English–Afrikaans

Mathematics

Wiskunde

PILOT

1

Term 4 | Kwartaal 4

Learner | Leerder: .....

Bala Wande
Calculating with Confidence

1

Term 4 ⋮ Kwartaal 4

Mathematics
Wiskunde

Learner's Book
Leerderboek

English ⋮ Afrikaans

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.

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.

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www.fundawande.org
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Using the Bala Wande Learner's Book

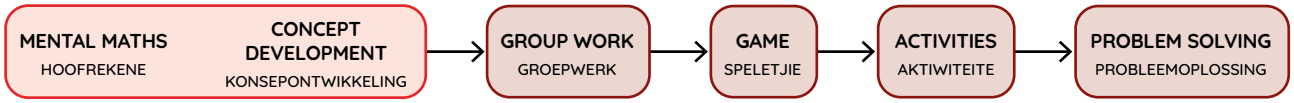
This Learner's Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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.

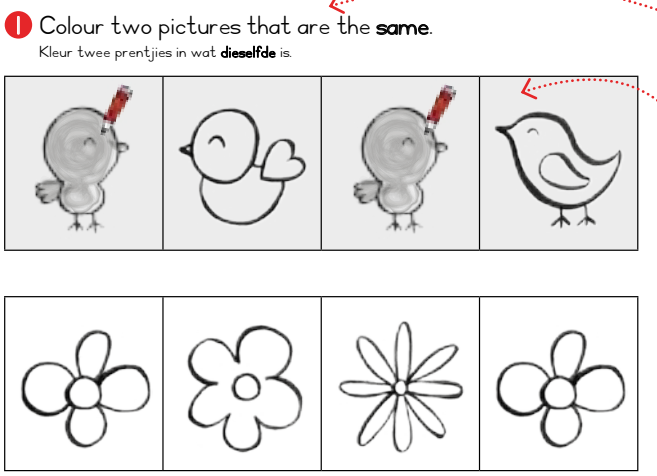
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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 English with an Afrikaans 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.

Die gebruik van die Bala Wande-leerderboek

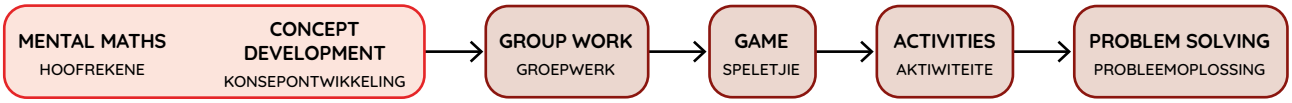
In hierdie Leerderboek word aktiwiteite vir 40 dae van onderrig in Kwartaal 4 vervat. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

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.

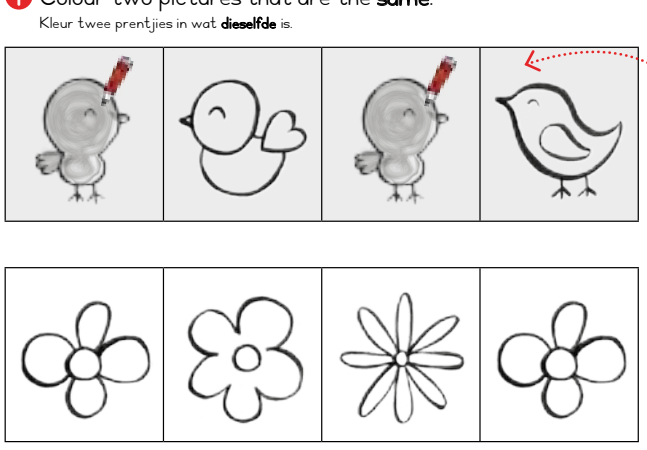
Onder die banier is daar 'n vloeidiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



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 Engels gegee, met die Afrikaans 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.

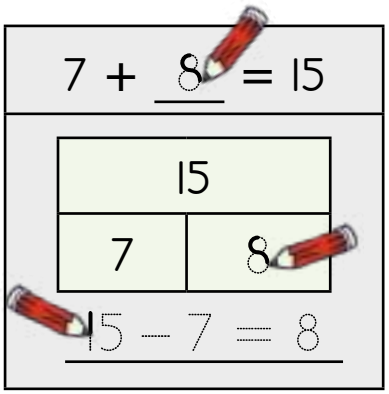
DAY 1 • DAG 1

Find the missing number
Kry die ontbrekende getal

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

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

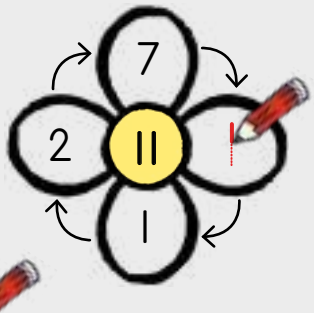
Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.



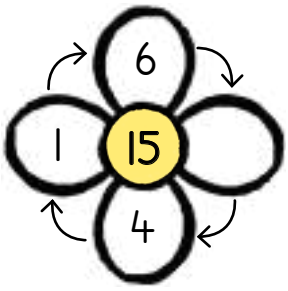
___ + 6 = 11 11 ___ | 6 _____	9 + ___ = 12 12 ___ | 9 _____	
8 + ___ = 14 14 8 | ___ _____	___ + 9 = 18 18 ___ | 9 _____	9 + ___ = 16 16 ___ | 9 _____
17 – ___ = 9 17 ___ | 9 _____	13 – ___ = 8 13 ___ | 8 _____	12 – ___ = 6 12 ___ | 6 _____
11 – ___ = 7 11 ___ | 7 _____	14 – ___ = 5 14 ___ | 5 _____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

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

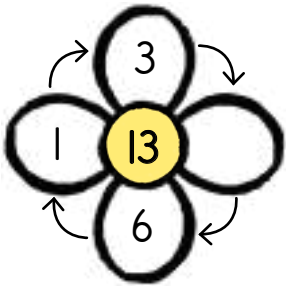
Die getal in die middel is die totaal. Kry die getal wat ontbreek.



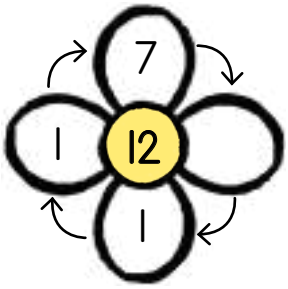
7 + 1 + 1 + 2 = 11



___ + ___ + ___ + ___ = 15



___ + ___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

3 Solve and colour.

Los op en kleur in.

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

DAY 2 • DAG 2

Find the missing number
Kry die ontbrekende getal

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

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

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

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 _____

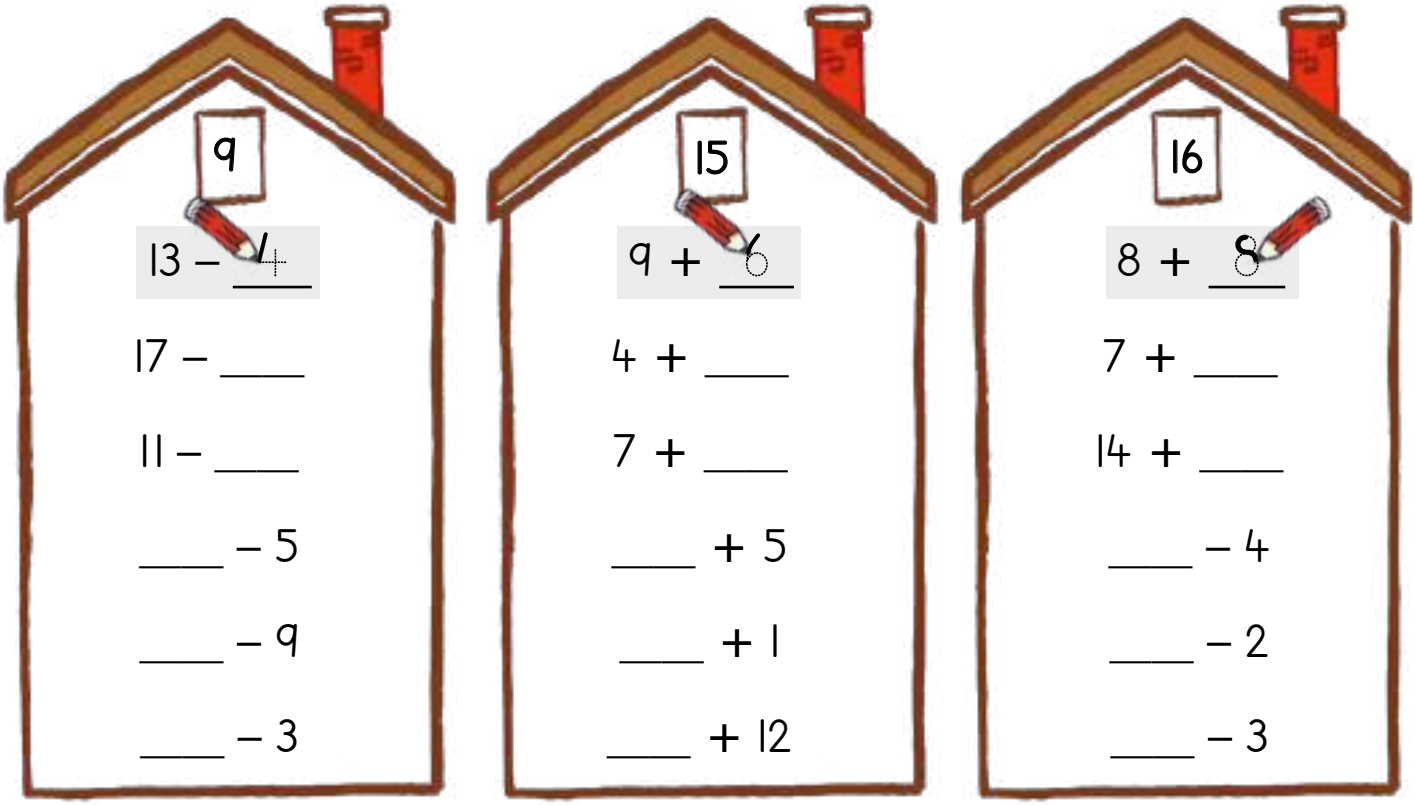
2 Two friends have cards that add up to the same number. Find the missing number.

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

5 3 2	4 2 4
5 + 3 + 2 = 10	4 + 2 + 4 = 10
2 6 2	4 1
___ + ___ + ___ = ___	___ + ___ + ___ = ___
3 3 6	2 2
___ + ___ + ___ = ___	___ + ___ + ___ = ___

3 Complete to match the number at the top.

Voltooi om die getal aan die bokant te kry.



DAY 3 • DAG 3

Addition and subtraction
Tel op en trek af

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

1 Write four number sentences for each number table.

Skryf vier getalsinne vir elke getaltabel neer.

	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 Solve the problems and write the letter underneath the answer.

