shapes).	
match different views of the same everyday object.	

Assessment (see back pages of this guide)

Written assessment: Space and Shape, and Data Handling (integrated)

Ruimte en vorm

Hoofrekene



Ons speel hierdie week Fizz–Pop en konsentreer daarop om getalle af te breek en op te bou. Gee die leerders geleenthede om getalle op dag 1 en 3 in tiene en ene af te breek en dan op dag 2 en 4 tweesyfergetalle op te bou. Dit lê die leerders se getalbegrip vas.

Speletjie



Ons speel hierdie week Vinnige wiskunde met kaarte – trek van 20 af. Die leerders oefen om probleme vinnig op te los deur getalfeite te herroep. Hulle trek elke dag, in die loop van die week, van 'n ander getal af (byvoorbeeld van 50, 60, 70 of 80).

Konsepontwikkeling



Ons konsentreer hierdie week in die konsepontwikkelingslesse op 3D voorwerpe. Daar word geleentheid aan die leerders gegee om 3D voorwerpe te beskryf, te sorteer en te vergelyk deur die groottes te vergelyk asook die vermoë daarvan om te gly of te rol. Die leerders eksperimenteer ook daarmee om verskeie strukture met bal- en boksvoorwerpe te bou. Die leerders moet voortgaan om werklike voorwerpe te gebruik ten einde die kenmerke van die 3D voorwerpe te ontdek en te verstaan. Hulle gaan laastens van posisie en aansigte leer. Die onderwerp oor aansigte stel die leerders in staat om hul vermoë te ontwikkel om geometriese (en ander) vorms en voorwerpe te visualiseer (in hul verbeelding te sien). Terwyl ons met 3D voorwerpe en met posisie werk, konsentreer ons daarop om:

- 3D voorwerpe (silinders, sfere en prismas) te herken, te beskryf, te sorteer en te vergelyk.
- 3D voorwerpe van materiale te bou (met bal- en boksvorms te eksperimenteer).
- verskillende aansigte van dieselfde soort alledaagse voorwerp bymekaar te laat pas.

Waarna jy hierdie week moet oplet

- **3D voorwerpe** (driedimensionele voorwerpe) het lengte, breedte en diepte. Voordat jy hierdie week die lesse onderrig, maak seker dat jy 3D voorwerpe soos toiletrolle (en ander silindervorms), balle van verskillende groottes en bokse van verskillende groottes versamel.
- Dit is uiters belangrik dat die leerders tyd moet kry om te kan sit en visualiseer. Moedig hulle aan om hulle oë toe te maak en te kyk na "die beelde wat hulle in hulle kop kan sien" van die voorwerpe wat jy met hulle bespreek. Dit moet dan na die leerders se alledaagse ervarings deurgetrek word, want dit is belangrik dat dit wat hulle leer, op 'n sterk verbintenis met hul wêreld gebaseer moet word.
- Belangrike woordeskat: **sfeer**, **silinder**, **prisma**, **rol**, **gly**, **boksvormig**, **balvormig**, **beskryf**, **sorteer**, **vergelyk**, **grootte**, **bo-op**, **onder**, **posisie**, **aansigte (bo**, **sy** en **voor)**, **pas**.

Space and shape

Mental Maths



This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into tens and ones on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. This consolidates learners' number concept.

Game



This week we will play Fast maths with cards – subtract from 20. Learners will practice solving problems quickly by recalling number facts. The learners subtract from a different number each day (for example from 50, 60, 70 or 80) as the week goes by.

Conceptual development



In the conceptual development lessons, this week we focus on 3-D objects. Learners will be given the opportunity to describe, sort and compare 3-D objects, by comparing size, and their ability to slide or roll. Learners will also experiment with building a variety of structures using ball and box objects. It is important that the learners continue to use real objects in order to discover and understand the properties of the 3-D objects. Finally, learners will learn about position and views. The topic of views helps learners to develop their ability to visualise (see in their mind's eye) geometric (and other) shapes and objects. In our work on 3-D objects and position, we will focus on:

- recognising, describing, sorting and comparing 3-D objects (cylinders, spheres and prisms).
- building 3-D objects from materials (experimenting with ball and box shapes).
- matching different views of the same everyday object.

What to look out for this week

- **3-D objects** (three-dimensional objects) have length, width and depth. Before teaching the lessons this week, make sure you collect 3-D objects such as toilet rolls (and other cylinder shapes), different sized balls, different sized boxes.
- It is very important to give the learners time to sit and visualise. You should encourage them to close their eyes and 'look at the images they can see inside their heads' of the objects you are discussing. It is important that these are related back to the learners' everyday experiences, so that their learning can be based upon strong connections to their world.
- Important vocabulary: **sphere**, **cylinder**, **prism**, **roll**, **slide**, **box-shaped**, **ball-shaped**, **describe**, **sort**, **compare**, **size**, **on top**, **underneath**, **position**, **views (top, side, front)**, **match**.

3D voorwerpe

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Die leerders breek getalle in 10's en in 1's op en bou dit weer so op.

Learners break down and build up numbers into 10s and 1s.

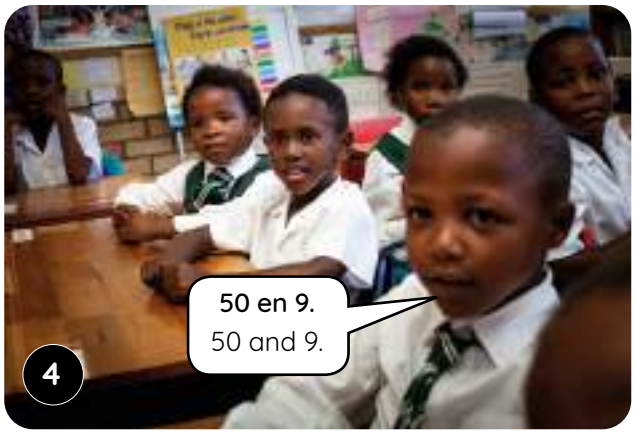
Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













3-D objects

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los met blokkies op.
Solve using blocks.

33 + 36 =

25 + 14 =

51 + 24 =

48 + 11 =

32 + 24 =

75 – 14 =

55 – 31 =

49 – 27 =

37 – 34 =

65 – 50 =

Dag 2 Day 2

Los met blokkies op.
Solve using blocks.

61 + 12 =

44 + 25 =

17 + 42 =

32 + 23 =

12 + 62 =

56 – 45 =

49 – 26 =

28 – 16 =

73 – 62 =

35 – 14 =

Dag 3 Day 3

Los met blokkies op.
Solve using blocks.

33 + 42 =

25 + 31 =

12 + 55 =

44 + 23 =

31 + 38 =

65 – 51 =

55 – 33 =

49 – 17 =

37 – 24 =

75 – 60 =

Dag 4 Day 4

Los met blokkies op.
Solve using blocks.

51 + 12 =

44 + 25 =

17 + 32 =

22 + 33 =

34 + 41 =

55 – 41 =

39 – 27 =

69 – 45 =

58 – 36 =

42 – 21 =

3D voorwerpe

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hierdie balvorm word 'n sfeer genoem. Watter ander sfere sien julle in die klas raak?
This ball shape is called a sphere. What other spheres do you see in the class?



Ek sien 'n sokkerbal wat 'n sfeer is.
I see a soccer ball that is a sphere.

Hierdie boksvorm word 'n prisma genoem. Watter ander prismas sien julle in die klas raak?
This box shape is called a prism. What other prisms do you see in the class?



Ek sien 'n snesieboks wat 'n prisma is.
I see a tissue box that is a prism.

Hierdie vorm word 'n silinder genoem. Watter ander silinders sien julle in die klas raak?
This shape is called a cylinder. What other cylinders do you see in the class?



Ek sien 'n toiletrol wat 'n silinder is.
I see a toilet roll that is a cylinder.

Die leerders moet na sfere, prismas en silinders in die klaskamer soek. Moedig hulle aan om oor verskillende 3D voorwerpe te gesels. Help hulle om die verskillende groottes van voorwerpe raak te sien en die wiskundevorms in voorwerpe uit die werklike lewe te herken.

Learners should look for **spheres**, **prisms** and **cylinders** in the classroom. Encourage them to talk about different 3-D objects. Help them to notice the different sizes of objects, and to recognise the mathematical shapes in real life objects.

WEEK 7

DAG 1 • DAY 1

3D voorwerpe
3-D objects

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

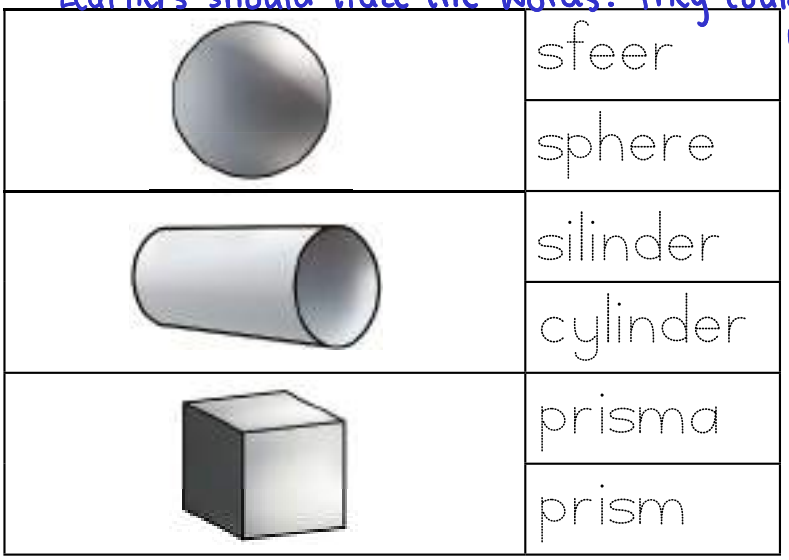
Speletjie: Vinnige wiskunde met kaarte – trek van 20 af
Game: Fast maths with cards – subtract from 20

- Sit getalkaarte 0 tot 10 op 'n hopie neer.
  Place number cards 0 to 10 in a pile.
- Draai een kaart om.
  Flip one card.
- Trek die getal van 20 af!
  Subtract from 20!



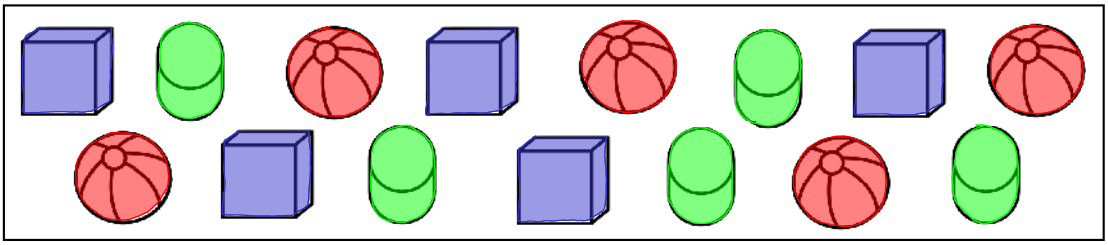
Learners should trace the words. They could trace all the words, or just one language.

1 Trek die name van die voorwerpe na.
Trace the object names.





2 Kleur al die sfere in rooi in, die prismas in blou in en die silinders in groen in.
Colour all the spheres red, the prisms blue and the cylinders green.



3D voorwerpe

3 Sfeer, silinder of prisma?

Sphere, cylinder or prism?

			
sfeer sphere	prisma prism	silinder cylinder	cylinder

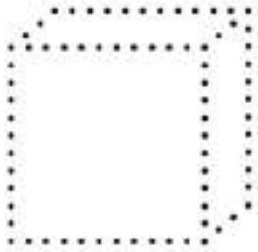
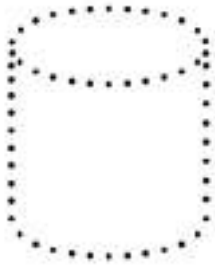
			
cylinder	prism	sphere	cylinder

			
prism	sphere	prism	sphere

4 Trek die voorwerpe na en kleur hulle in.

Trace and colour the objects.

Trace the dotted line

prisma prism	silinder cylinder	sfeer sphere
		

3-D objects

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Gee die leerders tyd om met vorms te speel en moedig hulle aan om oor die verskillende 3D voorwerpe te praat en te identifiseer of dit kan gly en of dit kan rol. Stel die leerders in staat om in te sien dat silinders, as gevolg van die vorm daarvan, kan gly en kan rol.

Give learners time to play with shapes and encourage them to talk about the different 3-D objects and to identify whether they can slide or roll. Help learners to realise that cylinders can both slide and roll because of their shape.

3D voorwerpe

WERKKAART | WORKSHEET

WEEK 7

WEEK • WEEK 7

DAG 2 • DAY 2

3D voorwerpe
3-D objects

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Merk die korrekte antwoorde.
Tick the correct answers.

'n Silinder kan rol en gly! Dit het plat en ronde sye.
A cylinder can roll and slide! It has flat and round sides.



	rol roll	gly slide	rol en gly roll and slide
	✓		
		✓	
			✓
			✓
		✓	
	✓		
		✓	
			✓

3-D objects

2 Ronde sye of plat sye?
Round sides or flat sides?

			
rond	plat	plat	rond
round	flat	flat	round

			
plat			
flat	flat	flat	round

3 Skryf die korrekte antwoorde neer om die tabel te voltooi.
Write the correct answers to complete the table.

Onthou, 'n prisma het twee identiese ente en al die sye is plat.

Remember, a prism has two identical ends and all sides are flat.



	plat/ronde sye flat/round sides	rol/gly/rol en gly roll/slide/roll and slide
prisma prism	plat flat	gly slide
sfeer sphere	round	roll
silinder cylinder	flat and round	slide and roll

Bou met 3D voorwerpe

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Dink julle dat julle 'n toring met bokse kan bou? Waarom?
Do you think you could build a tower using boxes? Why?



Ja! Die sye van die bokse is plat, dus kan ek dit op mekaar stapel.
Yes! The sides of the boxes are flat so I can stack them.

Dink julle dat julle 'n toring met balle kan bou? Waarom?
Do you think you could build a tower using balls? Why?



Nee! Die balle sal wegrol.
No! The balls will roll away.

Dink julle dat julle 'n toring met bokse en balle kan bou?
Do you think you could build a tower using boxes and balls?



Soms kan jy. Jy kan 'n bal aan die bokant laat balanseer.
Sometimes a ball can balance on the top.

Die leerders moet eksperimenteer om te sien of hulle torings met net balle en met net bokse of met 'n mengsel van die twee soorte vorms kan bou.

Learners should experiment to see whether they can make towers by using only balls and boxes or a mixture of the two kinds of shapes.

Building with 3-D objects

WEEK • WEEK 7

DAG 3 • DAY 3

Bou met 3D voorwerpe
Building with 3-D objects

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

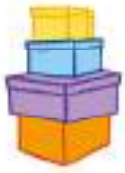
'n Toring wat van prismas gemaak word, kan balanseer omdat die sye plat is. Voorwerpe met ronde sye kan nie balanseer nie!

A tower made of prisms can balance because the sides are flat. Round sides can't balance!



