Afrikaans

Wiskunde

Mathematics

PILOT

1

Kwartaal 4 ⁞ Term 4



Leerder ⁞ Learner: .....

Bala Wande
Calculating with Confidence

1

Kwartaal 4 | Term 4

Wiskunde
Mathematics

Leerderboek
Learner's Book

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wande–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 aanpassings van lesplanne (GPLMS, Jika iMfundo, NECT en TMU). Die Bala Wande-kratte met konkrete items is in oorleg met Jade Education ontwerp. Dié kratte 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.

Artist: Mary-Anne Hampton

www.fundawande.org
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Die gebruik van die Bala Wande-leerderboek

In hierdie Leerderboek word aktiwiteite vir 40 dae van onderrig in Kwartaal 4 vervat. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

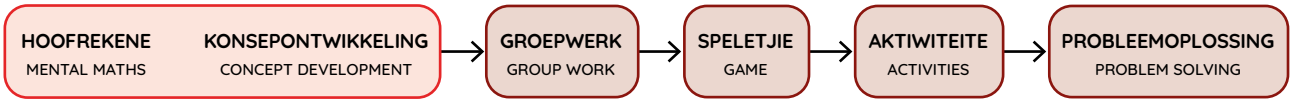
Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertroud te raak met wiskunde woorde in hul huistaal en in Engels. Dit sal hulle vir die lewenslange leer van wiskunde toerus.

As die leerders elke dag en elke kwartaal stelselmatig deur hierdie werkboek-aktiwiteite werk, sal hulle die hele wiskundekurrikulum vir die jaar dek. Ons hoop dat hierdie aktiwiteite 'n prettige manier is om hulle te help om grondslagkennis van wiskunde op te doen.

Die aanvang van elke nuwe dag word met 'n rooi banier aangedui.



Onder die banier is daar 'n vloeidiagram wat die opeenvolging van aktiwiteite vir die dag opsom.

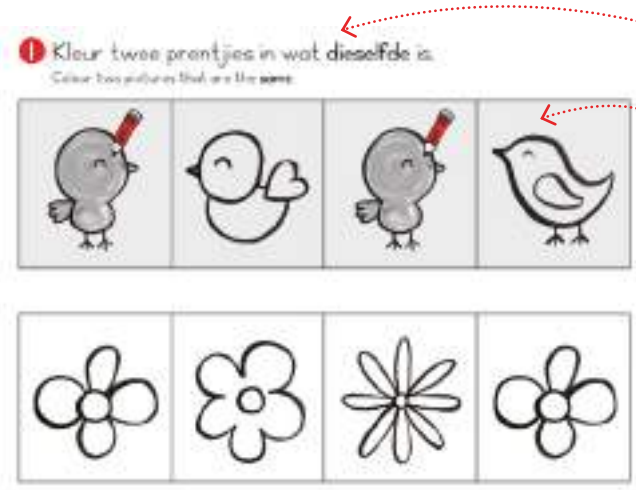


Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit. Jy kan die speletjie op enige dag van die week speel.

Hierdie ikoon dui die konsepontwikkeling-aktiwiteit aan waarin die onderwyser die leiding neem.



Al die ander bladsye in die boek is vir die leerders wat onafhanklik of in groepe, met die onderwyser se begeleiding en ondersteuning, daaraan moet werk. Dit kan die vorm van werkkaarte of speletjies aanneem om die begrippe wat op daardie dag behandel is, vas te lê. Speletjies word met behulp van tekenprente van leerders aangebied om te wys hoe die speletjie gespeel moet word.



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

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

Dag 5 van elke week word vir vaslegging en assessering beplan.

Using the Bala Wande Learner's Book

This Learner's Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

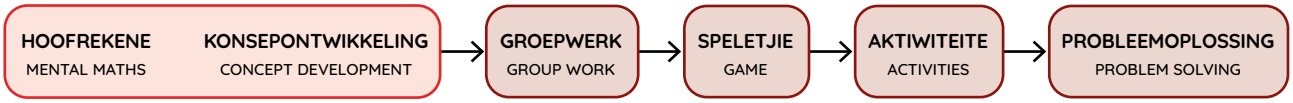
The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

The start of each new day is shown with a red banner.



Underneath the banner is a flow diagram that summarises the sequence of activities for the day.

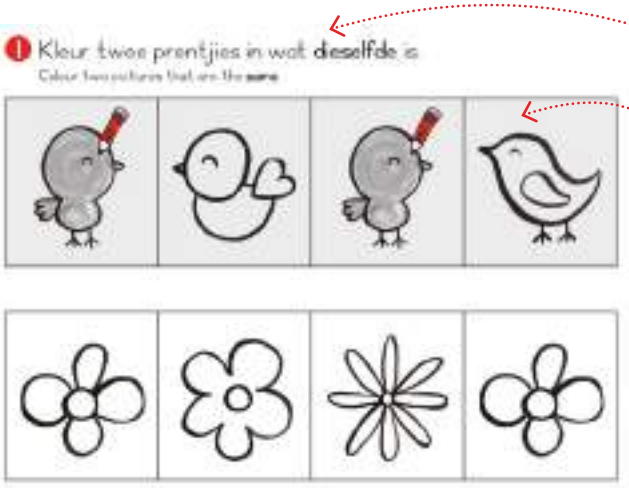


Mental Maths is the first activity every day. The teacher will lead this activity. You can play the game any day of the week.

This icon marks the concept development activity that the teacher will lead.



All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be worksheets or games that will consolidate the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.



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

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

Day 5 of each week is planned for consolidation and assessment.

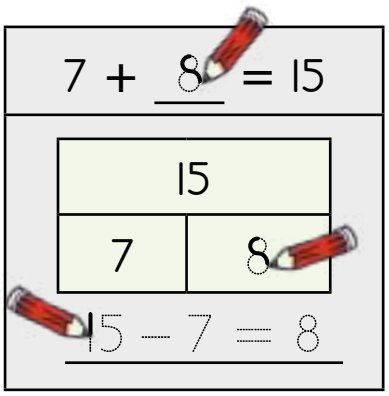
DAG 1 • DAY 1

Kry die ontbrekende getal
Find the missing number

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

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

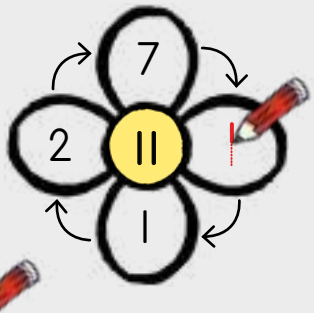
Find the missing number. Write a different number sentence on the line using the same numbers.



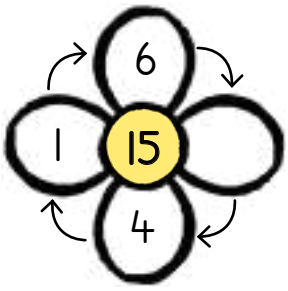
___ + 6 = 11 11 6	9 + ___ = 12 12 9	8 + ___ = 14 14 8
___ + 9 = 18 18 9	9 + ___ = 16 16 9	17 – ___ = 9 17 9
13 – ___ = 8 13 8	12 – ___ = 6 12 6	11 – ___ = 7 11 7
14 – ___ = 5 14 5	13 – ___ = 9 13 9	

2 Die getal in die middel is die totaal. Kry die getal wat ontbreek.

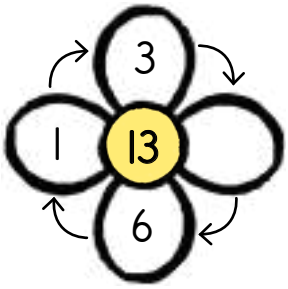
The number in the middle is the total. Find the missing number.



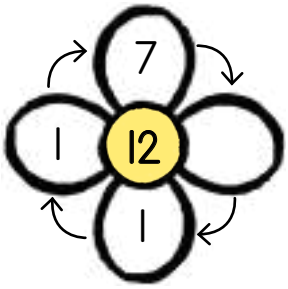
7 + 1 + 1 + 2 = 11



___ + ___ + ___ + ___ = 15



___ + ___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

3 Los op en kleur in.

Solve and colour.

13 – 6 = 7	14 – 12 = 2
15 – 8 = ___	18 – 7 = ___
11 – ___ = 6	13 – ___ = 10
12 – 2 = ___	11 – 9 = ___
17 – ___ = 9	15 – ___ = 6
16 – 3 = ___	12 – 8 = ___

2 3 4 5 6 7 8 9 10 11 12 13

Kry die ontbrekende getal
Find the missing number

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

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

15 – 9 = 6 15 / 9 | 6 9 + 6 = 15	___ – 7 = 4 ___ / 7 | 4 _____	16 – ___ = 8 16 / ___ | 8 _____
___ + 5 = 13 13 / ___ | 5 _____	___ + 8 = 14 14 / ___ | 8 _____	5 + ___ = 11 11 / 5 | ___ _____
___ – 9 = 7 ___ / 9 | 7 _____	___ – 3 = 8 ___ / 3 | 8 _____	17 – ___ = 8 17 / ___ | 8 _____
___ + 8 = 12 12 / ___ | 8 _____	7 + ___ = 14 14 / 7 | ___ _____	___ + 7 = 13 13 / ___ | 7 _____

2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.



5 3 2

5 + 3 + 2 = 10



4 2 4

4 + 2 + 4 = 10



2 6 2

___ + ___ + ___ = ___



4 1

___ + ___ + ___ = ___



3 3 6

___ + ___ + ___ = ___

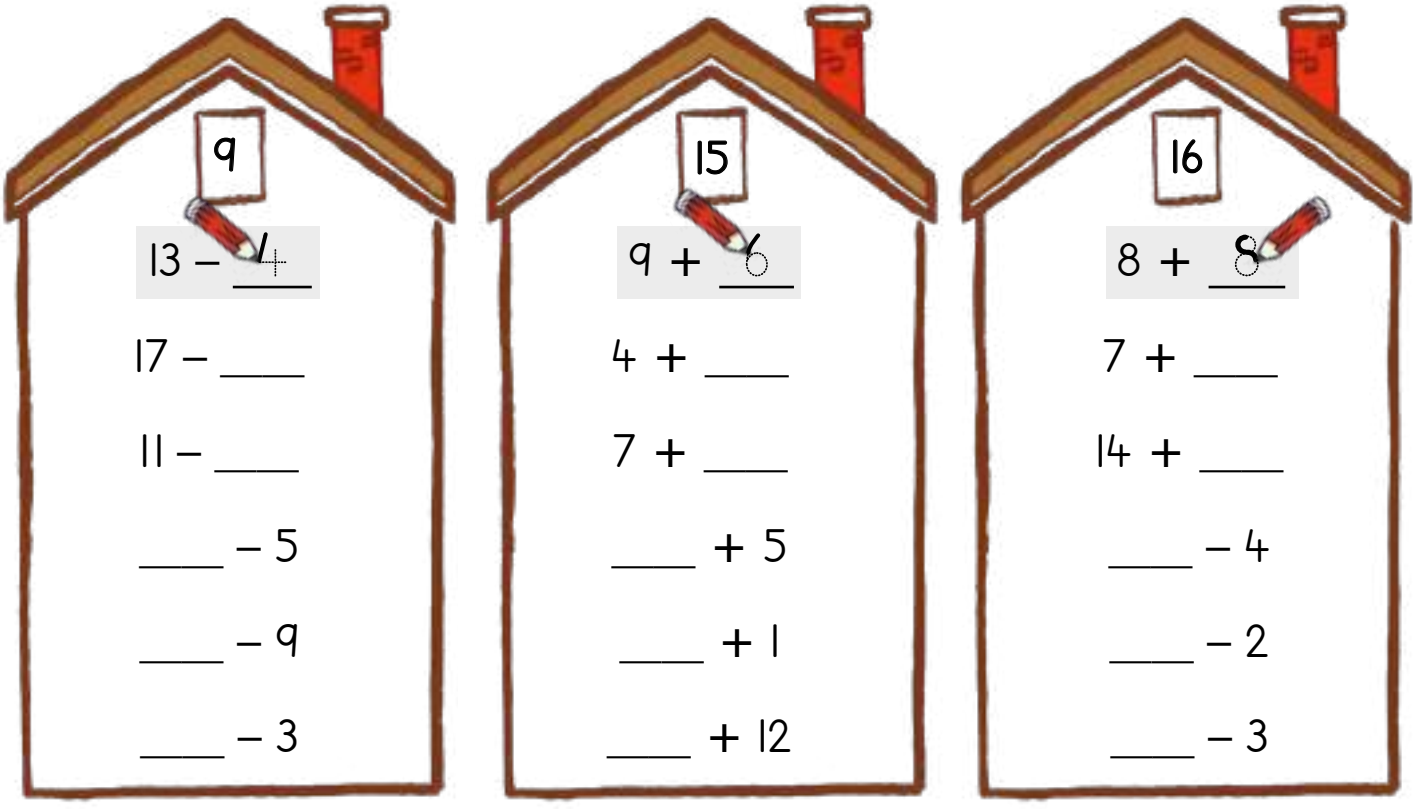


2 2

___ + ___ + ___ = ___

3 Voltooi om die getal aan die bokant te kry.

Complete to match the number at the top.



9

13 – 4

17 – ___

11 – ___

___ – 5

___ – 9

___ – 3

15

9 + 6

4 + ___

7 + ___

___ + 5

___ + 1

___ + 12

16

8 + 8

7 + ___

14 + ___

___ – 4

___ – 2

___ – 3

DAG 3 • DAY 3

Tel op en trek af
Addition and subtraction

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

1 Skryf vier getalsinne vir elke getaltabel neer.
Write four number sentences for each number table.

	14 8 | 6	8 + 6 = 14 6 + 8 = 14	14 − 6 = 8 14 − 8 = 6
	11 5 |	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	15 | 9	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	16 7 |	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	12 | 4	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	13 5 |	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___

2 Los die probleme op en skryf die letter van die antwoord in die onderste blokkies in.

Solve the problems and write the letter underneath the answer.

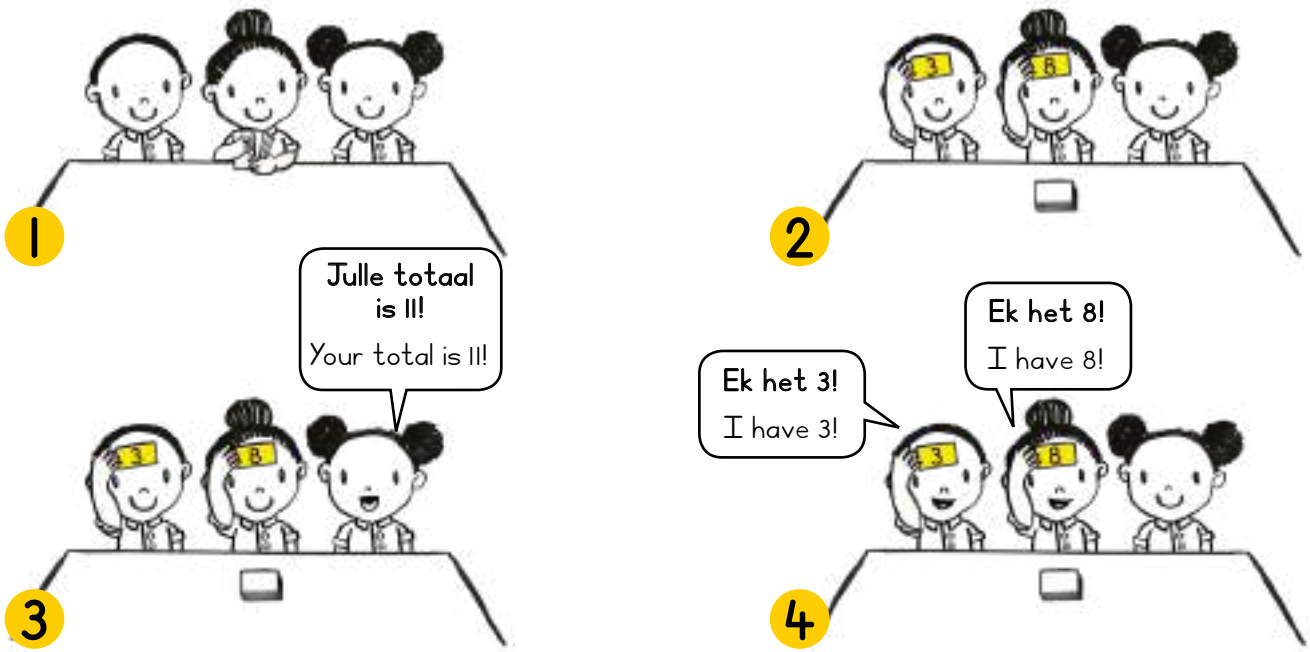
8 – 5 = 3 W	9 + 6 = ___ E	9 + 9 = ___ S
9 + 10 = ___ T	8 + 3 = ___ I	8 + 5 = ___ D
8 + 8 = ___ B	8 + 9 = ___ E	9 + 3 = ___ S
7 + 7 = ___ I	10 + 10 = ___ E	20 – 10 = ___ E
13 – 4 = ___ D	13 – 8 = ___ S	12 – 6 = ___ K
12 – 4 = ___ N	11 – 4 = ___ U	12 – 8 = ___ I

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

Speletjie: Salueer
Game: Salute

Speel met jou 0–10-getalkaarte.

Play with your 0–10 number cards.



Hou aan speel totdat almal baie beurte met verskillende kaarte gehad het om optelling en aftrekking te oefen.

Keep playing until everyone has had lots of turns using different cards to practise addition and subtraction.

DAG 4 • DAY 4

Getalle tot 99 – tel en herken
Numbers up to 99 – counting and recognition

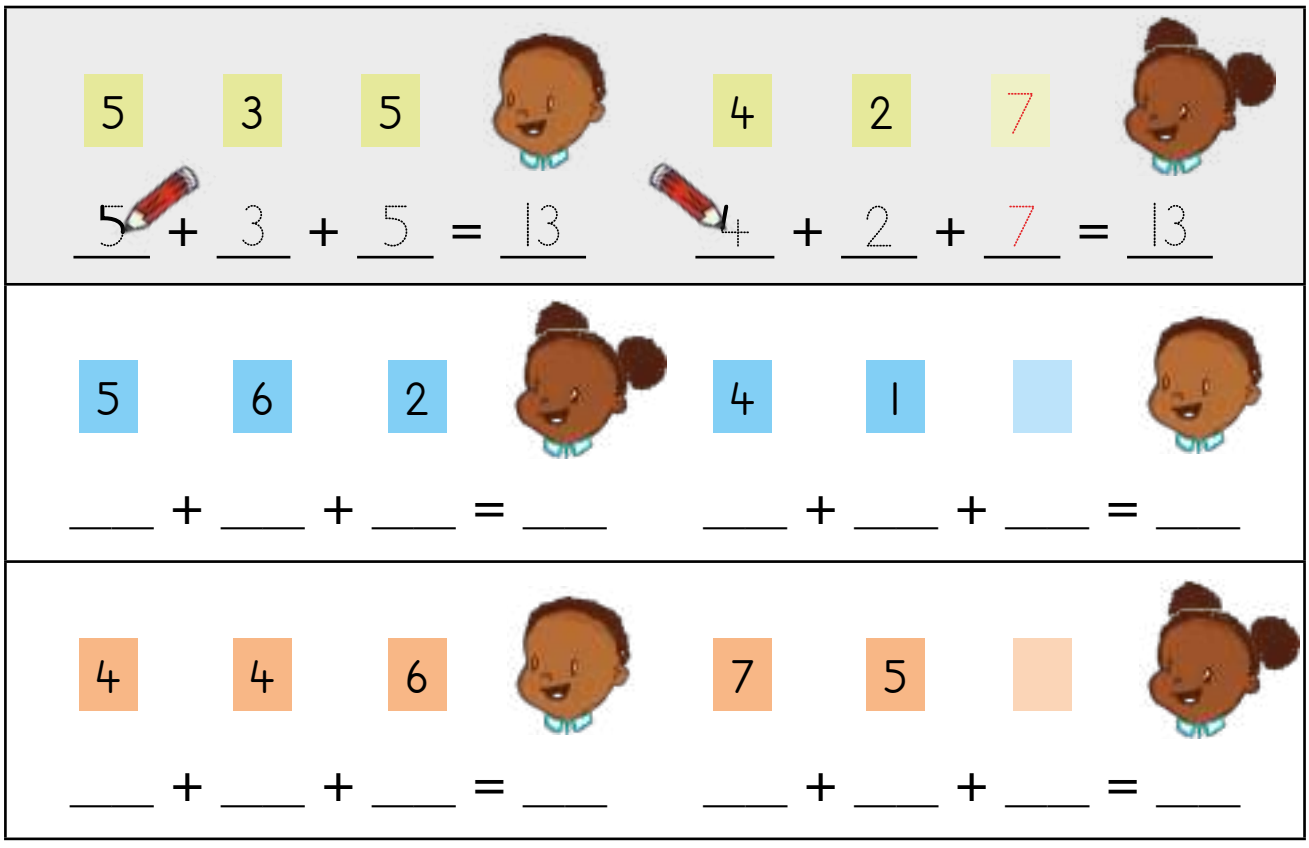
HOOFREKENE (MENTAL MATHS) | KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → GROEPWERK (GROUP WORK) → SPELETJIE (GAME) → AKTIWITEITE (ACTIVITIES) → PROBLEEMOPLOSSING (PROBLEM SOLVING)

100-blok
100 square

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

1 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.



2 Skryf elke letter korrek in die onderste ry blokkies in.

Write each letter in the correct box.

1	2	3	D	5	6	I	8	9	10
11	12	13	E	15	16	17	18	19	K
21	I	23	24	25	26	27	28	29	30
31	32	N	34	35	D	37	38	E	40
41	R	43	44	45	46	47	48	49	S
I	52	53	N	55	56	57	O	59	N
61	62	63	64	S	66	K	68	L	70
A	72	S	74	T	76	77	78	E	80
81	82	83	84	85	L	87	88	89	90
91	G	93	94	O	96	E	98	D	100

4	7	14		20	22	33	36	39	42	50
D										
51	54		58	60	65		67	69	71	73
75	79	86		92	95	97	99			

3 Kleur die getalle in.

Colour the numbers.