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

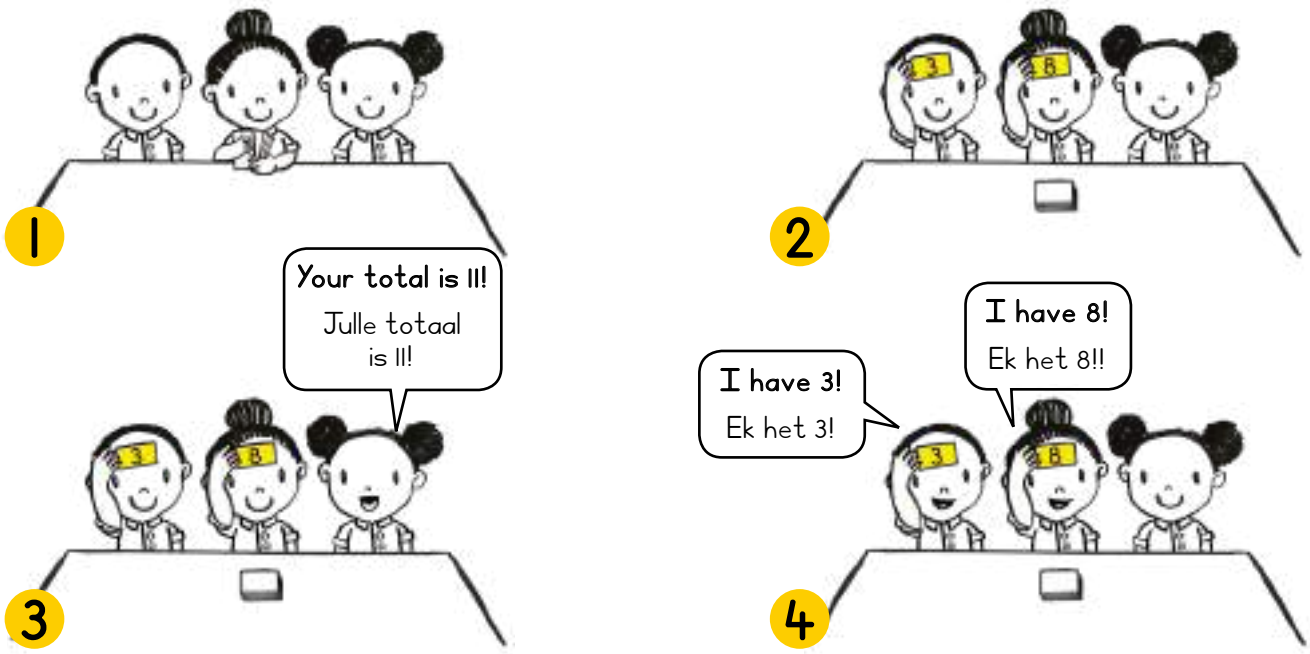
8 – 5 = 3 N	9 + 6 = ___ E	9 + 9 = ___ I
9 + 10 = ___ L	8 + 3 = ___ A	8 + 5 = ___ E
8 + 8 = ___ S	8 + 9 = ___ M	9 + 3 = ___ K
7 + 7 = ___ M	10 + 10 = ___ E	20 – 10 = ___ M
13 – 4 = ___ S	13 – 8 = ___ M	12 – 6 = ___ B
12 – 4 = ___ R	11 – 4 = ___ E	12 – 8 = ___ U

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

Game: Salute
Speletjie: Salueer

Play with your 0–10 number cards.

Speel met jou 0–10-getalkaarte.



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

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

DAY 4 • DAG 4

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

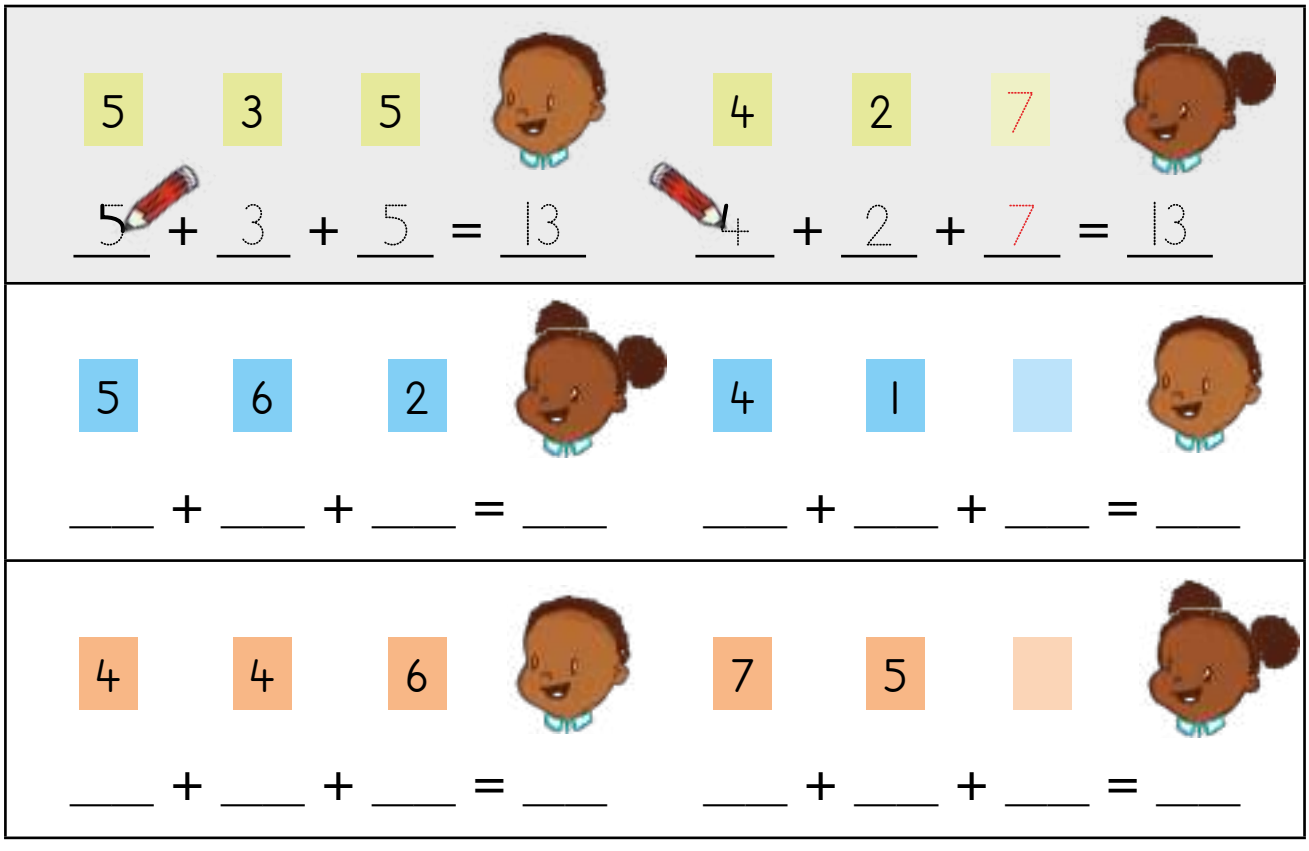
MENTAL MATHS / HOOFREKENE | CONCEPT DEVELOPMENT / KONSEPONTWIKKELING → GROUP WORK / GROEPWERK → GAME / SPELETJIE → ACTIVITIES / AKTIWITEITE → PROBLEM SOLVING / PROBLEEMOPLOSSING

100 square
100-blok

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

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



2 Write each letter in the correct box.

Skryf elke letter korrek in die onderste ry blokkies in.

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

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

3 Colour the numbers.

Kleur die getalle in.

10 to 20 10 tot 20	21 to 30 21 tot 30	31 to 40 31 tot 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

Consolidation
Vaslegging

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

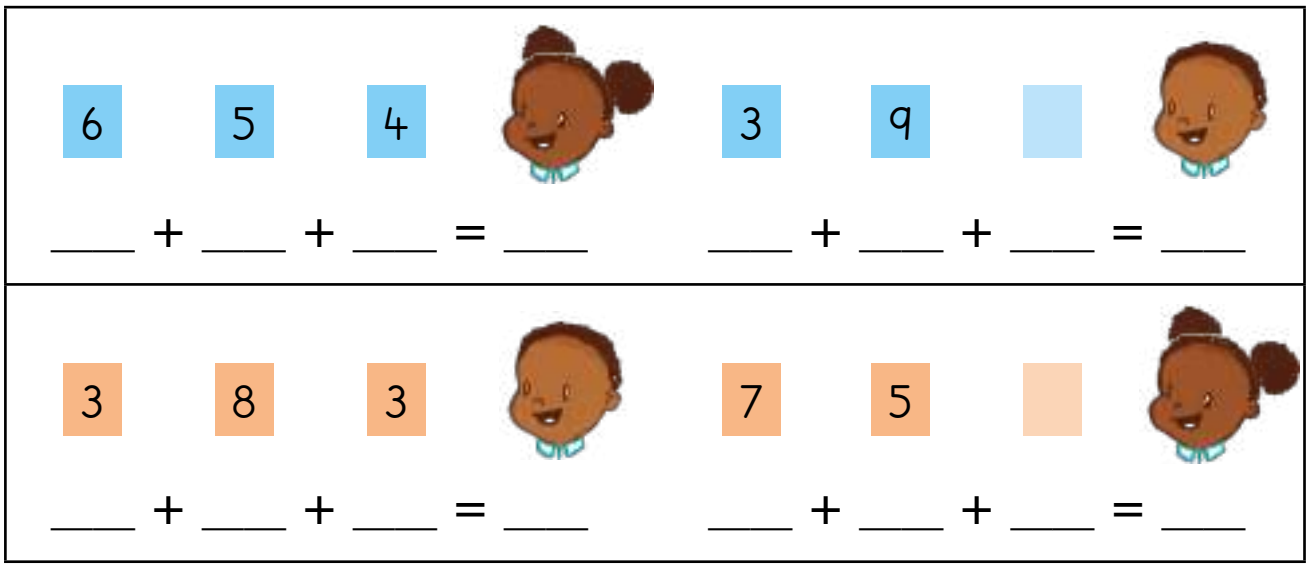
1 Find the missing number. Write a different number sentence on the line using the same numbers.

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

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

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

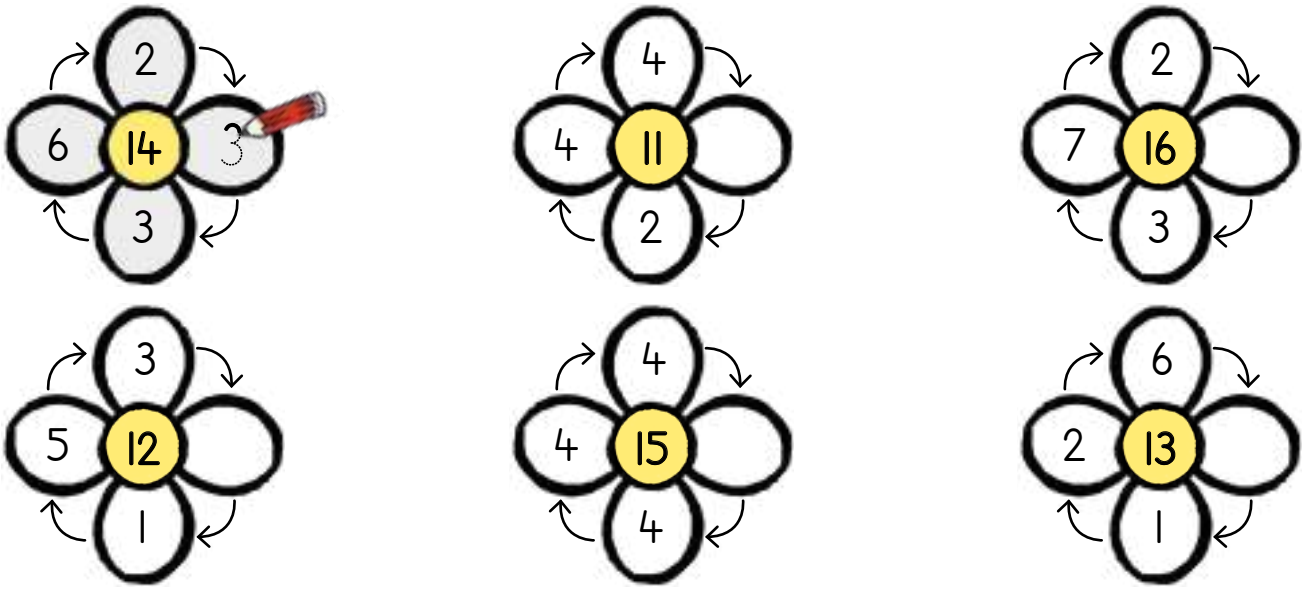


3

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

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

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



5 Solve and colour.

Los op en kleur die onderste ry sirkels in.

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

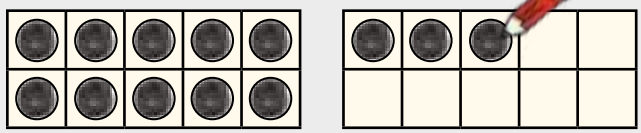
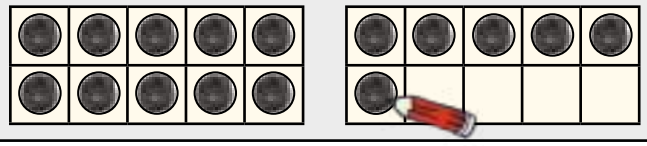
DAY 1 • DAG 1

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

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

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

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

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

2 Count forwards.

Tel aan.