1 Kyk na die prente. Maak 'n regmerkie onder **balanseer** of **kan nie balanseer nie**.

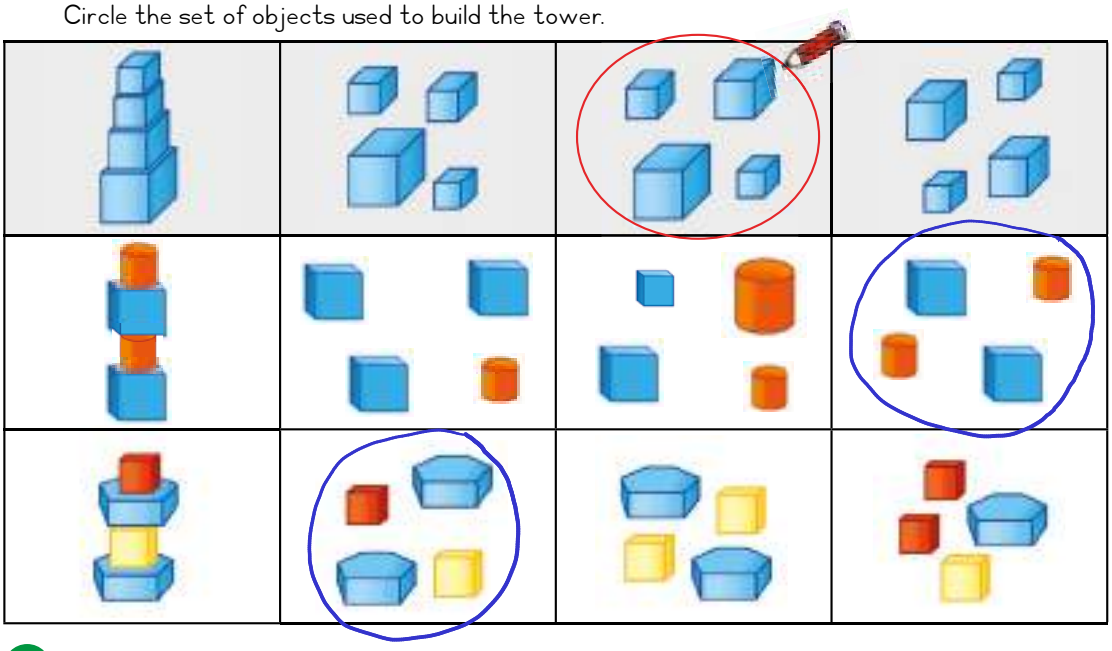
Look at the pictures. Tick **balance** or **cannot balance**.

	balanseer balance	kan nie balanseer nie cannot balance
	✓	
		✓
	✓	
		✓
	✓	

Bou met 3D voorwerpe

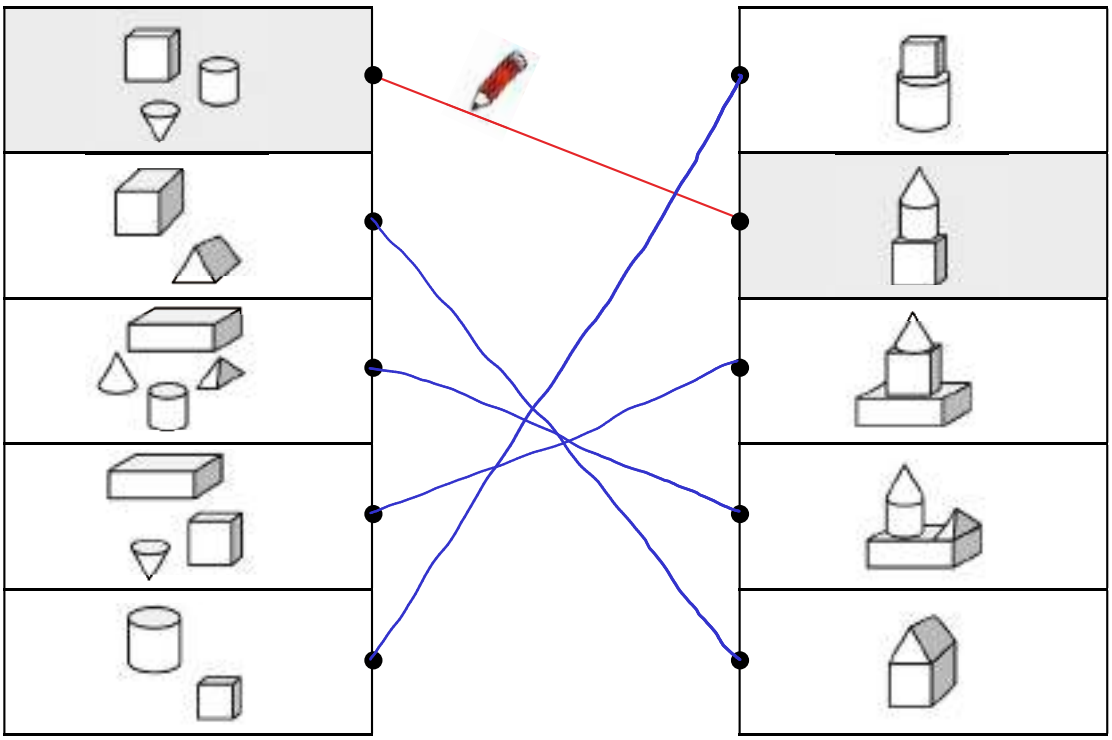
2 Omkring die versameling voorwerpe waarmee die toring gebou is.

Circle the set of objects used to build the tower.



3 Trek lyne om die 3D voorwerpe by die torings te pas.

Draw lines to match the 3-D objects to the towers.

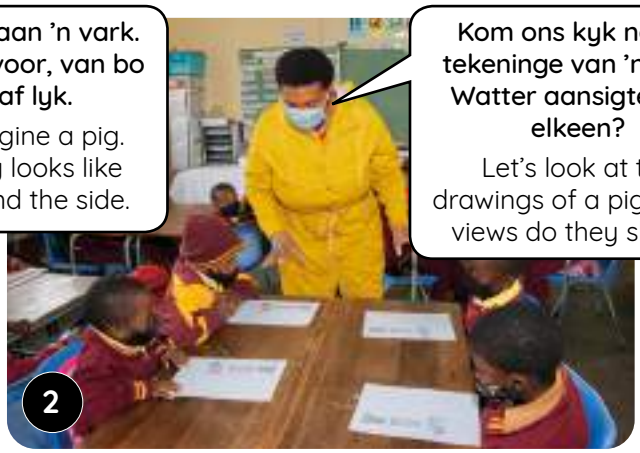


Position and views

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Bespreek die voor-, bo- en syaansigte van etlike alledaagse voorwerpe met die klas. Gee geleentheid dat die leerders die voorwerpe vashou en self na die aansigte kyk.

Discuss the **front**, **top** and **side** views of several everyday objects with the class. Allow learners to hold the objects and look at the views for themselves.

Posisie en sienings

WEEK • WEEK 7

DAG 4 • DAY 4

Posisie
Position

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING



vooraansig front view	bo-aansig top view	syaansig side view
		

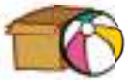
1 Kyk na die prente. Watter aansig sien jy: **vooraansig**, **syaansig** of **bo-aansig**?
Look at the pictures. What view do you see: **front view**, **side view** or **top view**?

			
vooraansig front view	top	top	side
			
front	front	top	side
			
front	side	top	side

Position and views

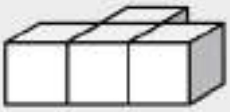
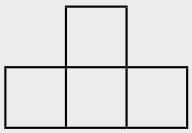
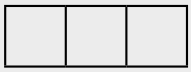
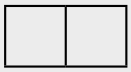
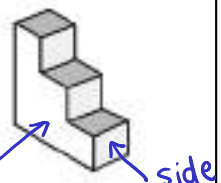
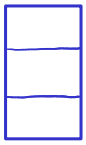
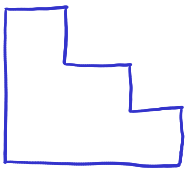
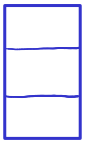
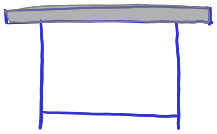
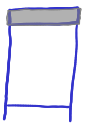
2 Merk die korrekte antwoord.

Tick the correct answer.

Die bal is … die boks. The ball is … the box.	agter behind	voor in front of	langs next to	bo-op on top of
				✓
		✓		
	✓			
			✓	

3 Teken die aansigte.

Draw the views.

	bo-aansig top view	vooraansig front view	syaansig side view
			
 front side			
			

detail not needed

WEEK • WEEK 7

DAG 5 • DAY 5

Vaslegging
Consolidation

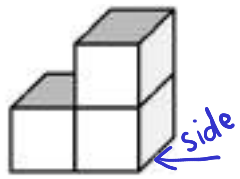
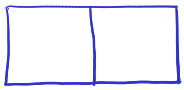
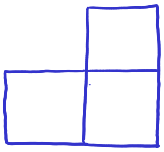
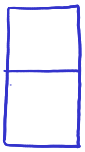
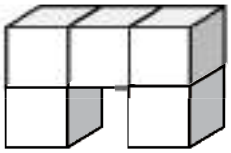
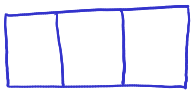
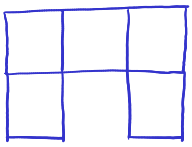
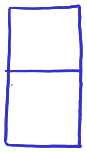
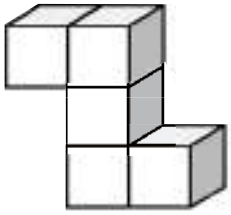
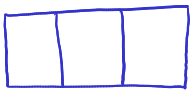
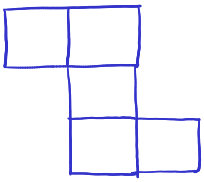
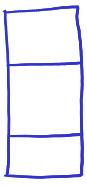
HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
prisma	prism
silinder	cylinder
sfeer	sphere
rol en gly	roll and slide
plat sye en ronde sye	flat and round sides
vooraansig, syaansig en bo-aansig	front, side and top view

1 Teken die aansigte.
Draw the views.

	bo-aansig top view	vooraansig front view	syaansig side view
			
			
			

Assessment and consolidation

2 Merk die korrekte antwoord.
Tick the correct answer.

	rol roll	gly slide	rol en gly roll and slide
			 ✓
	✓		
		✓	
		✓	
	✓		
	✓		
		✓	
			✓
			✓

Verdubbeling en halvering

	Hulpbronne
Hoofrekene: Fizz-Pop	geen
Speletjies: Vinnige wiskunde met kaarte – verdubbel en halveer met blokkies	100-blok







Dag	Lesaktiwiteit	Leshulpbronne
1	Verdubbeling beteken twee ewe groot groepe	LAB
2	Verdubbel groter getalle	LAB
3	Halveer	LAB, afvalpapier, tellers
4	Halveer met ’n res	LAB, appels
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
getalle tussen 0 en 20 te verdubbel.	
getalle tussen 0 en 20 te halveer.	
getalle te halveer, wat ’n res tot gevolg het.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe: Verdubbeling en halvering.

Double and half

	Resources
Mental Maths: Fizz Pop	none
Games: Fast maths with cards - double and half with blocks	100 square







Day	Lesson activity	Lesson resources
1	Double is two equal groups	LAB
2	Double bigger numbers	LAB
3	Halving	LAB, scrap paper, counters
4	Halving with a remainder	LAB, apples
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
double numbers between 0 and 20.	
halve numbers between 0 and 20.	
halve numbers that result in a remainder.	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships: Double and half.

Verdubbeling en halvering

Hoofrekene

Ons speel hierdie week weer Fizz-Pop, met die fokus op verdubbeling. Dit is belangrik dat die leerders verdubbeling oefen om hierdie berekeningstrategie doeltreffend te kan gebruik. 'n Begrip van verdubbeling is nodig aangesien die leerders van vermenigvuldiging begin leer.



Speletjie

Ons speel hierdie week ook die speletjie, Vinnige wiskunde met kaarte – verdubbel en halveer met blokkies. Die speletjies gee die leerders 'n geleentheid om verdubbeling en halvering te oefen sodat hulle probleme vinnig en maklik kan oplos. Hulle speel die speletjies met kaarte en blokkies.



Konsepontwikkeling

Ons konsentreer hierdie week op verdubbeling en halvering. Die leerders oefen verdubbeling en halvering met tellers. Hulle sien in dat dieselfde getal elke keer met verdubbeling herhaal word en dat elke halwe met halvering presies dieselfde is. Terwyl ons aan verdubbeling en halvering werk, konsentreer ons daarop om:

- getalle tussen 0 en 20 te verdubbel.
- getalle tussen 0 en 20 te halveer.
- getalle te halveer, wat 'n res tot gevolg het.





Waarna jy hierdie week moet oplet

- Halvering wat reste tot gevolg het, is 'n belangrike vaardigheid aangesien dit die leerders help om wiskunde aan lewensegte situasies te koppel. Die leerders moet nadink oor dit wat gebeur as daar 'n res is en hoe hierdie res verdeel kan word.
- Verdubbeling en halvering is noodsaaklike berekeningstrategieë wat die leerders kan help om probleme vinnig en doeltreffend op te los. Hulle moet verstaan dat verdubbeling beteken om dieselfde getal twee keer te gebruik, terwyl halvering beteken om 'n getal in twee gelyke (ewe groot) dele te verdeel.
- Moedig gesprekke onder die leerders aan sodat hulle hul oplossingsmetodes kan uitruil. Maak seker dat die leerders die korrekte woordeskat, naamlik **tiene**, **ene**, **voor**, **ná**, **tussen**, **meer as**, **minder as**, **verdubbel**, **halveer**, en **halwe** kan gebruik.

Double and half

Mental Maths

This week we will play Fizz Pop again, with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.



Game

This week we play the game Fast maths with cards – double and half with blocks. The games give learners an opportunity to practice doubling and halving so that they can solve problems quickly and easily. They use cards and blocks to play the games.



Conceptual development

This week we focus on doubling and halving. Learners will use counters to practice doubling and halving. They will see that for doubling them, the same number is repeated each time, and that for halving, each half is exactly the same. In our work on doubling and halving, we will focus on:

- doubling numbers between 0 and 20.
- halving numbers between 0 and 20.
- halving numbers that result in a remainder.





What to look out for this week

- Halving with remainders is an important skill as this helps learners connect mathematics to real life situations. Learners need to think about what happens when there is a remainder, and how this remainder can be shared out.
- Doubling and halving are essential calculation strategies that help learners solve problems quickly and efficiently. They need to understand hat doubling means taking the same number twice while halving means sharing a number into two equal parts.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens ones**, **before**, **after**, **in between**, **more than**, **less than**, **double**, **halve**, **half**.

Verdubbeling beteken twee ewe groot groepe

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Lê verdubbeling met behulp van die Fizz-Pop-speletjie vas.

Consolidate doubling using the Fizz Pop game.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













Double is two equal groups

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los op.
Solve.

16 + 3 = ____

21 + 6 = ____

42 + 4 = ____

34 + 2 = ____

65 + 3 = ____

72 + 7 = ____

83 + 6 = ____

64 + 1 = ____

96 + 3 = ____

57 + 2 = ____

Dag 2 Day 2

Los op.
Solve.

26 – 3 = ____

15 – 1 = ____

37 – 4 = ____

49 – 6 = ____

68 – 3 = ____

39 – 4 = ____

54 – 3 = ____

78 – 6 = ____

86 – 2 = ____

97 – 5 = ____

Dag 3 Day 3

Los op.
Solve.

13 + 6 = ____

26 + 1 = ____

44 + 2 = ____

32 + 4 = ____

63 + 5 = ____

77 + 2 = ____

86 + 3 = ____

61 + 4 = ____

93 + 6 = ____

52 + 7 = ____

Dag 4 Day 4

Los op.
Solve.

25 – 1 = ____

17 – 4 = ____

39 – 6 = ____

48 – 3 = ____

69 – 4 = ____

25 – 1 = ____

17 – 4 = ____

39 – 6 = ____

48 – 3 = ____

69 – 4 = ____

Verdubbeling beteken twee ewe groot groepe

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Ons kan 10 vingers + 10 vingers bymekaartel om 20 te kry. Dan kan ons 2 vingers + 2 vingers bymekaartel om 4 te kry.

We can add 10 fingers + 10 fingers to get 20.

Then we can add 2 fingers + 2 fingers to get 4.

20 + 4 = 24, dus is 12 verdubbel gelyk aan 24.

20 + 4 = 24 so double 12 is 24.

Gee geleenthede aan die leerders om in pare voort te gaan om getalle te verdubbel. Een leerder kan party vingers in die lug hou en die ander leerder steek dan 'n spieëlbeeld van dié aantal vingers op.

Allow the learners opportunities to continue to double numbers in pairs. One learner can hold up some fingers, and the other learner must mirror the number of fingers help up.

Double is two equal groups

WEEK • WEEK 8

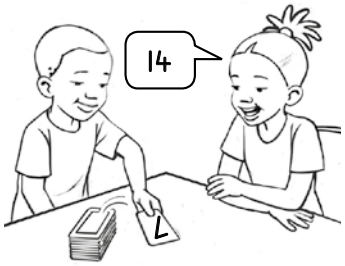
DAG 1 • DAY 1

Verdubbling beteken twee ewe groot groepe
Double is two equal groups

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met kaarte – verdubbel
Game: Fast maths with cards – double

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Put the 0 to 10 number cards into a pile.
- Draai een kaart om.
  Flip over one card.
- Verdubbel dit!
  Double!



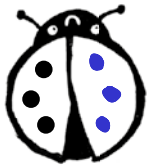
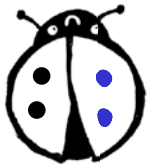
Ali het 3 appels. Hy kry 3 appels meer.
Ali has 3 apples. He gets 3 more.





Verdubbling beteken 2 ewe groot of gelykwaardige groepe. Ons herhaal 'n getal 2 maal.
Double is 2 equal groups. We repeat a number 2 times.
3 verdubbel is gelyk aan 6.
Double 3 is 6.
3 + 3 = 6
3 x 2 = 6

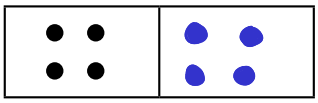
1 Kopieer die kolle om te verdubbel.
Copy the dots to double.