10 tot 20 10 to 20	21 tot 30 21 to 30	31 tot 40 31 to 40
15 22 37 12	30 33 20 21	14 11 23 38
29 40 41 24	34 49 27 36	43 28 39 50
25 13 18 35	8 19 17 31	26 10 16 32

Vaslegging
Consolidation

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

1 Kry die getal wat ontbreek. Gebruik dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

15 – 6 = 9

15	
6	9

6 + 9 = 15

___ – 7 = 4

7	4

16 – ___ = 8

16	
	8

___ + 5 = 13

13	
	5

___ + 8 = 14

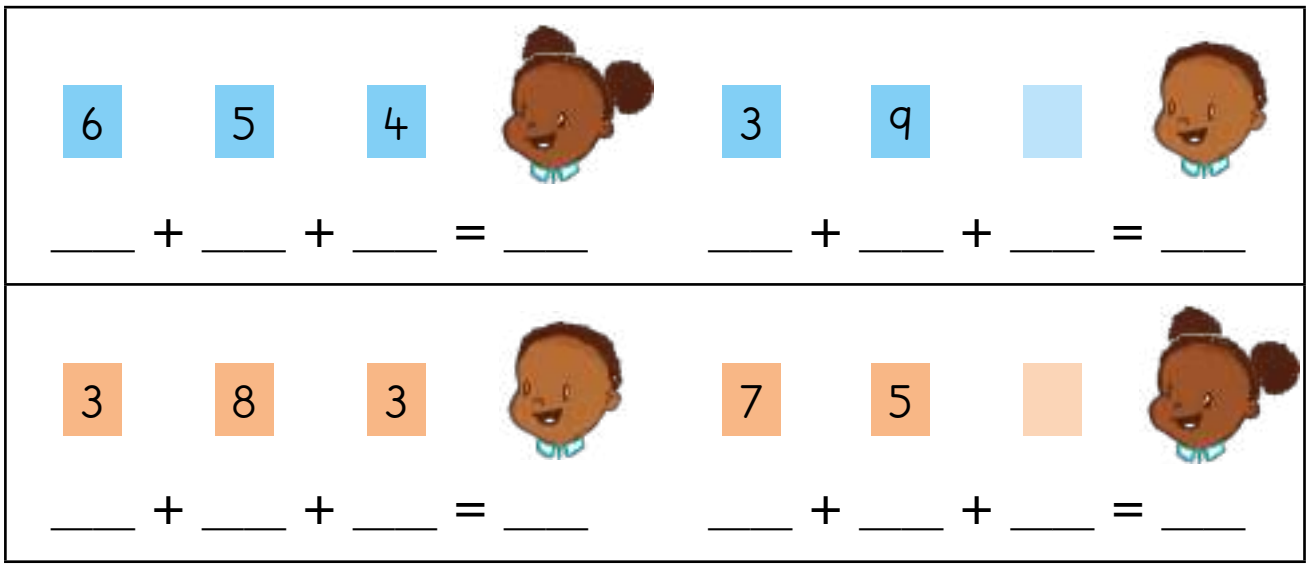
14	
	8

5 + ___ = 11

11	
5	

2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

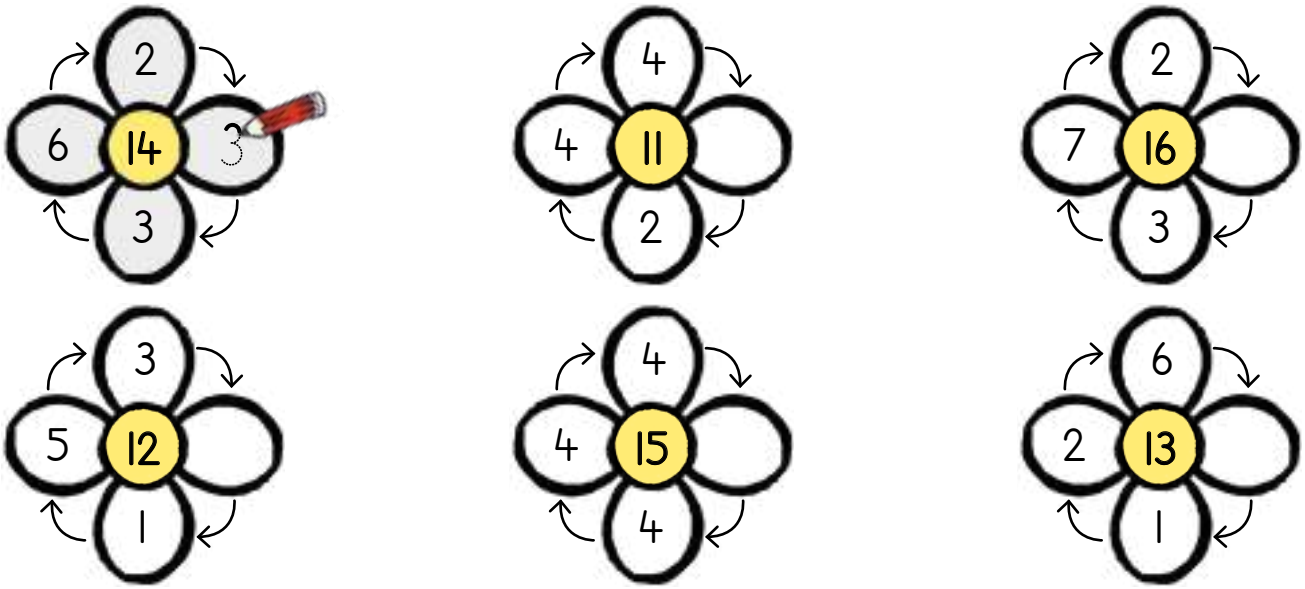
Two friends have cards that add up to the same number. Find the missing number.



3

Skryf die getal in wat voor staan. Write the number that comes before.		Skryf die getal in wat na staan. Write the number that comes after.	
____ 22	____ 45	30 ____	55 ____
____ 69	____ 88	79 ____	99 ____

4 Die getal in die middel is die totaal. Kry die getal wat ontbreek.
The number in the middle is the total. Find the missing number.



5 Los op en kleur die onderste ry sirkels in.
Solve and colour.

13 – 0 = 13	17 – ____ = 7
11 – 8 = ____	15 – 3 = ____
19 – ____ = 10	12 – ____ = 7
11 – 9 = ____	16 – 8 = ____
14 – 3 = ____	12 – ____ = 8
16 – ____ = 9	14 – ____ = 8

2 3 4 5 6 7 8 9 10 11 12 13

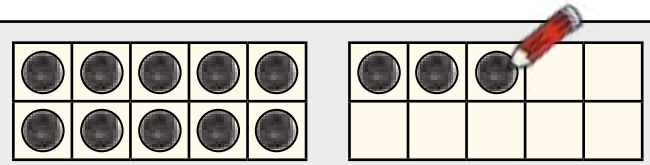
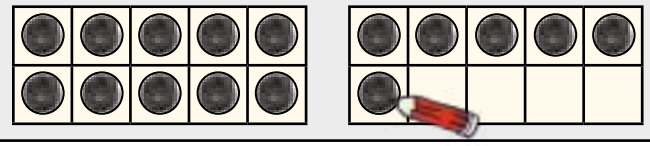
DAG 1 • DAY 1

Getalle tot 99 – tel en herken
Numbers up to 99 – counting and recognition

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

1 Skryf 'n getalsin en teken kolle in die tienrame om die getalle te wys.

Write a number sentence and draw dots in the ten frames to show the numbers.

13	10 + 3	
16	10 + 6	
11		
15		
19		
12		
17		
14		
18		
20		

2 Tel aan.

Count forwards.

33	34	35	36						42
78	79								
20	22	24	26						

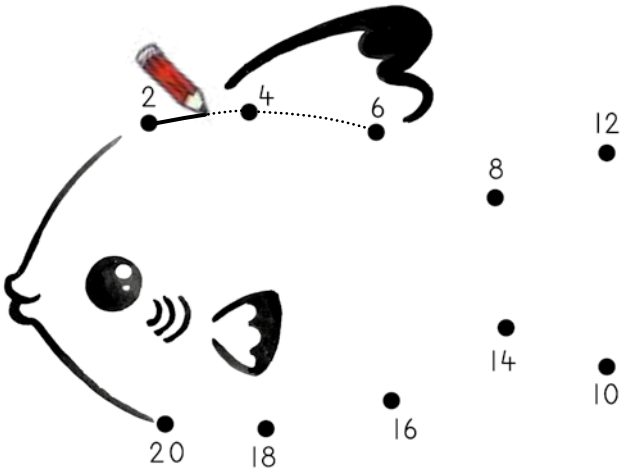
3 Tel terug.

Count backwards.

50	49	48	47						
26	25								
42	40	38	36						

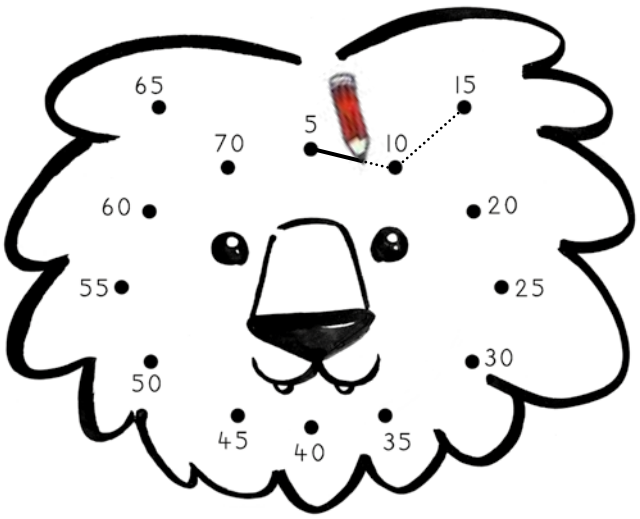
4 Verbind die kolle deur in 2's te tel.

Join the dots by counting in 2s.



5 Verbind die kolle deur in 5'e te tel.

Join the dots by counting in 5s.



DAG 2 • DAY 2

Getalle tot 99 – tel en herken
Numbers up to 99 – counting and recognition

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

1 Voltooi die patroon. Merk die korrekte boksies.

Complete the pattern. Tick the correct boxes.

34	36	38	40	42	44	46	48	50	52

Tel aan Count forwards	☑
Tel terug Count backwards	☐
in 1's in 1s	☐
in 2's in 2s	☑
in 5's in 5s	☐

71	70	69	68	67	66	65	64	63	62

Tel aan Count forwards	☐
Tel terug Count backwards	☑
in 1's in 1s	☑
in 2's in 2s	☐
in 5's in 5s	☐

45	50								90

Tel aan Count forwards	☐
Tel terug Count backwards	☐
in 1's in 1s	☐
in 2's in 2s	☐
in 5's in 5s	☐

10		30		50					

Tel aan Count forwards	☐
Tel terug Count backwards	☐
in 1's in 1s	☐
in 2's in 2s	☐
in 10's in 10s	☐

2 Kleur die getalle op die 100-blok in.

Colour these numbers on the 100 square.

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

10 meer as 5

10 more than 5

5 minder as 50

5 less than 50

4 meer as 20

4 more than 20

staan na 41

comes after 41

10 meer as 66

10 more than 66

8 verdubbel

double 8

5 meer as 65

5 more than 65

3 meer as 80

3 more than 80

2 meer as 54

2 more than 54

10 minder as 71

10 less than 71

tussen 86 en 88

between 86 and 88

staan na 25

comes after 25

10 meer as 23

10 more than 23

staan voor 80

comes before 80

2 minder as 90

2 less than 90

tussen 35 en 37

between 35 and 37

10 minder as 96

10 less than 96

2 minder as 46

2 less than 46

tussen 71 en 73

between 71 and 73

6 meer as 60

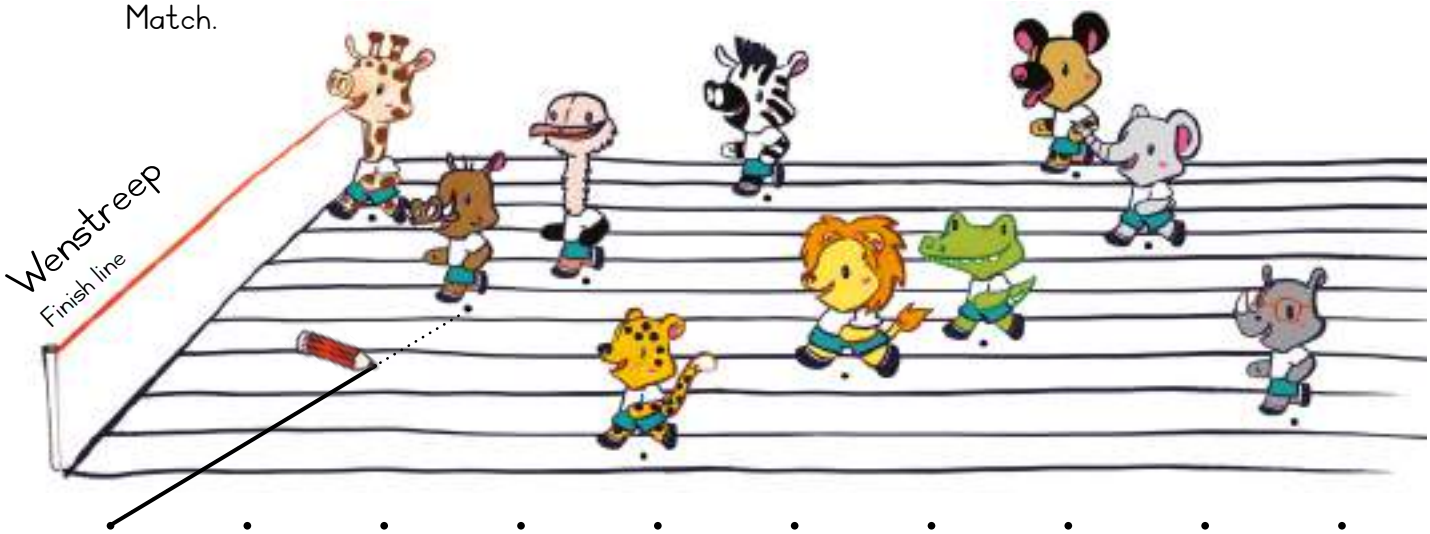
6 more than 60

DAG 3 • DAY 3

Orden en vergelyk getalle
Ordering and comparing numbers

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

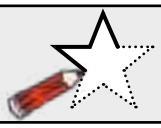
1 Pas.
Match.



2de 2nd	7de 7th	4de 4th	10de 10th	1ste 1st	3de 3rd	8ste 8th	9de 9th	6de 6th	5de 5th

2

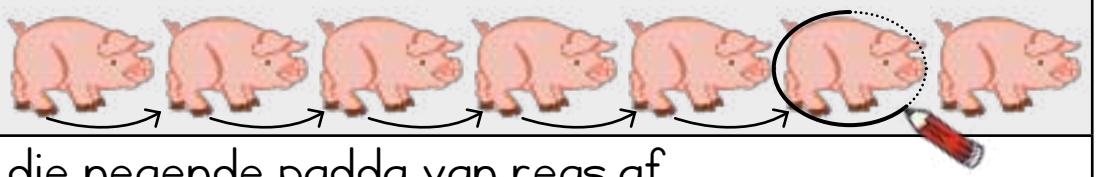


Teken die vorm wat … staan. Draw the shape that is …			
1ste 1st		sewende seventh	
negende ninth		3de 3rd	
6de 6th		5de 5th	
vierde fourth		8ste 8th	
10de 10th		tweede second	
voor die  before the		na die  after the	

3

Omkring die sesde varkie van links af.

Circle the sixth pig from the left.



Omkring die negende padda van regs af.

Circle the ninth frog from the right.



Omkring die derde muis van regs af.

Circle the third mouse from the right.



Omkring die vyfde haas van links af.

Circle the fifth rabbit from the left.



Omkring die eerste kat van links af.

Circle the first cat from the left.



Omkring 4 uile van regs af.

Circle 4 owls, starting from from the right.



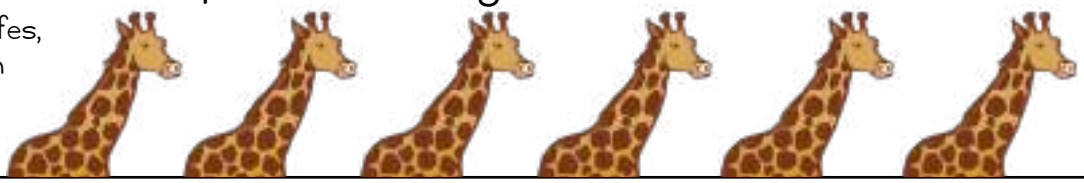
Omkring 7 skoenlappers van links af.

Circle 7 butterflies, starting from the left.



Omkring 2 kameelperde van regs af.

Circle 2 giraffes, starting from the right.



Omkring 4 swane van regs af.

Circle 4 swans, starting from the right.



Omkring 8 leeus van links af.

Circle 8 lions, starting from the left.



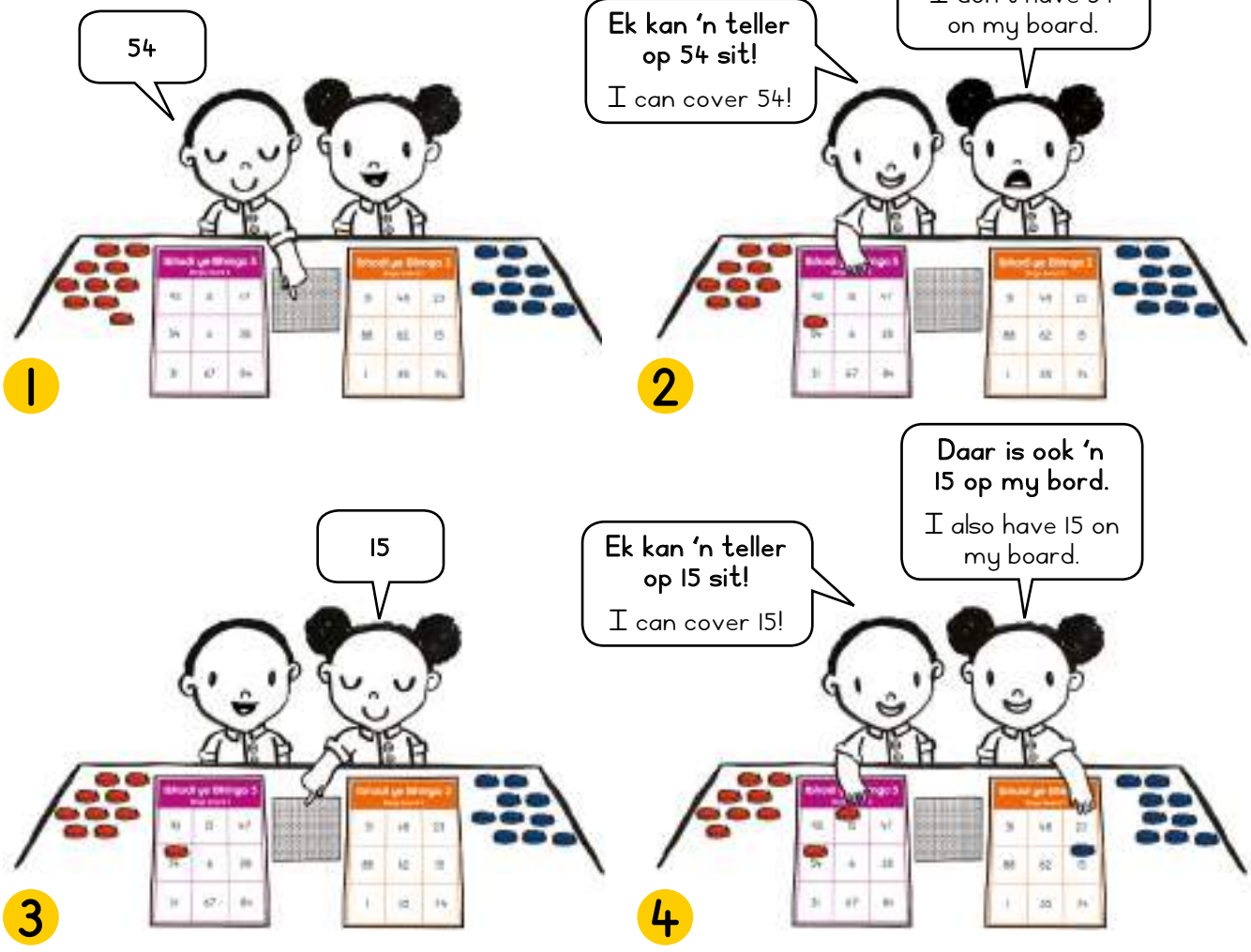
Orden en vergelyk getalle
Ordering and comparing numbers

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

Speletjie: Bingo
Game: Bingo

Maak jou oë toe en wys na 'n getal op die 100-blok. Sit 'n teller op daardie getal as jy dit op jou Bingo-bord het. As nie een van julle die getal het nie, kies speler 2 met toe oë 'n ander getal.

Close your eyes and point to a number on the 100 square. Cover that number with a counter if you have it on your Bingo board. If neither of you has the number, let player 2 choose another number.



Die eerste persoon wat al die getalle op hulle Bingo-bord kan bedek, is die wenner.

The first person to cover all the numbers on their Bingo board is the winner.

Bingo-bord 1

Bingo board 1

33	2	42
64	58	99
14	76	27

Bingo-bord 2

Bingo board 2

51	48	23
88	62	15
1	35	74

Bingo-bord 3

Bingo board 3

93	15	47
54	6	28
31	67	84

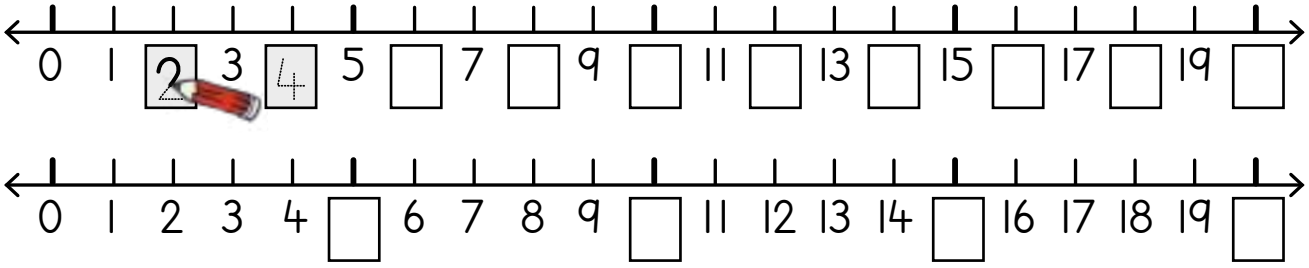
Bingo-bord 4

Bingo board 4

39	64	4
76	91	42
21	53	19

1 Vul die getalle wat ontbreek op die getallelyne in.

Fill in the missing numbers on the number lines.



2 Skryf die korrekte letters bokant die korrekte nommers op die getallelyn.

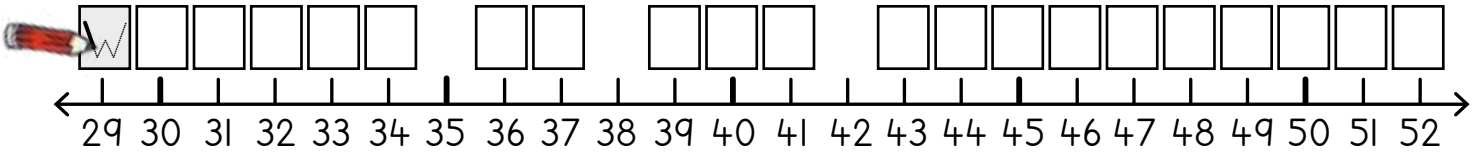
Write the correct letters above the correct numbers on the number line.

29→W 30→E 32→K 31→L 33→O 39→D

37→P 36→O 34→M 44→O 45→M 40→I

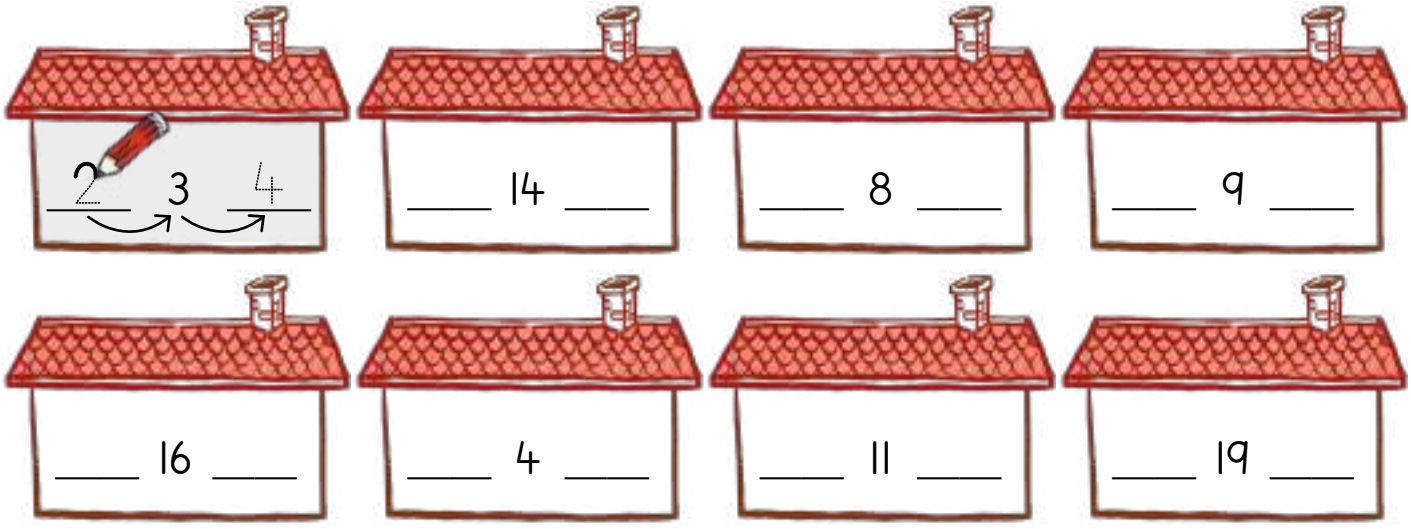
41→E 47→E 49→B 46→M 43→N 50→O

51→O 52→T 48→R



3 Skryf die getal in wat **voor** en **na** elke getal staan.

Write the number that comes **before** and **after**.



Vaslegging
Consolidation

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

1

Omkring die vierde haas van regs af.
Circle the fourth rabbit from the right.



Omkring die tweede muis van links af.
Circle the second mouse from the left.



Omkring 3 swane van regs af.
Circle 3 swans, starting from the right.



Omkring 6 leeus van links af.
Circle 6 lions, starting from the left.



Omkring die eerste uil van regs af.
Circle the first owl from the right.