33	34	35	36						42
78	79								
20	22	24	26						

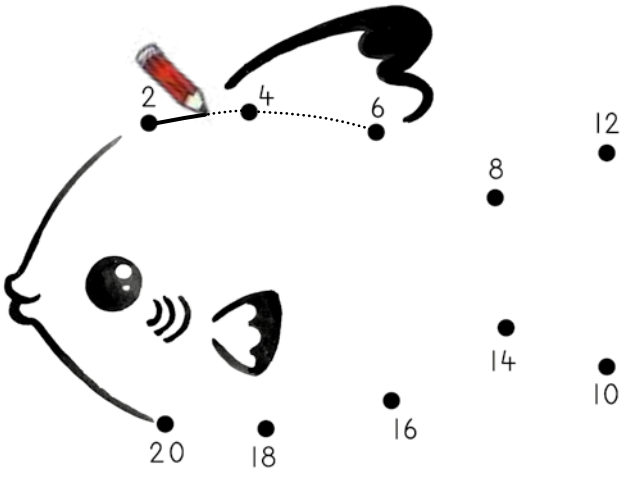
3 Count backwards.

Tel terug.

50	49	48	47						
26	25								
42	40	38	36						

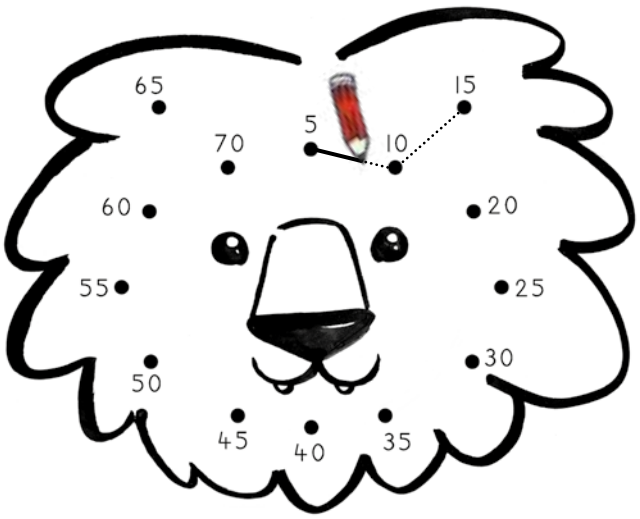
4 Join the dots by counting in 2s.

Verbind die kolle deur in 2's te tel.



5 Join the dots by counting in 5s.

Verbind die kolle deur in 5'e te tel.



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

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

1 Complete the pattern. Tick the correct boxes.

Voltooi die patroon. Merk die korrekte boksies.

34	36	38	40	42	44	46	48	50	52

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

71	70	69	68	67	66	65	64	63	62

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

45	50								90

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

10		30		50					

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

2 Colour these numbers on the 100 square.

Kleur die getalle op die 100-blok in.

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 more than 5

10 meer as 5

5 less than 50

5 minder as 50

4 more than 20

4 meer as 20

comes after 41

staan na 41

10 more than 66

10 meer as 66

8 double

8 verdubbel

5 more than 65

5 meer as 65

3 more than 80

3 meer as 80

2 more than 54

2 meer as 54

10 less than 71

10 minder as 71

between 86 and 88

tussen 86 en 88

comes after 25

staan na 25

10 more than 23

10 meer as 23

comes before 80

staan voor 80

2 less than 90

2 minder as 90

between 35 and 37

tussen 35 en 37

10 less than 96

10 minder as 96

2 less than 46

2 minder as 46

between 71 and 73

tussen 71 en 73

6 more than 60

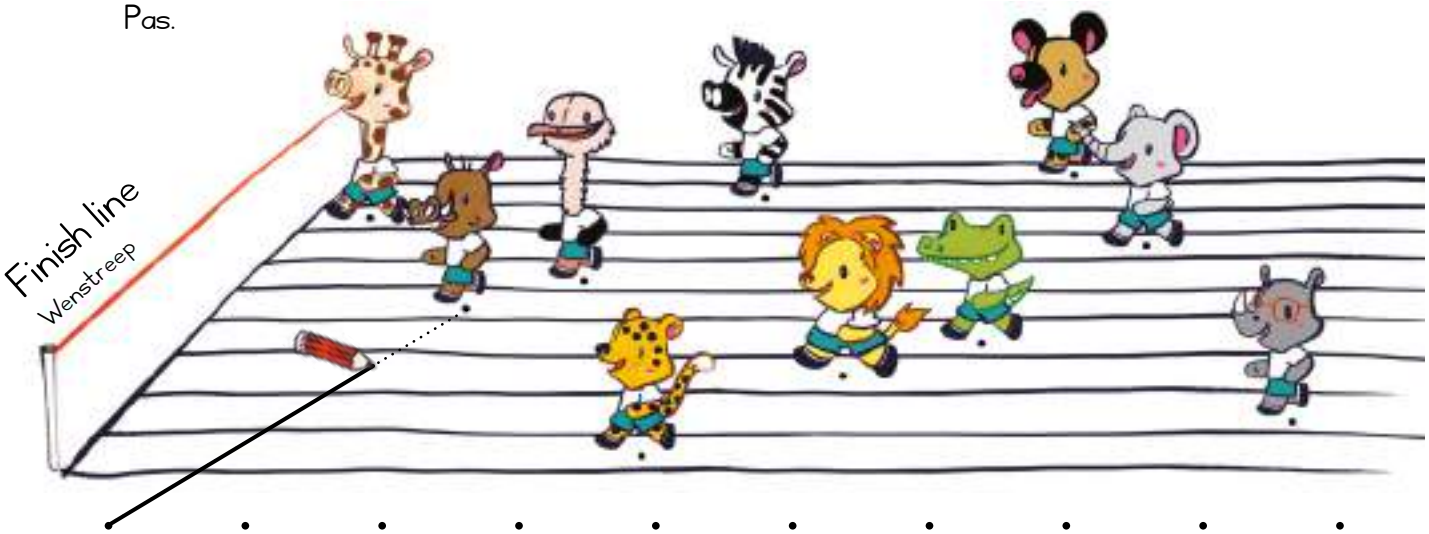
6 meer as 60

DAY 3 • DAG 3

Ordering and comparing numbers
Orden en vergelyk getalle

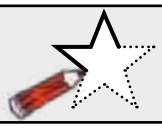
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

1 Match.
Pas.



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

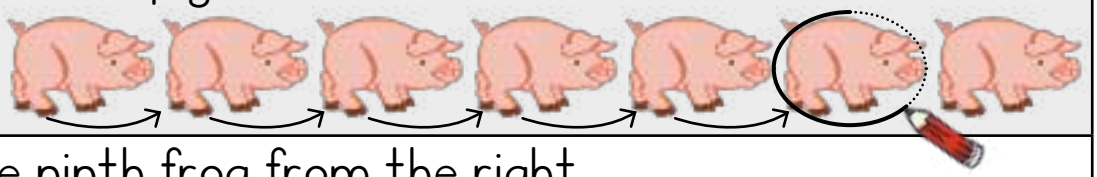
2

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

3

Circle the sixth pig from the left.

Omkring die sesde varkie van links af.



Circle the ninth frog from the right.

Omkring die negende padda van regs af.

Circle the third mouse from the right.

Omkring die derde muis van regs af.

Circle the fifth rabbit from the left.

Omkring die vyfde haas van links af.

Circle the first cat from the left.

Omkring die eerste kat van links af.

Circle 4 owls, starting from from the right.

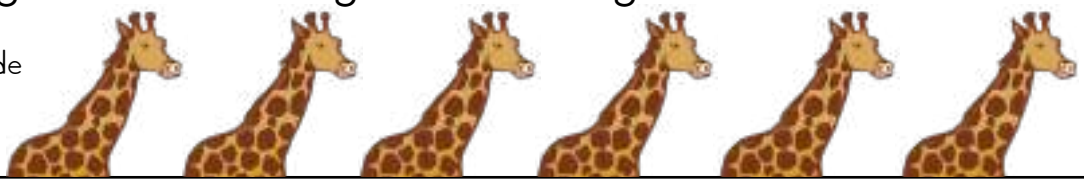
Omkring 4 uile van regs af.

Circle 7 butterflies, starting from the left.

Omkring 7 skoenlappers van links af.

Circle 2 giraffes, starting from the right.

Omkring 2 kameelperde van regs af.



Circle 4 swans, starting from the right.

Omkring 4 swane van regs af.

Circle 8 lions, starting from the left.

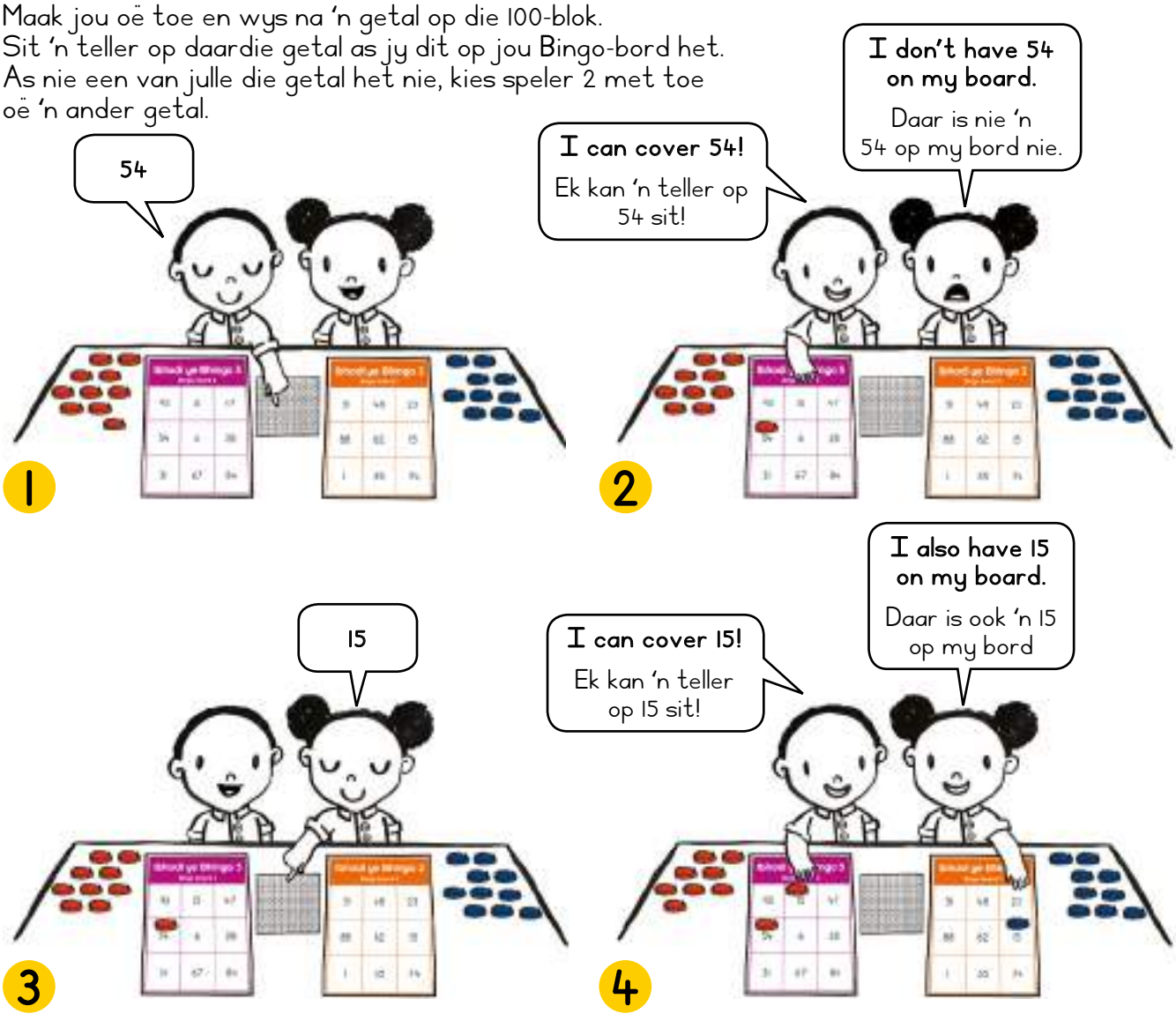
Omkring 8 leeus van links af.