		
3 verdubbel is ____. Double 3 is 6. 3 + 3 = 6 3 x 2 = 6 Hoeveel 3's is daar in 6? ____ How many 3s in 6? 2	2 verdubbel is ____. Double 2 is 4. 2 + 2 = 4 2 x 2 = 4 Hoeveel 2's is daar in 4? ____ How many 2s in 4? 2	4 verdubbel is ____. Double 4 is 8. 4 + 4 = 8 4 x 2 = 8 Hoeveel 4's is daar in 8? ____ How many 4s in 8? 2

Verdubbeling beteken twee ewe groot groepe

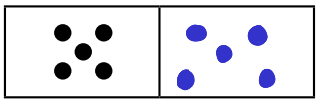
2 Voltooi die domino-kolle om te verdubbel.

Complete the domino dots to double.



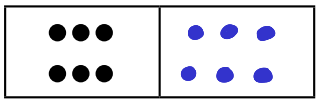
4 verdubbel is ____.

Double 4 is 8.



5 verdubbel is ____.

Double 5 is 10.



6 verdubbel is ____.

Double 6 is 12.

3

Wanneer ek verdubbel When I double	kry ek I get
1	2
2	4
3	6
4	8
5	10
6	12
7	14
8	16
9	18
10	20

Verdubbel Double	
1	2
2	4
3	6
4	8
5	10
6	12
7	14
8	16
9	18
10	20

4 Kom ons verdubbel ons geld.

Let's double our money.



Verdubbel R2

Double R2 R4



Verdubbel R5

Double R5 R10



Verdubbel R10

Double R10 R20

5 Soek na die dubbelgetalle. Tel dan alles bymekaar.

Find the double. Then add.

10 5 + 3 + 5 = 13	8 4 + 4 + 3 = 11 6 3 + 5 + 3 = 11 20 10 + 4 + 10 = 24	12 6 + 3 + 6 = 15 14 7 + 7 + 4 = 18 16 8 + 8 + 4 = 20

Doubling bigger numbers

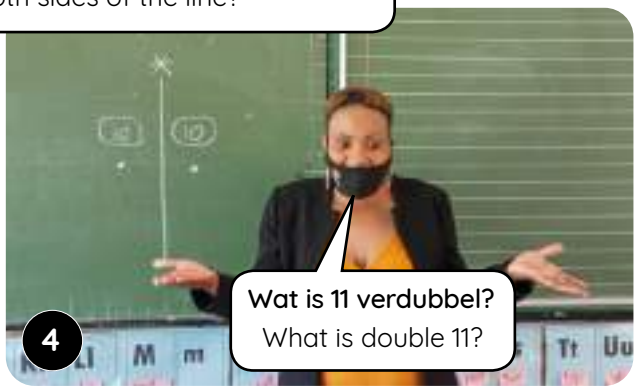
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Gee baie geleenthede aan die leerders om getalle met die towerspieëllyn te verdubbel. Wys hulle hoe om die getalle met behulp van tiene en ene voor te stel en moedig hulle aan om te gesels oor hoe hulle die probleme oplos.

Allow learners many opportunities to double numbers using the magic mirror line. Show them how to represent the numbers using tens and ones and encourage them to talk about how they are solving the problems.

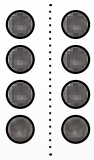
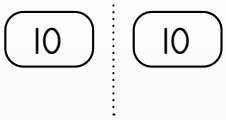
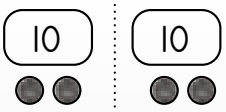
Verdubbel groter getalle

WEEK 8

DAG 2 • DAY 2

Verdubbel groter getalle
Doubling bigger numbers

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Verdubbel 4	Verdubbel 10	Verdubbel 12
Double 4	Double 10	Double 12
		
Verdubbel 4: 8	Verdubbel 10: 20	Verdubbel 12: 24
Double 4: 8	Double 10: 20	Double 12: 24
4 + 4 = 8	10 + 10 = 20	12 + 12 = 24
4 x 2 = 8	10 x 2 = 20	12 x 2 = 24
Daar is twee 4's in 8.	Daar is twee 10'e in 20.	Daar is twee 12's in 24.
There are two 4s in 8.	There are two 10s in 20.	There are two 12s in 24.

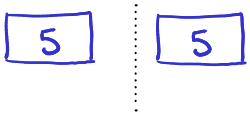
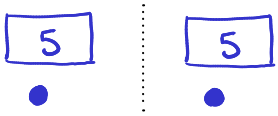
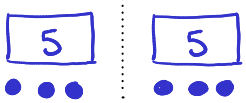


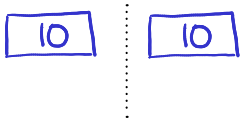
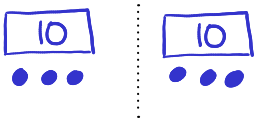
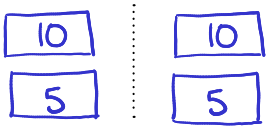
Om 'n getal te verdubbel, beteken om dieselfde getal 2 maal te gebruik.

Doubling a number is about taking the same number 2 times.

1 Verdubbel.

Double.

5	6	8
		
5 verdubbel is ____.	6 verdubbel is ____.	8 verdubbel is ____.
Double 5 is 10.	Double 6 is 12.	Double 8 is 16.

10	13	15
		
10 verdubbel is ____.	13 verdubbel is ____.	15 verdubbel is ____.
Double 10 is 20.	Double 13 is 26.	Double 15 is 30.

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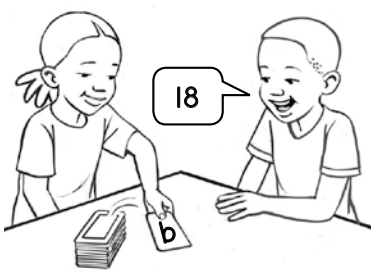
Doubling bigger numbers

Speletjie: Vinnige wiskunde met kaarte – verdubbel
Game: Fast maths with cards – double

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 into a pile.
- Draai een kaart om.
  Flip over one card.
- Verdubbel!
  Double!



2 Voltooi die verdubbelingstabel.
Complete the doubles table.

	1	2	3	4	5	6	7	8	9	10
verdubbel double	2	4	6	8	10	12	14	16	18	20

3 Verdubbel.
Double.

7 5 5 7 verdubbel is ____. Double 7 is 14.	17 10 10 5 5 17 verdubbel is ____. Double 17 is 34	20 10 10 10 10 20 verdubbel is ____. Double 20 is 40.

4 Verdubbel.
Double.

5	10	10	20	6	12	4	8
8	16	9	18	15	30	19	38

5 Soek na die dubbelgetalle. Tel dan alles bymekaar.
Find the doubles. Then add.

10 5 + 6 + 5 = 16	8 4 + 8 + 4 = 16
6 3 + 11 + 3 = 17	12 6 + 8 + 6 = 20

Halveer

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Gee geleenthede aan die leerders om baie getalle te halveer deur tellers aan hulle uit te deel. Moedig die leerders aan om te gesels oor hoe elke halwe (helfte) ewe groot moet wees.

Allow the learners opportunities to halve many numbers by sharing out counters. Encourage learners to talk about how each half must be equal in size.

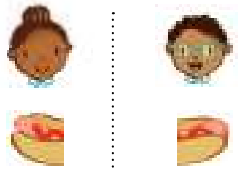
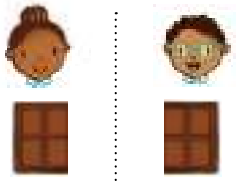
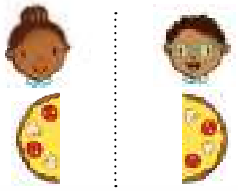
Halving

WEEK • WEEK 8

DAG 3 • DAY 3

Halveer
Halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 worsbroodjie 1 hotdog	1 sjokolade 1 chocolate	1 pizza 1 pizza
		
halwe half	halwe half	halwe half
halwe half	halwe half	halwe half

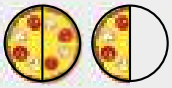


Wanneer ons iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe (of die helfte).

When we share equally between 2 learners, each learner gets half.

Hoeveel?
How many?




	Halwes Halves	Hele Wholes
	1 halwe 1 half	1 halwe 1 half
	2 halwes 2 halves	1 hele 1 whole
	3 halwes 3 halves	1 en 'n half 1 and a half
	4 halwes 4 halves	2 heles 2 wholes

1 Teken die pizzas!
Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3
			
3 en 'n half 3 and a half	**4**	**4 en 'n half** 4 and a half	
			

Halveer

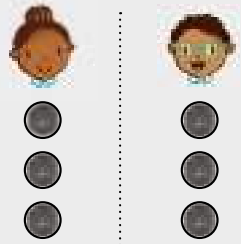
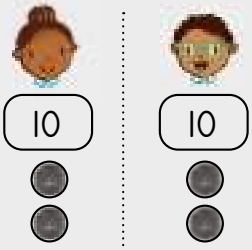
2 Watter breukdeel kry elke leerder? Hoeveel lekkers kry elke leerder?

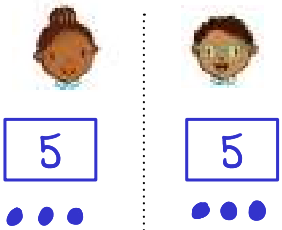
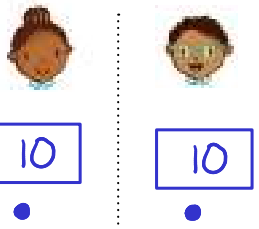
What fraction does each learner get?
How many sweets does each learner get?



Wanneer ons iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe (of die helfte).

When we share equally between 2 learners, each learner gets half.

6 lekkers 6 sweets	12 lekkers 12 sweets	24 lekkers 24 sweets
		
breukdeel: halwe fraction: half	breukdeel: halwe fraction: half	breukdeel: halwe fraction: half
lekkers: 3 sweets:	lekkers: 6 sweets:	lekkers: 12 sweets:

10 lekkers 10 sweets	16 lekkers 16 sweets	22 lekkers 22 sweets
		
breukdeel: fraction: half	breukdeel: fraction: half	breukdeel: fraction: half
lekkers: sweets: 5	lekkers: sweets: 8	lekkers: sweets: 11

3 'n Halwe van

Half of

6	3	8	4	10	5	12	6

Half with a remainder

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe kan ons aan elk van hierdie leerders die helfte ('n halwe) van die appels gee?
How can we give each of these learners half of the apples?



Ons moet die appels gelykop tussen die 2 leerders verdeel.
We need to share 7 apples equally between 2 learners.

Hoeveel appels kry elke leerder?
How many apples will each learner get?



Ons kry elkeen 3 appels en daar is een appel wat oorbly.
We each get 3 apples, and there is 1 apple left over.

Wat moet ons met die oorblywende appel doen?
What must we do with the leftover apple?



Ons moet ook die oorblywende appel tussen die 2 leerders verdeel.
We also need to share the leftover apple between the 2 learners.

Hoeveel appels kry elke leerder nou?
How many apples does each learner get?



Hulle kry elkeen die helfte van die aantal appels.
They each get half the number of apples.

Die helfte van 7 appels is 3 en 'n halwe appels.
Half of 7 apples is 3 and a half apples.

Gee geleenthede aan die leerders om getalle te halveer deur tellers aan hulle uit te deel. Wys hulle daarop dat hulle onewe getalle moet gebruik om na te dink oor wat hulle met die res moet doen. Hulle moet hulle verbeel wat hulle kan doen aangesien hulle die tellers nie kan deursny nie!

Allow the learners opportunities to halve numbers by sharing out counters. Tell them to use odd numbers so they have to think about what to do with the remainder. They have to imagine what to do because they cannot cut the counters!

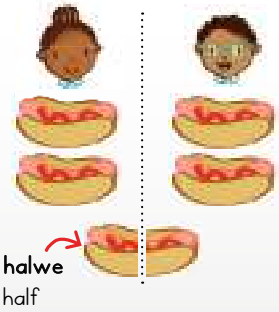
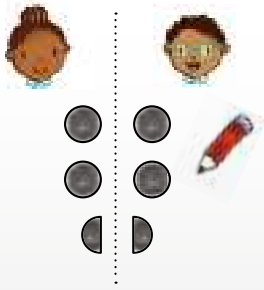
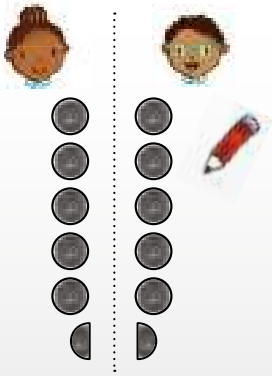
Halveer met 'n res

WEEK 8

DAG 4 • DAY 4

Halveer met 'n res
Half with a remainder

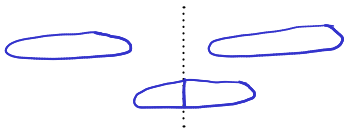
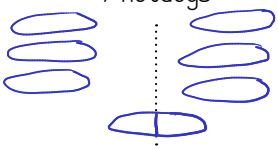
HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

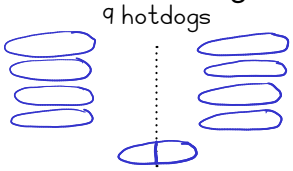
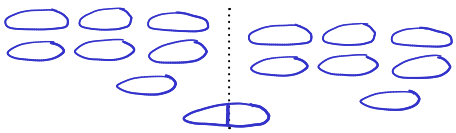
5 worsbroodjies	5 worsbroodjies	11 worsbroodjies
5 hotdogs	5 hotdogs	11 hotdogs
		
Die helfte van 5 is 2 en 'n half. Half of 5 is 2 and a half.	Die helfte van 5 is 2 en 'n half. Half of 5 is 2 and a half.	Die helfte van 11 is 5 en 'n half. Half of 11 is 5 and a half.

Jy kan die worsbroodjies met kolletjies wys.
You can use dots to show hotdogs.



1 Deel gelykop tussen 2 leerders.
Share equally between 2 learners.

3 worsbroodjies	7 worsbroodjies
3 hotdogs	7 hotdogs
	
Die helfte van 3 is ____. Half of 3 is one and a half	Die helfte van 7 is ____. Half of 7 is 3 and a half

9 worsbroodjies	15 worsbroodjies
9 hotdogs	15 hotdogs
	
Die helfte van 9 is ____. Half of 9 is 4 and a half	Die helfte van 15 is ____. Half of 15 is 7 and a half

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Half with a remainder

Speletjie: Verdubbel en halveer met blokkies
Game: Double – half with blocks



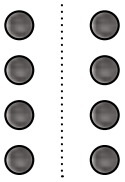
- Bou met 4 blokkies.
  Build 4.
- Verdubbel 4 en bou dit.
  Build double 4.
- Breek die verdubbelde 4 in die helfte.
  Break double 4 in half.
- Doen dit weer met getal 3, 5, 6 en 10.
  Do again with numbers 3, 5, 6 and 10.



Dink aan die verwantskap tussen halveer en verdubbel.
Think about the relationship between half and double.

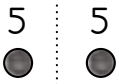
2 Soek na die dubbel en die halwe.

Find double and half.



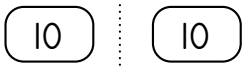
4 verdubbel is ____.
Double 4 is 8.

'n Halwe van 8 is ____.
Half of 8 is 4.



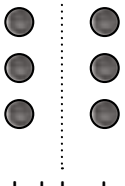
6 verdubbel is ____.
Double 6 is 12.

'n Halwe van 12 is ____.
Half of 12 is 6.



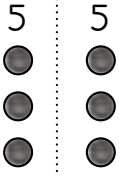
10 verdubbel is ____.
Double 10 is 20.

'n Halwe van 20 is ____.
Half of 20 is 10.



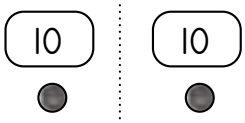
3 verdubbel is ____.
Double 3 is 6.

'n Halwe van 6 is ____.
Half of 6 is 3.



8 verdubbel is ____.
Double 8 is 16.

'n Halwe van 16 is ____.
Half of 16 is 8.



11 verdubbel is ____.
Double 11 is 22.

'n Halwe van 22 is ____.
Half of 22 is 11.