2 Tel aan.
Count forwards.

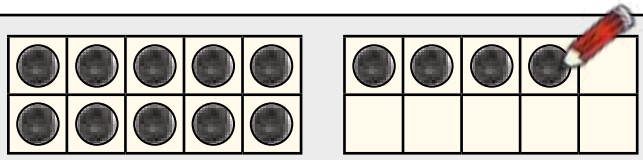
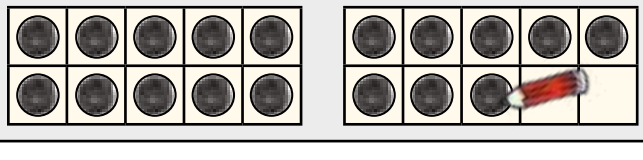
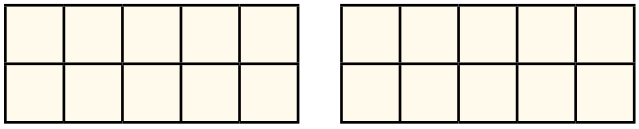
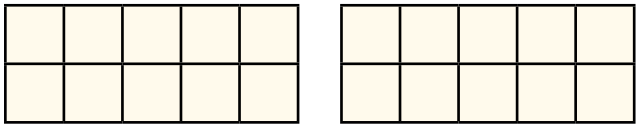
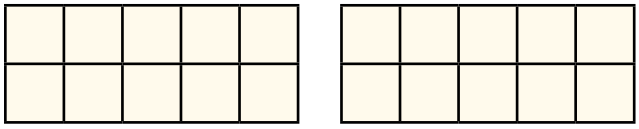
53	54			57					62
56			62	64				72	

3 Tel terug.
Count backwards.

44	43	42							
72	71			68					

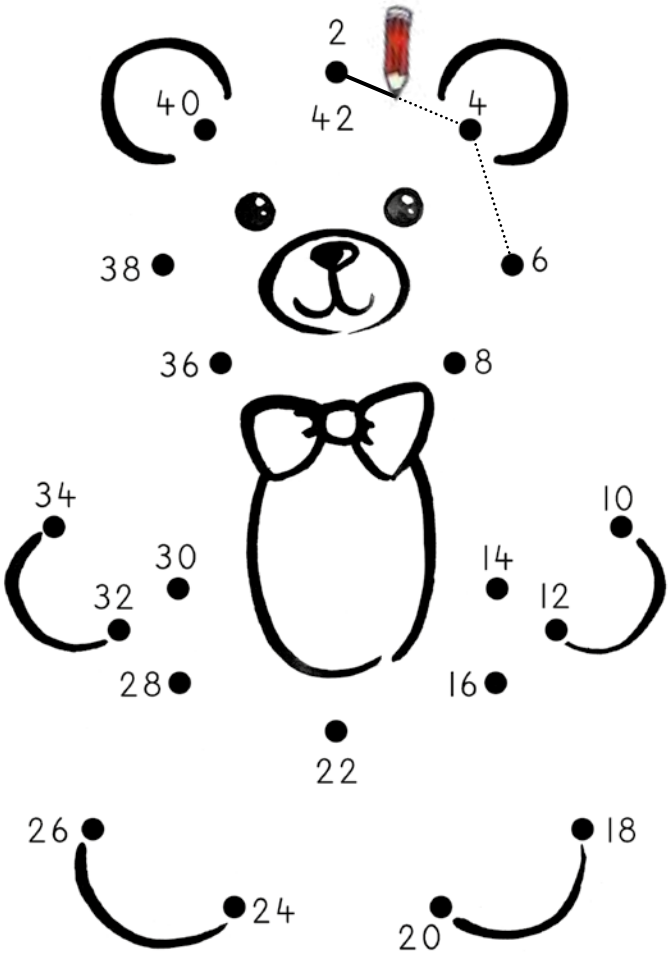
4 Skryf die getalsin en teken kolle in die tienrame om die getalle te wys.

Write the number sentence and draw dots in the ten frames to show the numbers.

14	10 + 4	
18	10 + 8	
16		
11		
20		

5 Tel in 2's om die prent te voltooi.

Count in 2s to complete the picture.



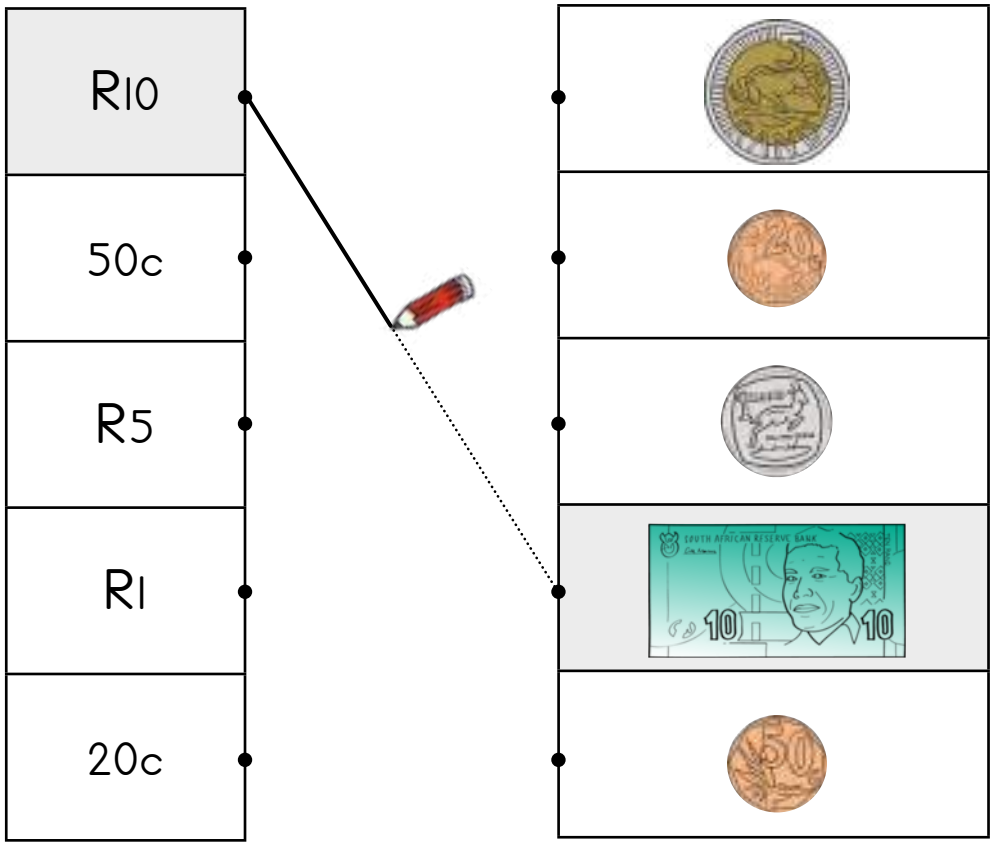
Werk met geld
Working with money

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

1 Omkring die muntstukke.
Circle the coins.

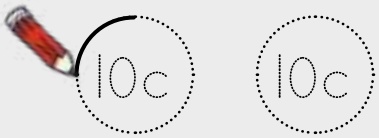
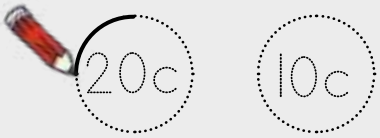
R1-muntstukke R1 coins	R2-muntstukke R2 coins	R5-muntstukke R5 coins
		

2 Trek 'n streep van die bedrag geld na die prent wat daarby pas.
Draw a line from the amount of money to the matching picture.



3 Teken muntstukke om die bedrae te kry.

Draw coins to make the amounts.

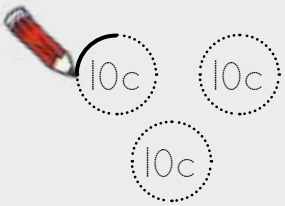
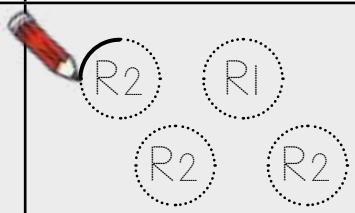
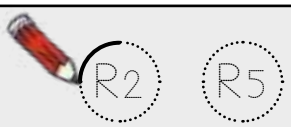
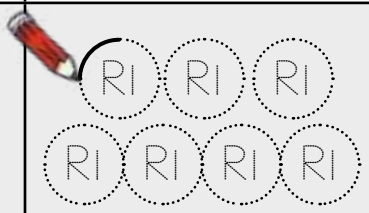
	20c	
	30c	
	40c	
	50c	
	50c	
	R5	
	R10	

Geldberekenings
Money calculations

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

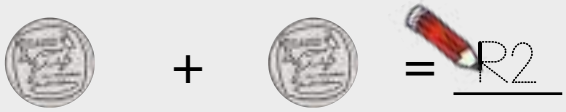
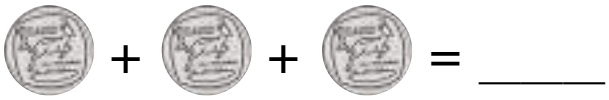
1 Teken muntstukke om hierdie bedrae te kry.

Draw coins to make up these amounts.

30c			
40c			
60c			
80c			
R7			
R3			
R16			

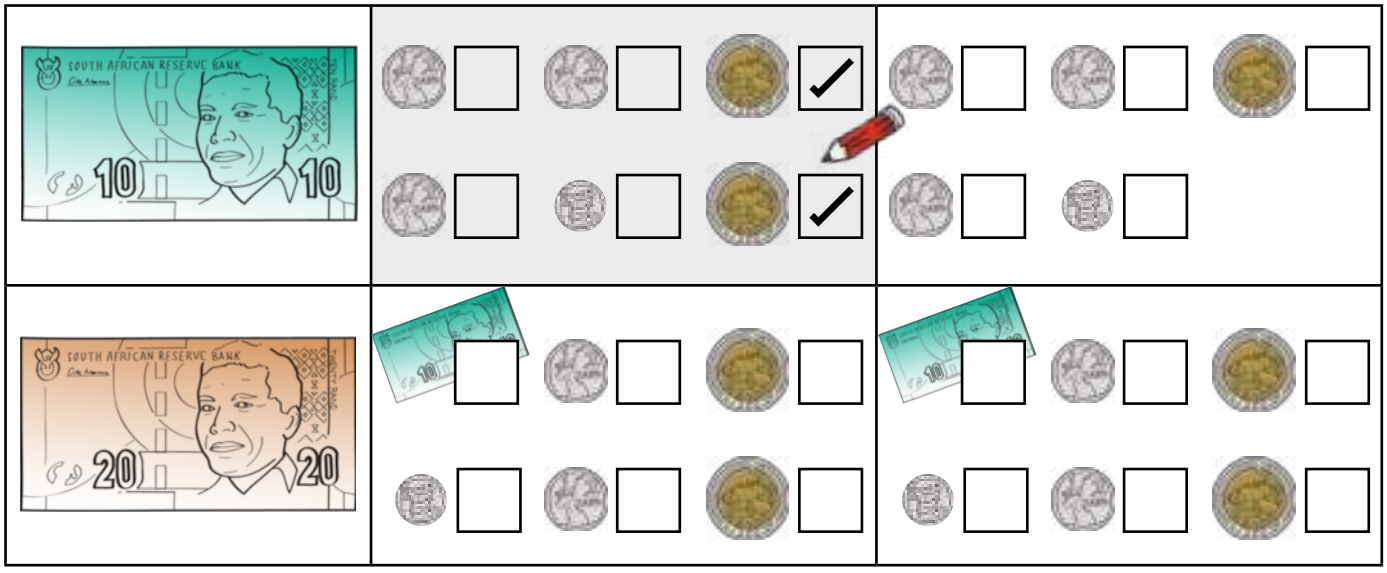
2 Hoeveel geld is daar?

How much money is there?

 = R2	 = R10
 = _____	 = _____
 = _____	 = _____
 = _____	 = _____
 = _____	
 = _____	

3 Maak regmerkies by dieselfde bedrag.

Tick to show the same amount.



Woordprobleme met optelling en aftrekking (geldkonteks)
Addition and subtraction word problems (money context)

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

1 Hoeveel betaal jy?
How much will you pay?

Jy koop You buy	Jy betaal You pay
 R10  R5	 R10 + R5 = R15
 R7  R10	
 R7  R10	
 R8  R3	
 R12  R7	
 R5  R5  R5	

2 Gebruik die pryslys om die kleingeld uit te werk as jy met R10 betaal.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	Jy betaal You pay	Kleingeld Change
	R1 + R2 = R3	R10 − R3 = R7
	___ ___ ___ ___ ___	___ ___ ___ ___ ___
	___ ___ ___ ___ ___	___ ___ ___ ___ ___

3 Ek koop 'n appel vir R2, 'n lemoen vir R2 en vrugtesap vir R6. Hoeveel moet ek betaal?

I buy an apple for R2, an orange for R2 and juice for R6. How much must I pay?



_____ + _____ + _____ = _____

Ek het R15 en my suster het R5. My broer het R1. Hoeveel geld het ons altesaam?

I have R15 and my sister has R5. My brother has R1. How much money do we have altogether?



_____ + _____ + _____ = _____

DAG 4 • DAY 4

Woordprobleme met optelling en aftrekking (geldkonteks)
Addition and subtraction word problems (money context)

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

1 Hoeveel kleingeld kry jy as jy met R20 betaal?
How much change will you get if you pay with R20?

Jy koop You buy	Kleingeld Change
  R5 + R7 = R12	R20 – R12 = R8
  R10 + R3 = _____	R20 – _____ = _____
  R8 + R7 = _____	R20 – _____ = _____
  R10 + R5 = _____	R20 – _____ = _____
  R15 + R3 = _____	R20 – _____ = _____
  R12 + R8 = _____	R20 – _____ = _____
  R13 + R7 = _____	R20 – _____ = _____

2 Hoeveel geld het ek oor?

How much money do I have left over?

Ek het R10. Ek koop sap vir R7.

I have R10. I buy juice for R7.



_____ – _____ = _____

Ek het R15. Ek koop 'n lemoen vir R4.

I have R15. I buy an orange for R4.



_____ – _____ = _____

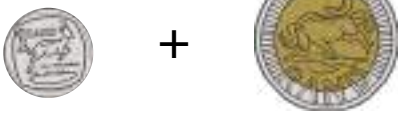
3

	Wat kos dit? What is the cost?	Hoeveel kleingeld? How much change?
Ek het R20. Ek koop 'n speelding vir R6 en 'n boek vir R5. I have R20. I buy a toy for R6 and a book for R5. 	R6 + R5 = R11	R20 – R11 = R9
Ek het R14. Ek koop 'n boek vir R5 en 'n ballon vir R4. I have R14. I buy a book for R5 and a balloon for R4. 		
Ek het R17. Ek koop 'n bal vir R4 en 'n ballon vir R4. I have R17. I buy a ball for R4 and a balloon for R4. 		

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

1 Hoeveel geld is daar?

How much money is there?

 = _____	 = _____
 = _____	 = _____
 = _____	
 = _____	

2 Los die probleem op deur die getalsin te skryf.

Solve the problem by writing the number sentence.

Ek het R12 en my suster het R8. My broer het R3. Hoeveel geld het ons altesaam?

I have R12 and my sister has R8. My brother has R3. How much money do we have altogether?



_____ + _____ + _____ = _____

Ek koop 'n appel vir R7, 'n lemoen vir R6 en vrugtesap vir R10. Hoeveel moet ek betaal?

I buy an apple for R7, an orange for R6 and juice for R10. How much must I pay?



_____ + _____ + _____ = _____

3

Sipho het R10. Hy koop mielies vir R7. Hoeveel kleingeld moet hy kry? Sipho has R10. He buys mealies for R7. How much change must he get? 	Skryf die getalsin. Write the number sentence.

4

Jy het R10. You have R10.	Jy betaal You pay	Kleingeld Change
 R4  R5	____ + ____ = ____	____ – ____ = ____
 R7  R2		
 R5  R1		

5 Tel op.
Add.

  R5 + R10 = _____	  R2 + R1 = _____
  R10 + R5 = _____	  R5 + R5 = _____
  R3 + R2 = _____	  R5 + R10 = _____
  R5 + R5 = _____	  R3 + R2 = _____

DAG 1 • DAY 1

Tel op en trek af
Addition and subtraction

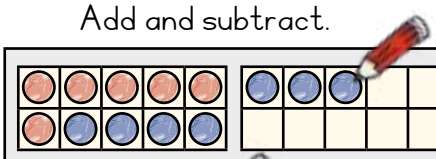
HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEEMOPLOSSING

1 Voltooi die getaltabel. Skryf vier verskillende getalsinne.
Complete the table. Write four different number sentences.

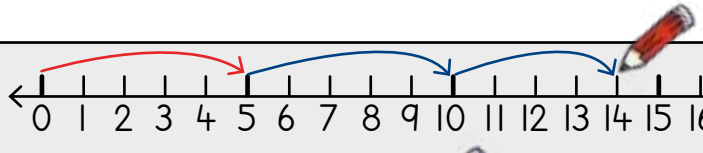
	16 7 | 9	7 + 9 = 16 9 + 7 = 16	16 − 9 = 7 16 − 7 = 9
	 5 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	11 | 7	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	 8 | 9	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	15 | 6	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	 6 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___

2 Tel op en trek af.

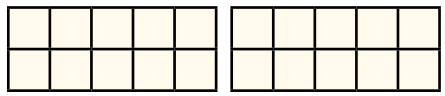
Add and subtract.



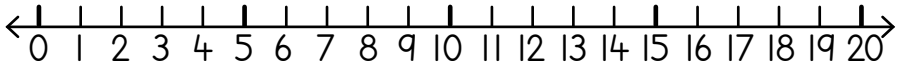
6 + 7 = 13



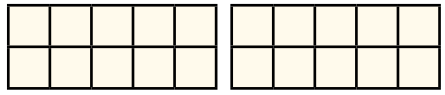
5 + 9 = 14



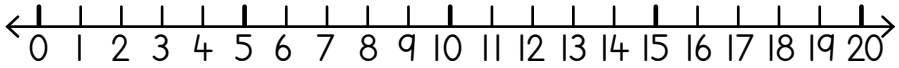
17 – 9 = ____



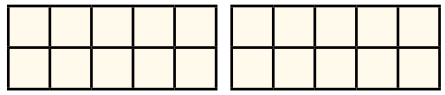
14 – 6 = ____



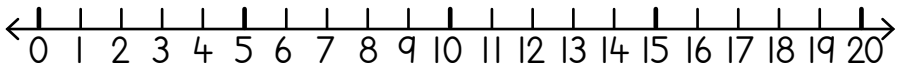
8 + ____ = 12



9 + ____ = 18



15 – ____ = 8



11 – ____ = 4

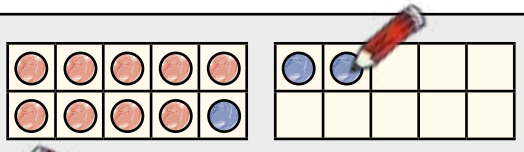
3 Los die probleme op.

Solve the problems.

Daar is 9 varke en 3 skape. Hoeveel diere is daar?

There are 9 pigs and 3 sheep. How many animals are there?



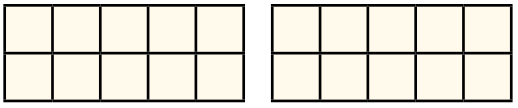


9 + 3 = 12

Daar is 6 hoenders en 7 hase op die plaas. Hoeveel diere is daar?

There are 6 chickens and 7 rabbits on the farm. How many animals are there?

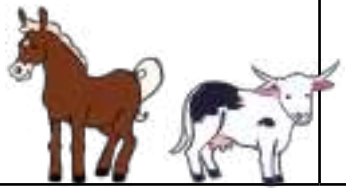


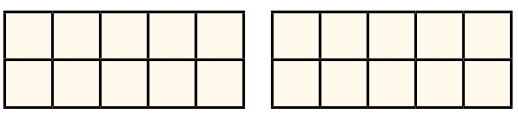


____ + ____ = ____

Daar is 12 diere, en 4 daarvan is perde. Die res is koeie. Hoeveel koeie is daar?

There are 12 animals and 4 are horses. The rest are cows. How many cows are there?



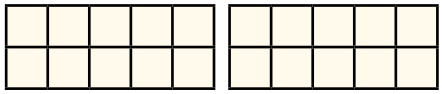
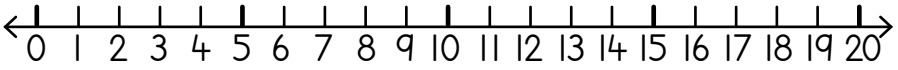
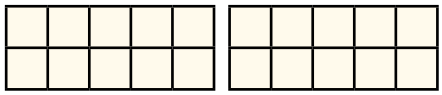
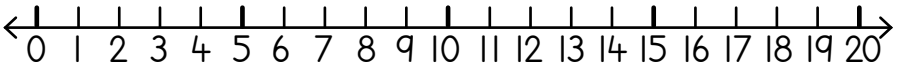
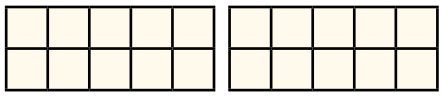
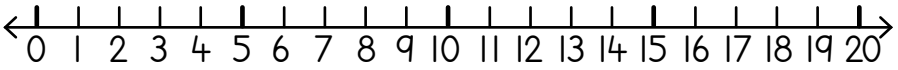
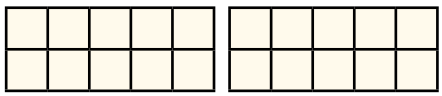
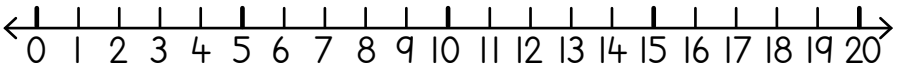


____ – ____ = ____

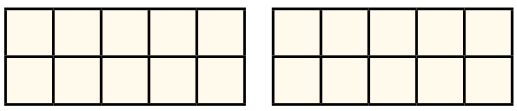
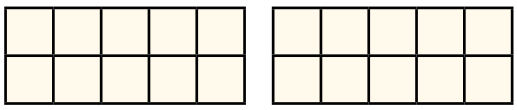
Tel op en trek af
Addition and subtraction

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

1 Tel op en trek af.
Add and subtract.

 5 + 10 = ____	 6 + 11 = ____
 20 – 8 = ____	 15 – 6 = ____
 5 + ____ = 11	 9 + ____ = 13
 17 – ____ = 8	 12 – ____ = 6

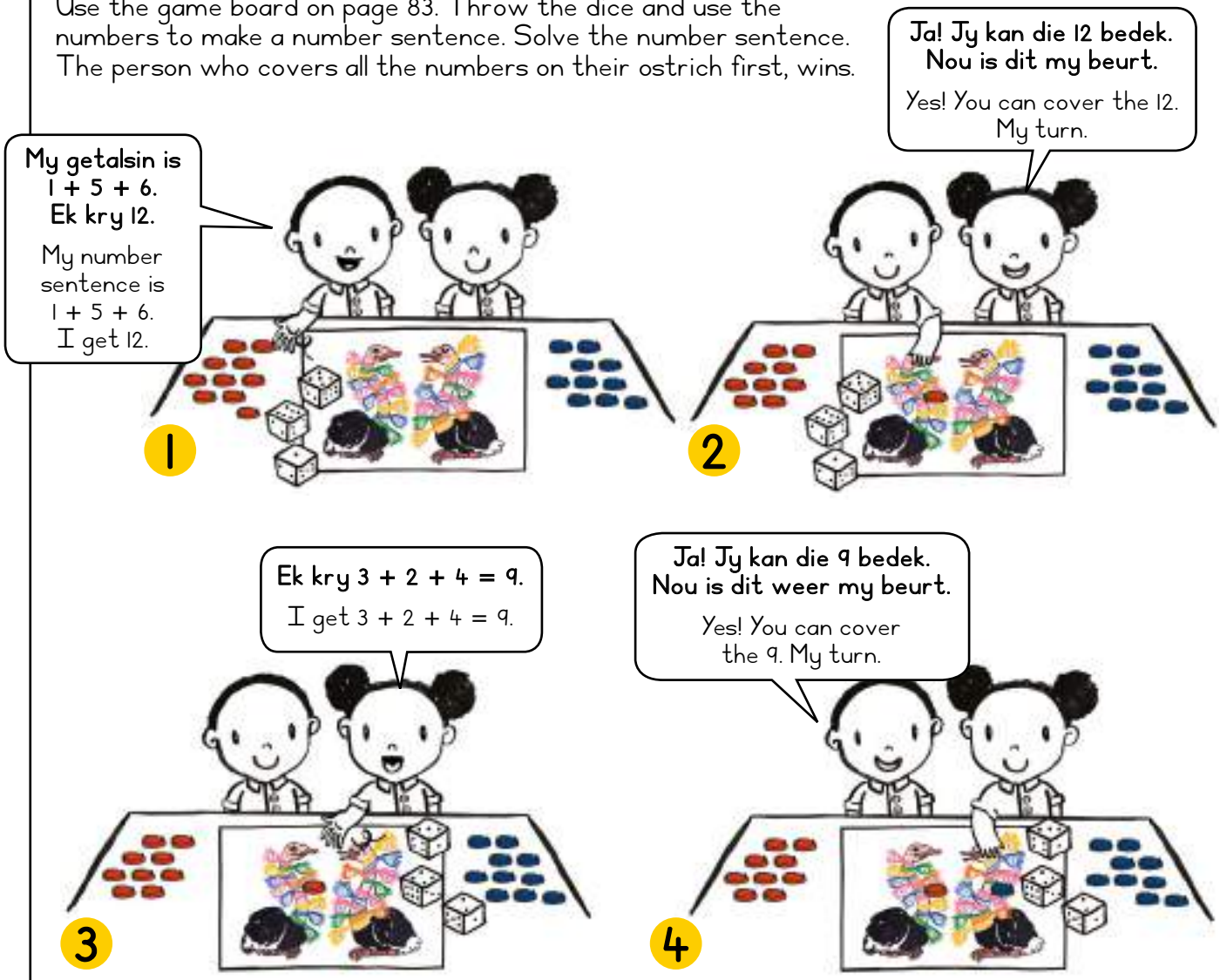
2 Los die probleme op.
Solve the problems.