Ordering and comparing numbers
Orden en vergelyk getalle

Game: Bingo
Speletjie: Bingo

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.

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.



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

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

Bingo board 1
Bingo-bord 1

33	2	42
64	58	99
14	76	27

Bingo board 2
Bingo-bord 2

51	48	23
88	62	15
1	35	74

Bingo board 3
Bingo-bord 3

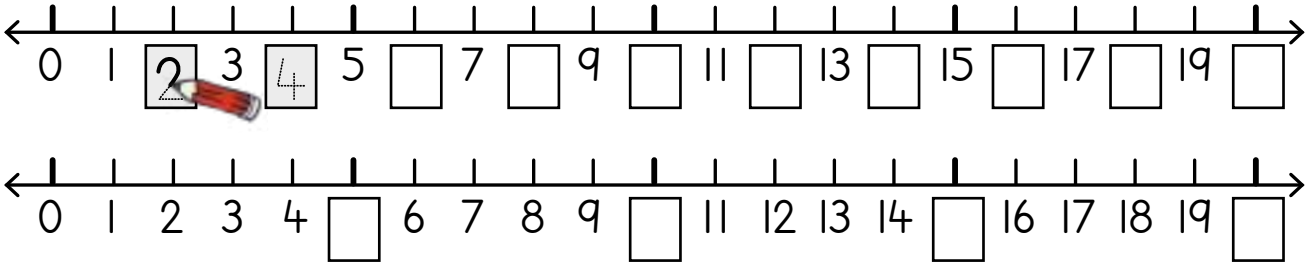
93	15	47
54	6	28
31	67	84

Bingo board 4
Bingo-bord 4

39	64	4
76	91	42
21	53	19

1 Fill in the missing numbers on the number lines.

Vul die getalle wat ontbreek op die getallelyne in.



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

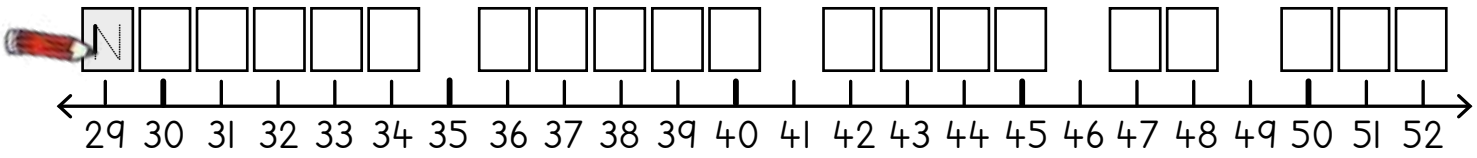
Skryf die korrekte letters bokant die korrekte nommers op die getallelyn.

31→M 30→U 32→B 29→N 33→E 37→I

36→L 34→R 38→N 40→S 42→H 52→D

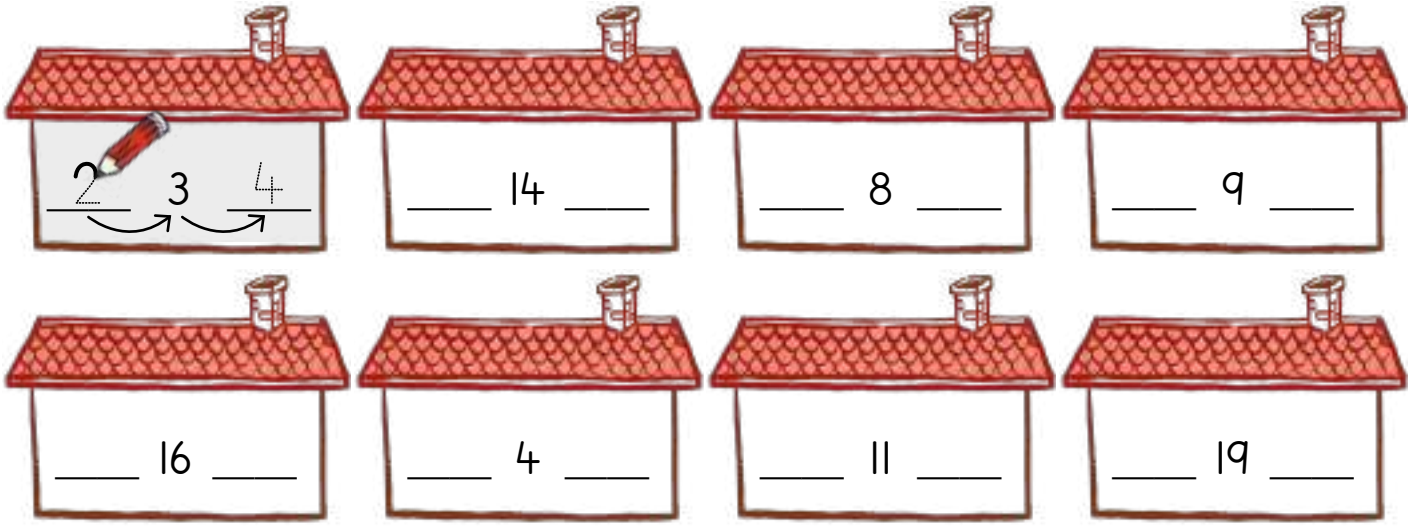
39→E 45→P 47→U 44→L 43→E 50→A

48→S 51→D



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

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



Consolidation
Vaslegging

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

1

Circle the fourth rabbit from the right.

Omkring die vierde haas van regs af.

Circle the second mouse from the left.

Omkring die tweede muis van links af.

Circle 3 swans, starting from the right.

Omkring 3 swane van regs af.

Circle 6 lions, starting from the left.

Omkring 6 leeus van links af.

Circle the first owl from the right.

Omkring die eerste uil van regs af.

2 Count forwards.

Tel aan.

53	54			57					62
56			62	64				72	

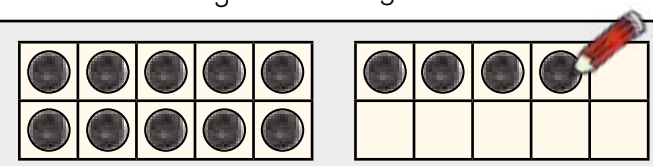
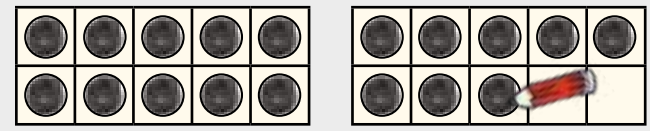
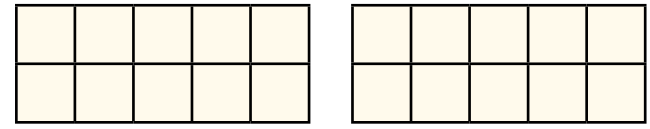
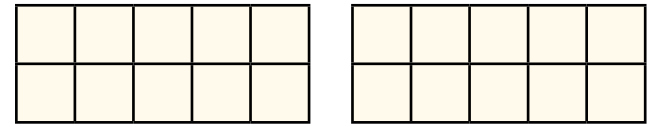
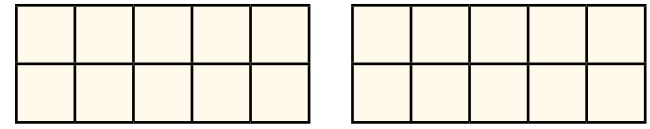
3 Count backwards.

Tel terug.

44	43	42							
72	71			68					

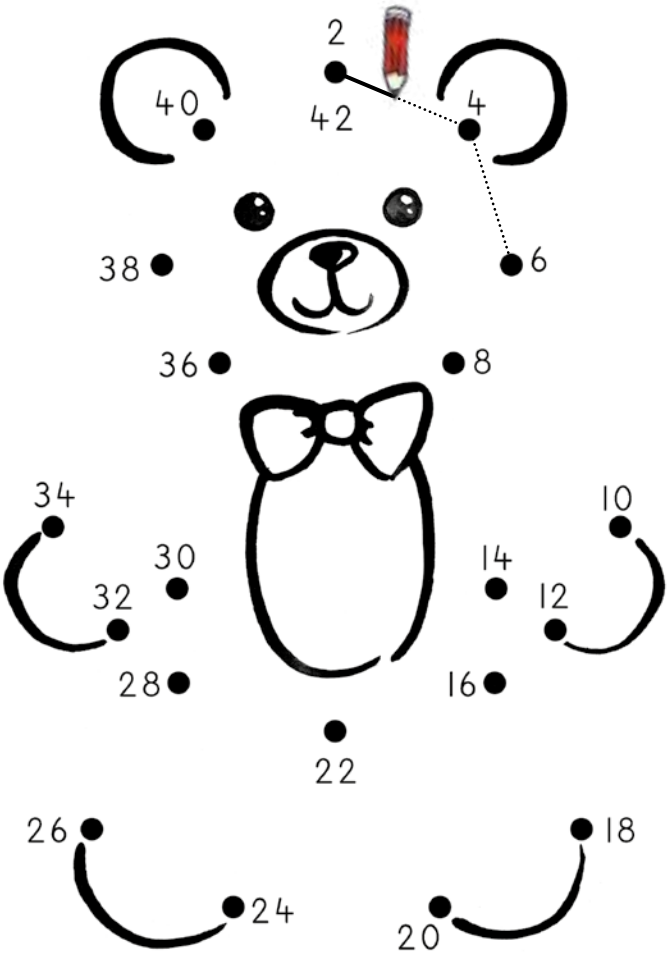
4 Write the number sentence and draw dots in the ten frames to show the numbers.

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

14	10 + 4	
18	10 + 8	
16		
11		
20		

5 Count in 2s to complete the picture.

Tel in 2's om die prent te voltooi.



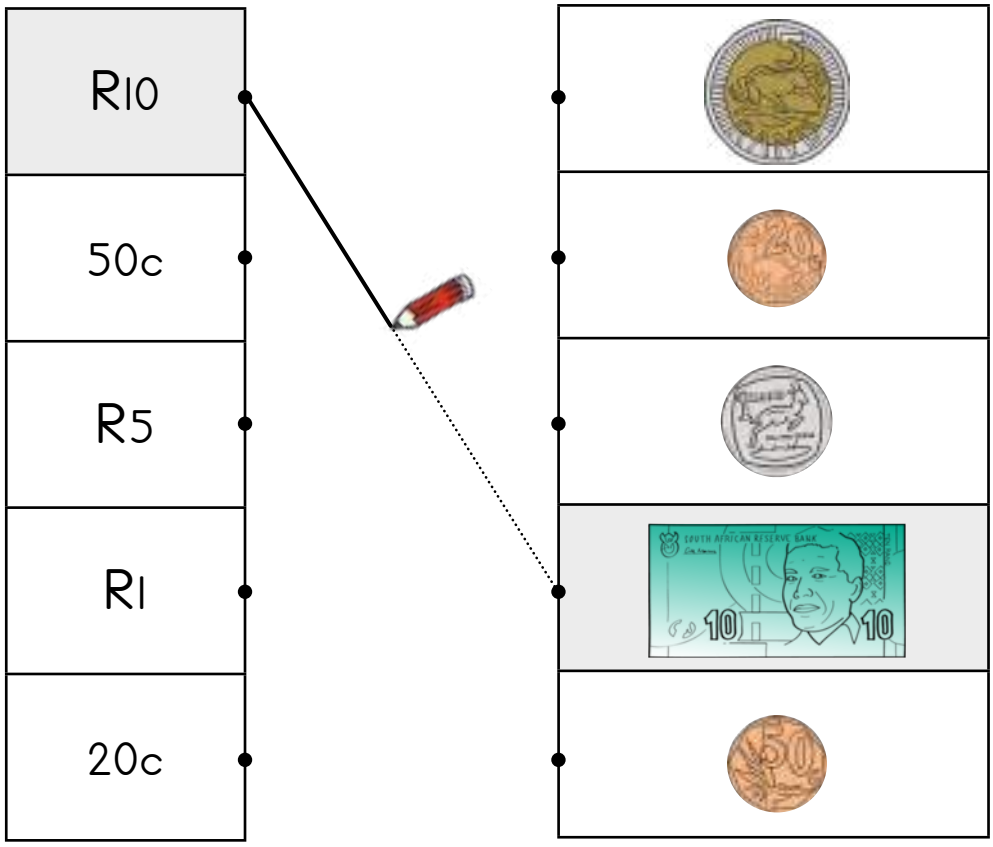
Working with money
Werk met geld

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

1 Circle the coins.
Omkring die muntstukke.

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

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



3 Draw coins to make the amounts.

Teken muntstukke om die bedrae te kry.