WEEK 8 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS → ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
verdubbel	double
3 koeke verdubbel gee 6 koeke.	Double 3 cakes is 6 cakes.
3 verdubbel is 6	double 3 is 6
Wanneer ek iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe (of die helfte).	When I share something equally between 2 learners, each learner receives half.
'n Halwe van ses is drie.	Half of six is three.
een halwe	one half
twee halwes	two halves
een hele	one whole

1 Voltooi die getaltabel.
Complete the number table.



11	
6	5



11	
4	7

Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.
Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
6 + 5 = 11	11 − 5 = 6
5 + 6 = 11	11 − 6 = 5

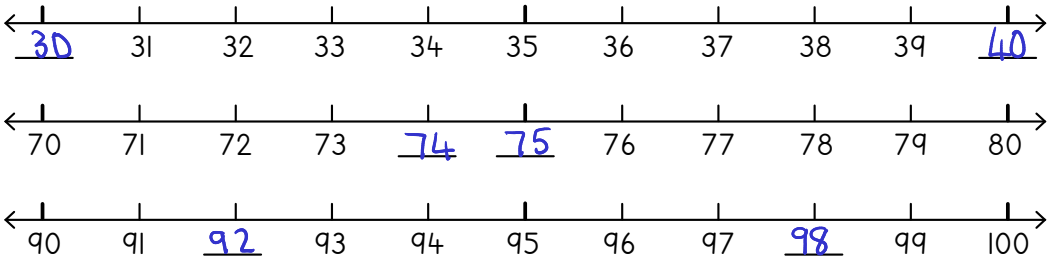
optelling addition	aftrekking subtraction
4 + 7 = 11	11 − 7 = 4
7 + 4 = 11	11 − 4 = 7

Assessment and consolidation

2 Brei die patroon uit.
Extend the pattern.

31	32	33	34	35	36	37	38	39	40
38	39	40	41	42	43	44	45	46	47
100	99	98	97	96	95	94	93	92	91

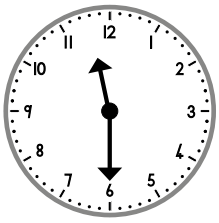
3 Voltooi.
Complete.



4 Tel op of trek af.
Add or subtract.

92 + 4 = 96	94 + 3 = 97	96 + 4 = 100
95 – 3 = 92	98 – 4 = 94	97 – 3 = 94

5 Hoe laat is dit?
What is the time?



half past 11

6

halveer half		verdubbel double
5	10	20
25	50	100
$2\frac{1}{2}$	5	10
6	12	24

Vermenigvuldiging gaan oor ewe groot (gelyke) groepe

	Hulpbronne
Hoofrekene: Springtel	100-blok
Speletjie: Vinnige wiskunde met kaarte – vermenigvuldig met 2	getalkaarte







Dag	Lesaktiwiteit	Leshulpbronne
1	Vermenigvuldig met 2	LAB
2	Vermenigvuldig met 10	LAB, kryte, boks
3	Vermenigvuldig met 5	LAB
4	Los geldprobleme op	LAB
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
met behulp van springtel met 2, 5 en 10 te vermenigvuldig.	
die aantal 2's, 5'e of 10'e in 'n ander getal met springtel te bepaal.	
vermenigvuldigingsprobleme in die konteks van geld op te los.	

Assessering

Daar is hierdie week geen formele assessering nie.

Jy moet die leerders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

Multiplication is about equal groups

	Resources
Mental Maths: Skip counting	100 square
Game: Fast maths with cards – multiply by 2	number cards



Day	Lesson activity	Lesson resources
1	Multiplying by two	LAB
2	Multiplying by ten	LAB, crayons, box
3	Multiplying by five	LAB
4	Solving money problems	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 5 and 10.	
use skip counting to determine the number of 2s, 5s or 10s in another number.	
solve multiplication problems using the context of money.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Vermenigvuldiging gaan oor ewe groot (gelyke) groepe

Hoofrekene



Die leerders oefen hierdie week springtel in 2's, 10'e en 5'e in 'n groter getalgebied. Laat die leerders met 'n 100-blok werk sodat hulle die patrone kan sien en verstaan. Moedig hulle aan om vinniger aan te springtel en terug te springtel sodat hulle vlot daarin kan word.

Speletjie

Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte: vermenigvuldig met 2. Die speletjie gee 'n geleentheid aan die leerders om verdubbeling te oefen sodat hulle probleme vinnig en maklik kan oplos. Moedig hulle aan om groter getalle af te breek ten einde die verdubbeling te vereenvoudig, byvoorbeeld 7 = 5 + 2. As 5 verdubbel word, gee dit 10 en 2 verdubbel gee 4. 10 + 4 = 14, dus is 7 verdubbel gelyk aan 14.

Konsepontwikkeling





Ons konsentreer hierdie week op vermenigvuldiging. Die leerders los vermenigvuldigingsprobleme met springtel op. Hulle identifiseer ook hoeveel groepe hulle met 'n gegewe getal kan kry. Die leerders pas toe wat hulle van vermenigvuldiging geleer het terwyl hulle lewensegte probleme in die konteks van inkopies oplos. Terwyl ons met verdubbeling en halvering werk, konsentreer ons daarop om:

- met behulp van springtel met 2, 5 en 10 te vermenigvuldig. Vermenigvuldiging handel oor die herhaling van ewe groot (gelyke) groepe, dus moet die leerders in staat wees om met selfvertroue te springtel.
- met springtel die aantal 2's, 5'e of 10'e in 'n ander getal te bepaal. Wanneer ons vermenigvuldig, dink ons aan hoeveel groepe van 2, 10 en 5 daar in gegewe getalle is.
- vermenigvuldigingsprobleme in die konteks van geld op te los.

Waarna jy hierdie week moet oplet

- Herinner die leerders daaraan dat vermenigvuldiging behels dat groepe wat ewe groot is, herhaal word. Die leerders moet met selfvertroue kan springtel aangesien dit hulle sal help om vermenigvuldigingsprobleme vinnig en doeltreffend op te los.
- Help die leerders om te verstaan wat dit beteken om getalsinne te vermenigvuldig deur na te dink oor hoeveel groepe van 2, 5 en 10 daar in gegewe getalle is.

Multiplication is about equal groups

Mental Maths



This week the learners will practice skip counting in 2s, 10s and 5s in an increased number range. Allow learners to use a 100 square so that they can see and understand the patterns. Encourage them to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

Game

This week we play the game Fast maths with cards: multiply by 2. The game gives learners an opportunity to practice doubling so that they can solve problems quickly and easily. Encourage them to break up larger numbers in order to simplify the doubling. For example, 7 = 5 + 2. Double 5 is 10 and double 2 is 4. 10 + 4 = 14 so double 7 is 14.

Conceptual development





This week we focus on multiplication. Learners will use skip counting to solve multiplication problems. They will also identify how many groups they can make with a given number. Learners will apply what they have learnt about multiplication as they solve real life problems using the context of shopping. In our work on doubling and halving, we will focus on:

- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups and so learners need to be able to skip count confidently.
- using skip counting to determine the number of 2s, 5s or 10s in another number. When we multiply, we think about how many groups of 2, 10 and 5 there are in given numbers.
- solving multiplication problems using the context of money.

What to look out for this week

- Remind learners that multiplication involves repeating equal sized groups. Learners need to be confident in skip counting as it will help them solve multiplication problems quickly and efficiently.
- Help learners understand what multiplication number sentences mean by thinking about how many groups of 2, 5 and 10 there are in given numbers.

Vermenigvuldig met 2

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Tel met behulp van die 100-blok. Tel aan en tel dan terug.

Use 100 squares to count. Count forwards and then backwards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.



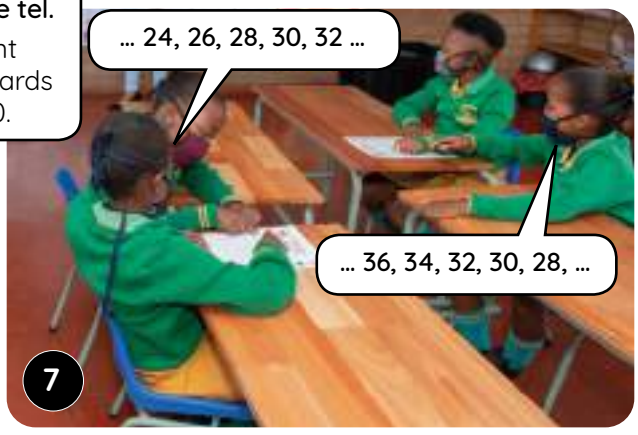












Multiplying by 2

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Verdeel tussen 2 leerders.
Share between 2 learners.

6

8

12

16

14

4

18

10

2

20

Dag 2 Day 2

Verdeel tussen 2 leerders.
Share between 2 learners.

46

28

42

26

32

34

48

22

24

44

Dag 3 Day 3

Verdeel tussen 2 leerders.
Share between 2 learners.

6

5

3

9

7

12

5

11

13

4

Dag 4 Day 4

Verdeel tussen 2 leerders.
Share between 2 learners.

26

25

31

28

47

14

44

45

43

34

Vermenigvuldig met 2

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Gaan voort om die leerders met behulp van die tabel te help om met 2 te vermenigvuldig. Moedig die leerders aan om te gesels oor hoe hulle in 2's kan tel om hulle te help om met 2 te vermenigvuldig.

Continue using the table to help learners multiply by 2. Encourage learners to talk about how they can count in 2s to help them multiply by 2.

Multiplying by 2

WEEK • WEEK 9

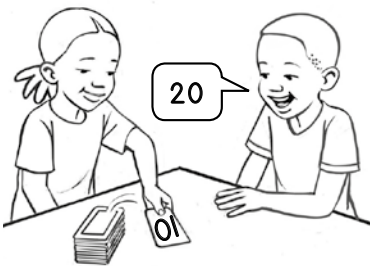
DAG 1 • DAY 1

Vermenigvuldig met 2
Multiplying by 2

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met kaarte – vermenigvuldig met 2
Game: Fast maths with cards – multiply by 2

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 into a pile.
- Draai een kaart om.
  Flip over one card.
- Vermenigvuldig met 2.
  Multiply by 2.



1

leerders learners	skoene shoes	getalsin number sentence
1	2	2 x 1 = 2
4	8	2 x 4 = 8
5	10	2 x 5 = 10
3	6	2 x 3 = 6

Vermenigvuldiging handel oor die herhaling van ewe groot of gelyke groepe.
Multiplication is about repeating equal groups.



2



pare skoene pairs of shoes	4
skoene shoes	8



pare skoene pairs of shoes	10
skoene shoes	20

3

leerders learners	1	2	3	4	5	6	7	8	9	10
skoene shoes	2	4	6	8	10	12	14	16	18	20

82

Vermenigvuldig met 2

4



Hoeveel fietse? How many bicycles?	5
Hoeveel wiele? How many wheels?	10

5

fietse bicycle	1	2	3	4	5	6	7	8	9	10
wiele wheels	2	4	6	8	10	12	14	16	18	20

6 Hoeveel wiele?

How many wheels?

3 ____6____ wiele wheels	6 ____12____ wiele wheels
7 ____14____ wiele wheels	10 ____20____ wiele wheels

7 Hoeveel:

How many:

2's in 6? 2s in 6?	3	2's in 8? 2s in 8?	4
2's in 10? 2s in 10?	5	2's in 12? 2s in 12?	6
2's in 16? 2s in 16?	8	2's in 20? 2s in 20?	10

8 Dit kos een leerder R2 vir 'n taxi-rit.

The taxi costs R2 for one learner.



Hoeveel kos dit vir 5 leerders? How much does it cost for 5 learners?	R10
Hoeveel kos dit vir 8 leerders? How much does it cost for 8 learners?	R16

Multiplying by 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Gaan voort om die leerders met behulp van die tabel te help om met 10 te vermenigvudig. Moedig die leerders aan om te gesels oor hoe hulle in 10'e kan tel om hulle te help om probleme op te los.

Continue using the table to help learners multiply by 10. Encourage learners to talk about how they can count in 10s to help them solve problems.

Vermenigvuldig met 10

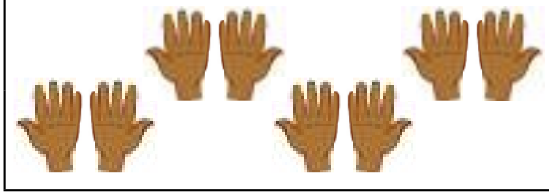
WEEK 9

DAG 2 • DAY 2

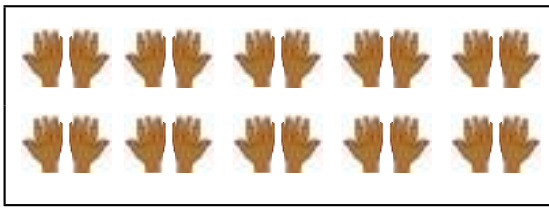
Vermenigvuldig met 10
Multiplying by 10

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1



leerders? learners?	4
vingers? fingers?	40



leerders? learners?	10
vingers? fingers?	100

Wanneer ons 10'e vermenigvuldig, dink ons aan groepe van 10.
When we multiply 10s, we think about groups of 10.



2 Tel in 10'e.
Count in 10s.

10	20	30	40	50	60	70	80	90	100

3

leerders learners	1	2	3	4	5	6	7	8	9	10
vingers fingers	10	20	30	40	50	60	70	80	90	100

4

leerders learners	vingers fingers	getalsin number sentence
1	10	1 x 10 = 10
2	20	2 x 10 = 20
3	30	3 x 10 = 30
4	40	4 x 10 = 40
5	50	5 x 10 = 50
6	60	6 x 10 = 60
7	70	7 x 10 = 70
10	100	10 x 10 = 100

84

Multiplying by 10

5



Hoeveel boksies? How many boxes?	4
Hoeveel kryte? How many crayons?	40

boksies boxes	1	2	3	4	5	6	7	8	9	10
kryte crayons	10	20	30	40	50	60	70	80	90	100

6 Hoeveel kryte?
How many crayons?

3  30 kryte crayons	6  60 kryte crayons
5  50 kryte crayons	10  100 kryte crayons

7

3 x 10 = 30	5 x 10 = 50	6 x 10 = 60	2 x 10 = 20
1 x 10 = 10	4 x 10 = 40	8 x 10 = 80	10 x 10 = 100

8 Hoeveel:
How many:

10'e in 60? 10s in 60?	6	10'e in 40? 10s in 40?	4
10'e in 100? 10s in 100?	10	10'e in 50? 10s in 50?	5

9 Een pen kos R10.
One pen costs R10.



Hoeveel kos 4 penne? How much do 4 pens cost?	R 40
Hoeveel kos 7 penne? How much do 7 pens cost?	R70

Vermenigvuldig met 5

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Gaan voort om die leerders met behulp van die tabel met 5 te laat vermenigvuldig. Moedig die leerders aan om te gesels oor hoe hulle in 5's kan tel om hulle te help om probleme op te los.

Continue using the table to help learners multiply by 5. Encourage learners to talk about how they can count in 5s to help them solve problems.

Multiplying by 5

WEEK • WEEK 9

DAG 3 • DAY 3

Vermenigvuldig met 5
Multiplying by 5

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1



hande? hands?	6
vingers? fingers?	30



hande? hands?	10
vingers? fingers?	50

Ons tel in 5'e. Daar is 5 vingers aan een hand!
We count in 5s. One hand has 5 fingers!



2 Tel in 5'e.
Count in 5s.

5	10	15	20	25	30	35	40	45	50

3

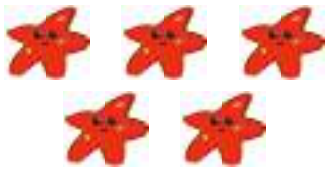
hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers	5	10	15	20	25	30	35	40	45	50

4

hande hands	vingers fingers	getalsin number sentence
1	5	1 x 5 = 5
4	20	4 x 5 = 20
3	15	3 x 5 = 15
5	25	5 x 5 = 25
6	30	6 x 5 = 30
2	10	2 x 5 = 10
7	35	7 x 5 = 35
10	50	10 x 5 = 50

Vermenigvuldig met 5

5



Hoeveel seesterre is daar? How many starfish?	5
Hoeveel punte het elke seester? How many arms does each starfish have?	5

seesterre starfish	1	2	3	4	5	6	7	8	9	10
punte arms	5	10	15	20	25	30	35	40	45	50

6 Hoeveel seesterpunte?
How many arms?

3 ★ 15 punte (arms)	6 ★ 30 punte (arms)
5 ★ 25 punte (arms)	10 ★ 50 punte (arms)

7

3 x 5 = 15	5 x 5 = 25	6 x 5 = 30	2 x 5 = 10
1 x 5 = 5	4 x 5 = 20	8 x 5 = 40	10 x 5 = 50

8 Hoeveel:
How many:

5's in 15? 5s in 15?	3	5's in 10? 5s in 10?	2
5's in 25? 5s in 25?	5	5's in 20? 5s in 20?	4

9 Een appel kos R5.
One apple costs R5.



Hoeveel kos 5 appels? How much do 5 apples cost?	R25
Hoeveel kos 9 appels? How much do 9 apples cost?	R45

Solving money problems

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT











Gaan voort om die leerders met behulp van die tabel in staat te stel om geldprobleme op te los. Gee voor dat julle appels koop wat R5,00 elk kos asook sjokolade wat R10,00 per stafie kos. Moedig die leerders aan om te gesels oor hoe hulle in 2's, 5'e en 10'e kan tel om hulle te help om probleme op te los.

Continue using the table to help learners solve money problems. Pretend that you are buying apples which cost R5,00 each, and chocolates that cost R10,00 each. Encourage learners to talk about how they can count in 2s, 5s and 10s to help them solve problems.