Daar is 8 uile en 7 eende. Hoeveel voëls is daar? There are 8 owls and 7 ducks. How many birds are there? 	 ____ + ____ = ____
Daar is 13 blomme. 8 blomme is pienk. Die res is rooi. Hoeveel blomme is rooi? There are 13 flowers. 8 flowers are pink. The rest are red. How many flowers are red? 	 ____ – ____ = ____

Speletjie: Pret met optelling
Game: Addition fun

Gebruik die spelbord op bladsy 83. Gooi die dobbelstene en gebruik die getalle om 'n getalsin te maak. Los die getalsin op. Die persoon wat al die getalle eerste op hulle volstruis bedek, is die wenner.

Use the game board on page 83. Throw the dice and use the numbers to make a number sentence. Solve the number sentence. The person who covers all the numbers on their ostrich first, wins.

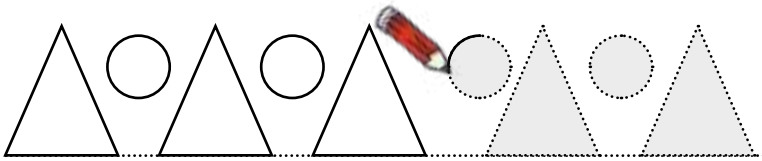


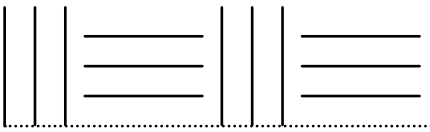


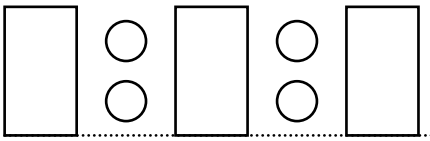
Getal- en geometriese patrone
Number and geometric patterns

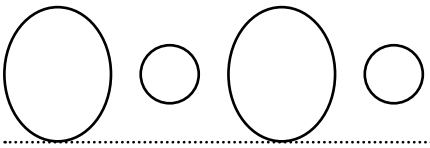
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hou aan met die patrone.
Continue the patterns.

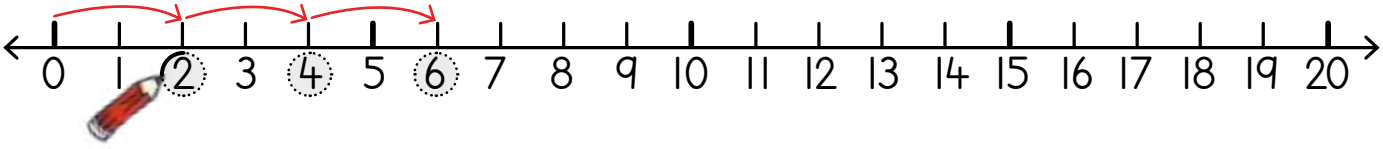




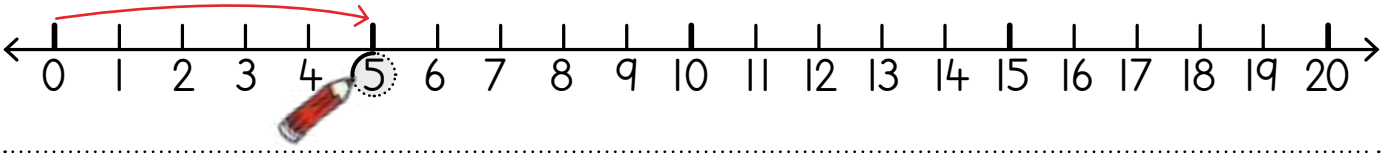




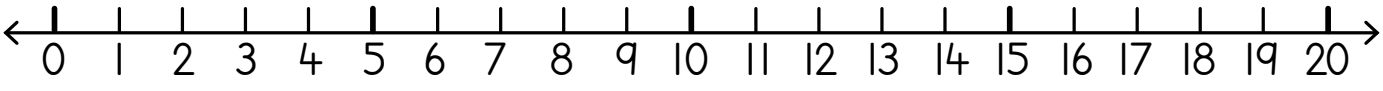
2 Tel in 2's. Omkring die getalle wat jy sê.
Count in 2s. Circle the numbers you say.



Tel in 5'e. Omkring die getalle wat jy sê.
Count in 5s. Circle the numbers you say.



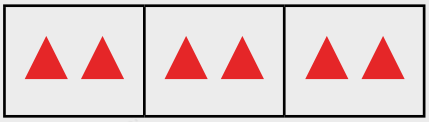
Tel in 10'e. Omkring die getalle wat jy sê.
Count in 10s. Circle the numbers you say.



3 Tel en skryf die getalsinne.

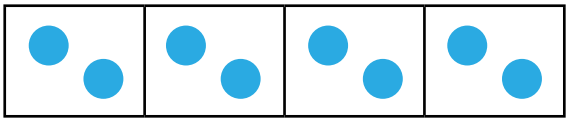
Count and write the number sentences.

driehoeke
triangles



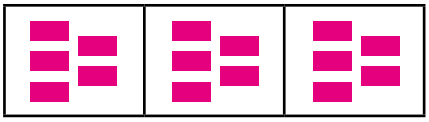
2 + 2 + 2 = 6

sirkels
circles



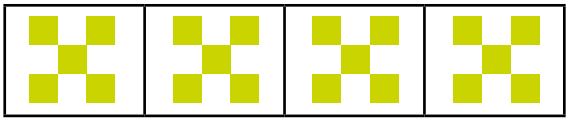
___ + ___ + ___ + ___ = ___

reghoeke
rectangles



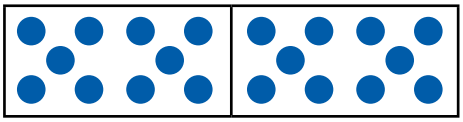
___ + ___ + ___ = ___

vierkante
squares



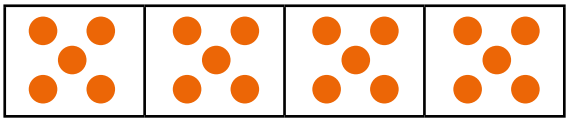
___ + ___ + ___ + ___ = ___

sirkels
circles



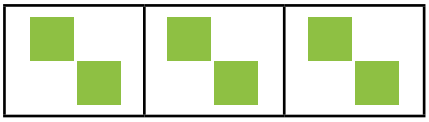
___ + ___ = ___

sirkels
circles



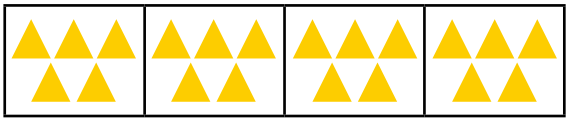
___ + ___ + ___ + ___ = ___

vierkante
squares



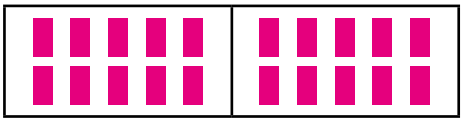
___ + ___ + ___ = ___

driehoeke
triangles



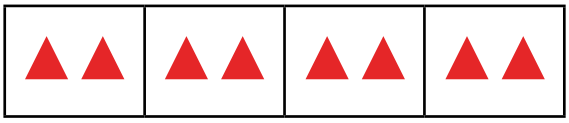
___ + ___ + ___ + ___ = ___

reghoeke
rectangles



___ + ___ = ___

driehoeke
triangles



___ + ___ + ___ + ___ = ___

Getalpatrone
Number patterns

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

1 Voltooi die patroon. Merk die korrekte boksies.
Complete the pattern. Tick the correct boxes.

72	74	76	78		82				90

Tel aan Count forwards ✓	Tel terug Count backwards ☐
in l'e in 1s ☐	in 2's in 2s ✓	in 5'e in 5s ☐

29		27					22		

Tel aan Count forwards ☐	Tel terug Count backwards ☐
in l'e in 1s ☐	in 2's in 2s ☐	in 5'e in 5s ☐

15		25					50		

Tel aan Count forwards ☐	Tel terug Count backwards ☐
in l'e in 1s ☐	in 2's in 2s ☐	in 5'e in 5s ☐

		30		50		70			

Tel aan Count forwards ☐	Tel terug Count backwards ☐
in l'e in 1s ☐	in 2's in 2s ☐	in 10'e in 10s ☐

2 Voltooi die patroon. Maak 'n regmerkie in die korrekte boksies.

Complete the pattern. Tick the correct boxes.

48	50	52	54	56	58	60	62	64	66

Tel aan Count forwards ☑	Tel terug Count backwards ☐
in 1's in 1s ☐	in 2's in 2s ☑
in 5's in 5s ☐	

.....

13		15							22

Tel aan Count forwards ☐	Tel terug Count backwards ☐
in 1's in 1s ☐	in 2's in 2s ☐
in 5's in 5s ☐	

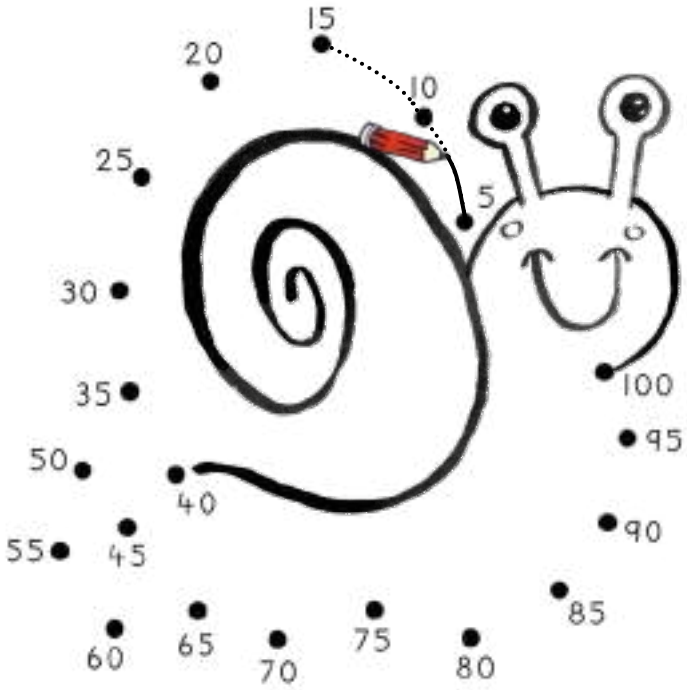
.....

		40	45			60			

Tel aan Count forwards ☐	Tel terug Count backwards ☐
in 1's in 1s ☐	in 2's in 2s ☐
in 5's in 5s ☐	

3 Verbind die kolle deur in 5's te tel.

Join the dots by counting in 5s.



Vaslegging
Consolidation

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

1 Bestudeer die piktogram oor die aantal albasters wat in 'n sakkie getel is. Bespreek dit met jou maat.

Study the pictograph about the number of marbles that have been counted in a bag. Discuss it with your partner.

Albasterkleure
Marble colours



Sleutel
Key
= 1

2 Voltooi die patrone. Merk die korrekte boksies.

Complete the patterns. Tick the correct boxes.

	40	45	50					75	

Tel aan Count forwards		Tel terug Count backwards	
in 1's in 1s	in 2's in 2s	in 5's in 5s	

46	44			38	36	34			

Tel aan Count forwards		Tel terug Count backwards	
in 1's in 1s	in 2's in 2s	in 5's in 5s	

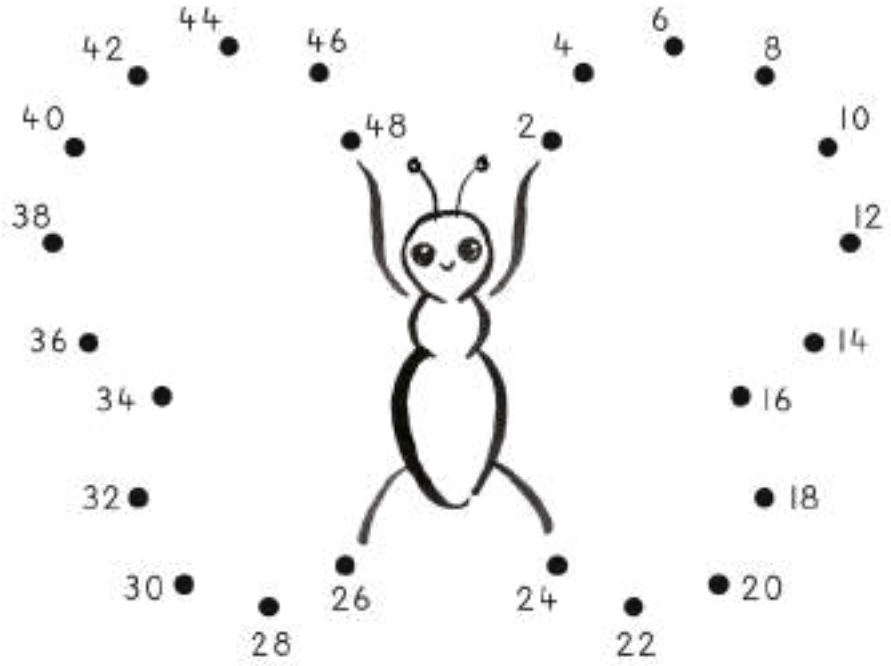
3 Voltooi die getaltabel. Skryf vier verskillende getalsinne.

Complete the table. Write four different number sentences.

	12 5 |	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	 4 | 7	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	14 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	 9 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___

4 Tel in 2's en verbind die kolle.

Count in 2s and join the dots.



DAG 1 • DAY 1

Tyd – dag, nag, gister, vandag, môre

Time – day, night, yesterday, today, tomorrow

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

1 Kyk na die prente. Is dit dag of nag? Maak 'n regmerkie in die boksie en trek die woord na.

Look at the pictures. Is it day or night? Tick the box and trace the word.



dag day ☑ nag night ☐



dag day ☐ nag night ☐



dag day ☐ nag night ☐



dag day ☐ nag night ☐



dag day ☐ nag night ☐



dag day ☐ nag night ☐

2 Teken iets:

Draw something:

wat jy gister gedoen het. you did yesterday.
wat jy vandag doen. you are doing today.
wat jy môre gaan doen. you will do tomorrow.

Tyd – maande van die jaar en dae van die week
Time – months of the year and days of the week

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

1 Trek die maande van die jaar na. Kleur jou verjaarsdagmaand in.
Trace the months of the year. Colour in your birthday month.

Januarie January	Februarie February
Maart March	April April
Mei May	Junie June
Julie July	Augustus August
September September	Oktober October
November November	Desember December

2 Trek die dae van die week na. Gesels met jou maat oor dit wat die kinders doen.

Trace the days of the week. Talk to your friend about what the children are doing.

Maandag
Monday



Dinsdag
Tuesday



Woensdag
Wednesday



Donderdag
Thursday



Vrydag
Friday



Saterdag
Saturday



Sondag
Sunday



Woordprobleme met optelling en aftrekking
Addition and subtraction word problems

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

1 Los die woordprobleme op.
Solve the word problems.


10 vierkante
10 squares


3 driehoeke
3 triangles

Hoeveel vorms is daar?
How many shapes are there?



10 + 3 = 13

Daar is 4 bye en 7 slakke in die tuin.
Hoeveel gediertes is daar in die tuin?
There are 4 bees and 7 snails in the garden.
How many creatures are there in the garden?



___ + ___ = ___

Daar is 6 slakke en 5 miere in die tuin.
Hoeveel gediertes is daar in die tuin?
There are 6 snails and 5 ants in the garden.
How many creatures are there in the garden?



___ + ___ = ___

Daar is 13 bye in die tuin.
7 bye vlieg weg. Hoeveel bye bly oor?
There are 13 bees in the garden. 7 fly away.
How many bees are left?



___ – ___ = ___

Daar is 16 slakke en 9 bye in die tuin.
Wat is die verskil tussen die aantal slakke en die aantal bye?
There are 16 snails and 9 bees in the garden.
What is the difference between the number of snails and the number of bees?



___ – ___ = ___

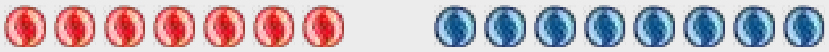
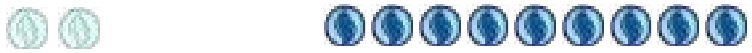
Daar is 18 miere op die blaar.
9 miere gaan soek na kos.
Hoeveel miere bly oor op die blaar?
There are 18 ants on the leaf. 9 ants go to find food.
How many ants are left on the leaf?



___ – ___ = ___

2 Vertel jou maat 'n optellingstorie oor die albasters. Skryf die getalsin.

Tell your partner an addition story about the marbles. Write the number sentence.

Optellingstorie Addition story	Getalsin Number sentence
 Ek het 7 rooi albasters en 8 blou albasters. Hoeveel albasters het ek altesaam? I have 7 red marbles and 8 blue marbles. How many marbles do I have altogether?	7 + 8 = 15
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___

3 Vertel jou maat 'n aftrekkingstorie oor die albasters. Skryf die getalsin.

Tell your partner a subtraction story about the marbles. Write the number sentence.

Optellingstorie Addition story	Getalsin Number sentence
 Ek het 11 albasters. Ek gee 5 albasters vir my maat. Hoeveel albasters het ek oor? I had 11 marbles. I gave 5 to my friend. How many marbles do I have left?	11 - 5 = 6
	___ - ___ = ___
	___ - ___ = ___
	___ - ___ = ___
	___ - ___ = ___

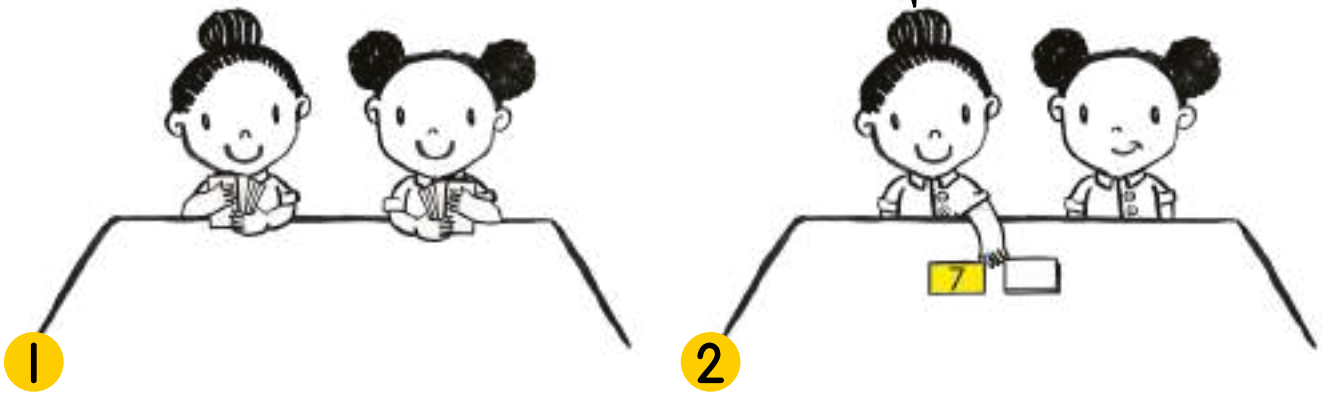
Woordprobleme met optelling en aftrekking
Addition and subtraction word problems

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

Speletjie: Kry my getal!
Game: Make my number!

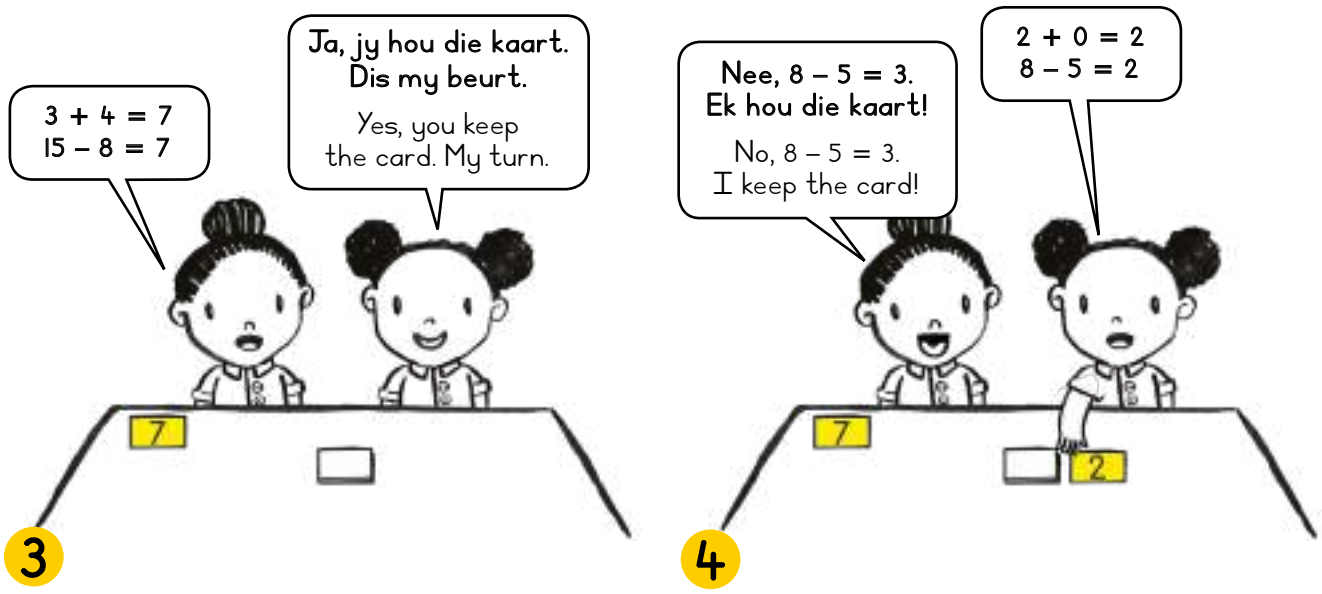
Speel met jou 0–10-getalkaarte.

Play with your 0–10 number cards.



Sodra jy 'n kaart optel, maak een optellingsgetalsin en een aftrekkingsgetalsin waarvan die antwoord die getal op jou kaart gee.

When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.

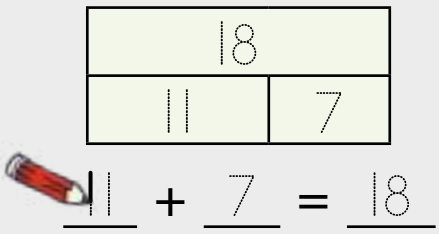
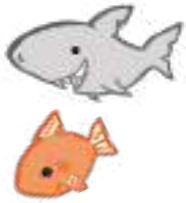
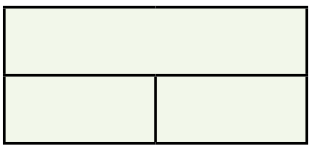
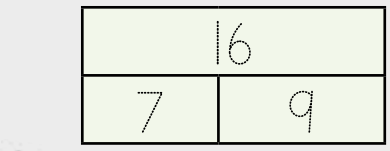
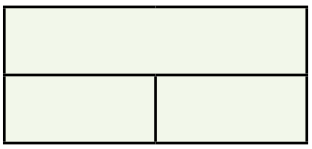
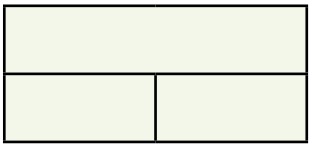


Hou aan speel totdat al die kaarte gebruik is. Die speler wat die meeste kaarte het, is die wenner.