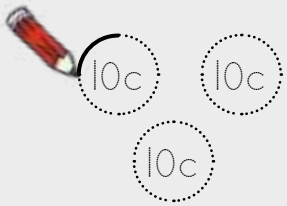
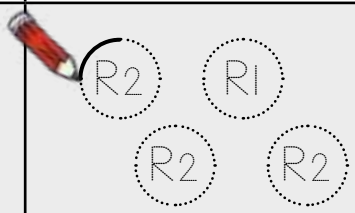
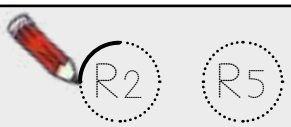
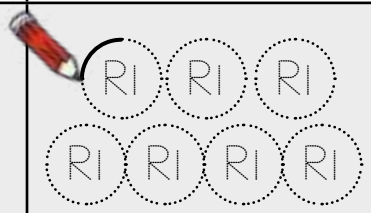
	20c	10c 10c
	30c	20c 10c
	40c	
	50c	
	50c	
	R5	
	R10	

Money calculations
Geldberekenings

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

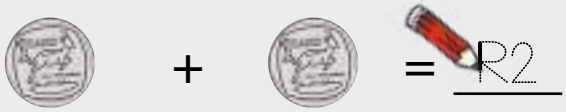
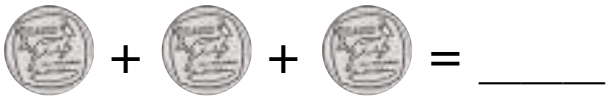
1 Draw coins to make up these amounts.

Teken muntstukke om hierdie bedrae te kry.

30c			
40c			
60c			
80c			
R7			
R3			
R16			

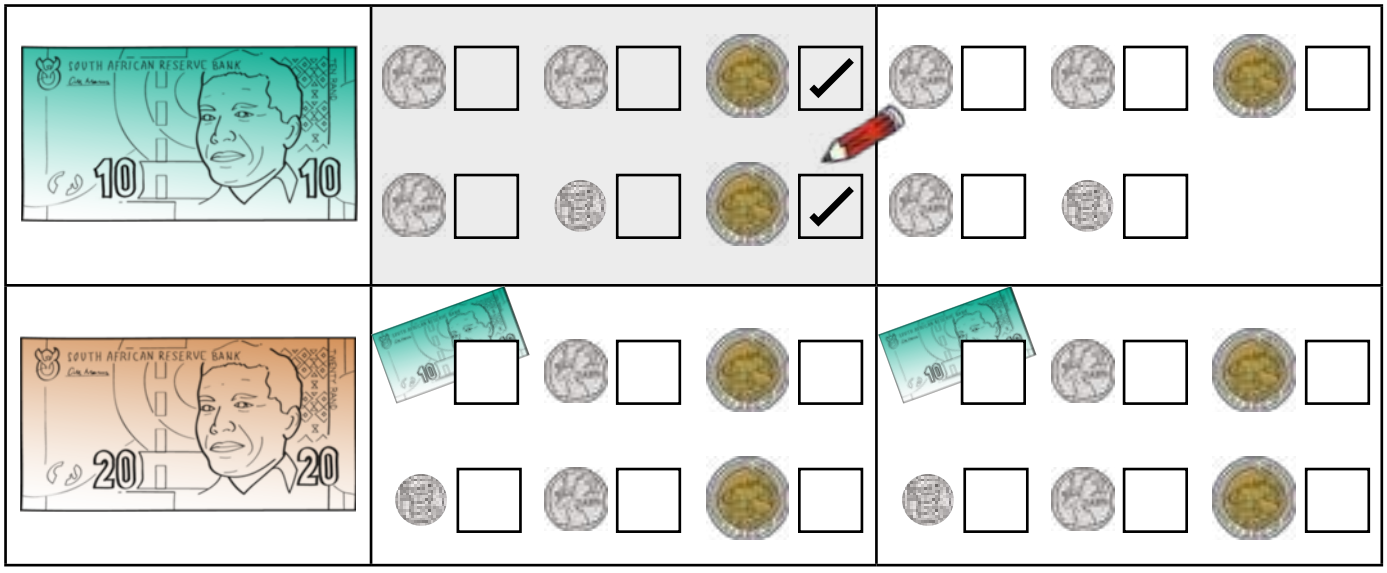
2 How much money is there?

Hoeveel geld is daar?

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

3 Tick to show the same amount.

Maak regmerkies by dieselfde bedrag.



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

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

1 How much will you pay?
Hoeveel betaal jy?

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

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

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

	50c		R2
	R5		R1

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

3

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

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

_____ + _____ + _____ = _____

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

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

_____ + _____ + _____ = _____

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

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

1 How much change will you get if you pay with R20?

Hoeveel kleingeld kry jy as jy met R20 betaal?

You buy Jy koop	Change Kleingeld
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 How much money do I have left over?

Hoeveel geld het ek oor?

I have R10. I buy juice for R7.

Ek het R10. Ek koop sap vir R7.

_____ – _____ = _____

I have R15. I buy an orange for R4.

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

_____ – _____ = _____

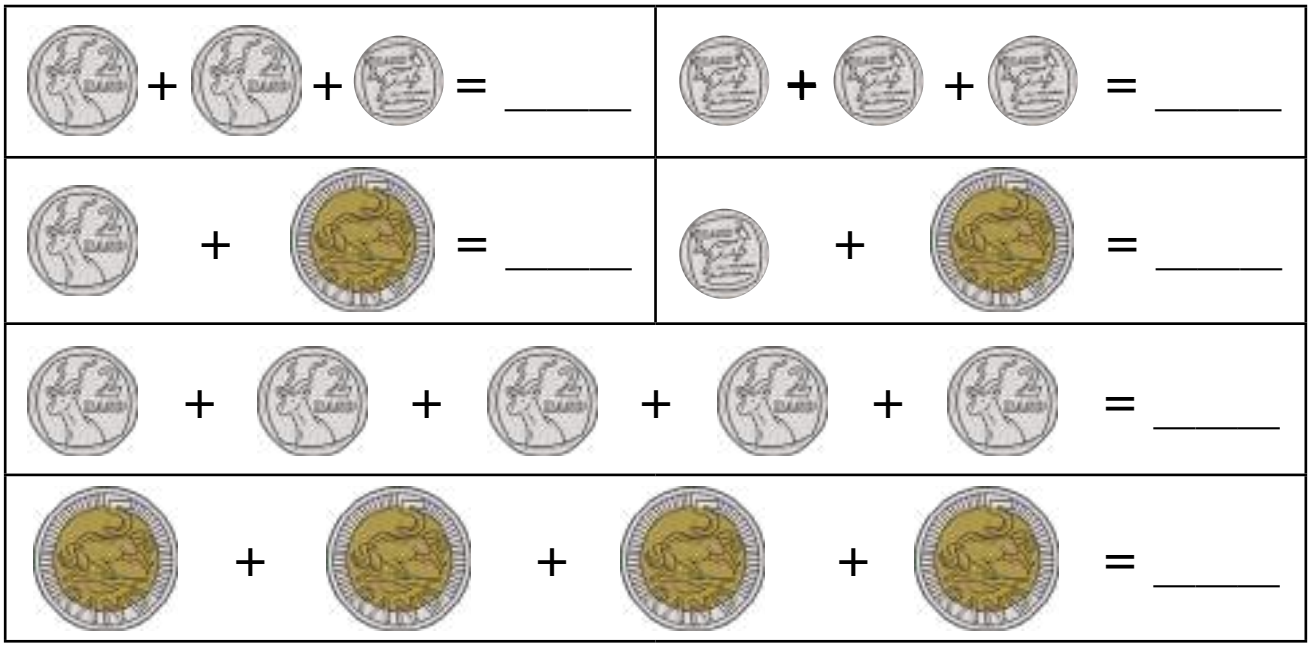
3

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

Consolidation
Vaslegging

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

1 How much money is there?
Hoeveel geld is daar?



2 Solve the problem by writing the number sentence.
Los die probleem op deur die getalsin te skryf.

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

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

_____ + _____ + _____ = _____

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

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

_____ + _____ + _____ = _____

3

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

4

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

5 Add.

Tel op.

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

DAY 1 • DAG 1

Addition and subtraction
Tel op en trek af

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

1 Complete the table. Write four different number sentences.

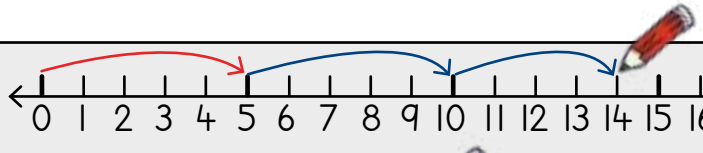
Voltooi die getaltabel. Skryf vier verskillende getalsinne.

	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 Add and subtract.

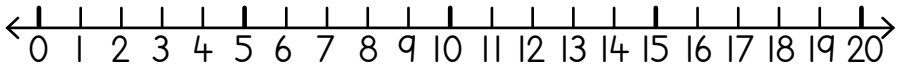
Tel op en trek af.

6 + 7 = 13



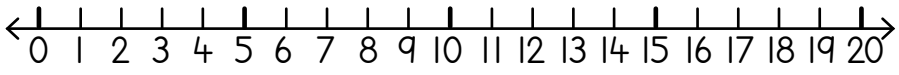
5 + 9 = 14

17 − 9 = ____



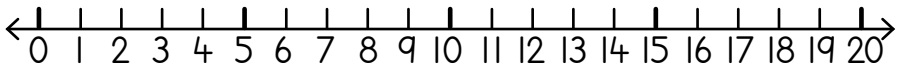
14 − 6 = ____

8 + ____ = 12



9 + ____ = 18

15 − ____ = 8



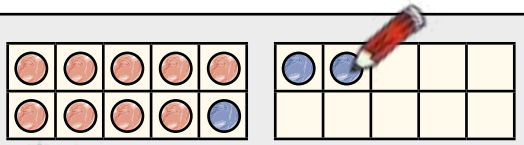
11 − ____ = 4

3 Solve the problems.

Los die probleme op.

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

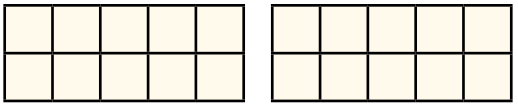
Daar is 9 varke en 3 skape. Hoeveel diere is daar?



9 + 3 = 12

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

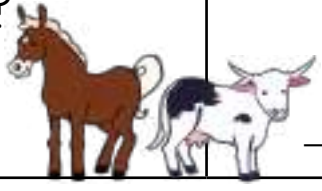
Daar is 6 hoenders en 7 hase op die plaas. Hoeveel diere is daar?