Los geldprobleme op

WEEK 9 • WEEK

DAG 4 • DAY 4

Los geldprobleme op
Solving money problems

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1



Hoeveel muntstukke? How many coins?	5
Hoeveel rand? How many rand?	R10

2



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	2	4	6	8	10	12	14	16	18	20

3

2 x 2 = 4	10 x 2 = 20	3 x 2 = 6	4 x 2 = 8
1 x 2 = 2	5 x 2 = 10	6 x 2 = 12	8 x 2 = 16

4 Hoeveel:
How many:

2's in 4? 2s in 4?	2	2's in 10? 2s in 10?	5
2's in 14? 2s in 14?	7	2's in 20? 2s in 20?	10

5



Hoeveel note? How many notes?	3
Hoeveel rand? How many rand?	R30

6



note notes	1	2	3	4	5	6	7	8	9	10
rand rand	10	20	30	40	50	60	70	80	90	100

Solving money problems

7

2 x 10 = 20	5 x 10 = 50	3 x 10 = 30	4 x 10 = 40
1 x 10 = 10	10 x 10 = 100	6 x 10 = 60	8 x 10 = 80

8 Hoeveel:

How many:

5'e in 30? 5s in 30?	6	5'e in 80? 5s in 80?	16
5'e in 50? 5s in 50?	10	5'e in 100? 5s in 100?	20

9



Hoeveel muntstukke? How many coins?	4
Hoeveel rand? How many rand?	R20

10



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	5	10	15	20	25	30	35	40	45	50

11

2 x 5 = 10	5 x 5 = 25	3 x 5 = 15	4 x 5 = 20
1 x 5 = 5	10 x 5 = 50	6 x 5 = 30	8 x 5 = 40

12 Hoeveel:

How many:

10'e in 30? 10s in 30?	3	10'e in 80? 10s in 80?	8
10'e in 70? 10s in 70?	7	10'e in 90? 10s in 90?	9

WEEK 9

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
twee vermenigvuldig met vier	two multiplied by four
Hoeveel twees is daar in 8?	How many twos in 8?
vyf vermenigvuldig met drie	five multiplied by three
Hoeveel vywe is daar in 15?	How many fives in 15?
tien vermenigvuldig met vier	ten multiplied by four
Hoeveel tiene is daar in 40?	How many tens in 40?
Veertig is tien meer as dertig.	Forty is ten more than thirty.
Dertig is tien minder as veertig.	Thirty is ten less than forty.
Veertig staan ná dertig.	Forty comes after thirty.
Dertig staan voor veertig.	Thirty comes before forty.

1



Hoeveel fietse? How many bicycles?	7
Hoeveel wiele? How many wheels?	14



hande? hands?	7
vingers? fingers?	35

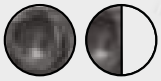


boksies? boxes?	5
kryte? crayons?	50

Assessment and consolidation

2 Teken die pizzas!

Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3
			

3 Voltooi die getaltabel.

Complete the number table.



11	
7	4

Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
7 + 4 = 11	11 – 4 = 7
4 + 7 = 11	11 – 7 = 4

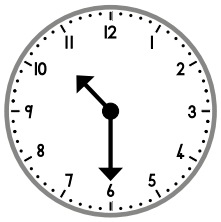
4 Tel op of trek af.

Add or subtract.

54 + 3 = 57	75 + 3 = 78	82 + 6 = 88
59 – 3 = 56	76 – 5 = 71	87 – 4 = 83

5 Hoe laat is dit?

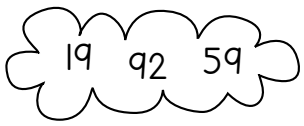
What is the time?



half past 10

6 Orden van klein tot groot.

Order from small to large.



19 59 92

7 Bereken.

Calculate.

halveer half				verdubbel double			
9	$4\frac{1}{2}$	10	5	9	18	10	20

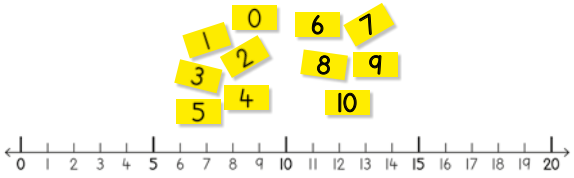
4 and a half

Hersiening

	Hulpbronne
Hoofrekene: Fizz-Pop – halvering	geen
Speletjie: Vinnige wiskunde met kaarte – halveer	geen





Dag	Lesaktiwiteit	Leshulpbronne
1	Hersien optelling en aftrekking (sonder om tien te oorbrug)	LAB, 100-blok
2	Hersien ordening van getalle en halvering	LAB, getalkaarte, getallelyn (onderwyser)
3	Hersien optelling en aftrekking (met oorbrugging van tien)	LAB, getallelyn (onderwyser)
4	Hersien verdubbeling en vermenigvuldiging met twee	papier (om te vou)
5	Hersien vermenigvuldiging met tien en met vyf	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
'n enkelsyfergetal met behulp van die 100-blok by 'n dubbelsyfergetal te tel of daarvan af te trek.	
'n tien met behulp van die 100-blok by 'n dubbelsyfergetal te tel of daarvan af te trek.	
heelgetalle (telgetalle) aan die hand van kleiner as, groter as, meer as, minder as of is gelyk aan te orden en te vergelyk.	
'n 2D vorm in twee ewe groot (gelyke) dele te verdeel.	
'n enkelsyfergetal by 'n enkelsyfer- of by 'n dubbelsyfergetal te tel deur 'n tien te oorbrug.	
'n enkelsyfergetal van 'n dubbelsyfergetal af te trek deur 'n tien te oorbrug.	
probleme op te los deur 'n tien te kry (optelling en aftrekking).	
met behulp van springtel met 2, 5 en 10 te vermenigvuldig.	
met springtel die aantal 2's, 5'e of 10'e in 'n ander getal te bepaal.	

Assessering

Daar is hierdie week geen formele assessering nie.

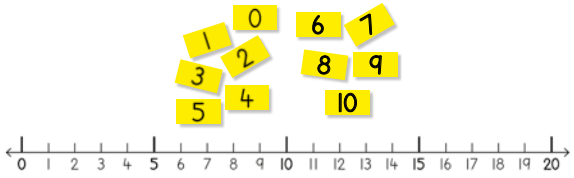
Jy moet die leerders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

Revision

	Resources
Mental Maths: Fizz Pop – halving	none
Game: Fast maths with cards – half	none





Day	Lesson activity	Lesson resources
1	Revise addition and subtraction (without bridging ten)	LAB, 100 square
2	Revise ordering and halving	LAB, number cards, number line (teacher)
3	Revise addition and subtraction (bridging ten)	LAB, number line (teacher)
4	Revise doubling and multiplying by two	paper (to fold)
5	Revise multiplying by ten and by five	LAB

After this week the learner should be able to:	✓
use the 100 square to add or subtract a single digit to or from a double digit.	
use the 100 square to add or subtract a ten to or from a double digit.	
order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to.	
divide a 2-D shape into two equal parts.	
add a single digit to a single digit or to a double digit, bridging a ten.	
subtract a single digit from a double digit, bridging a ten.	
solve problems by making a ten (addition and subtraction).	
use skip counting to multiply by 2, 5 and 10.	
use skip counting to determine the number of 2s, 5s or 10s in another number.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Hersiening

Hoofrekene



Ons speel hierdie week weer Fizz-Pop en stel ons fokus op halvering in. Dit is belangrik dat die leerders halvering as berekeningstrategie doeltreffend moet kan gebruik. Onthou dat dit makliker is om ewe getalle te halveer, maar dat onewe getalle ook gehalveer kan word. Aangesien onewe getalle 'n res het wanneer dit gehalveer word, moet jy voorbereid wees daarop om bykomende gesprekke oor hierdie soort probleme te voer.

Speletjie

Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte – halveer. Die speletjie gee 'n geleentheid aan die leerders om halvering te oefen sodat hulle probleme vinnig en maklik kan oplos.

Ons hersien hierdie week die konsepte wat gedurende hierdie kwartaal behandel is. Daar word geleenthede aan die leerders gegee om dit wat hulle bygeleer het, te oefen en om hul vermoë om probleme doeltreffend op te los, uit te bou. Die fokus van elke dag word hier onder uiteengesit.

Dag 1

Optelling en aftrekking (sonder om tien te oorbrug) deur:

- 'n enkelsyfergetal by 'n dubbelsyfergetal te tel
- tien by 'n dubbelsyfergetal te tel
- ontbrekende getalle op 'n getallelyn in te vul.

Vir breedvoerige lesplanne sien **week 7, dag 2 en 3**.

Dag 2

Die ordening van getalle en die konsep van halvering deur:

- patrone van 1 meer, 1 minder, 10 meer of 10 minder voort te sit
- telling in 2's, 5'e en 10'e te hersien
- getalle van die kleinste tot die grootste en van die grootste tot die kleinste te rangskik
- oor halwes te praat asook oor hoe twee halwes een hele maak.

Vir breedvoerige lesplanne sien **Week 10, dag 3 en 4.**

Dag 3

Optelling en aftrekking (deur tien te oorbrug) deur:

- die strategie om 'n tien te kry wanneer enkelsyfers met oorbrugging van tien opgetel en afgetrek word, te hersien.

Vir breedvoerige lesplanne sien **week 5**.

Dag 4

Die verdubbeling van en vermenigvuldiging met twee deur:

- verdubbeling met behulp van 'n spieëllyn te hersien
- vermenigvuldiging met 2, deur in 2's te tel, te hersien
- telling in 2's, ten einde uit te werk hoeveel 2's daar in 'n getal is, te hersien.

Vir breedvoerige lesplanne sien **week 8 en 9**.

Dag 5

Die vermenigvuldiging met tien en met vyf deur:

- vermenigvuldiging met 10 en 5, deur in 10'e en 5'e te tel, te hersien
- telling in 10'e en 5'e, ten einde uit te werk hoeveel 10'e of 5'e daar in 'n getal is, te hersien.

Vir breedvoerige lesplanne sien **week 9**.

Revision

Mental Maths

This week we will play Fizz Pop again, with a focus on halving. It is important for learners to become efficient at using halving as a calculation strategy. Remember that it is easier to halve even numbers, but that odd numbers can also be halved. Because odd numbers have a remainder when they are halved, you should be prepared for additional conversations about these types of problems.



Game

This week we play the game Fast maths with cards – half. The game gives learners an opportunity to practice halving so that they can solve problems quickly and easily.

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. The focus each day is outlined below.

Day 1

Addition and subtraction (without bridging ten) by:
- adding a single digit to a double digit
- adding ten to a double digit
- filling in missing numbers on number line.

Refer to **Week 3 Day 2 and 3**.

Day 2

The order of numbers and the concept of half by:
- continuing patterns of 1 more, 1 less, 10 more, 10 less
- revising counting in 2s, 5s and 10s
- ordering numbers from smallest to biggest and biggest to smallest
- talking about halves, and about how two halves make one whole.

Refer to **Week 10 Day 3 and 4**.

Day 3

Addition and subtraction (bridging ten) by:
- revising the make a ten strategy when adding and subtracting single digits that result in bridging ten.

Refer to **Week 5** for detailed lesson plans.

Day 4

Doubling and multiplying by two by:
- revising doubling using a mirror line
- revising multiplying by 2 by counting in 2s
- revising counting in 2s to work out how many 2s in ____.

Refer to **Weeks 8 and 9**.

Day 5

Multiplying by ten and by five by:
- revising multiplying by 10 and 5 by counting in 10s and 5s
- revising counting in 10s and 5s to work out how many 10s / 5s in ____.

Refer to **Week 9**.

Optelling en aftrekking

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Lê halvering met die Fizz-Pop-speletjie vas.

Consolidate halving using the Fizz Pop game.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.













Addition and subtraction

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Hoeveel meer om by 20 uit te kom?
How much more to get to 20?

2 + ____ = 20

3 + ____ = 20

13 + ____ = 20

6 + ____ = 20

18 + ____ = 20

12 + ____ = 20

16 + ____ = 20

9 + ____ = 20

11 + ____ = 20

1 + ____ = 20

Dag 2 Day 2

Los op.
Solve.

7 + 6 = ____

8 + 3 = ____

9 + 4 = ____

5 + 6 = ____

9 + 3 = ____

67 + 2 = ____

56 + 3 = ____

41 + 4 = ____

83 + 6 = ____

32 + 7 = ____

Dag 3 Day 3

Trek af.
Subtract.

11 – 4 = ____

16 – 9 = ____

12 – 8 = ____

13 – 7 = ____

15 – 7 = ____

45 – 1 = ____

27 – 4 = ____

59 – 3 = ____

38 – 6 = ____

79 – 2 = ____

Dag 4 Day 4

Voltooi die patroon.
Complete the pattern.

41 42 43 ____ ____ ____

75 74 73 ____ ____ ____

60 65 70 ____ ____ ____

69 59 49 ____ ____ ____

21 31 41 ____ ____ ____

85 80 75 ____ ____ ____

16 17 18 ____ ____ ____

52 42 32 ____ ____ ____

63 73 83 ____ ____ ____

35 30 25 ____ ____ ____

WERKKAART | WORKSHEET

WEEK • WEEK 10

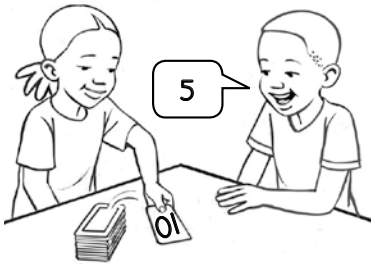
DAG 1 • DAY 1

Optelling en aftrekking
Addition and subtraction

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met kaarte – halveer
Game: Fast maths with cards – half

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Put number cards 0 to 10 in a pile.
- Draai een kaart om.
  Flip over one card.
- Bereken 'n halwe!
  Calculate half!



1 Vul die ontbrekende getalle in.
Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

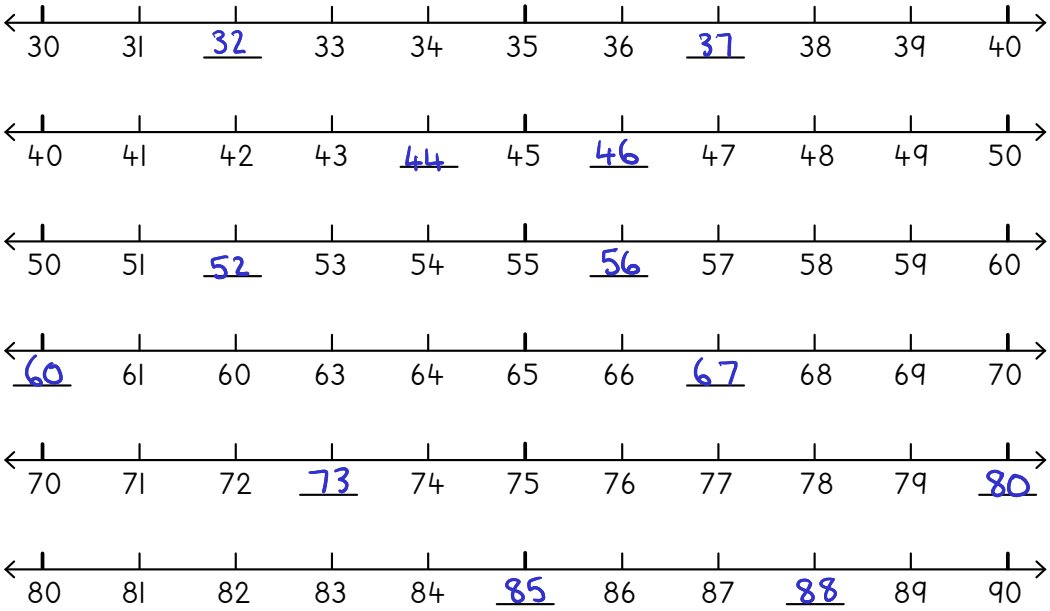
2 Tel op of trek af.
Add or subtract.

35 + 3 = 38	41 + 5 = 46	63 + 6 = 69
48 – 4 = 44	57 – 5 = 52	78 – 4 = 74
45 + 10 = 55	68 + 10 = 78	89 + 10 = 99
43 – 10 = 33	56 – 10 = 46	78 – 10 = 68

92

WEEK 10

3 Voltooi.
Complete.



4 Brei die patroon uit.
Extend the pattern.

76	77	78	79	80	81	82	83	84	85
84	83	82	81	80	79	78	77	76	75
3	13	23	33	43	53	63	73	83	93
109	99	89	79	69	59	49	39	29	19
102	92	82	72	62	52	42	32	22	12
94	93	92	91	90	89	88	87	86	85

WEEK • WEEK 10

DAG 2 • DAY 2

Ordening van getalle en halvering
Ordering numbers and halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel in 2's.
Count in 2s.

2	4	6	8	10	12	14	16	18	20
84	82	80	78	76	74	72	70	68	66

Tel in 5'e.
Count in 5s.