Keep going until all the cards are used. The player who kept the most cards, wins.

Los die woordprobleme op. Skryf die getalle op die getaltabel in.

Solve the word problems. Write the numbers in the number table.

Daar is 11 krappe en 7 visse. Hoeveel seediere is daar altesaam? There are 11 crabs and 7 fish. How many creatures are there altogether? 	 11 + 7 = 18
Daar is 3 haaie en 9 visse. Hoeveel is daar altesaam? There are 3 sharks and 9 fish. How many are there altogether? 	 ___ + ___ = ___
Daar is 16 visse. 7 visse swem weg. Hoeveel visse bly oor? There are 16 fish. 7 fish swim away. How many fish are left? 	 16 − 7 = 9
Daar is 11 walvisse. 6 walvisse swem weg. Hoeveel walvisse bly oor? There are 11 whales. 6 swim away. How many whales are left? 	 ___ − ___ = ___
Daar is 14 blou visse en 7 oranje visse. Wat is die verskil tussen die aantal blou visse en die aantal oranje visse? There are 14 blue fish and 7 orange fish. What is the difference between the number of blue fish and the number of orange fish? 	 ___ − ___ = ___
Lwandile het 20 skulpe. Sy gee 10 skulpe vir haar maat. Hoeveel skulpe bly oor? Lwandile has 20 shells. She gives 10 shells to her friend. How many shells are left? 	 ___ − ___ = ___

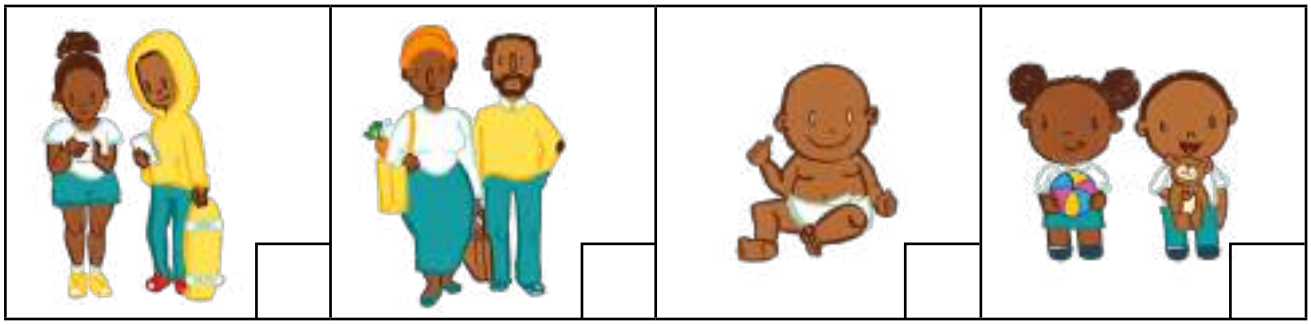
1 Gesels met jou maat oor dit wat in elke prent gebeur. Maak 'n regmerkie by die aktiwiteite wat langer duur en 'n kruisie by die aktiwiteite wat korter duur.

Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

 ✓	 ✗
Loop skool toe. Walk to school.	Ry skool toe. Drive to school.
 ☐	 ☐
Maak 'n toebroodjie. Make a sandwich.	Bak 'n koek. Bake a cake.
 ☐	 ☐
Werk by die skool. Work at school.	Speel 'n sokkerspeletjie. Play a game of soccer.
 ☐	 ☐
Verf 'n huis. Paint a house.	Verf 'n prent. Paint a picture.

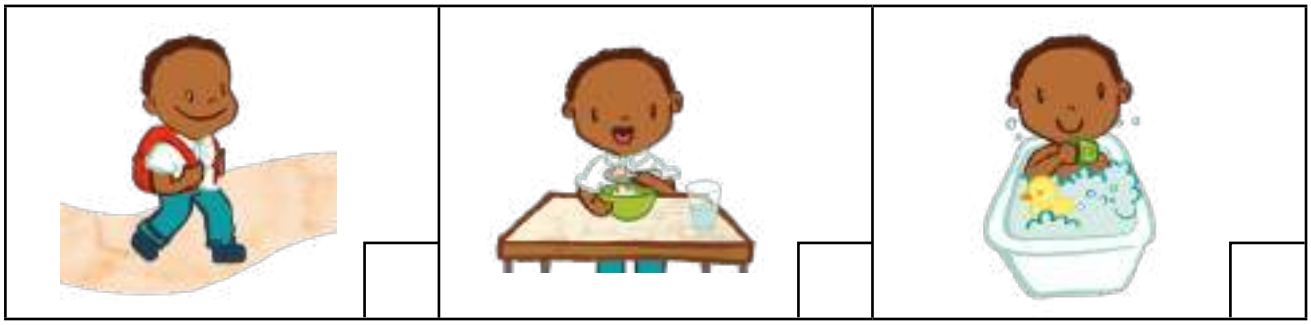
2 Skryf die getalle 1 tot 4 binne-in die boksies in om die volgorde te wys waarin 'n mens groei.

Write the numbers 1 to 4 in the blocks to show the order in which a person grows.



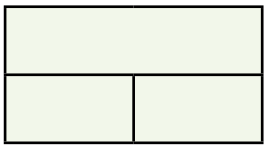
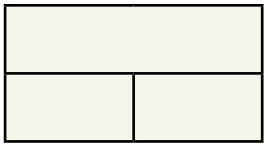
Maak 'n regmerkie by die een wat jy die vinnigste kan doen.

Tick to say which you would do fastest.



3 Los die woordprobleme op. Skryf die getalle op die getaltabel in.

Solve the word problems. Write the numbers in the number table.

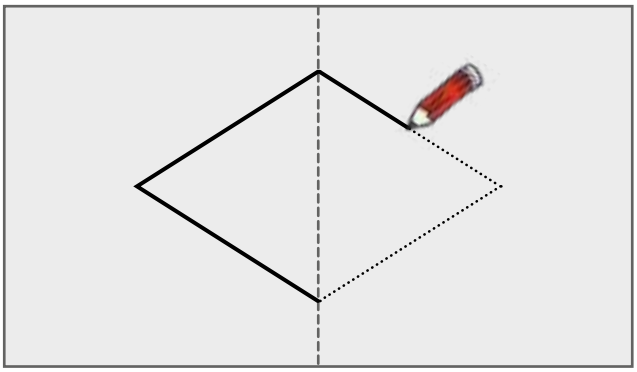
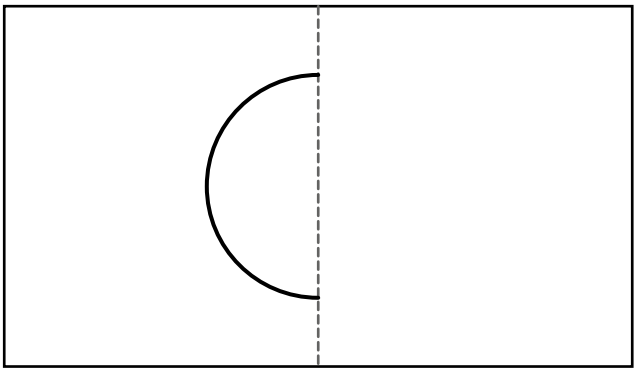
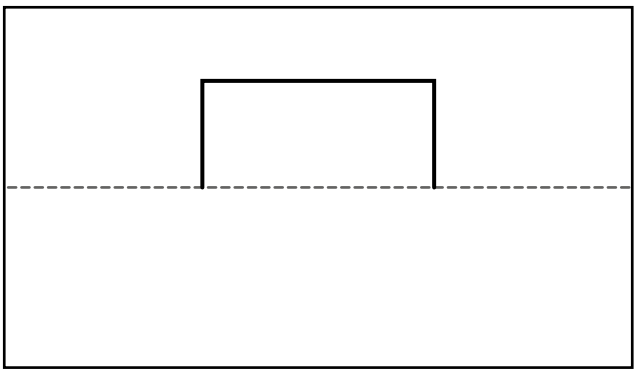
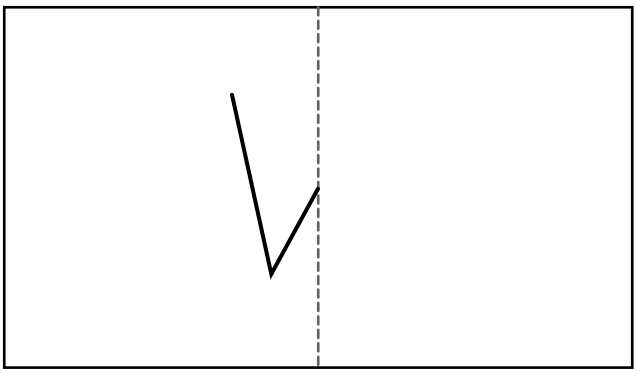
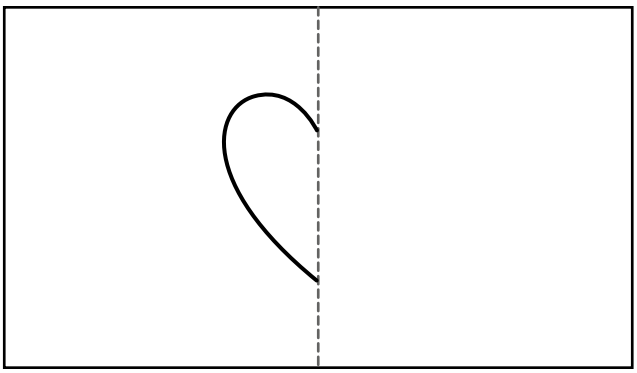
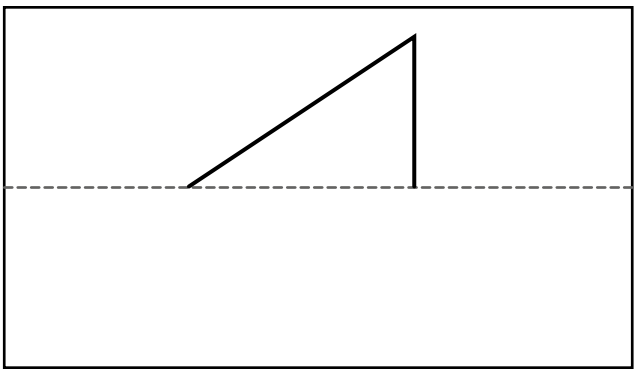
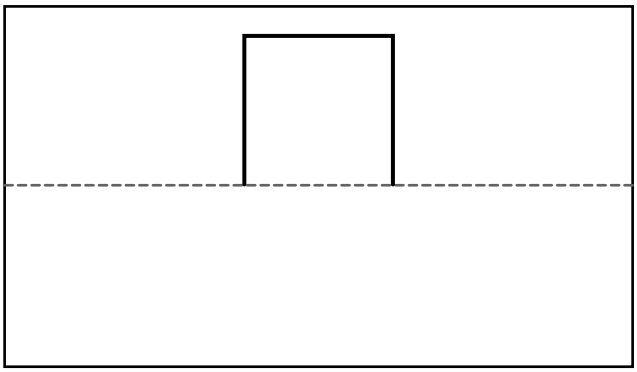
Daar is 9 geel blomme en 2 pienk blomme. Hoeveel blomme is daar altesaam? There are 9 yellow flowers and 2 pink flowers. How many flowers are there altogether? 	 ___ + ___ = ___
Daar is 13 oranje blomme. Daar is 6 blou blomme. Hoeveel blomme is daar altesaam? There are 13 orange flowers. There are 6 blue flowers. How many flowers are there altogether? 	 ___ + ___ = ___
Daar is 15 blomme. Ek gee 10 blomme vir my ma. Hoeveel blomme is daar oor? There are 15 flowers. I give 10 flowers to my mom. How many flowers are left? 	 ___ − ___ = ___

Simmetrie
Symmetry

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

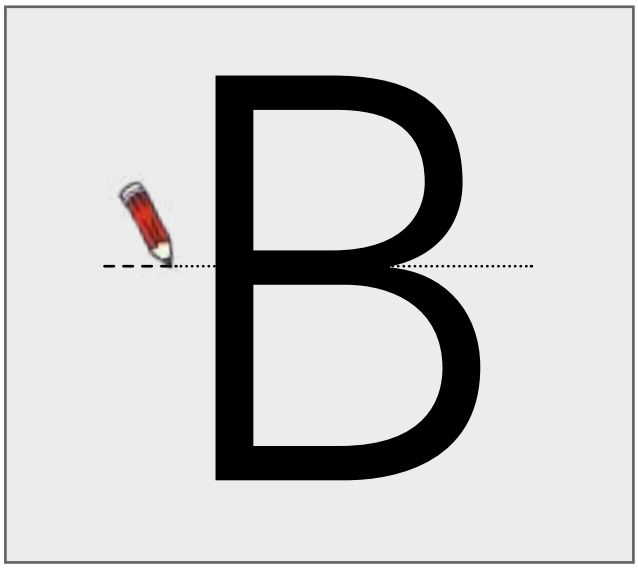
1 Teken die ander helfte van hierdie vorms.

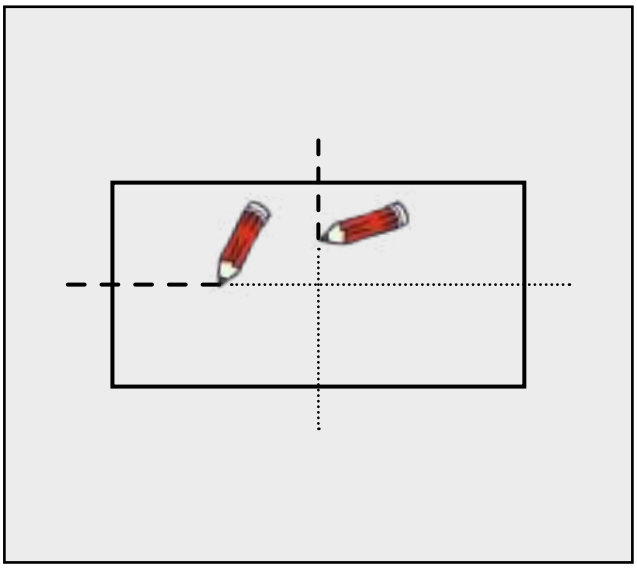
Draw the other half of these shapes.

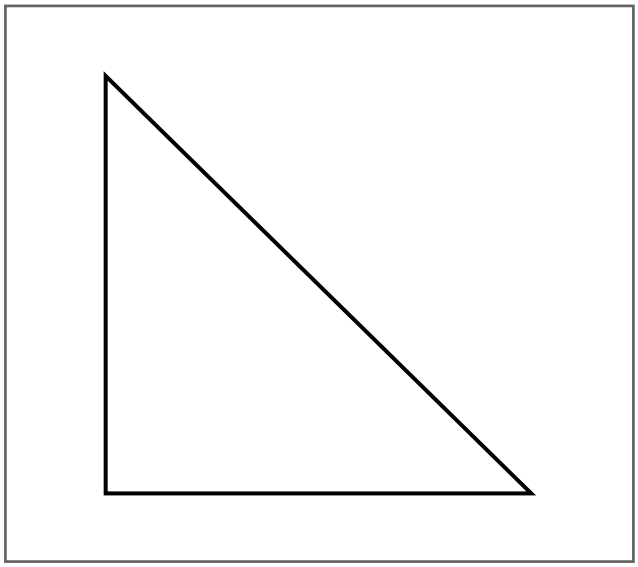








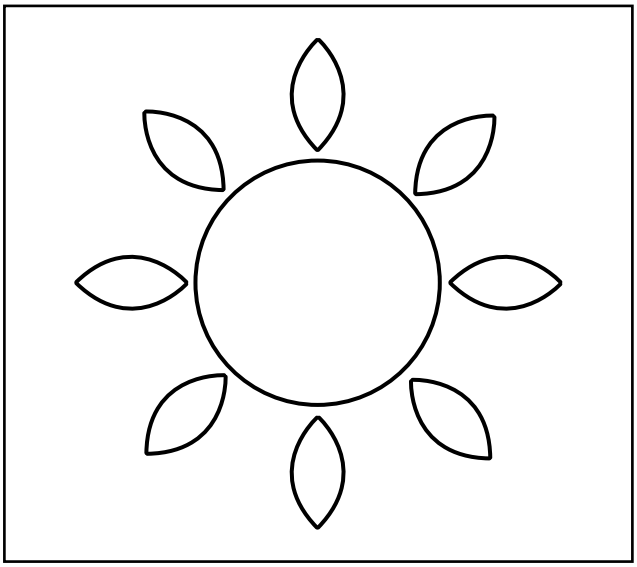
2 Trek die lyne van simmetrie.

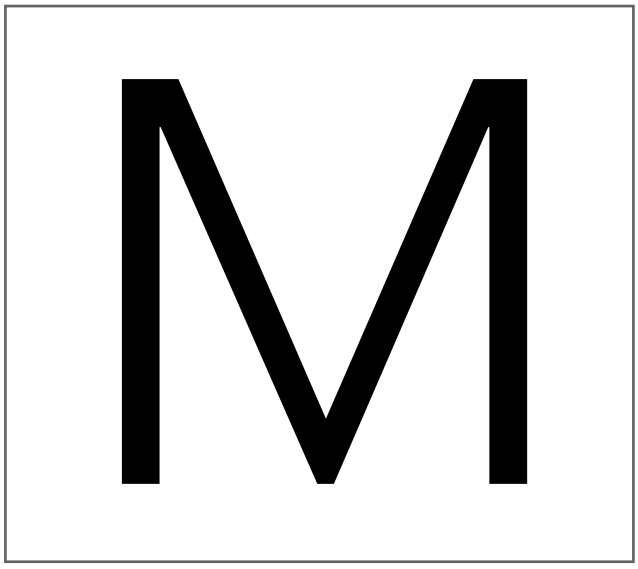
Draw the lines of symmetry.

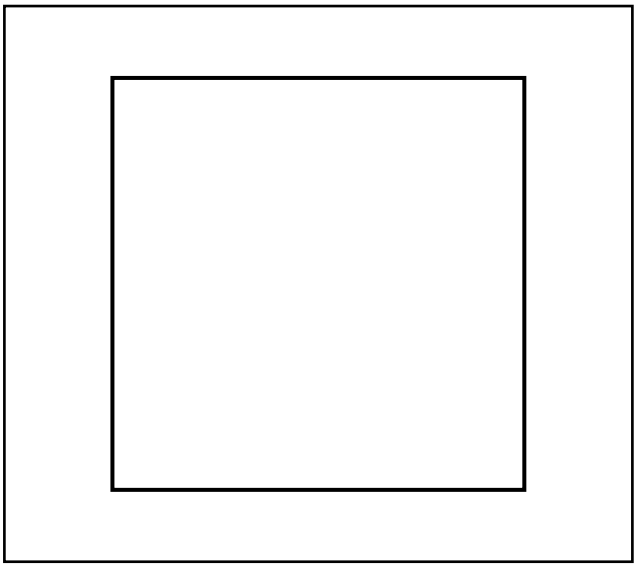










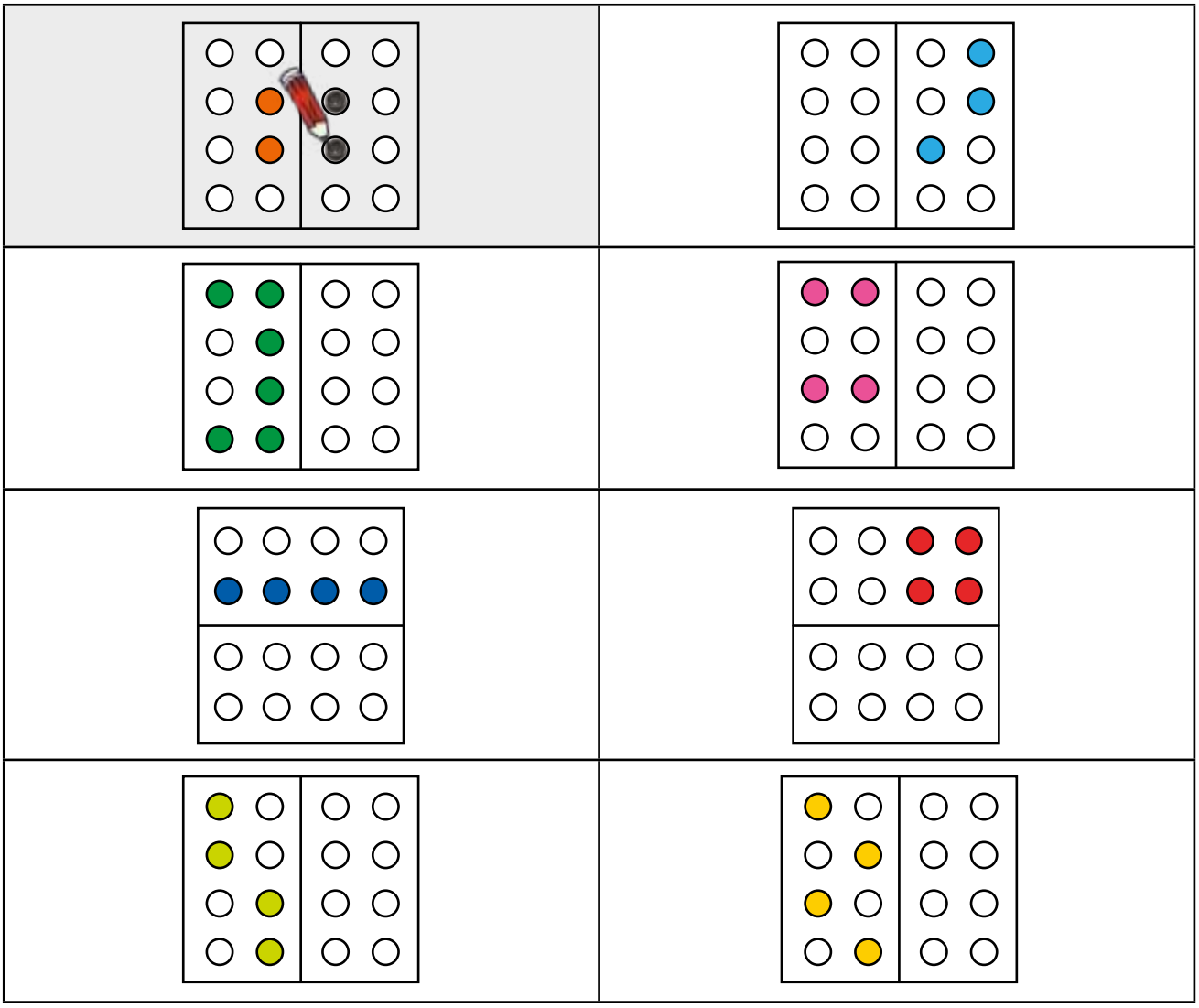


Simmetrie
Symmetry

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

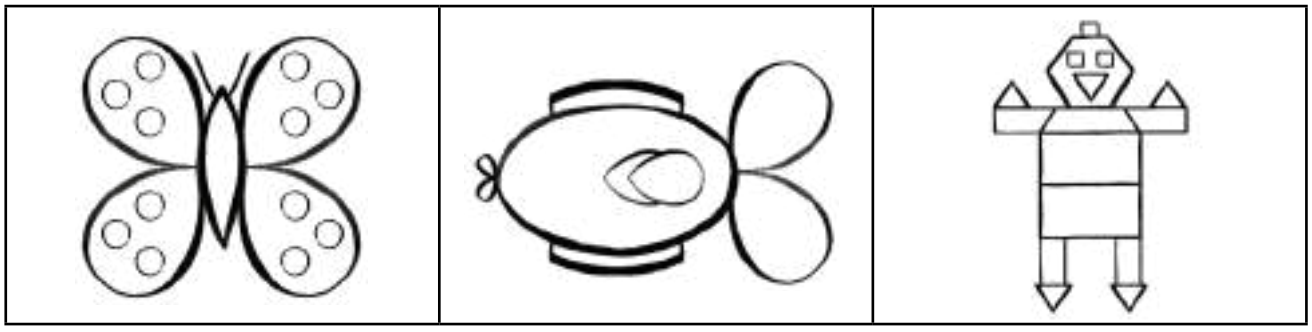
1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots in the other half to make the drawing symmetrical.