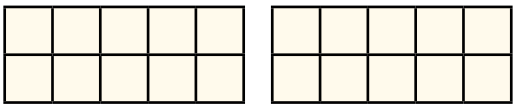


____ + ____ = ____

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

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



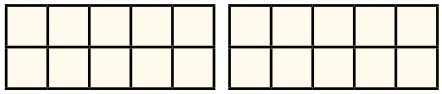
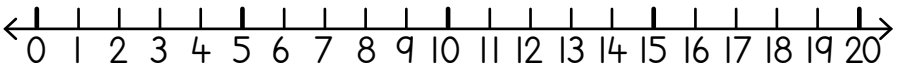
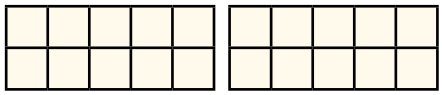
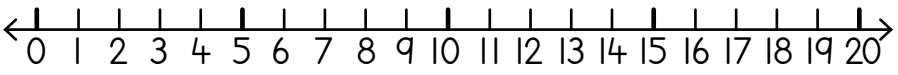
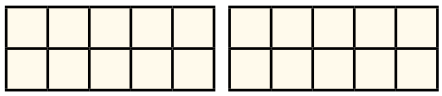
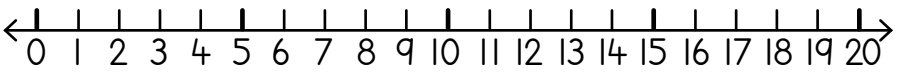
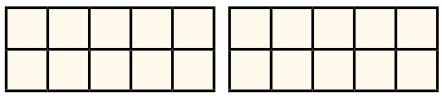
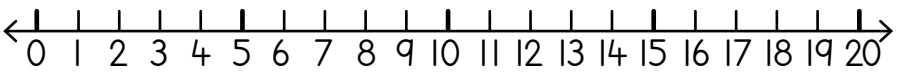


____ − ____ = ____

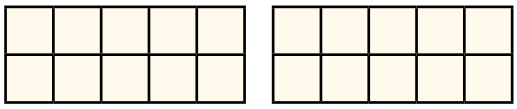
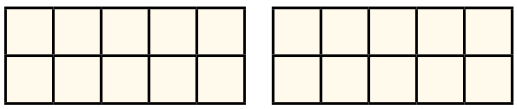
Addition and subtraction
Tel op en trek af

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

1 Add and subtract.
Tel op en trek af.

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

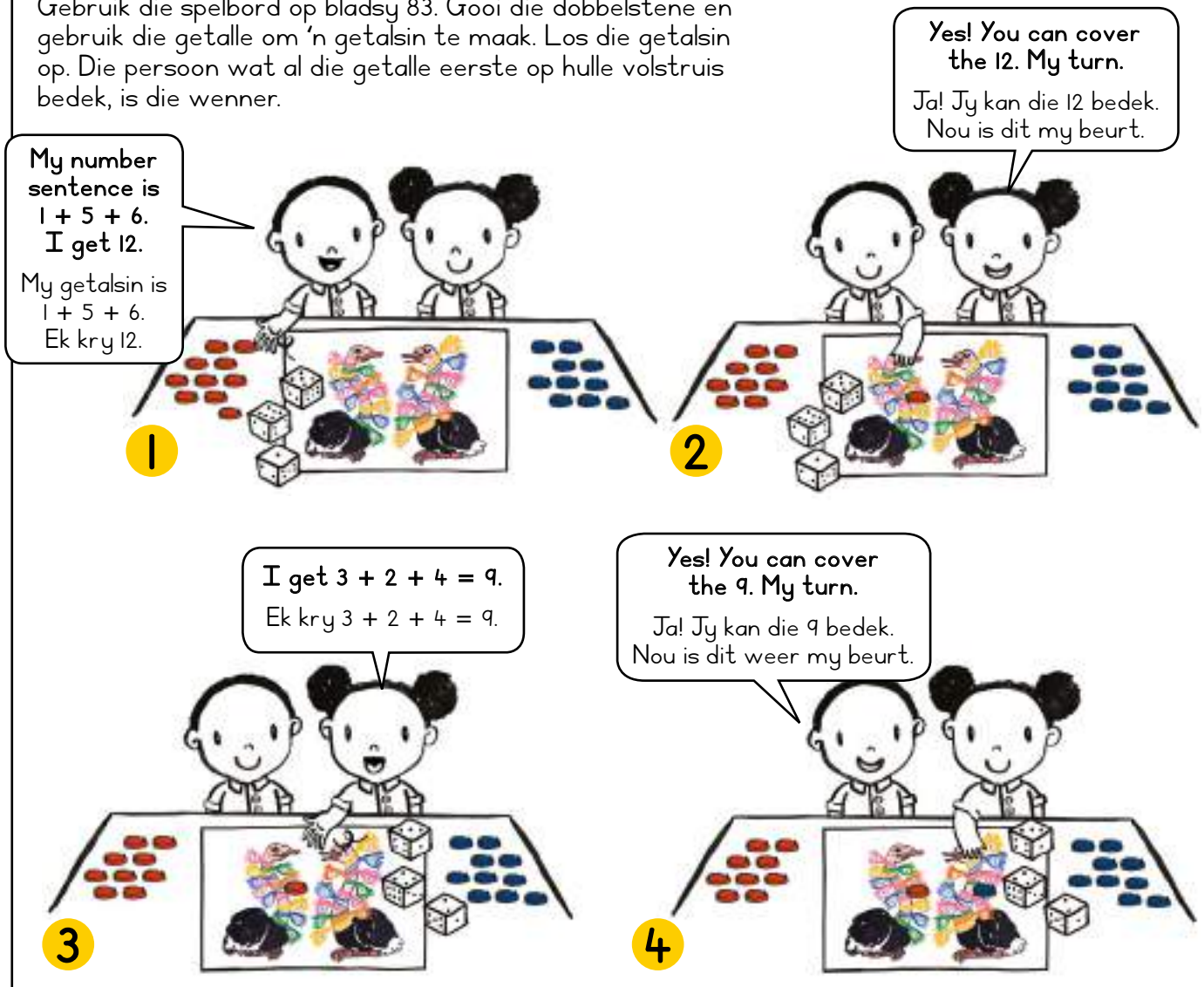
2 Solve the problems.
Los die probleme op.

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

Game: Addition fun
Speletjie: Pret met optelling

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.

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.

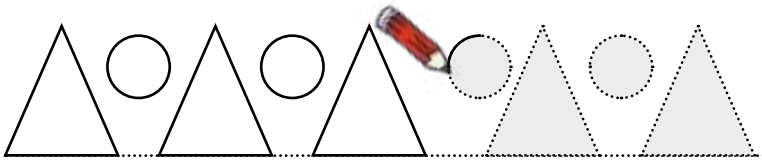


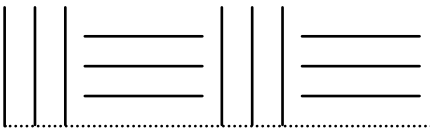
Number and geometric patterns
Getal- en geometriese patrone

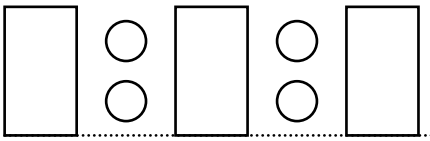
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

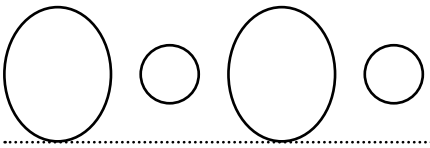
1 Continue the patterns.

Hou aan met die patrone.



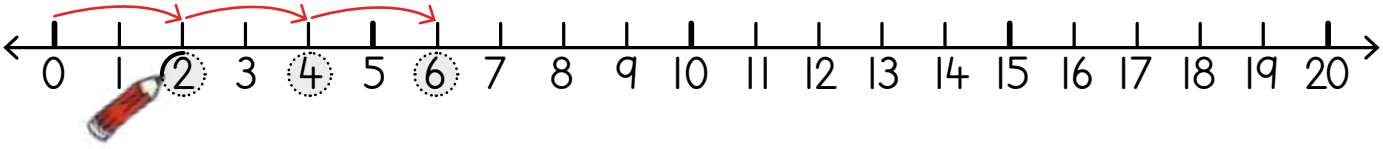






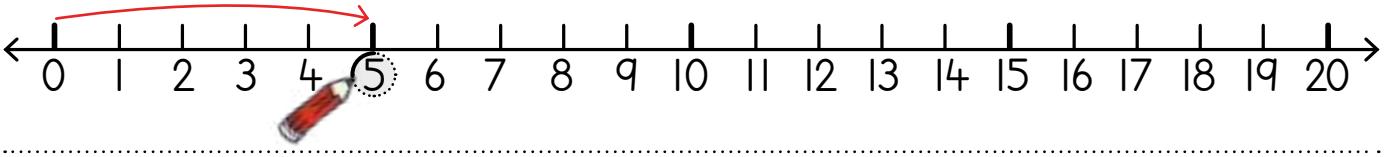
2 Count in 2s. Circle the numbers you say.

Tel in 2's. Omkring die getalle wat jy sê.



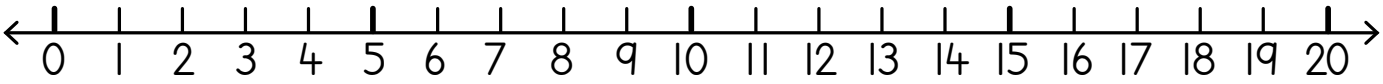
Count in 5s. Circle the numbers you say.

Tel in 5'e. Omkring die getalle wat jy sê.



Count in 10s. Circle the numbers you say.

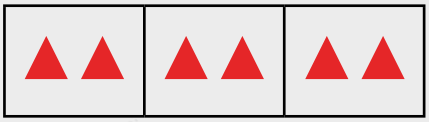
Tel in 10'e. Omkring die getalle wat jy sê.



3 Count and write the number sentences.

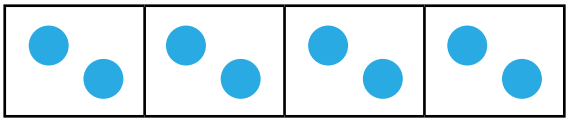
Tel en skryf die getalsinne.

triangles
driehoeke



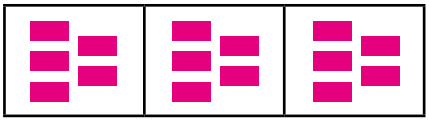
2 + 2 + 2 = 6

circles
sirkels



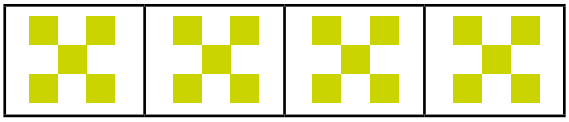
___ + ___ + ___ + ___ = ___

rectangles
reghoeke



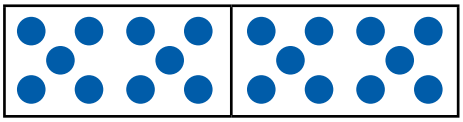
___ + ___ + ___ = ___

squares
vierkante



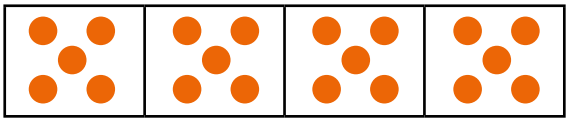
___ + ___ + ___ + ___ = ___

circles
sirkels



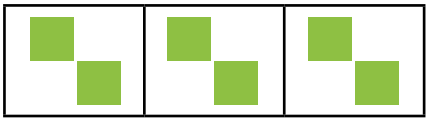
___ + ___ = ___

circles
sirkels



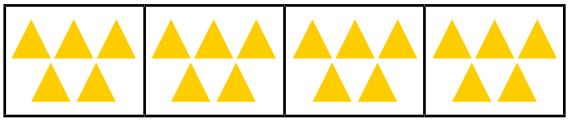
___ + ___ + ___ + ___ = ___

squares
vierkante



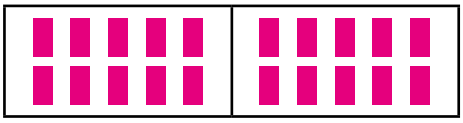
___ + ___ + ___ = ___

triangles
driehoeke



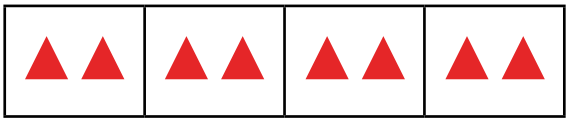
___ + ___ + ___ + ___ = ___

rectangles
reghoeke



___ + ___ = ___

triangles
driehoeke



___ + ___ + ___ + ___ = ___

Number patterns
Getalpatrone

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

1 Complete the pattern. Tick the correct boxes.

Voltooi die patroon. Merk die korrekte boksies.