5	10	15	20	25	30	35	40	45	50
45	40	35	30	25	20	15	10	5	0

Tel in 10'e.
Count in 10s.

10	20	30	40	50	60	70	80	90	100
110	100	90	80	70	60	50	40	30	20

2 Orden die getalle van die kleinste tot die grootste.
Order numbers from smallest to greatest.

30 40 70 100 30 40 70 100	83 39 58 18 18 39 58 83	72 27 70 58 27 58 70 72

3 Orden die getalle van die grootste tot die kleinste.
Order numbers from greatest to smallest.

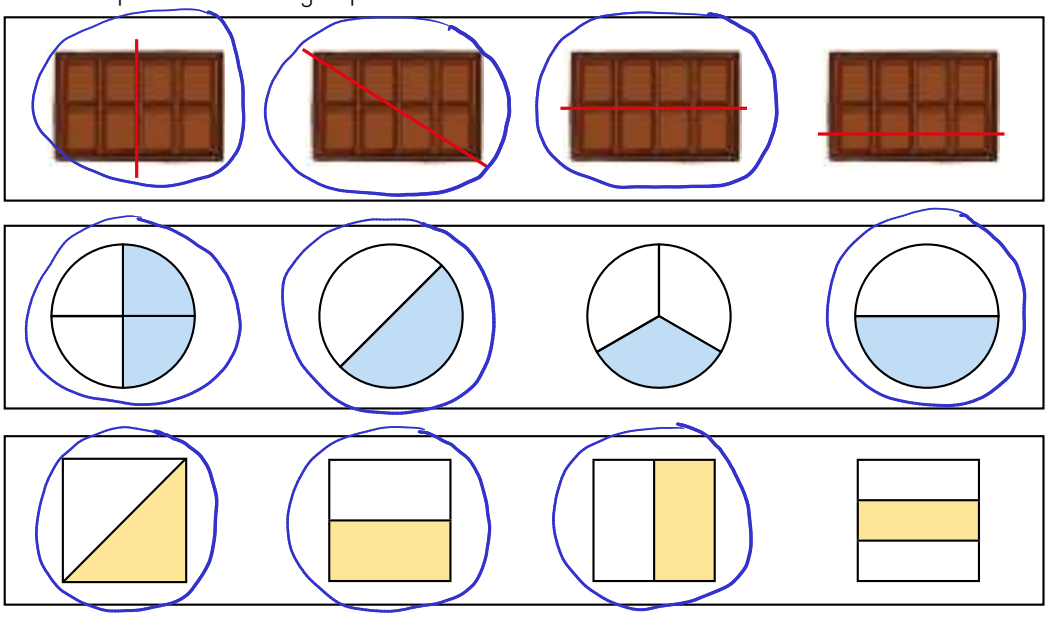
6 66 16 60 66 60 16 6	93 56 26 41 93 56 41 26	47 72 81 85 85 81 72 47

94

Ordering numbers and halving

4 Omkring die prente in elke groep wat 'n halwe wys.

Circle the pictures in each group that show half.



5 Pas bymekaar.

Match.

2 halwes 2 halves	1 en 1 halwe 1 and 1 half
3 halwes 3 halves	twee heles two wholes
4 halwes 4 halves	een hele one whole
5 halwes 5 halves	2 en 1 halwe 2 and 1 half

6 Teken die pizzas!

Draw the pizzas!

1 en 'n half 1 and a half	3	3 en 'n half 3 and a half	4
			

WERKKAART | WORKSHEET

WEEK • WEEK 10

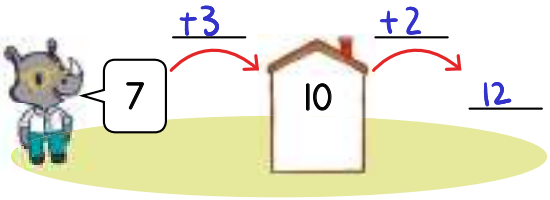
DAG 3 • DAY 3

Optelling en aftrekking
Addition and subtraction

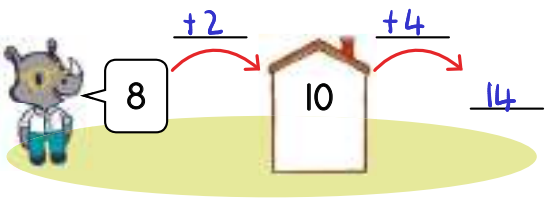
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel op deur die 10 te besoek.
Add by visiting the 10.

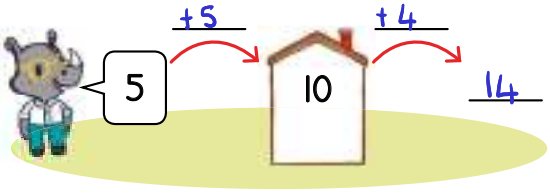
7 + 5 = 12



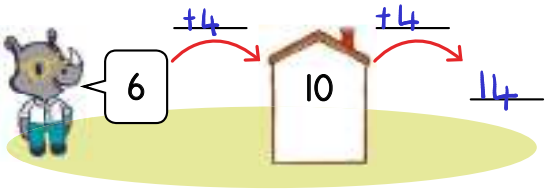
8 + 6 = 14



5 + 9 = 14

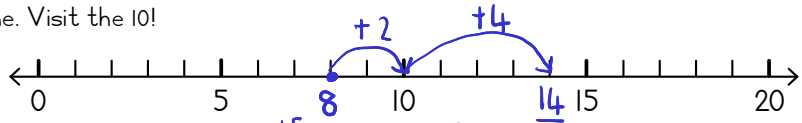


6 + 8 = 14

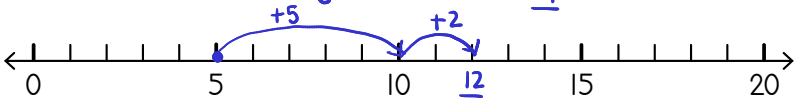


2 Tel op die getallelyn op. Besoek die 10!
Add on the number line. Visit the 10!

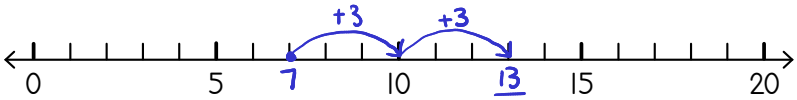
8 + 6 = 14



5 + 7 = 12



7 + 6 = 13



3

7 + 5 = 12	8 + 4 = 12	6 + 5 = 11
4 + 8 = 12	7 + 9 = 16	6 + 8 = 14

4 Litha dra 8 emmers water. Sethu dra 9 emmers water. Hoeveel emmers water dra hulle altesaam?
Litha carried 8 buckets of water. Sethu carried 9 buckets.
How many buckets did they carry altogether?

8 + 9 = 17 buckets

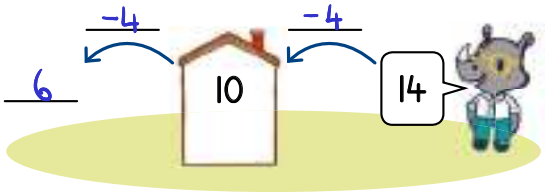


96

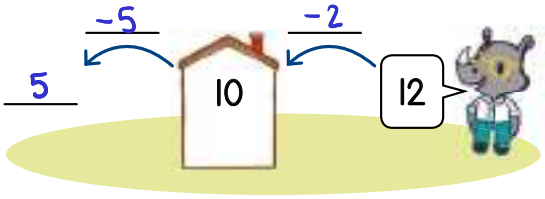
WEEK 10

5 Trek af deur die 10 te besoek.
Subtract by visiting the 10.

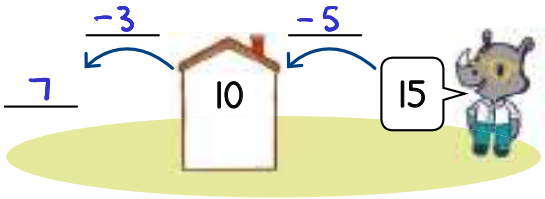
14 – 8 = 6



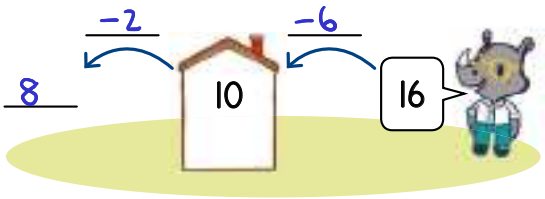
12 – 7 = 5



15 – 8 = 7

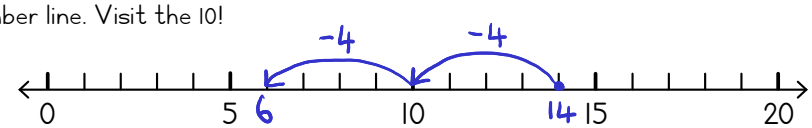


16 – 8 = 8

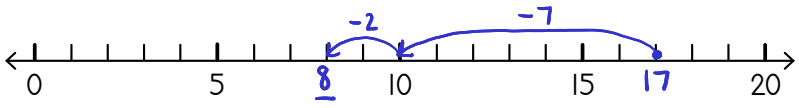


6 Trek op die getallelyn af. Besoek die 10!
Subtract on the number line. Visit the 10!

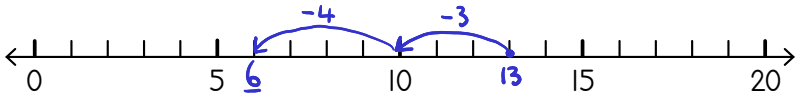
14 – 8 = 6



17 – 9 = 8



13 – 7 = 6



7

14 – 6 = 8	13 – 7 = 6	16 – 9 = 7
15 – 7 = 8	12 – 5 = 7	13 – 8 = 5

8 Sina bak 13 koeke. Sy verkoop 7 koeke. Hoeveel koeke het sy nou?
Sina baked 13 cakes. She sold 7. How many does she have now?



13 – 7 = 6

She has 6 cakes

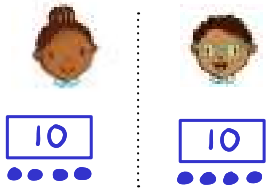
WEEK • WEEK 10

DAG 4 • DAY 4

Verdubbeling en vermenigvuldiging met 2
Doubling and multiplying by 2

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

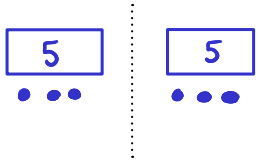
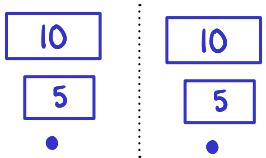
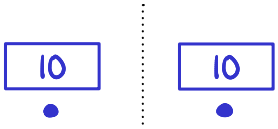
1 Verdubbel.
Double.

12 worsbroodjies 12 hotdogs	13 worsbroodjies 13 hotdogs	14 worsbroodjies 14 hotdogs
		
24	26	28

2 Voltooi die verdubbelingstabel.
Complete the doubles table.

	1	2	3	4	5	6	7	8	9	10
verdubbel double	2	4	6	8	10	12	14	16	18	20

3 Verdubbel.
Double.

8	16	11
		
8 verdubbel is ____. Double 8 is 16.	16 verdubbel is ____. Double 16 is 32.	11 verdubbel is ____. Double 11 is 22.

4

'n Halwe van Half of						Verdubbel Double					
16	8	20	10	14	7	8	16	10	20	7	14

Doubling and multiplication by 2

5



Hoeveel leerders? How many learners?	7
Hoeveel oë? How many eyes?	14

leerders learners	1	2	3	4	5	6	7	8	9	10
oë eyes	2	4	6	8	10	12	14	16	18	20

6 Hoeveel is daar?

How many?

3  6 oë eyes	6  12 oë eyes
5  10 oë eyes	10  20 oë eyes

7

2 x 3 = 6	2 x 5 = 10	2 x 6 = 12	2 x 2 = 4
2 x 1 = 2	2 x 4 = 8	2 x 8 = 16	2 x 10 = 20

8 Hoeveel:

How many:

2's in 4? 2s in 4?	2	2's in 8? 2s in 8?	4
2's in 10? 2s in 10?	5	2's in 14? 2s in 14?	7

9 Een lekker kos R2. 

One sweet costs R2.

Hoeveel kos 5 lekkers? How much do 5 sweets cost?	R10
Hoeveel kos 8 lekkers? How much do 8 sweets cost?	R16

Vermenigvuldiging met 5 en met 10

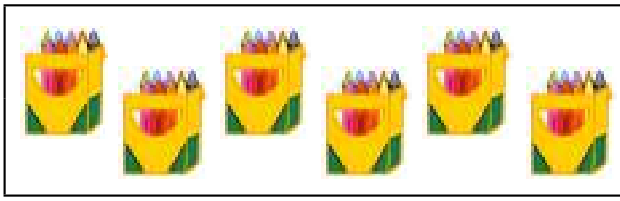
WEEK • WEEK 10

DAG 5 • DAY 5

Vermenigvuldiging met 5 en met 10
Multiply by 5 and 10

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1



Hoeveel boksies? How many boxes?	6
Hoeveel kryte? How many crayons?	60

boksies boxes	1	2	3	4	5	6	7	8	9	10
kryte crayons	10	20	30	40	50	60	70	80	90	100

2 Hoeveel kryte is daar?
How many crayons?

2  20 kryte crayons	5  50 kryte crayons
8  80 kryte crayons	10  100 kryte crayons

3

5 x 2 x 3 = 30	5 x 2 x 5 = 50	5 x 2 x 6 = 60
5 x 2 x 1 = 10	5 x 2 x 4 = 40	5 x 2 x 8 = 80

4 Hoeveel:
How many:

2's in 30? 2s in 30?	15	5'e in 50? 5s in 50?	10
10'e in 70? 10s in 70?	7	5'e in 100? 5s in 100?	20

5 Een boksie sap kos R10.
One juice costs R10.

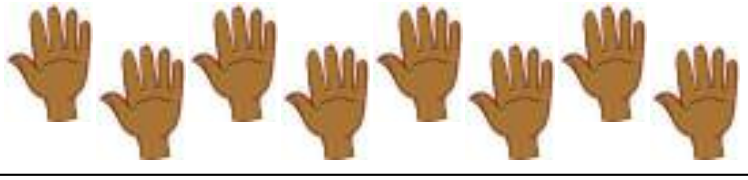


Hoeveel kos 3 boksies sap? How much do 3 juices cost? R30	Hoeveel kos 5 boksies sap? How much do 5 juices cost? R50

100

Multiply by 5 and 10

6



hande? hands?	8
vingers? fingers?	40

7 Omkring die getalle wat 10 gee as dit bymekaargetel word.
Circle the numbers that add up to 10.

10 0 3 5 6	4 5 1 3 6	7 2 1 1 9	8 7 5 5 2	4 8 3 1 6

8 Hoeveel is daar? ↳ can also circle 6, 4 ↳ can also circle 6, 4
How many?

2 ___10___ vingers fingers	6 ___30___ vingers fingers
5 ___25___ vingers fingers	10 ___50___ vingers fingers

9

5 x 3 = 15	5 x 5 = 25	5 x 6 = 30	5 x 2 = 10
5 x 1 = 5	5 x 4 = 20	5 x 8 = 40	5 x 10 = 50

10 Hoeveel:
How many:

5's in 15? 5s in 15?	3	5's in 25? 5s in 25?	5
5's in 20? 5s in 20?	4	5's in 50? 5s in 50?	10

11 Een pakkie grondboontjies kos R5.
One bag of peanuts costs R5.



Hoeveel kos 3 pakkies grondboontjies? How much do 3 bags of peanuts cost? R15	Hoeveel kos 10 pakkies grondboontjies? How much do 10 bags of peanuts cost? R50

Kwartaal 1-assessering

Assessering sluit skriftelike, mondelinge en praktiese aktiwiteite in. Die volledige assesseringsplan vir kwartaal 1 word in die tabel hier onder voorsien.

Dag 5 van elke week word vir vaslegging en assessering gebruik

Daar is geen aktiwiteite vir formele assessering in week 1, 9 en 10 nie. Die leerders moet op dag 5 aan die werkkaarte werk wat in die Leerderaktiwiteitsboek voorsien word ten einde die werk vir die week vas te lê. Informele assessering kan gedoen word.

In week 2, 4 en 6 word aktiwiteite vir **mondelinge en praktiese assessering** beplan. Jy moet die praktiese aktiwiteite en die kontrolelys/rubriek wat in die week se oorsig voorsien word, gebruik om die leerders te assesseer. Daar word werkkaarte in die Leerderaktiwiteitsboek voorsien om die werk vir die week vas te lê, en die leerders kan hieraan werk terwyl jy die mondelinge en praktiese assesserings in klein groepe of individueel met die leerders voltooi.