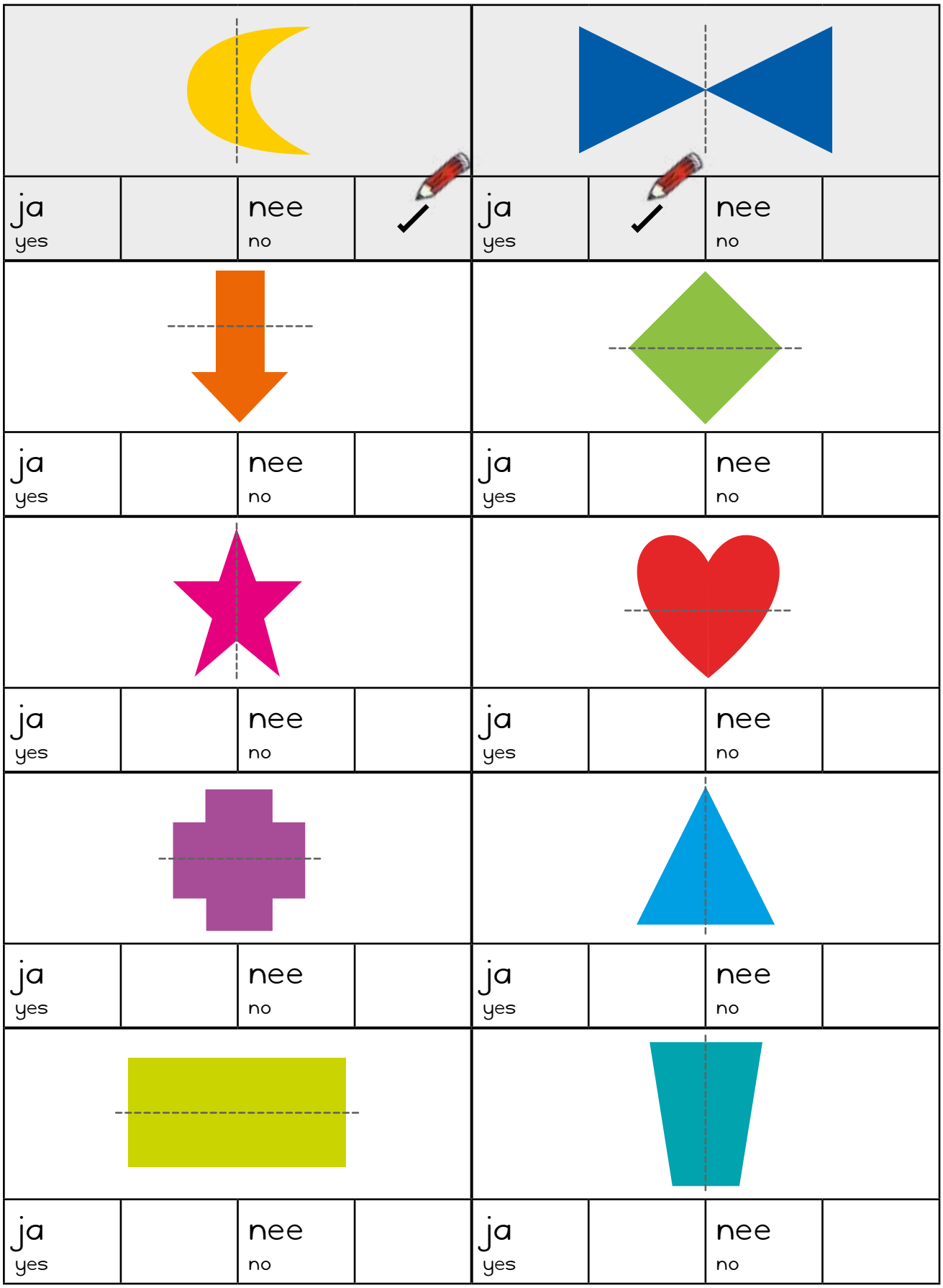
2 Trek 'n lyn van simmetrie vir elke prent.

Draw a line of symmetry for each picture.



3 Is die stippellyn 'n lyn van simmetrie? Merk (✓) ja of nee.

Is the dotted line a line of symmetry? Tick (✓) yes or no.



ja yes		nee no	✓	ja yes	✓	nee no	
ja yes		nee no		ja yes		nee no	
ja yes		nee no		ja yes		nee no	
ja yes		nee no		ja yes		nee no	
ja yes		nee no		ja yes		nee no	

Verdubbel en halveer
Doubling and halving

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

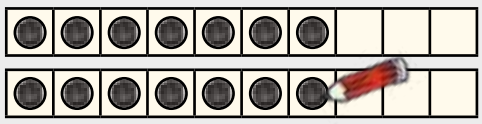
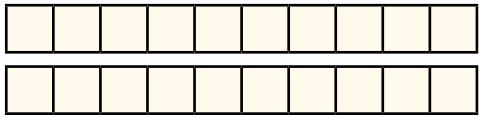
1 Tel op. Skryf die **dubbels** neer.

Add. Write the **doubles**.

2 + 2 =		2 **verdubbel** is **Double** 2 is	
6 + 6 =		6 **verdubbel** is **Double** 6 is	
9 + 9 =		9 **verdubbel** is **Double** 9 is	
3 + 3 =		3 **verdubbel** is **Double** 3 is	

2 Teken kolle in twee rye. Bereken die **helfte**.

Draw dots in two rows. Calculate **half**.

14		Die **helfte** van 14 is **Half** of 14 is	
8		Die **helfte** van 8 is **Half** of 8 is	
4		Die **helfte** van 4 is **Half** of 4 is	
20		Die **helfte** van 20 is **Half** of 20 is	
12		Die **helfte** van 12 is **Half** of 12 is	

3 Los op en kleur in.

Solve and colour.

10 verdubbel is 20.
Double 10 is 20.

Die helfte van 4 is ____.
Half of 4 is ____.

5 verdubbel is ____.
Double 5 is ____.

7 verdubbel is ____.
Double 7 is ____.

Die helfte van 8 is ____.
Half of 8 is ____.

8 verdubbel is ____.
Double 8 is ____.

Die helfte van 12 is ____.
Half of 12 is ____.

6 verdubbel is ____.
Double 6 is ____.

Die helfte van 16 is ____.
Half of 16 is ____.

9 verdubbel is ____.
Double 9 is ____.

Die helfte van 6 is ____.
Half of 6 is ____.

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

4 Voltooi die getaltabelle om dubbels en halwes te wys.

Complete the number tables to show double and half.

14	
	7

20	

18	

2	
1	1

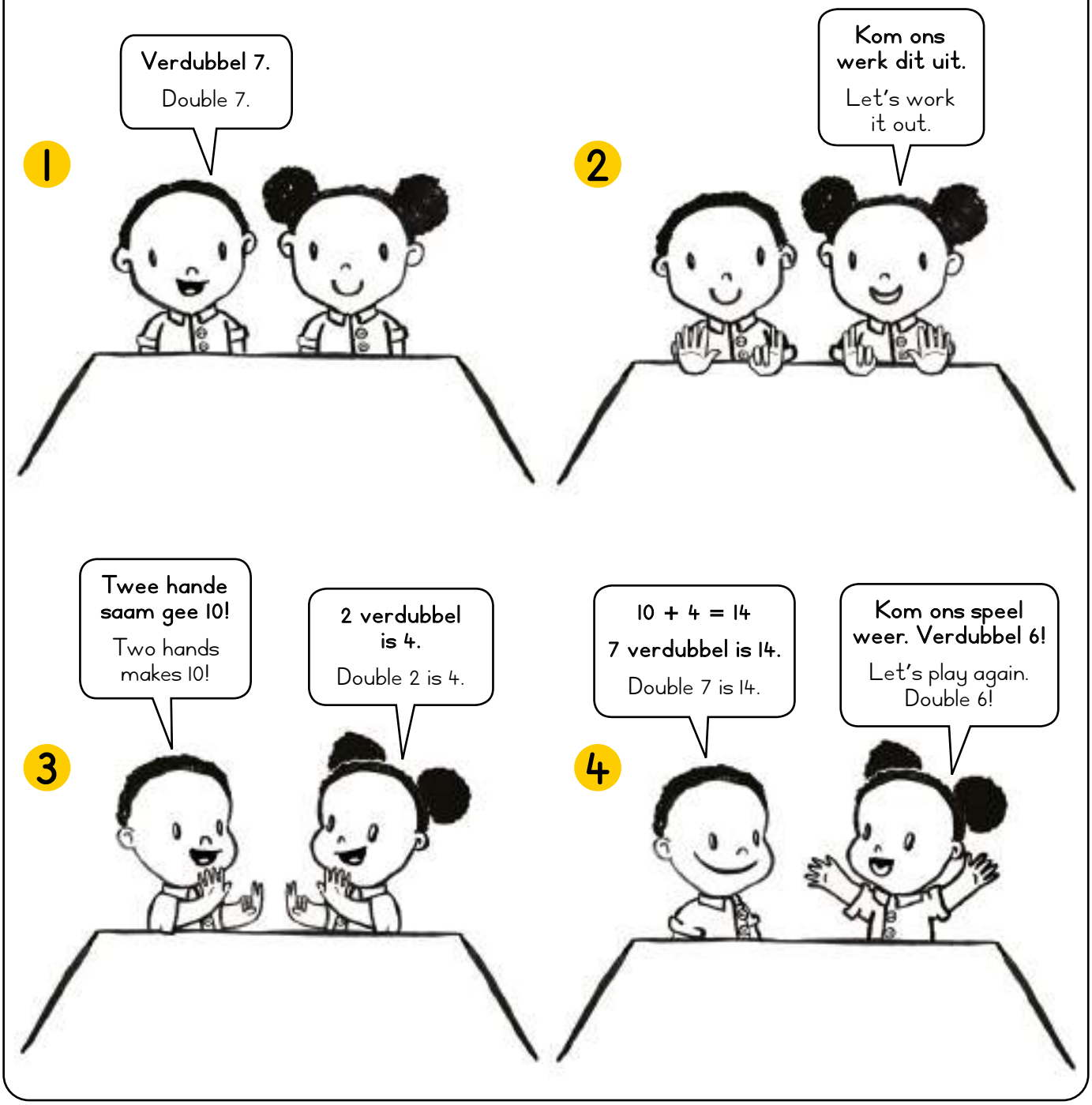
8	

6	

Verdubbel en halveer
Doubling and halving

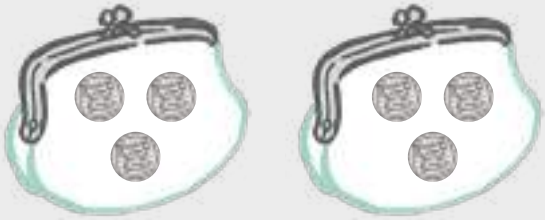
HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEEMOPLOSSING

Speletjie: Verdubbel
Game: Doubling

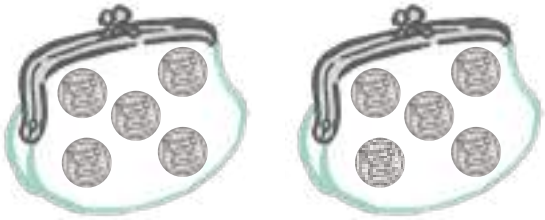


1 Verdubbel die geld. Hoeveel is daar altesaam?

Double the money. How much altogether?



R3 + R3 = R6



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

2 Halveer die geld. Wat kry jy?

Halve the money. What do you have?



Die helfte van R4 is R2 .

Half of R4 is R2 .



Die helfte van 20c is _____.

Half of 20c is _____.



Die helfte van R20 is _____.

Half of R20 is _____.



Die helfte van R10 is _____.

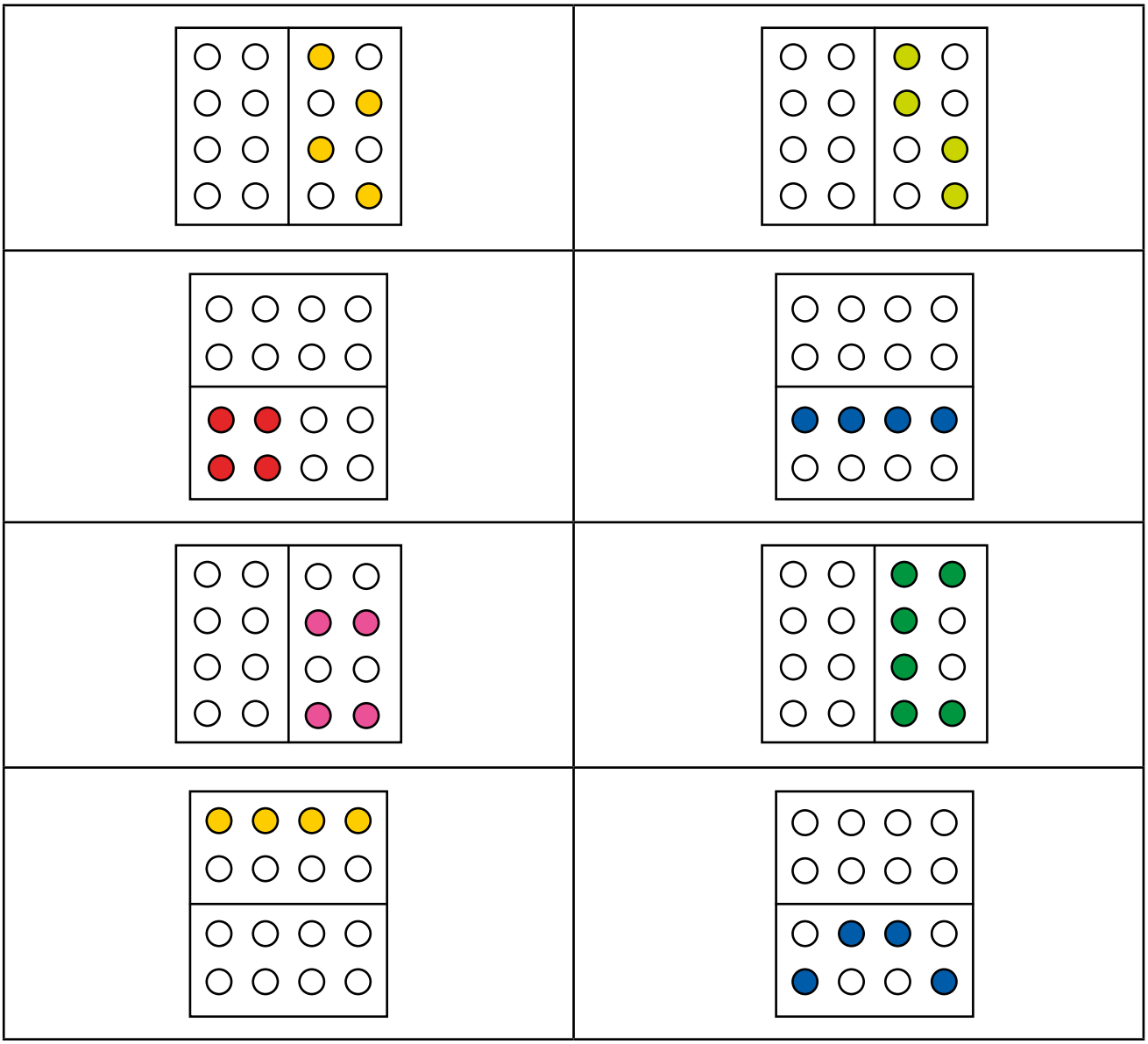
Half of R10 is _____.

Vaslegging
Consolidation

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

1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots in the other half to make the drawing symmetrical.



2 Voltooi die getaltabelle om dubbels en halwes te wys.

Complete the number tables to show double and half.

14	

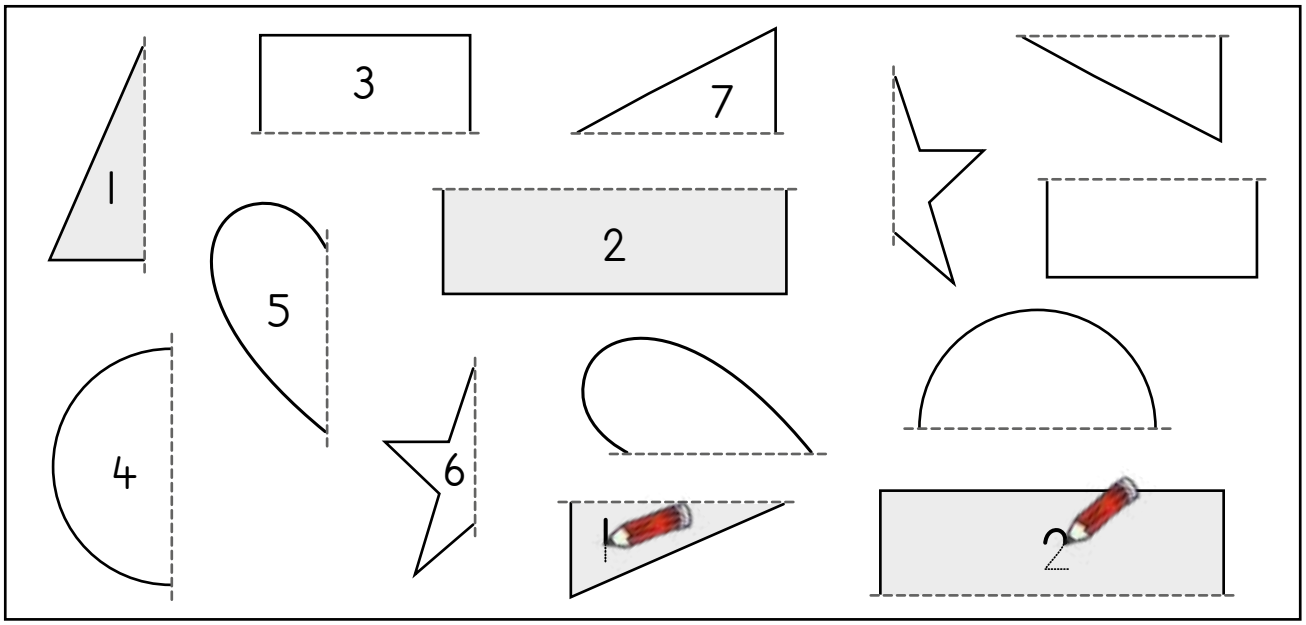
8	

3	3

5	5

3 Skryf dieselfde getal op die vorms wat bymekaarpas om 'n simmetriese vorm te kry.

Write the same number in the shapes that match to make a symmetrical shape.



4 Verdubbel die kolle. Voltooi die getalsinne.

Double the dots. Finish the number sentences.

		
3 verdubbel is ____. Double 3 is _____.	7 verdubbel is ____. Double 7 is _____.	5 verdubbel is ____. Double 5 is _____.
3 + 3 = ____	7 + 7 = ____	5 + 5 = ____

5 Halveer die kolle. Voltooi die getalsinne.

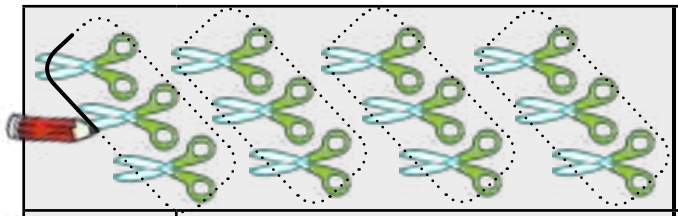
Halve the dots. Finish the number sentences.

		
Die helfte van 12 is ____. Half of 12 is _____.	Die helfte van 8 is ____. Half of 8 is _____.	Die helfte van 16 is ____. Half of 16 is _____.

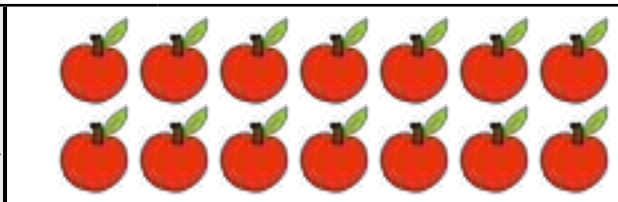
Groepeer
Grouping

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

1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?



groepe van 3
groups of 3



groepe van 7
groups of 7



groepe van 4
groups of 4



groepe van 2
groups of 2



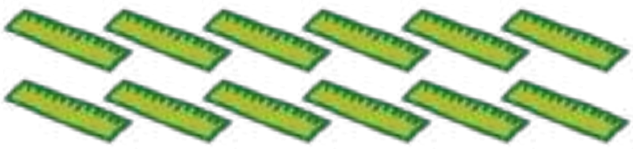
groepe van 2
groups of 2



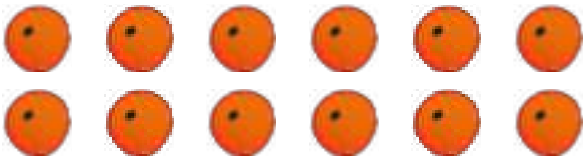
groepe van 5
groups of 5



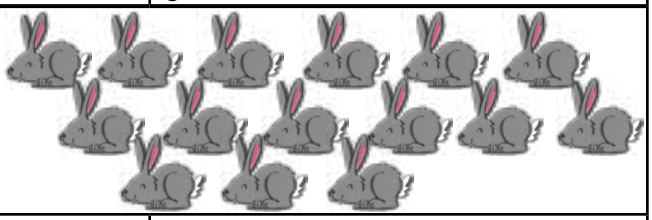
groepe van 3
groups of 3



groepe van 4
groups of 4



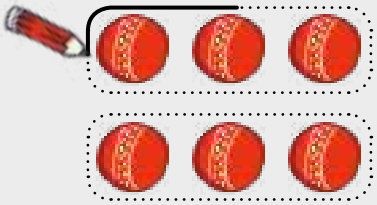
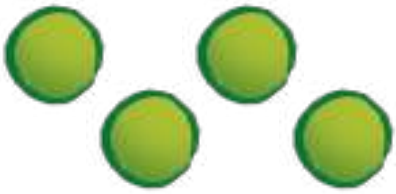
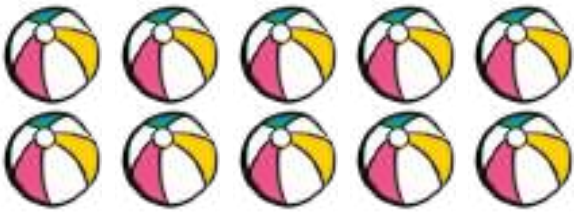
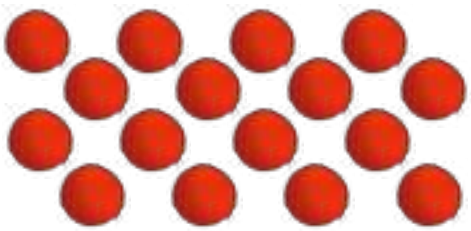
groepe van 6
groups of 6



groepe van 5
groups of 5

2 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

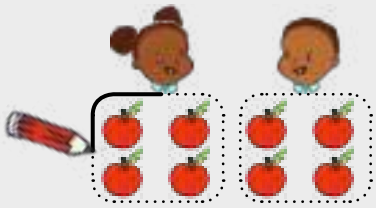
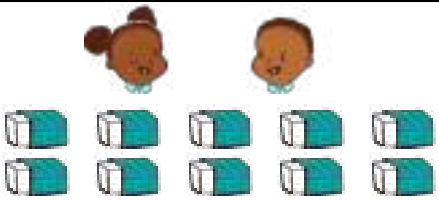
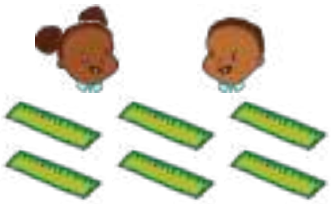
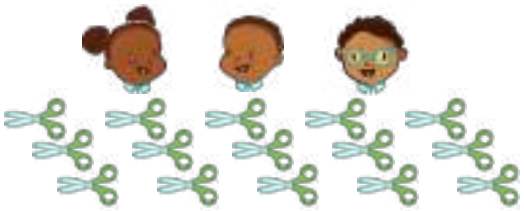
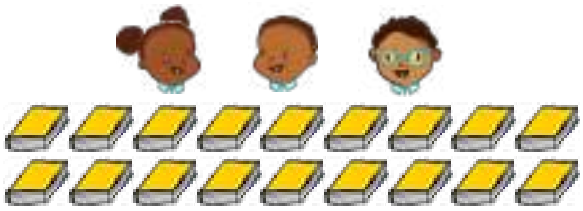
Circle to make groups. How many groups are there?