72	74	76	78		82				90

Count forwards Tel aan ✓	Count backwards Tel terug ☐

in 1s in 1'e ☐	in 2s in 2's ✓	in 5s in 5'e ☐

29		27					22		

Count forwards Tel aan ☐	Count backwards Tel terug ☐

in 1s in 1'e ☐	in 2s in 2's ☐	in 5s in 5'e ☐

15		25					50		

Count forwards Tel aan ☐	Count backwards Tel terug ☐

in 1s in 1'e ☐	in 2s in 2's ☐	in 5s in 5'e ☐

		30		50		70			

Count forwards Tel aan ☐	Count backwards Tel terug ☐

in 1s in 1'e ☐	in 2s in 2's ☐	in 10s in 10'e ☐

2 Complete the pattern. Tick the correct boxes.

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

48	50	52	54	56	58	60	62	64	66

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

13		15							22

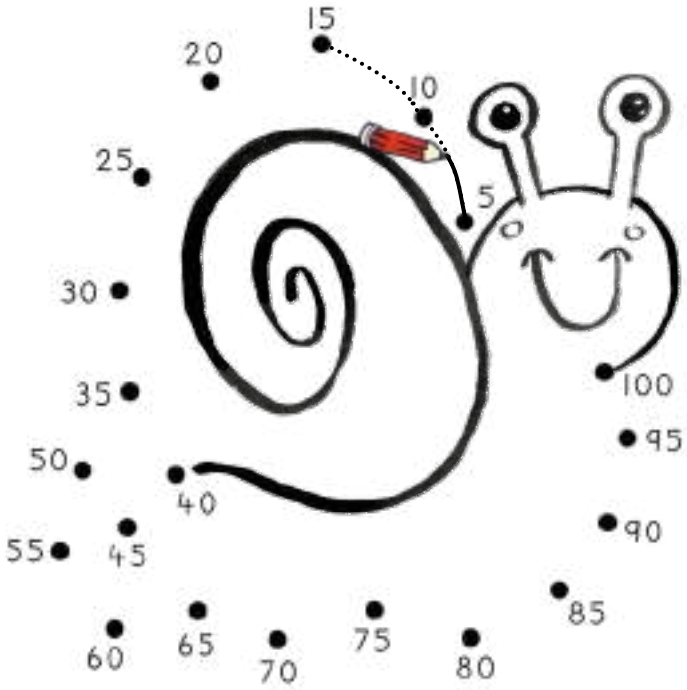
Count forwards Tel aan		Count backwards Tel terug
in 1s in 1's		in 2s in 2's
in 5s in 5'e		

		40	45			60			

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

3 Join the dots by counting in 5s.

Verbind die kolle deur in 5'e te tel.



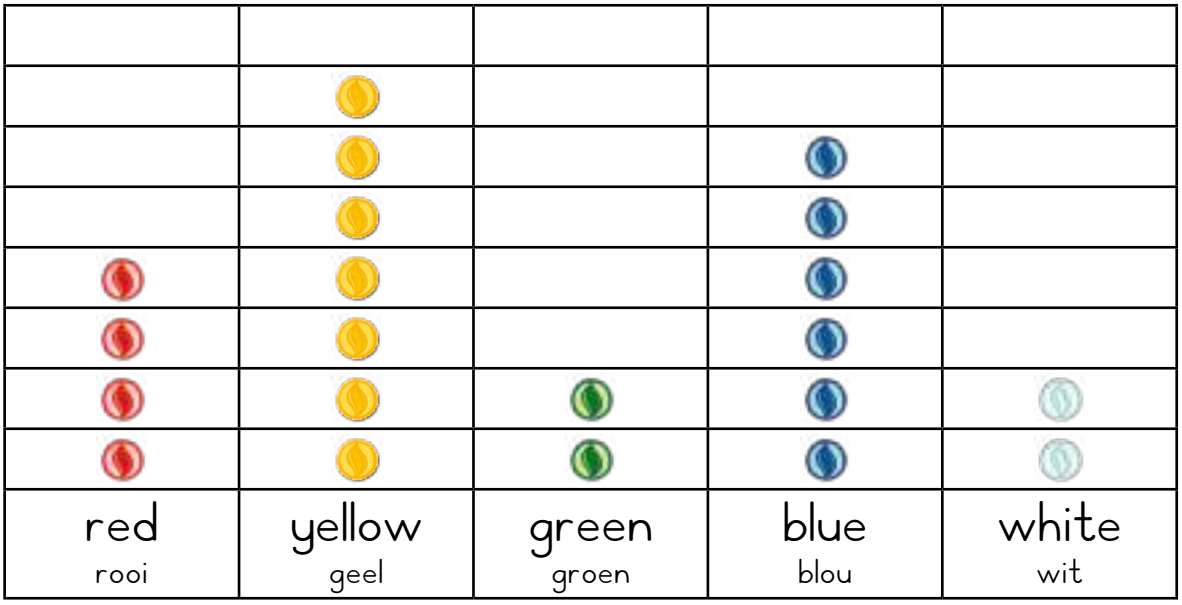
Consolidation
Vaslegging

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

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

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

Marble colours
Albasterkleure



Key
Sleutel
= 1

2 Complete the patterns. Tick the correct boxes.

Voltooi die patrone. Merk die korrekte boksies.

	40	45	50					75	

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

46	44			38	36	34			

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

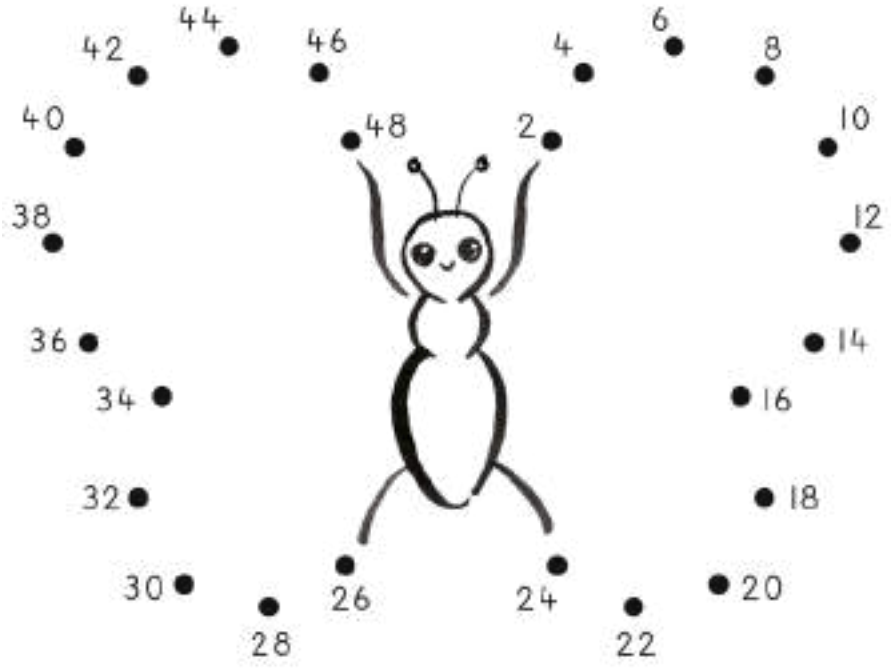
3 Complete the table. Write four different number sentences.

Voltooi die getaltabel. Skryf vier verskillende getalsinne.

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

4 Count in 2s and join the dots.

Tel in 2's en verbind die kolle.



DAY 1 • DAG 1

Time – day, night, yesterday, today, tomorrow

Tyd – dag, nag, gister, vandag, môre

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

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

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

day dag ☑ night nag ☐

day dag ☐ night nag ☐

day dag ☐ night nag ☐

day dag ☐ night nag ☐

day dag ☐ night nag ☐

day dag ☐ night nag ☐

2 Draw something:

Teken iets:

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

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

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

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

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

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

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

Monday
Maandag

Tuesday
Dinsdag

Wednesday
Woensdag

Thursday
Donderdag

Friday
Vrydag

Saturday
Saterdag

Sunday
Sondag

Addition and subtraction word problems
Woordprobleme met optelling en aftrekking

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

1 Solve the word problems.

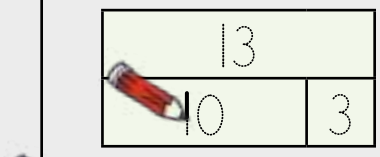
Los die woordprobleme op.

□□□□□□□□□□ △△△

10 squares
10 vierkante

3 triangles
3 driehoeke

How many shapes are there?
Hoeveel vorms is daar?



10 + 3 = 13

There are 4 bees and 7 snails in the garden. How many creatures are there in the garden?
Daar is 4 bye en 7 slakke 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 6 slakke en 5 miere in die tuin. Hoeveel gediertes is daar in die tuin?

___ + ___ = ___

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

___ − ___ = ___

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

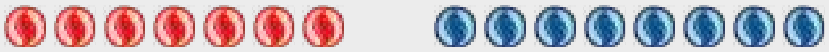
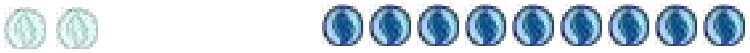
___ − ___ = ___

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

___ − ___ = ___

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

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

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

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

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

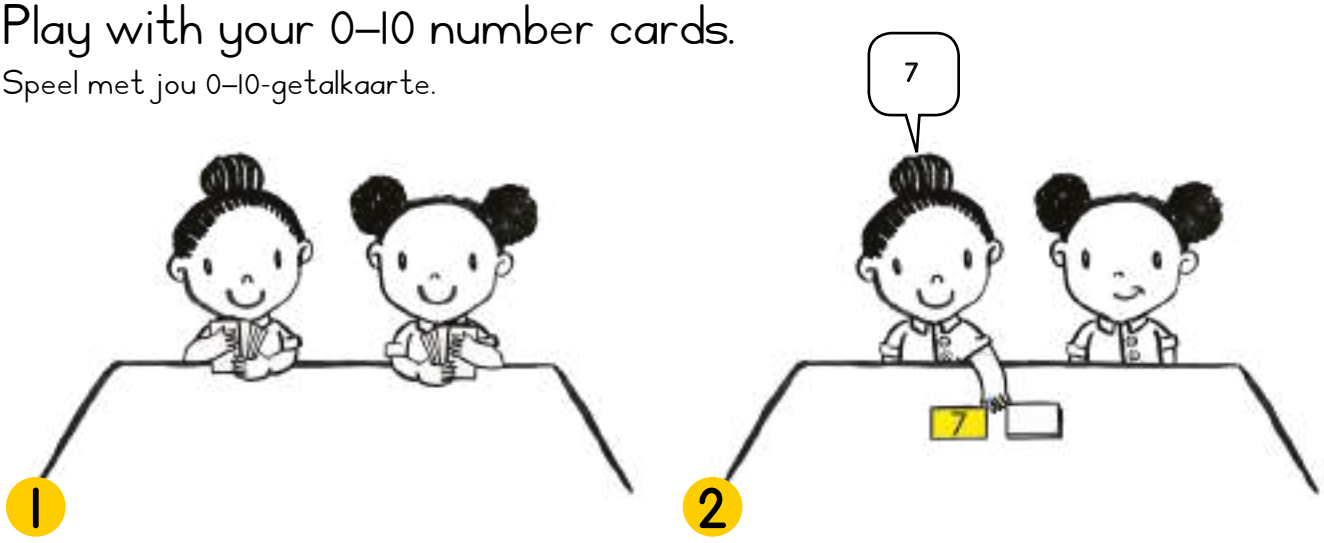
Addition story Optellingstorie	Number sentence Getalsin
 I had 11 marbles. I gave 5 to my friend. How many marbles do I have left? Ek het 11 albasters. Ek gee 5 albasters vir my maat. Hoeveel albasters het ek oor?	11 − 5 = 6
	___ − ___ = ___
	___ − ___ = ___
	___ − ___ = ___
	___ − ___ = ___