Vir week 2 tot 8 word aktiwiteite vir **skriftelike assessering** beplan. Dit word in hierdie assesseringspak voorsien op die bladsye wat in die tabel hier onder aangedui word. Dit word in die Leerderaktiwiteitsboek voorsien. Nadat die leerders die aktiwiteit vir skriftelike assessering voltooi het, kan hulle aan die vasleggingswerkkaarte in die Leerderaktiwiteitsboek werk.



Jy moet die **grondlynassessering** uitvoer wat deur jou provinsie vereis word. Die ondersteuningsmateriaal wat deur die provinsie voorsien word, moet gebruik word.

Rekordeer jou punte met behulp van jou standaardpunterekordeerstate vir elke aktiwiteit.

Die assesserings vir kwartaal 1 is soos volg:

			Bladsy	Punt
Week 2	Tel in 2's, 3's, 4's en 5'e	Skriftelik	222	16
	Patrone: Neem die leerders waar om hul vermoë te assesseer om numeriese en geometriese patrone te beskryf en uit te brei.	Mondeling en prakties	218	5
Week 3	Breek 6'e, 7's, 8's en 9's af	Skriftelik	224	15
Week 4	Optelling deur 'n tien te maak	Skriftelik	226	19
	Meting – Tyd: Neem die leerders waar om hul vermoë om tyd te lees, te assesseer.	Mondeling en prakties	218	6
Week 5	Optelling en aftrekking met oorbrugging van 10	Skriftelik	228	20
Week 6	Meting – Lengte	Skriftelik	230	8
	Meting – Lengte: Neem die leerders waar om hul vermoë te assesseer om lengte met behulp van niestandaardmates en in meter te skat, te meet, te vergelyk, te orden en te rekordeer.	Mondeling en prakties	220	7
Week 7	Ruimte en Vorm, en datahantering (geïntegreer)	Skriftelik	232	9
Week 8	Verdubbeling en halvering	Skriftelik	234	18

Term 1 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 1 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 2, 4 and 6, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2–8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.



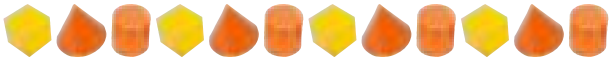
Term 1 assessments are as follows:

			Page	Mark
Week 2	Counting in 2s, 3s, 4s and 5s	Written	222	16
	Patterns: Observe learners to assess their ability to describe and extend numeric and geometric patterns.	Oral and practical	219	5
Week 3	Breaking down 6s, 7s, 8s and 9s	Written	224	15
Week 4	Adding by making a ten	Written	226	19
	Measurement – Time: Observe learners to assess their ability to tell the time.	Oral and practical	219	6
Week 5	Addition and subtraction bridging 10	Written	228	20
Week 6	Measurement – Length	Written	230	8
	Measurement – Length: Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.	Oral and practical	221	7
Week 7	Space and Shape, and Data Handling (integrated)	Written	232	9
Week 8	Double and half	Written	234	18

Mondelinge en praktiese assessering

Gebruik die assesseringskontrolelys/-rubriek hier onder gedurende die weke waaraan dit toegewys is. Jy kan jou klas in groepe verdeel en een groep per dag in daardie week assesseer ten einde die druk te verwyder om hierdie aktiwiteit op een dag saam met die hele klas te doen.

Week 2 Mondelinge en praktiese assessering: Patrone – Numeriese en geometriese patrone

Neem die leerders waar om hul vermoë te assesseer om numeriese en geometriese patrone te beskryf en uit te brei.	**Punt: 5**		
Kriteriakontrolelys: korrek/verkeerd/byna	✔	✘	●
In staat om 'n stygende numeriese patroon te identifiseer en te beskryf 2, 4, 6, 8, ... is byvoorbeeld 'n stygende patroon, want dit begin by die getal 2 en word gemaak deur elke slag 2 by te tel om by die volgende term in die patroon uit te kom.			
In staat om 'n dalende numeriese patroon te identifiseer en te beskryf 90, 80, 70, ... is byvoorbeeld 'n dalende patroon, want dit begin by die getal 90 en word gemaak deur elke slag 10 af te trek om by die volgende term in die patroon uit te kom.			
In staat om stygende en dalende numeriese patrone uit te brei Byvoorbeeld: weet dat 10 die volgende term in die patroon 2, 4, 6, 8, ... is weet dat 60 die volgende term in die patroon 90, 80, 70, ... is.			
In staat om geometriese patrone wat herhaal word, te identifiseer en te beskryf Byvoorbeeld:  is 'n geometriese patroon wat van 3D voorwerpe gemaak word. Die patroon word van 3 herhalende voorwerpe, naamlik 'n prisma (boks), 'n keël en 'n silinder, gemaak en word dan voortgesit.			
In staat om 'n geometriese patroon, waarin voorwerpe herhaal word, uit te brei Weet byvoorbeeld dat die volgende voorwerp in die geometriese patroon hier bo 'n prisma (boks) is.			

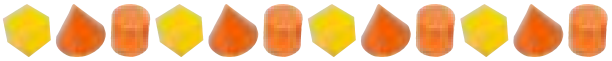
Week 4 Mondelinge en praktiese assessering: Meting – Tyd

Neem die leerders waar om hul vermoë om tyd aan te dui, te assesseer.	**Punt: 6**		
Kriteriakontrolelys: korrek/verkeerd/byna	✔	✘	●
Kan die uurwyser identifiseer			
Kan die minuutwyser identifiseer			
Weet hoeveel ure daar in 'n dag is			
Weet hoeveel minute daar in 'n uur is			
Kan die tyd op 'n analooghorlosie in ure aandui			
Kan die tyd op 'n analooghorlosie in halfure aandui			

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 2 Oral and practical assessment: Patterns – Numeric and geometric patterns

Observe learners to assess their ability to describe and extend numeric and geometric patterns.	**Mark: 5**		
Criteria checklist: correct/incorrect/almost	**✔**	**✘**	**●**
Able to identify and describe an increasing numeric pattern For example, 2, 4, 6, 8, ... is an increasing pattern, it starts at the number 2 and is made by adding 2 each time to get to the next term in the pattern.			
Able to identify and describe a decreasing numeric pattern For example, 90, 80, 70, ... is a decreasing pattern, it starts at the number 90 and is made by subtracting 10 each time to get to the next term in the pattern.			
Able to extend increasing and decreasing numeric patterns For example: knows that 10 is the next term in the pattern 2, 4, 6, 8, ... knows that 60 is the next term in the pattern 90, 80, 70, ...			
Able to identify and describe geometric patterns that repeat For example:  is a geometric pattern made of 3-D objects. The pattern is made of 3 objects repeating, a prism (box), a cone and a cylinder and then this continues.			
Able to extend a geometric pattern in which objects repeat For example, knows that the next object in the geometric pattern above is a prism (box).			

Week 4 Oral and practical assessment: Measurement – Time

Observe learners to assess their ability to tell the time.	**Mark: 6**		
Checklist: correct/incorrect/almost	**✔**	**✘**	**●**
Can identify the hour hand			
Can identify the minute hand			
Knows how many hours there are in a day			
Knows how many minutes there are in an hour			
Can tell the time in hours on an analogue clock			
Can tell the time in half hours on an analogue clock			

Mondelinge en praktiese assessering

Week 6 Mondelinge en praktiese assessering: Meting – Lengte

Neem die leerders waar om hul vermoë te assesseer om lengte met niestandaard-mates en in meter te skat, te meet, te vergelyk, te rangskik en te rekordeer.	**Punt: 7**		
Kriteriakontrolelys: korrek/verkeerd/byna	✔	✘	●
In staat om oor lengte te gesels deur die woorde kort, hoog en lank te gebruik			
In staat om oor lengte te gesels deur die woorde breed en breedte te gebruik			
In staat om lengtes te vergelyk deur die woorde korter en kortste te gebruik			
In staat om lengtes te vergelyk deur die woorde langer en langste te gebruik			
In staat om lengtes met behulp van ’n gegewe eenheid te skat			
In staat om lengtes met niestandaardeenhede te meet			
In staat om lengtes in meter te meet			

Gebruik hierdie SR-kode om die puntestaat vir die assesseringsaktiwiteite af te laai.

Funda Wande-puntestate

Oral and practical assessment

Week 6 Oral and practical assessment: Measurement – Length

Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.	**Mark: 7**		
Checklist: correct/incorrect/almost	✔	✘	●
Able to speak about length using the words short, tall and long			
Able to speak about length using the words wide and width			
Able to compare lengths using the words shorter and shortest			
Able to compare lengths using the words longer and longest			
Able to estimate lengths using a given unit			
Able to measure lengths using non-standard units			
Able to measure lengths in metres			

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

WEEK • WEEK 2

Assessering **Tel in 2's, 3's, 4's en 5'e**
Assessment Counting in 2s, 3s, 4s and 5s

Naam | Name Memorandum

Datum | Date TOTAL MARKS : 16

1



Hoeveel fietse? How many bicycles?	4 ✓
Hoeveel wiele? How many wheels?	8 ✓

2



Hoeveel hande? How many hands?	3 ✓
Hoeveel vingers? How many fingers?	15 ✓

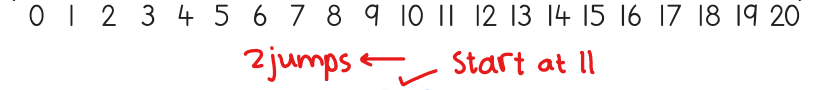
3 Voltooi die getalpatrone.
Complete the number patterns.

✓✓ all correct (8) ✓ some correct (4)

2	4	6	8	10	12	14	16	18	20
5	10	15	20	25	30	35	40	45	50
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40

4 9 + 3 = 12 ✓

Start at 9 ✓ 3 jumps →



11 − 2 = 9 ✓

2 jumps ← Start at 11 ✓



WEEK • WEEK 2

Assessering **Tel in 2's, 3's, 4's en 5'e**

Assessment Counting in 2s, 3s, 4s and 5s

Naam | Name _____

Datum | Date _____

1



Hoeveel fietse? How many bicycles?	
Hoeveel wiele? How many wheels?	

2



Hoeveel hande? How many hands?	
Hoeveel vingers? How many fingers?	

3 Voltooi die getalpatrone.

Complete the number patterns.

2	4	6							
5	10	15							
3	6	9							
4	8	12							

4 9 + 3 = ____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11 – 2 = ____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

WEEK 3 WEEK

Assessering Assessment — **Breek 6's, 7's, 8's en 9's af** Breaking down 6s, 7s, 8s and 9s

Naam | Name: Memorandum

Datum | Date: TOTAL MARKS : 15

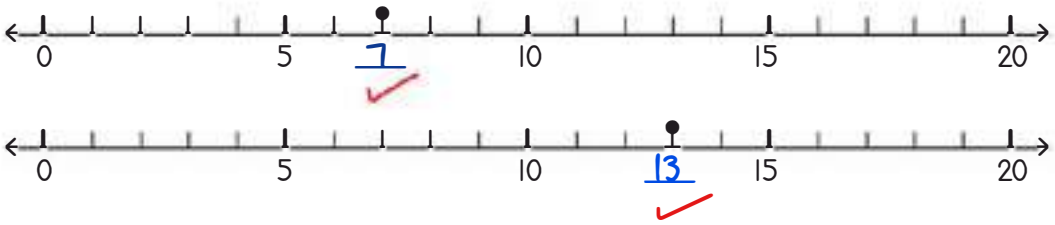
1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

2 Skryf die getal by die kol neer.

Write the number at the dot.



3 Tel op of trek af.

Add or subtract.

3 + 6 = 9	9 – 5 = 4	3 + 4 = 7	7 – 2 = 5
5 + 1 = 6	6 – 4 = 2	8 – 5 = 3	4 + 4 = 8

4 Die taxi-rit kos R8. Hoeveel kos dit vir 4 mense om per taxi te reis?

The taxi ride costs R8. How much does it cost for 4 people to ride?

Ask learners to explain the answer

8 + 8 + 8 + 8 = 32 (method)

WEEK • WEEK 3

Assessering **Breek 6'e, 7's, 8's en 9's af**

Assessment Breaking down 6s, 7s, 8s and 9s

Naam | Name _____

Datum | Date _____

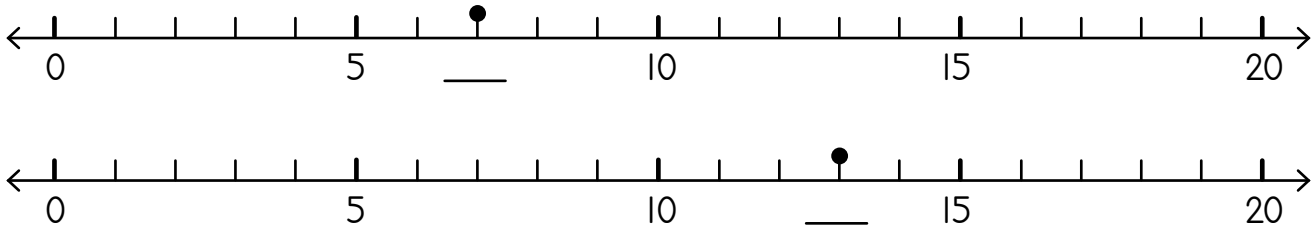
1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

	52		54	55	56	57	58	59	
	62	63	64	65		67	68	69	
	72	73	74	75	76	77		79	

2 Skryf die getal by die kol neer.

Write the number at the dot.



3 Tel op of trek af.

Add or subtract.

3 + 6 = ____	9 – 5 = ____	3 + 4 = ____	7 – 2 = ____
5 + ____ = 6	6 – 4 = ____	8 – 5 = ____	____ + 4 = 8

4 Die taxi-rit kos R8. Hoeveel kos dit vir 4 mense om per taxi te reis?

The taxi ride costs R8. How much does it cost for 4 people to ride?

WEEK • WEEK 4

Assessering | Assessment

Optelling deur 'n tien te maak | Adding by making a ten

Naam | Name: Memorandum

Datum | Date: TOTAL MARKS : 19

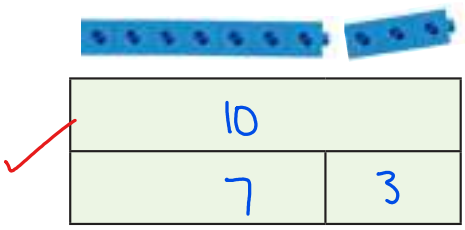
1 Tel op of trek af.

Add or subtract.

10 – 7 = 3 ✓	10 – 6 = 4 ✓	3 + 7 ✓ = 10	4 + 6 ✓ = 10

2 Voltooi die getaltabel.

Complete the number table.



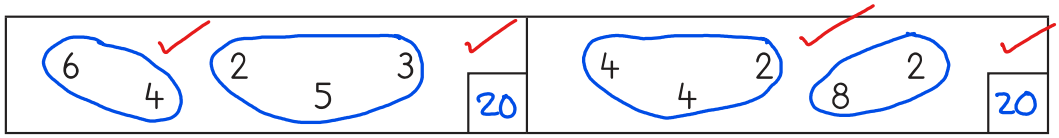
Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
3 + 7 = 10 ✓	10 – 3 = 7 ✓
7 + 3 = 10 ✓	10 – 7 = 3 ✓

3 Omkring die 10'e. Wat is die totaal?

Circle the 10s. What is the total?



4 Tel op.

Add.

10 ✓ 6 + 7 + 4 = 17 ✓	10 ✓ 8 + 5 + 2 = 15 ✓	10 ✓ 7 + 6 + 3 = 16 ✓

Ask learners to show the ten combination

WEEK • WEEK 4

Assessering | Assessment

Optelling deur 'n tien te maak | Adding by making a ten

Naam | Name _____

Datum | Date _____

1 Tel op of trek af.

Add or subtract.

10 – 7 = ___	10 – 6 = ___	3 + ___ = 10	4 + ___ = 10

2 Voltooi die getaltabel.

Complete the number table.



Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction

3 Omkring die 10'e. Wat is die totaal?

Circle the 10s. What is the total?

6 4 2 5 3		4 4 2 8 2	

4 Tel op.

Add.

6 + 7 + 4 = ___	8 + 5 + 2 = ___	7 + 6 + 3 = ___

WEEK • WEEK 5

Assessering | Assessment

Optelling en aftrekking met oorbrugging van 10 | Addition and subtraction bridging 10

Naam | Name: memorandum

Datum | Date: TOTAL MARKS : 20

1 Tel op of trek af deur die 10 te besoek.

Add or subtract by visiting the 10.