	
2 groepe van 3 groups of 3	groepe van 2 groups of 2
	
groepe van 2 groups of 2	groepe van 2 groups of 2
	
groepe van 2 groups of 2	groepe van 3 groups of 3
	
groepe van 2 groups of 2	groepe van 2 groups of 2
	
groepe van 3 groups of 3	groepe van 4 groups of 4

Verdeel
Sharing

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

1 Verdeel gelykop tussen die kinders.
Share equally among the children.

Verdeel. Share.	Elke kind kry Each child gets
	
	
	
	
	
	
	

2 Verdeel gelykop tussen die kinders.

Share equally among the children.

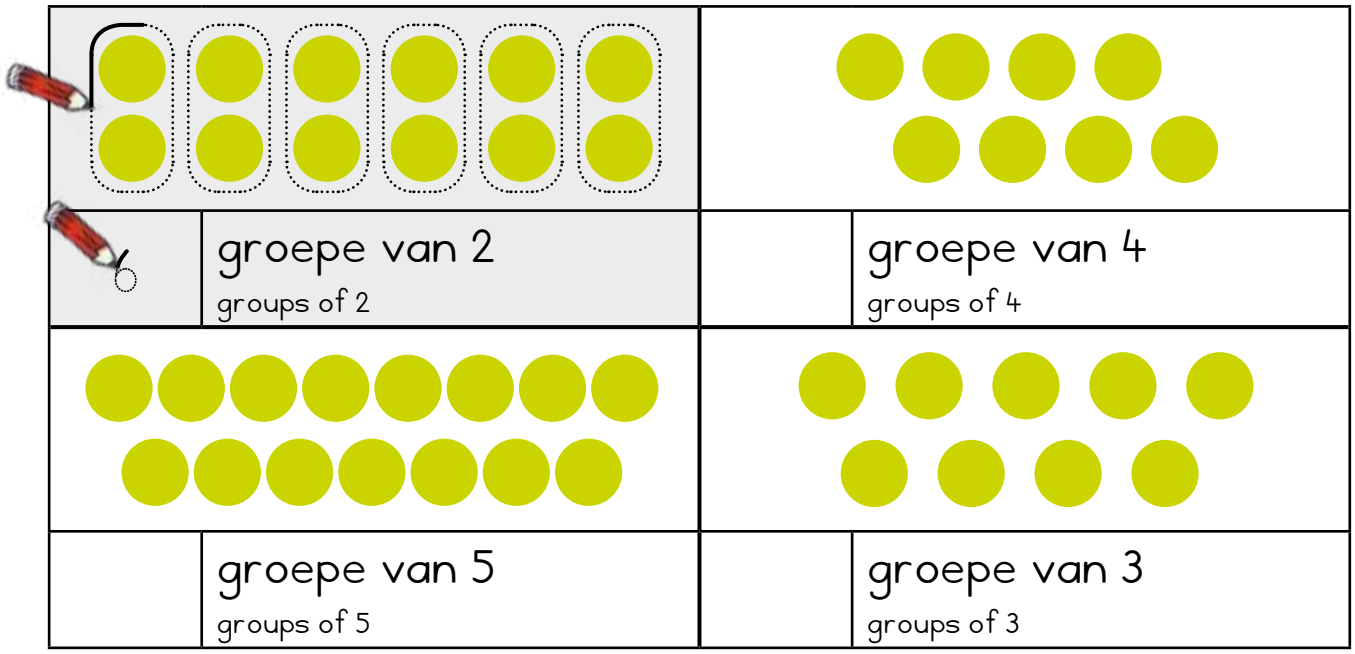
Verdeel. Share.	Elke kind kry Each child gets
	
	
	
	
	
	
	

DAG 3 • DAY 3

Groepeer en verdeel
Grouping and sharing

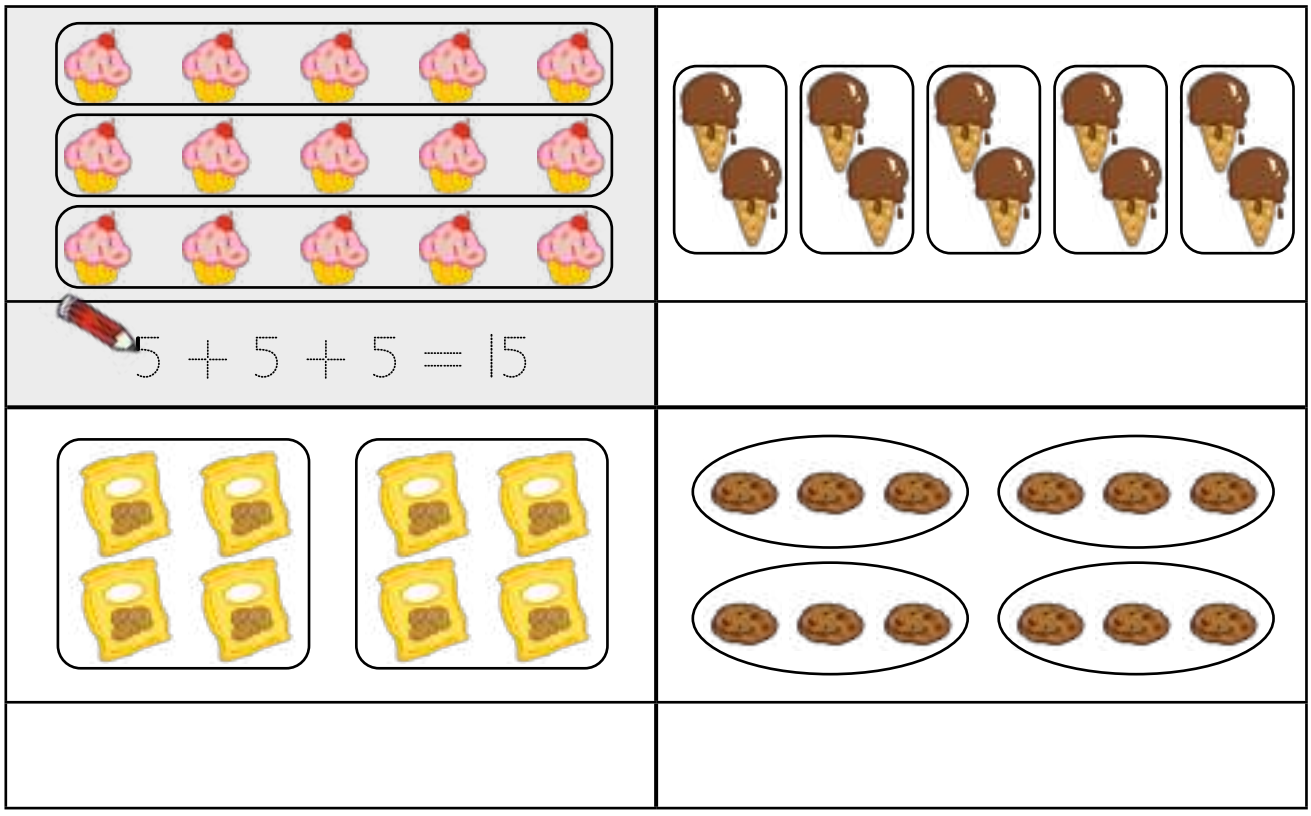
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?



groepe van 2 groups of 2	groepe van 4 groups of 4
groepe van 5 groups of 5	groepe van 3 groups of 3

2 Skryf die getalsinne.
Write the number sentences.



3

Verdeel die lekkers tussen 5 maats.

Share the sweets among 5 friends.



Elke maat kry 3 lekkers.

Each friend will get 3 sweets.

Verdeel die lekkers tussen 3 maats.

Share the sweets among 3 friends.



Elke maat kry ____ lekkers.

Each friend will get _____ sweets.

Verdeel die lekkers tussen 3 maats.

Share the sweets among 3 friends.



Elke maat kry ____ lekkers.

Each friend will get _____ sweets.

Verdeel die lekkers tussen 4 maats.

Share the sweets among 4 friends.



Elke maat kry ____ lekkers.

Each friend will get _____ sweets.

4

Jy het 10 koekies wat in bokse verpak moet word. Daar kom 5 koekies in elke boks. Hoeveel bokse het jy nodig?

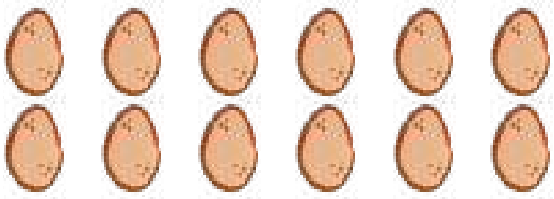
You have 10 cookies to put into boxes. 5 cookies go in each box. How many boxes will you need?



Ek het I need	2	bokse nodig. boxes.

Jy het 12 eiers wat in bokse verpak moet word. Daar kom 4 eiers in elke boks. Hoeveel bokse het jy nodig?

You have 12 eggs to put into boxes. 4 eggs go in each box. How many boxes will you need?



Ek het I need		bokse nodig. boxes.

Groepeer en verdeel met reste
Grouping and sharing with remainders

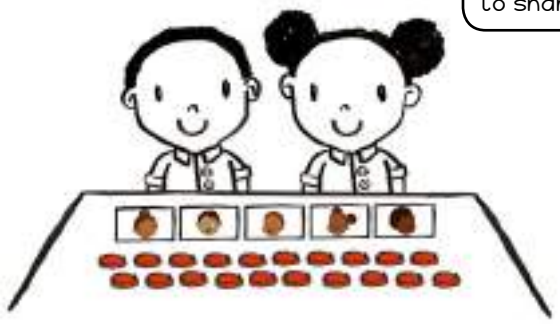
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Verdeel regverdig
Game: Fair share

Begin die speletjie met 20 tellers.

Start the game with 20 counters.

1



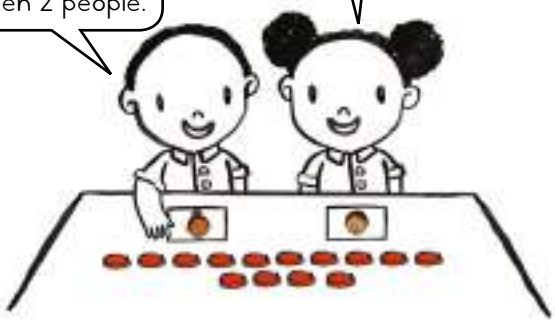
Ek gee jou 14 tellers wat jy tussen 2 mense moet deel.

I'm giving you 14 counters to share between 2 people.

Ek kan dit gelykop verdeel sonder dat iets oorbly.

I can share them equally with none left over.

2



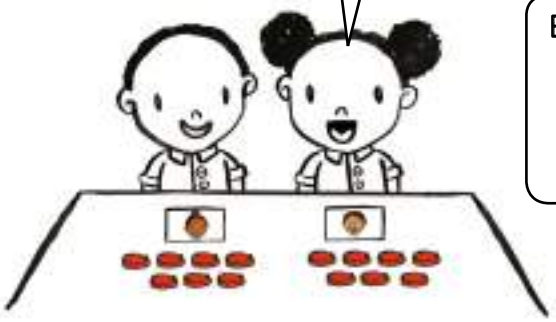
Ek was reg, daar is geen res nie.

I was right, no remainder.

My beurt!

My turn!

3



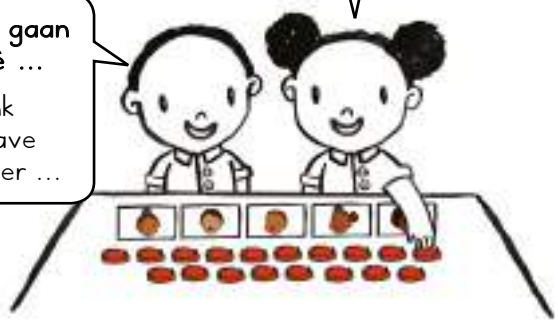
Verdeel 18 tellers tussen 5 mense.

Share 18 counters among 5 people.

Ek dink ek gaan 'n res hê ...

I think I will have a remainder ...

4



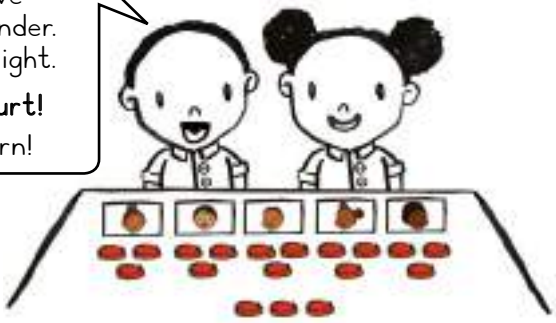
Ek het 'n res. Ek was reg.

I have a remainder. I was right.

My beurt!

My turn!

5

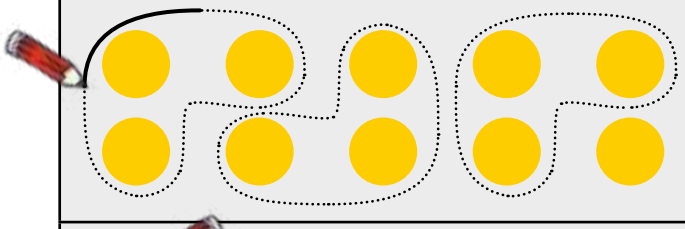
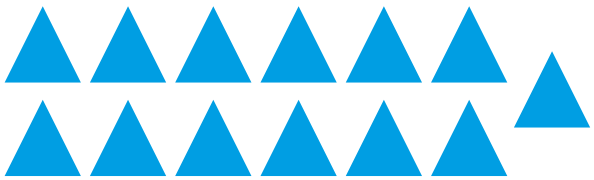
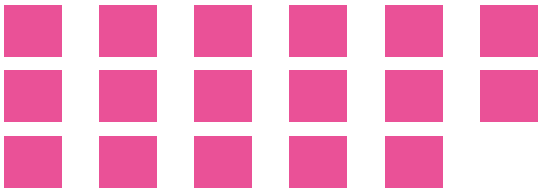


Hou aan speel sodat elkeen baie beurte kry om die tellers met en sonder reste te verdeel.

Continue playing to give everyone lots of turns to share the counters with and without reminders.

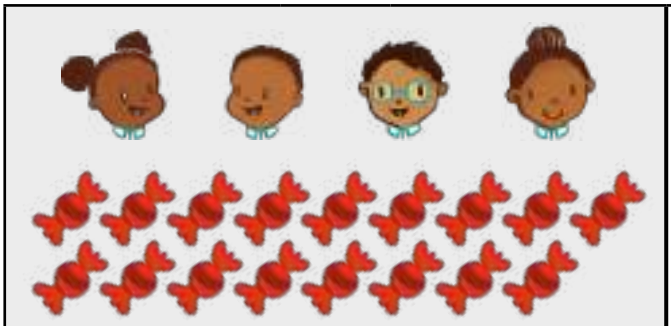
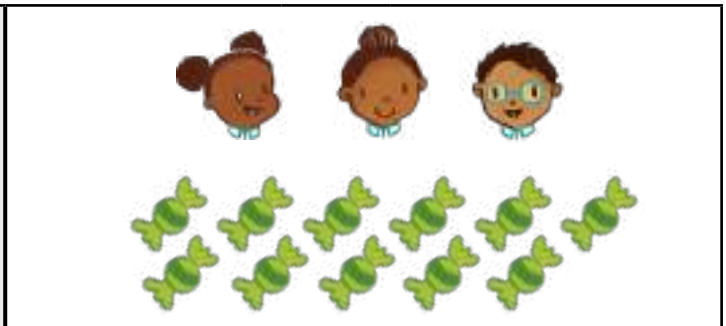
1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?

			
3	groepe van 3 groups of 3		groepe van 4 groups of 4
1	bly oor. left over.		bly oor. left over.
			
	groepe van 5 groups of 5		groepe van 2 groups of 2
	bly oor. left over.		bly oor. left over.

2 Verdeel die lekkers gelykop.

Share the sweets equally.

					
Elke maat kry Each friend gets	1	lekkers. sweets.	Elke maat kry Each friend gets		lekkers. sweets.
Daar bly There will be	1	oor. left over.	Daar bly There will be		oor. left over.

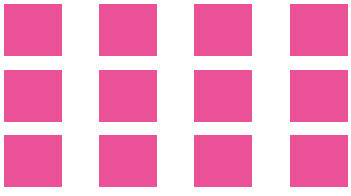
Vaslegging
Consolidation

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

1

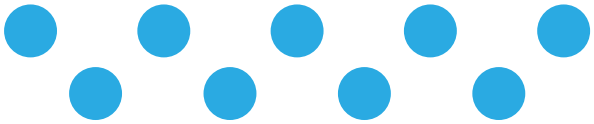
Jy het 11 suigstokkies wat jy met jou maat deel. Hoeveel suigstokkies kry elkeen van julle? You have 11 lollipops that you share with your friend. How many lollipops will you each get?			Jy het 15 boeke wat jy in bokse moet inpak. Jy pak 4 boeke in elke boks. Hoeveel bokse het jy nodig? You have 15 books to put into boxes. 4 books go in each box. How many boxes will you need?		
Julle gaan elkeen You will each get		suigstokkies kry. lollipops.	Ek het I need		bokse nodig. boxes.
Daar bly There will be		oor. left over.	Daar gaan I will have		boeke oorbly. books left over.

2 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

			
	groepe van 4 groups of 4		groepe van 2 groups of 2
			
	groepe van 6 groups of 6		groepe van 3 groups of 3

3 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?



	groepe van 2 groups of 2		groepe van 5 groups of 5
	bly oor. left over.		bly oor. left over.

4 Verdeel die karretjies gelykop.

Share the cars equally.

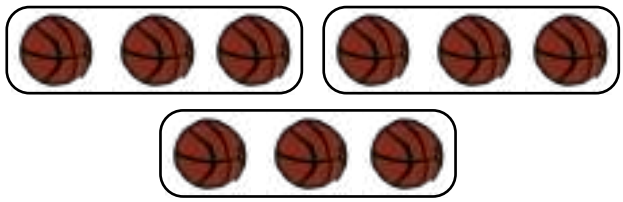


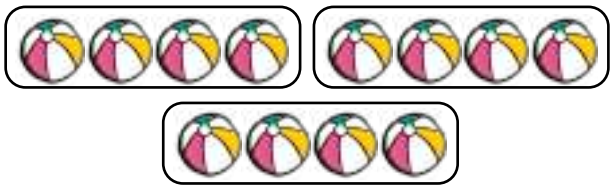


Elke kind kry Each child gets		karretjies. cars.	Elke kind kry Each child gets		karretjies. cars.
	bly oor. left over.			bly oor. left over.	

5 Skryf die getalsinne.

Write the number sentences.





___ + ___ + ___ = ___	___ + ___ + ___ = ___

Herhaalde optelling
Repeated addition

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

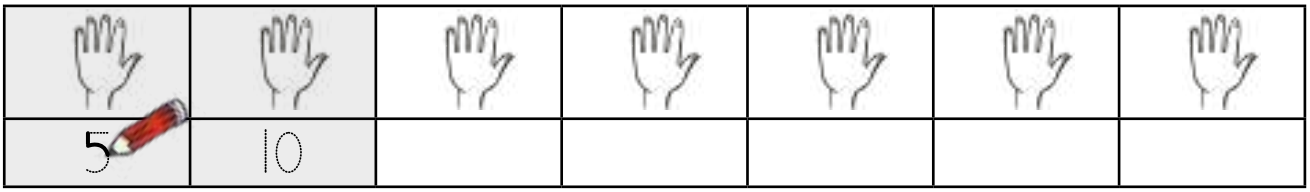
1 Tel die oë. Tel in 2's.
Count the eyes. Count in 2s.



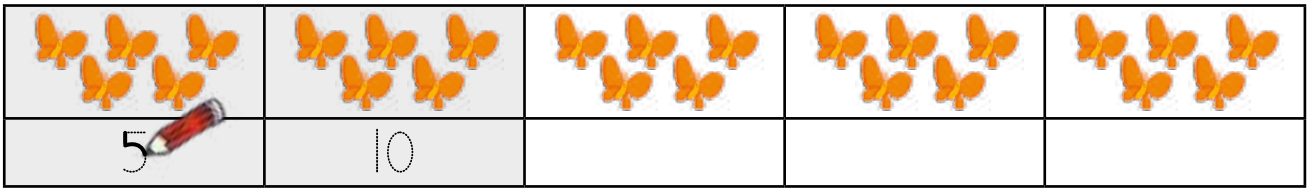
Tel die pote. Tel in 2's.
Count the legs. Count in 2s.



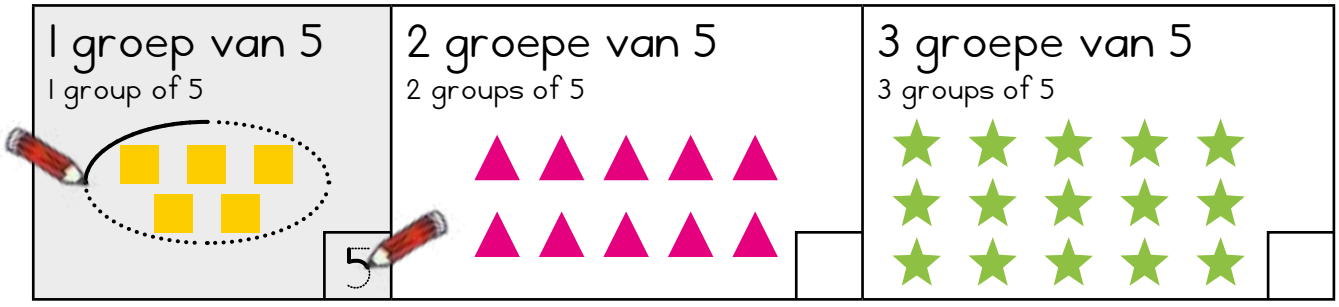
Tel die vingers. Tel in 5'e.
Count the fingers. Count in 5s.



Tel die skoenlappers. Tel in 5'e.
Count the butterflies. Count in 5s.



2 Trek sirkels rondom die 5'e om die aantal vorms uit te werk.
Draw circles around the 5s to work out how many shapes.

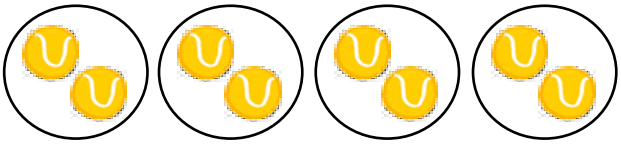


3 Skryf die getalsinne en los die probleme op.

Write number sentences and solve the problems.



2 + 2 + 2 = 6



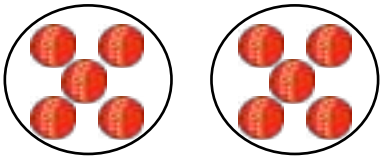
___ + ___ + ___ + ___ = ___



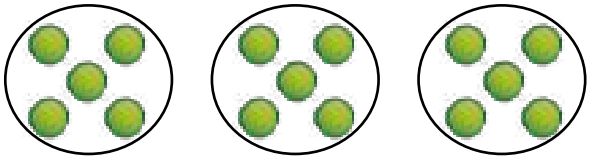
___ + ___ = ___



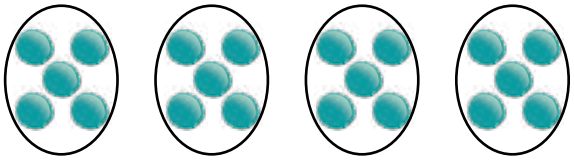
___ + ___ + ___ = ___



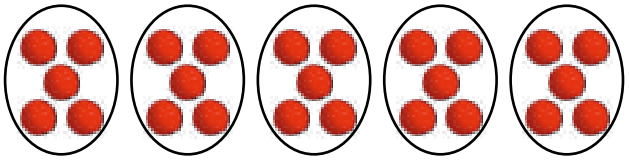
___ + ___ = ___



___ + ___ + ___ = ___



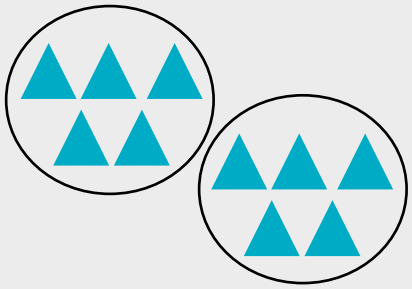
___ + ___ + ___ + ___ = ___



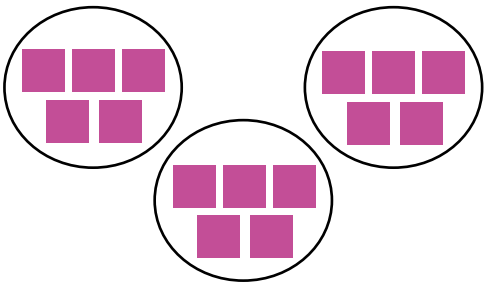
___ + ___ + ___ + ___ + ___ = ___

4 Skryf die getalsinne vir hierdie vorms.

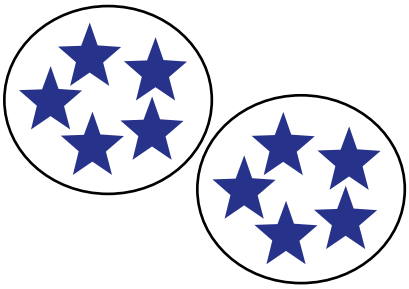
Write number sentences for these shapes.