Ask learners to show the jumping to 10

8 + 5 — +2, +3 — 0, 5, 8, 10, 13, 15, 20 — 8 + 5 = 13

6 + 7 — +4, +3 — 0, 5, 6, 10, 13, 15, 20 — 6 + 7 = 13

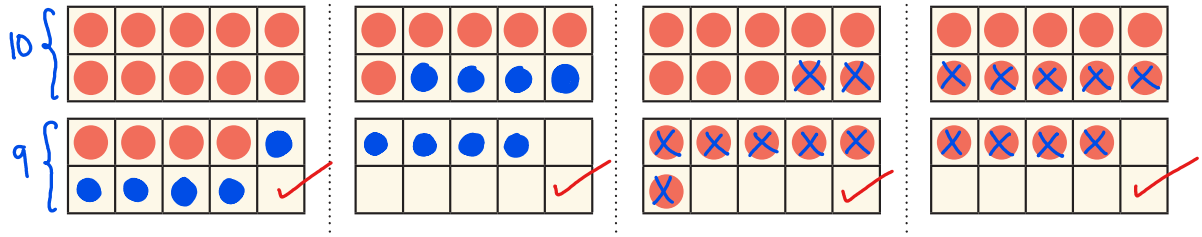
12 – 7 — −5, −2 — 0, 5, 10, 12, 15, 20 — 12 – 7 = 5

14 – 8 — −4, −4 — 0, 5, 6, 10, 14, 15, 20 — 14 – 8 = 6

2 Tel op of trek af deur die tienrame te gebruik.

Use the ten frames to add or subtract.

14 + 5 = 19 | 6 + 8 = 14 | 16 – 8 = 8 | 14 – 9 = 5



3 Tel op of trek af.

Add or subtract.

7 + 8 = 15	8 + 4 = 12	13 – 5 = 8	14 – 6 = 8

WEEK 5

Assessering **Optelling en aftrekking met oorbrugging van 10**

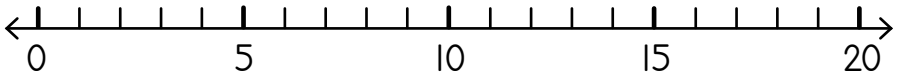
Assessment Addition and subtraction bridging 10

Naam | Name _____

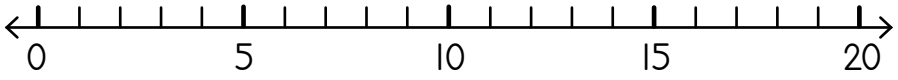
Datum | Date _____

1 Tel op of trek af deur die 10 te besoek.

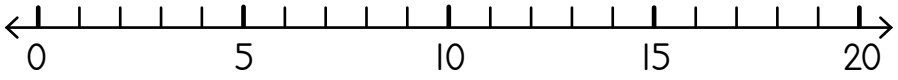
Add or subtract by visiting the 10.

8 + 5 

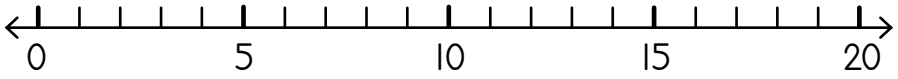
8 + 5 = ____

6 + 7 

6 + 7 = ____

12 – 7 

12 – 7 = ____

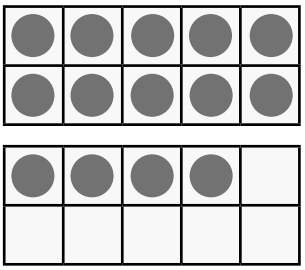
14 – 8 

14 – 8 = ____

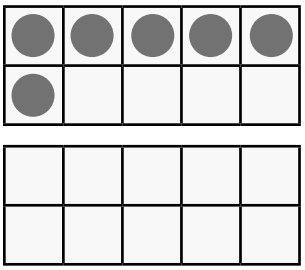
2 Tel op of trek af deur die tienrame te gebruik.

Use the ten frames to add or subtract.

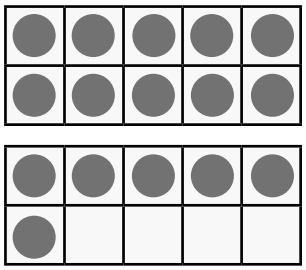
14 + 5 = ____



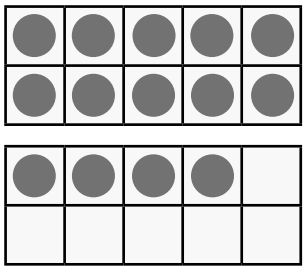
6 + 8 = ____



16 – 8 = ____



14 – 9 = ____



3 Tel op of trek af.

Add or subtract.

7 + 8 = ____	8 + 4 = ____	13 – 5 = ____	14 – 6 = ____

WEEK 6 • WEEK

Assessering | Assessment

Meting - Lengte | Measurement – Length

Naam | Name: Memorandum

Datum | Date: TOTAL MARKS : 8

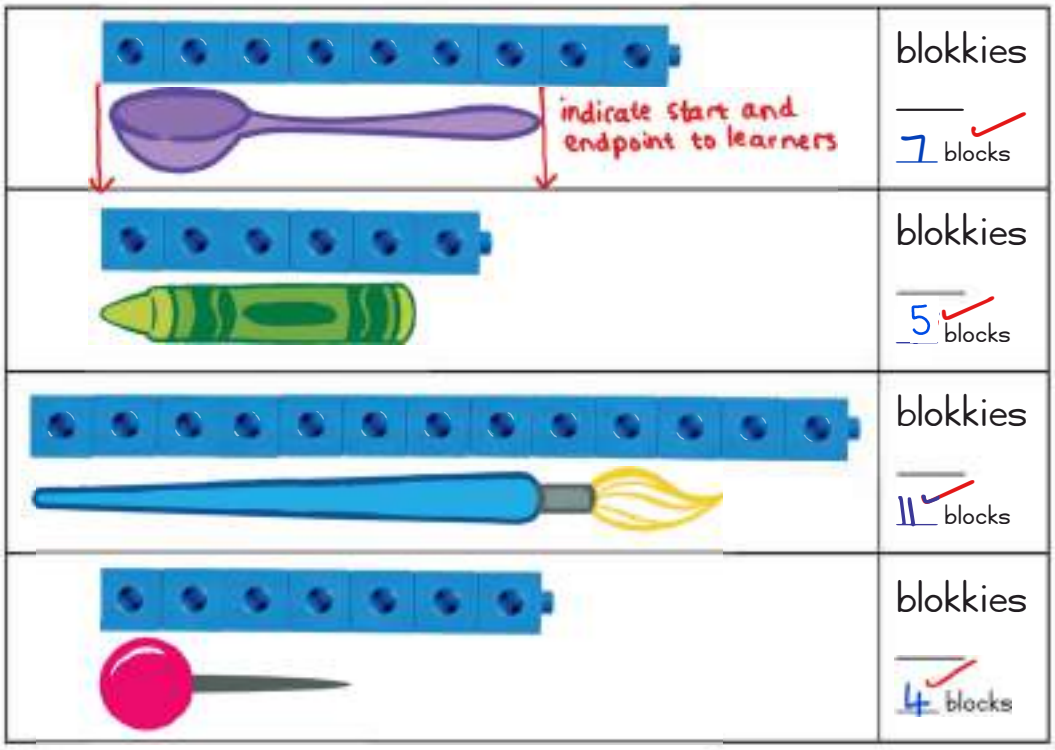
1 Verbind die lyn met die korrekte woord.

Join the line to the correct word.

langer longer	korter shorter

2 Kyk na die prente en meet met blokkies.

Look at the pictures and measure using blocks.



3 Trek 'n lang lyn en 'n kort lyn.

Draw a long line and a short line.



WEEK • WEEK 6

Assessering **Meting – Lengte**
Assessment Measurement – Length

Naam | Name _____

Datum | Date _____

1 Verbind die lyn met die korrekte woord.

Join the line to the correct word.

langer longer	korter shorter
_____	_____

2 Kyk na die prente en meet met blokkies.

Look at the pictures and measure using blocks.

	blokkies _____ ___ blocks
	blokkies _____ ___ blocks
	blokkies _____ ___ blocks
	blokkies _____ ___ blocks

3 Trek 'n lang lyn en 'n kort lyn.

Draw a long line and a short line.

WEEK 7 • WEEK

Assessering | Assessment — **Ruimte en vorm, en datahantering** | Space and shape and data handling

Naam | Name: memorandum

Datum | Date: TOTAL MARKS : 9

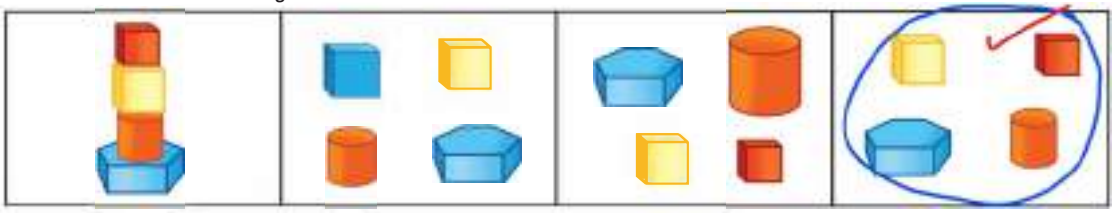
1 Sfeer, silinder of prisma?

Sphere, cylinder or prism?



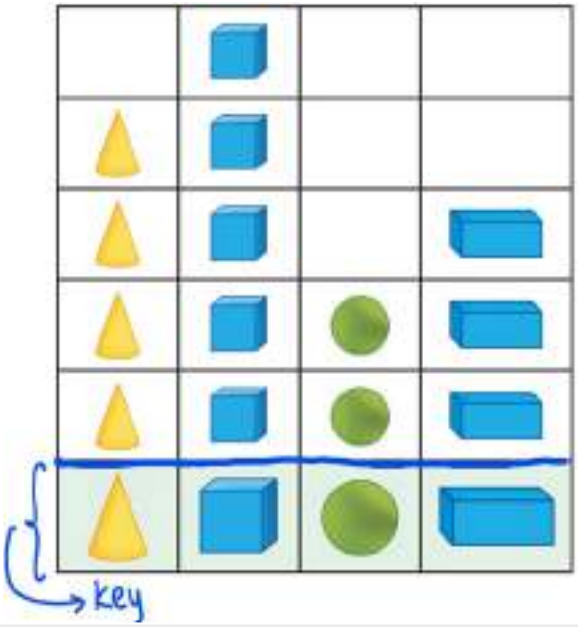
2 Omkring die stel voorwerpe wat gebruik is om die toring te bou.

Circle the set of objects used to build the tower.



3 3D voorwerpe wat versamel is

3-D objects collected



Bestudeer die piktogram en beantwoord dan die vrae.

Study the pictograph. Then answer the questions.

Hoeveel voorwerpe wat kan:

How many objects that were collected can:

rol? roll? (cones and spheres) ✓ ✓	6
gly? slide? (cones and prisms) ✓ ✓	12
gly en rol? slide and roll? (cones) ✓	4

WEEK • WEEK 7

Assessering | Assessment

Ruimte en vorm, en datahantering | Space and shape and data handling

Naam | Name _____

Datum | Date _____

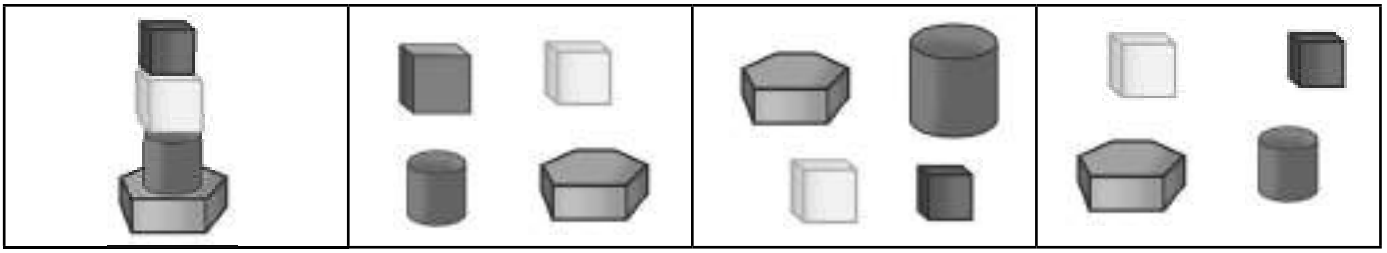
1 Sfeer, silinder of prisma?

Sphere, cylinder or prism?

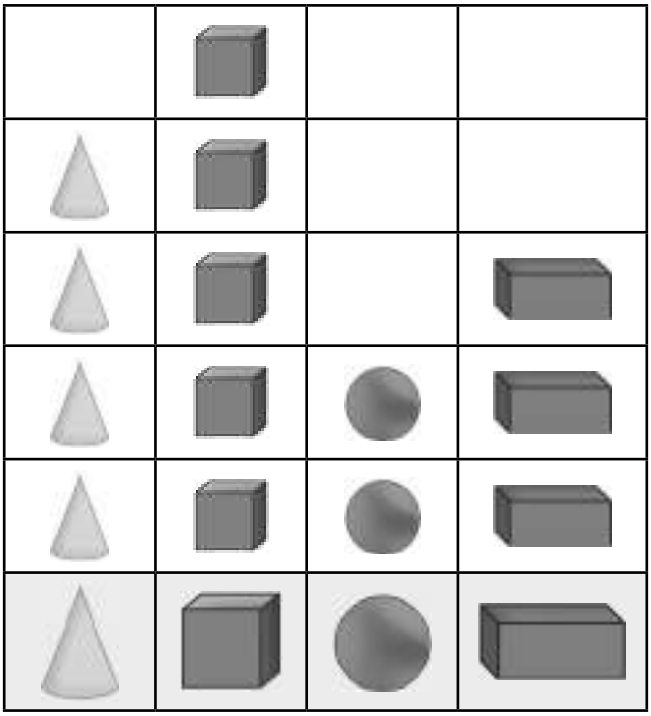
2 Omkring die stel voorwerpe wat gebruik is om die toring te bou.

Circle the set of objects used to build the tower.



3 3D voorwerpe wat versamel is

3-D objects collected



Bestudeer die piktogram en beantwoord dan die vrae.

Study the pictograph. Then answer the questions.

Hoeveel voorwerpe wat kan:

How many objects that were collected can:

rol? roll?	
gly? slide?	
gly en rol? slide and roll?	

Skriftelike assessering • Written assessment

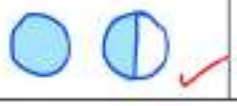
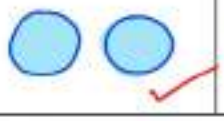
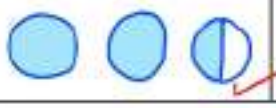
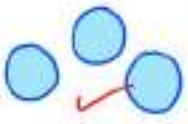
WEEK • WEEK 8

Assessering **Verdubbeling en halvering**
Assessment Double and half

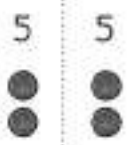
Naam | Name Memorandum

Datum | Date TOTAL MARKS: 18

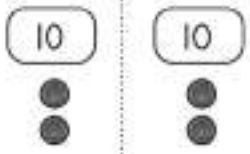
1 Teken die pizzas!
Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3
			

2



7 verdubbel is ____.
Double 7 is 14 ✓
Die helfte van 14 is ____.
Half of 14 is 7 ✓



12 verdubbel is ____.
Double 12 is 24 ✓
Die helfte van 24 is ____.
Half of 24 is 12 ✓

3

Halveer Half				Verdubbel Double			
6	3 ✓	10	5 ✓	4	8 ✓	7	14 ✓
14	7 ✓	20	10 ✓	10	20 ✓	15	30 ✓

4 Met 4 koppies koekmeel word 1 koek gemaak. Hoeveel koppies koekmeel om 2 koeke te maak?
4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?



4 cups + 4 cups = 8 cups. ✓ 8 cups are needed. ✓

WEEK • WEEK 8

Assessering **Verdubbeling en halvering**
Assessment Double and half

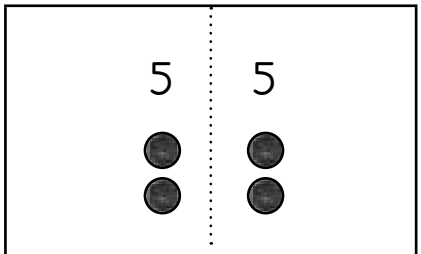
Naam | Name _____

Datum | Date _____

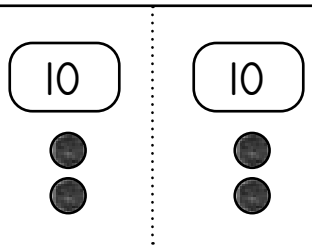
1 Teken die pizzas!
Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3

2



7 verdubbel is ____.
Double 7 is ____.
Die helfte van 14 is ____.
Half of 14 is ____.



12 verdubbel is ____.
Double 12 is ____.
Die helfte van 24 is ____.
Half of 24 is ____.

3

Halveer Half				Verdubbel Double			
6		10		4		7	
14		20		10		15	

4
Met 4 koppies koekmeel word 1 koek gemaak. Hoeveel koppies koekmeel om 2 koeke te maak?
4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?



Onderwysersnotas

Teacher notes



Bala Wande

Calculating with Confidence

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VERSION 3