5 + 5 = 10



___ + ___ + ___ = ___

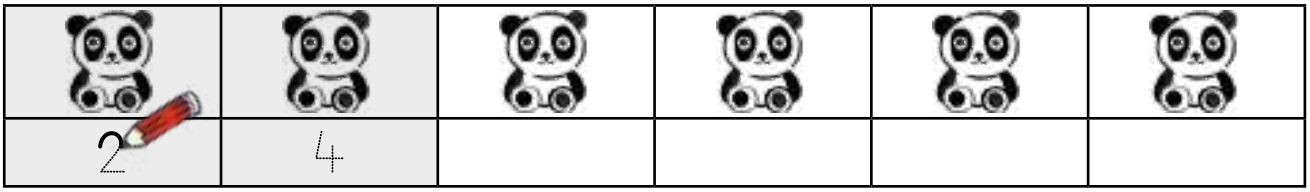


___ + ___ = ___

Herhaalde optelling
Repeated addition

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

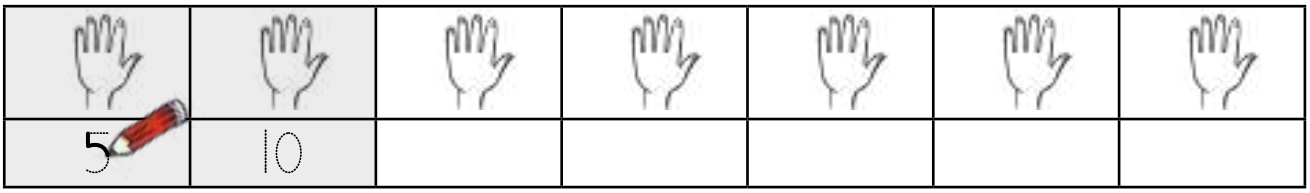
1 Tel die ore.
Count the ears.



Tel die muntstukke. Tel in 2's.
Count the coins. Count in 2s.



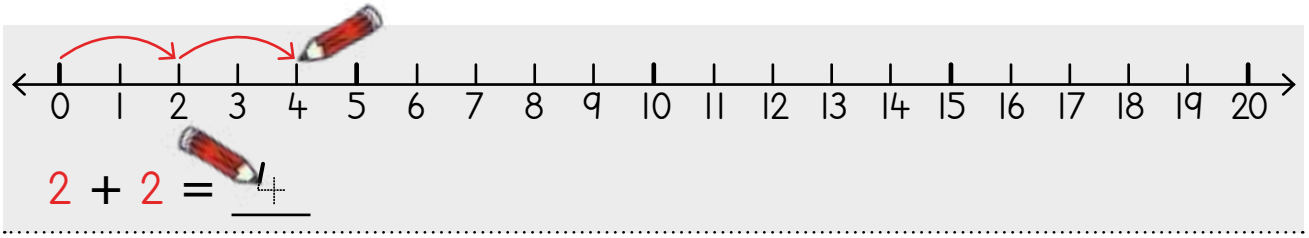
Tel die vingers.
Count the fingers.

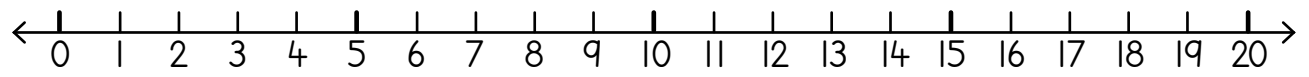


Tel die muntstukke. Tel in 5's.
Count the coins. Count in 5s.



2 Tel in 2's op die getallelyn.
Count in 2s on the number line.

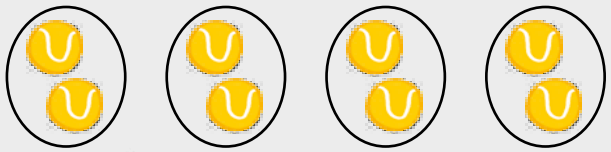




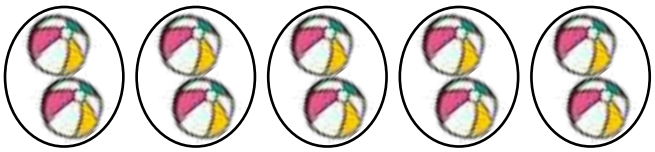
2 + 2 + 2 = ____

3 Skryf die getalsinne en los die probleme op.

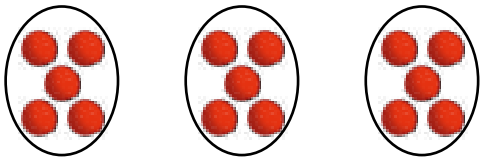
Write the number sentences and solve the problems.



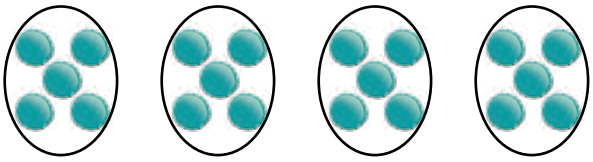
2 + 2 + 2 + 2 = 8



___ + ___ + ___ + ___ + ___ = ___



___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

4 Los die woordprobleme op.

Solve the word problems.

Nkazi het 7 sakkies met 2 lekkers in elke sakkie. Hoeveel lekkers het hy altesaam? Teken die lekkers in die sakkies.

Nkazi has 7 bags with 2 sweets in each bag. How many sweets does he have altogether? Draw the sweets in the bags.



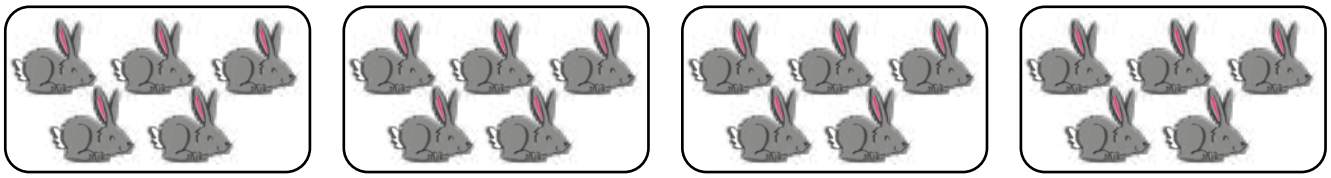
Skryf die getalsin.

Write the number sentence.

___ + ___ + ___ + ___ + ___ + ___ + ___ = ___

Lwandile het 4 bokse. Daar is 5 hase in elke boks. Hoeveel hase is daar altesaam?

Lwandile has 4 boxes. Each box has 5 rabbits in it. How many rabbits are there altogether?



Skryf die getalsin.

Write the number sentence.

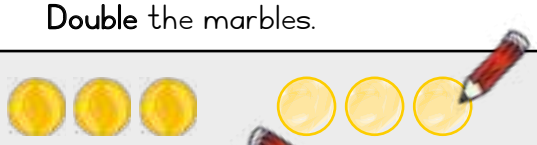
___ + ___ + ___ + ___ = ___

DAG 3 • DAY 3

Verdubbeling en halvering
Doubling and halving

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

1 Verdubbel die albasters.
Double the marbles.

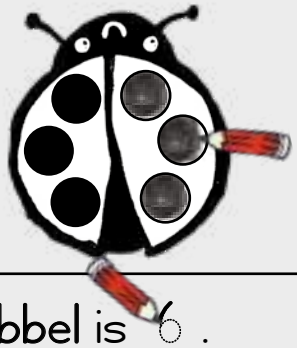
 3 verdubbel is 6. **Double** 3 is 6.	 1 verdubbel is _____. **Double** 1 is _____.
 4 verdubbel is _____. **Double** 4 is _____.	 2 verdubbel is _____. **Double** 2 is _____.
 6 verdubbel is _____. **Double** 6 is _____.	 5 verdubbel is _____. **Double** 5 is _____.

2 Verdeel die albasters gelykop tussen twee maats.
Share the marbles equally between two friends.

 Die **helfte** van 8 is 4. **Half** of 8 is 4.	 Die **helfte** van 6 is _____. **Half** of 6 is _____.
 Die **helfte** van 2 is _____. **Half** of 2 is _____.	 Die **helfte** van 10 is _____. **Half** of 10 is _____.
 Die **helfte** van 4 is _____. **Half** of 4 is _____.	 Die **helfte** van 12 is _____. **Half** of 12 is _____.

3 Verdubbel die kolletjies.

Double the dots.



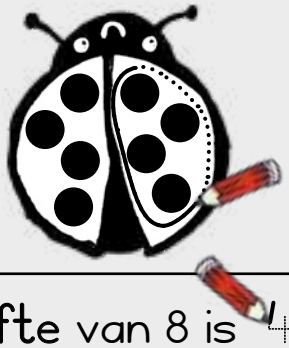
3 **verdubbel** is 6 .

Double 3 is 6 .

3 + 3 = 6

Halveer die kolletjies.

Halve the dots.

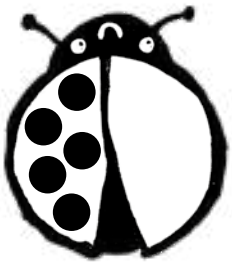


Die **helfte** van 8 is 4 .

Half of 8 is 4 .

Verdubbel die kolletjies.

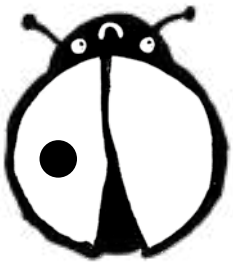
Double the dots.



5 **verdubbel** is ____.

Double 5 is ____.

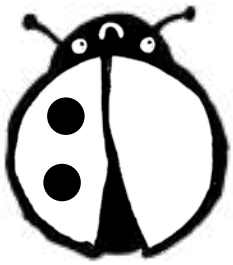
5 + 5 = ____



1 **verdubbel** is ____.

Double 1 is ____.

1 + 1 = ____



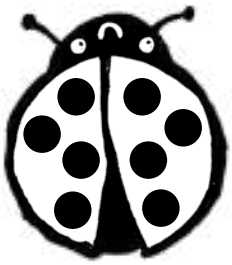
2 **verdubbel** is ____.

Double 2 is ____.

2 + 2 = ____

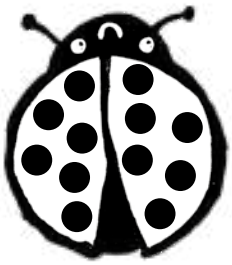
Halveer die kolletjies.

Halve the dots.



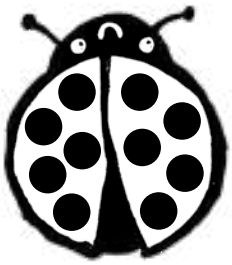
Die **helfte** van 8 is ____.

Half of 8 is ____.



Die **helfte** van 12 is ____.

Half of 12 is ____.



Die **helfte** van 10 is ____.

Half of 10 is ____.

DAG 4 • DAY 4

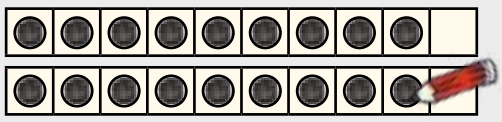
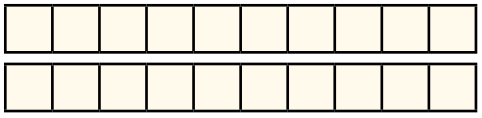
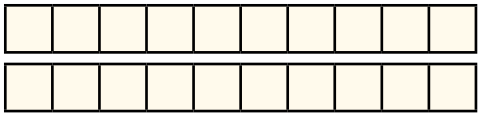
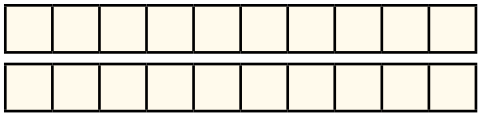
Verdubbeling en halvering
Doubling and halving

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

1 Tel op. Skryf die **dubbels** neer.
Add. Write the **doubles**.

4 + 4 =		4 **verdubbel** is **Double** 4 is	
8 + 8 =		8 **verdubbel** is **Double** 8 is	
3 + 3 =		3 **verdubbel** is **Double** 3 is	
7 + 7 =		7 **verdubbel** is **Double** 7 is	
2 + 2 =		2 **verdubbel** is **Double** 2 is	

2 Teken 2 rye kolletjies. Bereken die **helfte**.
Draw dots in two rows. Calculate **half**.

18		Die **helfte** van 18 is **Half** of 18 is	
12		Die **helfte** van 12 is **Half** of 12 is	
10		Die **helfte** van 10 is **Half** of 10 is	
14		Die **helfte** van 14 is **Half** of 14 is	
20		Die **helfte** van 20 is **Half** of 20 is	

3 Voltooi die tabelle om die **dubbels** en die **halwes** (helftes) wys.

Complete the tables to show **double** and **half**.

6	
3	3

8	

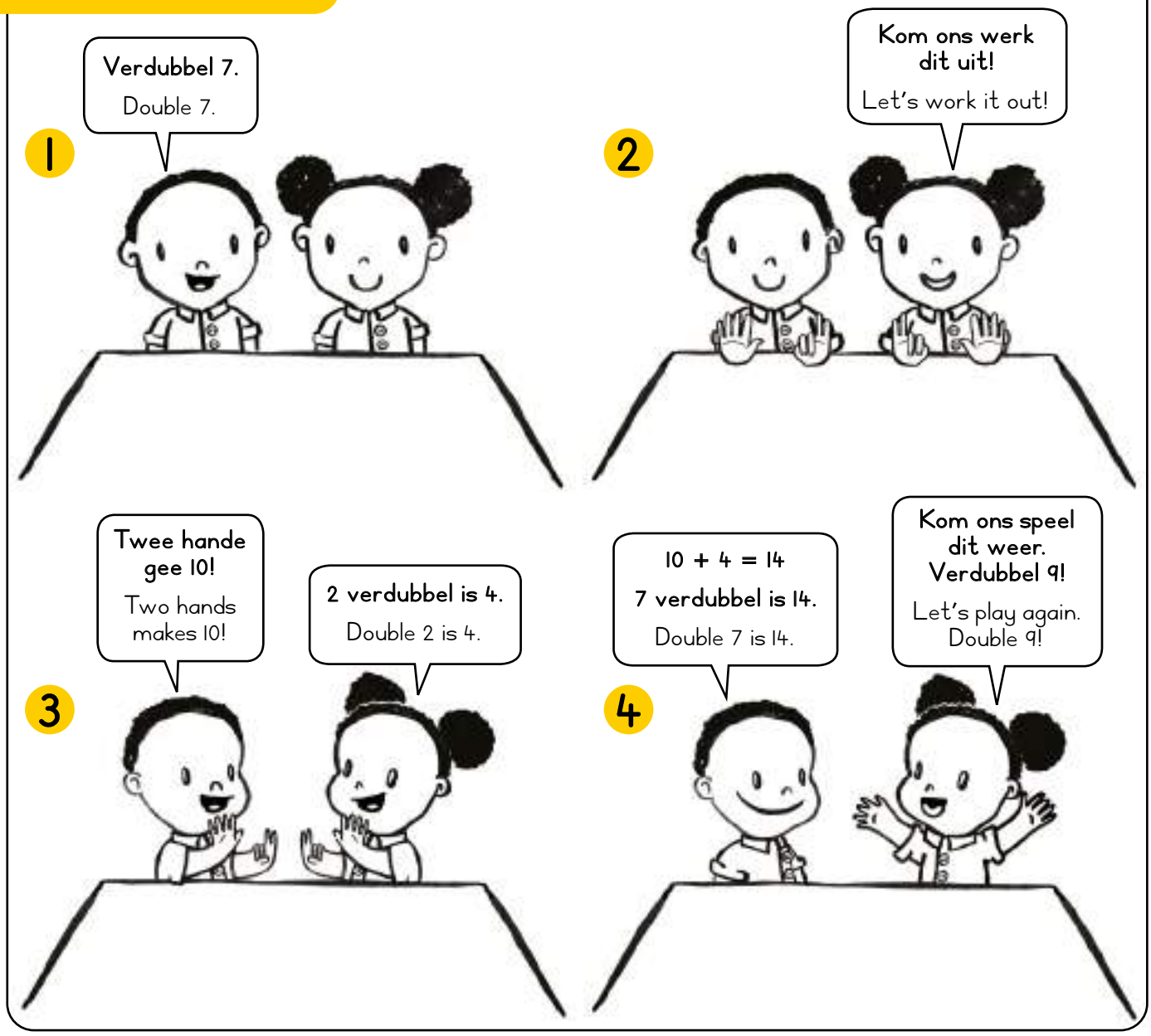
14	

10	
5	5

6	

9	

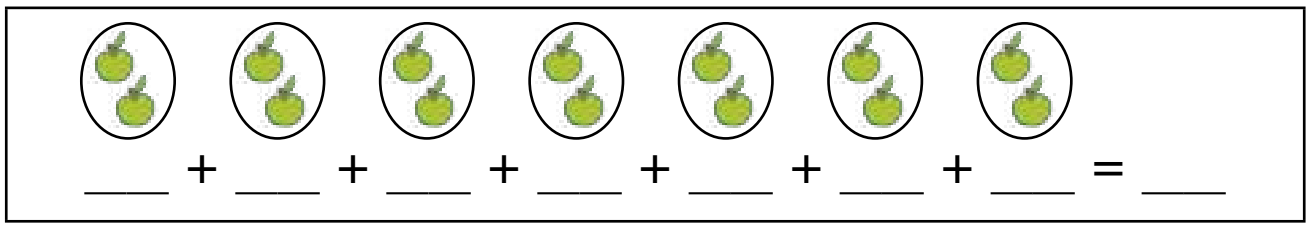
Speletjie: Verdubbel
Game: Doubling



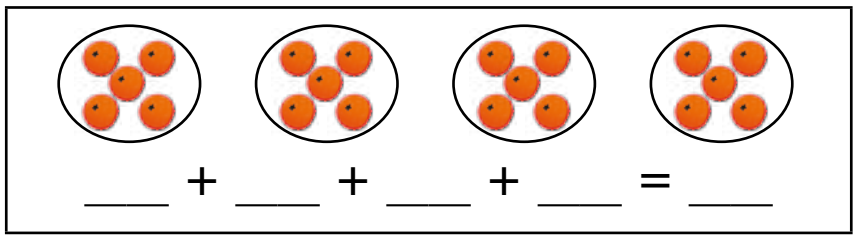
Vaslegging
Consolidation

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

1 Skryf die getalsinne en los die probleme op.
Write the number sentences and solve these problems.



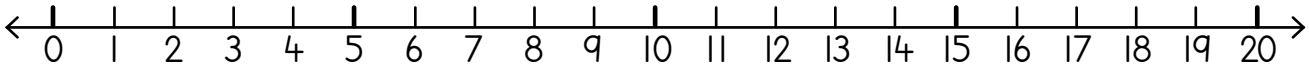
____ + ____ + ____ + ____ + ____ + ____ + ____ = ____



____ + ____ + ____ + ____ = ____

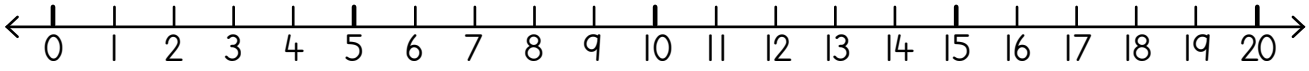
2 Tel in 2's op die getallelyn.
Count in 2s on the number line.

2 + 2 + 2 + 2 = ____



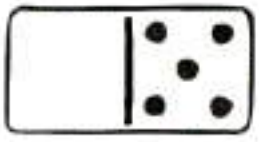
Tel in 5'e op die getallelyn.
Count in 5s on the number line.

5 + 5 + 5 = ____



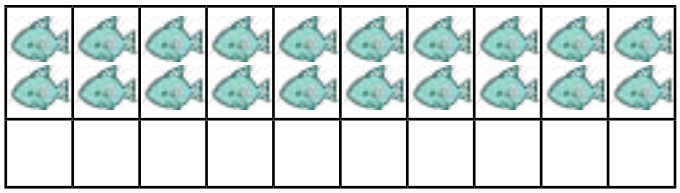
3 **Verdubbel** die kolletjies.
Double the dots.

Halveer die kolletjies.
Halve the dots.

	
5 **verdubbel** is ____. **Double** 5 is _____.	____ kolle _____ dots
5 + 5 = ____	Die **helfte** van 12 is ____. **Half** of 12 is _____.

4 Tel die visse. Tel in 2's.

Count the fish. Count in 2s.



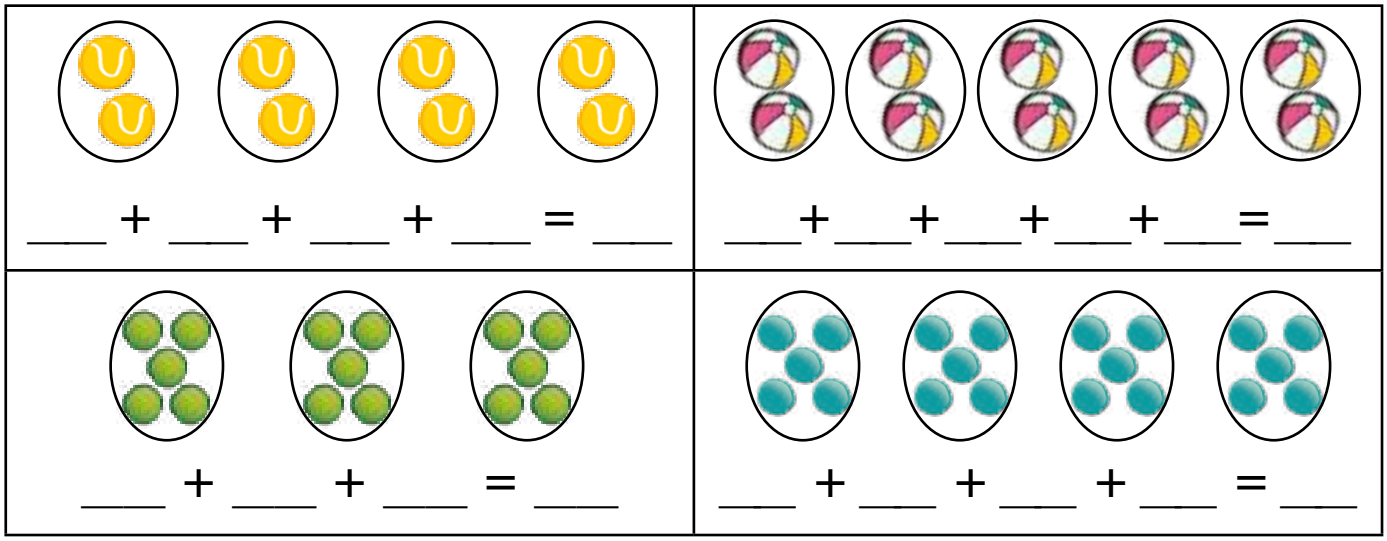
Tel die muntstukke. Tel in 5'e.

Count the coins. Count in 5s.



5 Skryf die getalsinne en los die probleme op.

Write the number sentences and solve the problems.



___ + ___ + ___ + ___ = ___

___ + ___ + ___ + ___ + ___ = ___

___ + ___ + ___ = ___

___ + ___ + ___ + ___ = ___

6



7 verdubbel is ____.

Double 7 is ____.

7 + 7 = ____



4 verdubbel is ____.

Double 4 is ____.

4 + 4 = ____



9 verdubbel is ____.

Double 9 is ____.

9 + 9 = ____



Die **helfte** van 10 is ____.

Half of 10 is ____.



Die **helfte** van 16 is ____.

Half of 16 is ____.



Die **helfte** van 14 is ____.

Half of 14 is ____.


5
6
7
8
10
9
12
11
13
14
15
5
6
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8
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12
14
13
15

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