Addition and subtraction word problems
Woordprobleme met optelling en aftrekking

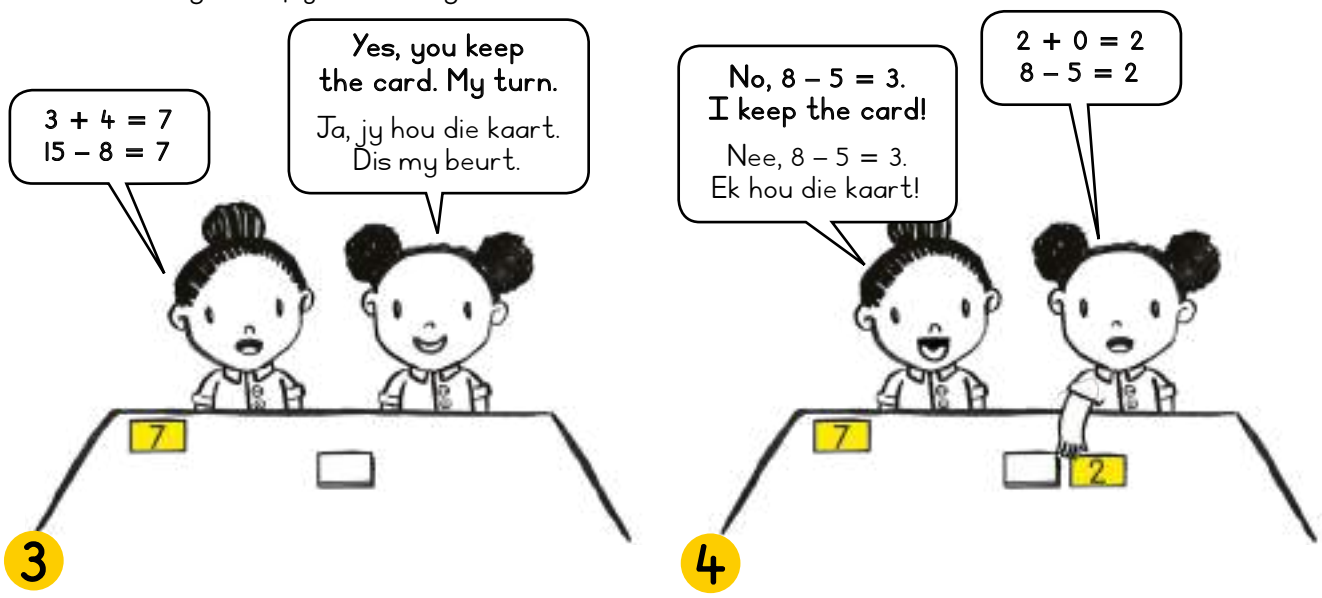
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

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

Play with your 0–10 number cards.
Speel met jou 0–10-getalkaarte.



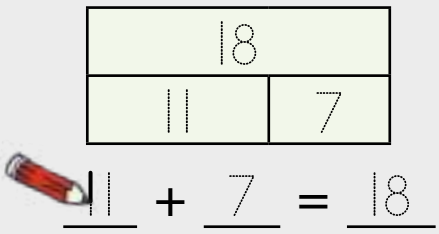
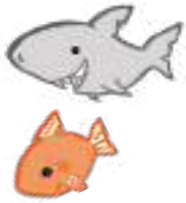
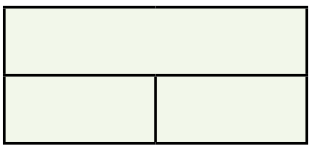
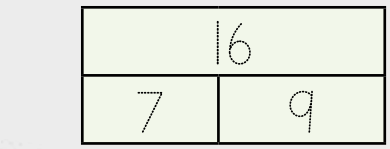
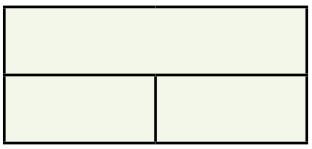
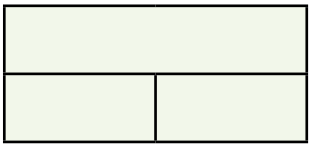
When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.
Sodra jy 'n kaart optel, maak een optellingsgetalsin en een aftrekkingsgetalsin waarvan die antwoord die getal op jou kaart gee.



Keep going until all the cards are used. The player who kept the most cards, wins.
Hou aan speel totdat al die kaarte gebruik is. Die speler wat die meeste kaarte het, is die wenner.

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

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

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

Consolidation
Vaslegging

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

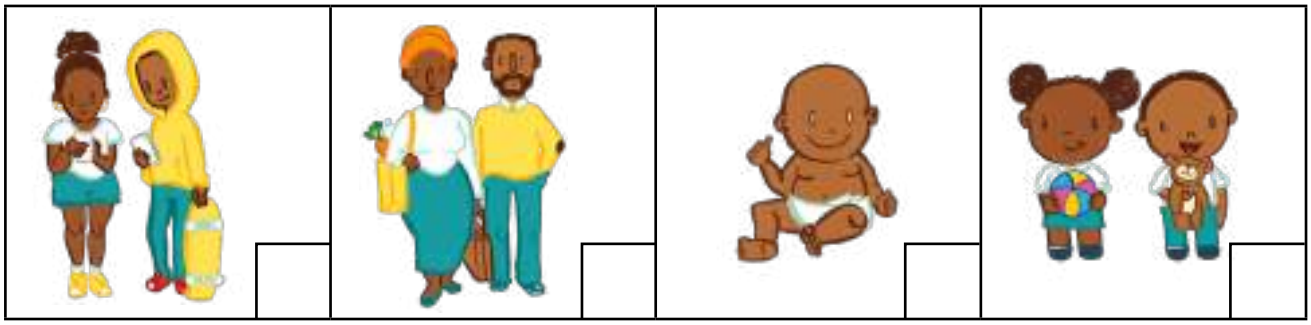
1 Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

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.

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

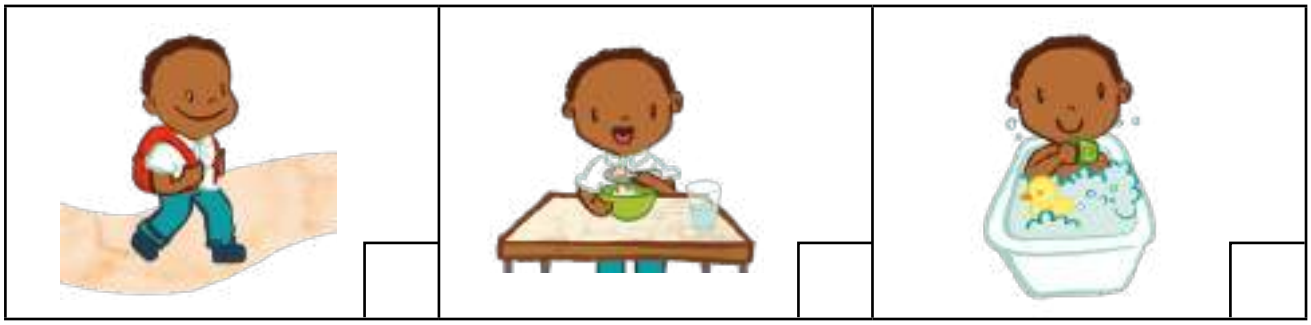
2 Write the numbers 1 to 4 in the blocks to show the order in which a person grows.

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



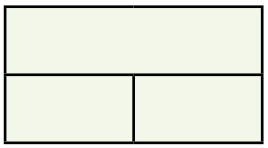
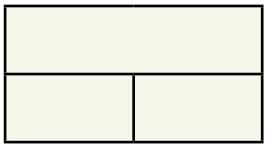
Tick to say which you would do fastest.

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



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

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

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

Symmetry
Simmetrie

MENTAL MATHS
HOOFREKENE

CONCEPT DEVELOPMENT
KONSEPONTWIKKELING

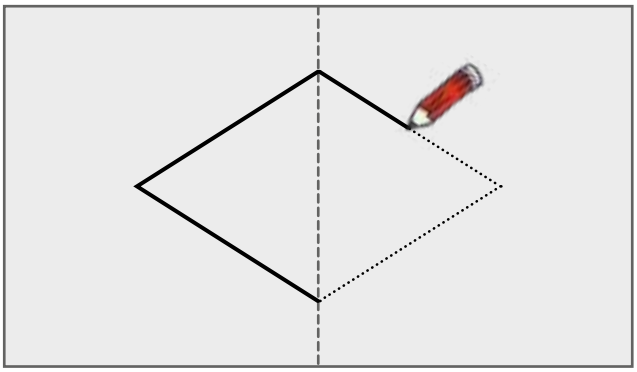
→ GROUP WORK
GROEPWERK

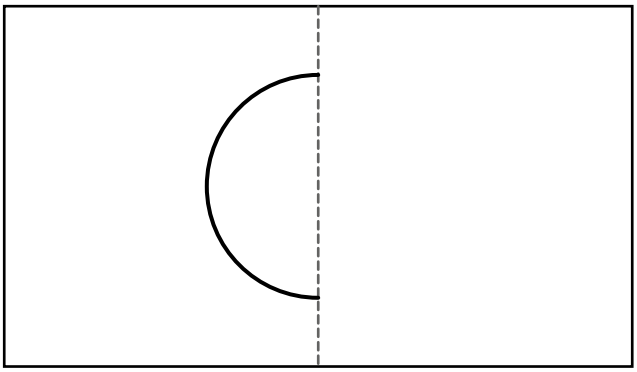
→ GAME
SPELETJIE

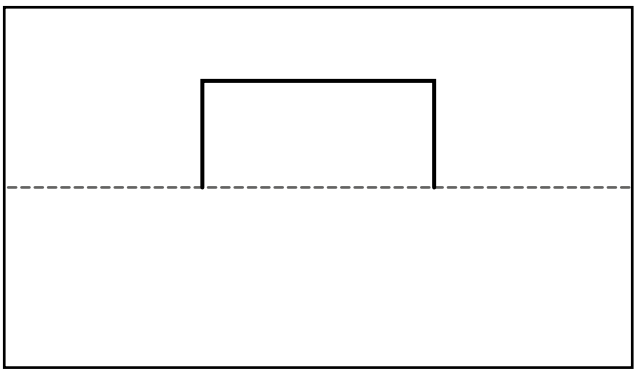
→ ACTIVITIES
AKTIWITEITE

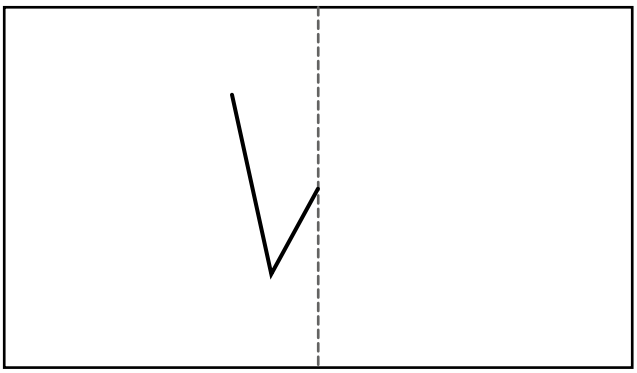
→ PROBLEM SOLVING
PROBLEEMOPLOSSING

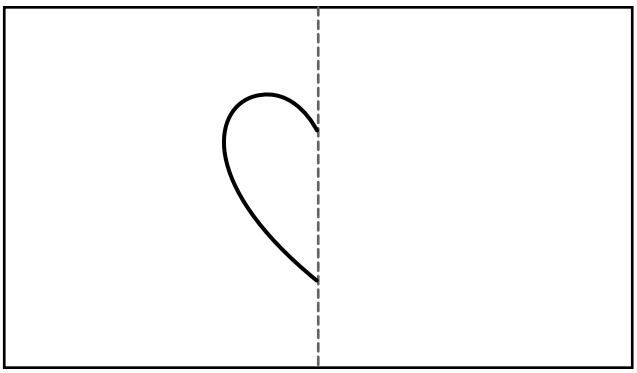
1 Draw the other half of these shapes.
Teken die ander helfte van hierdie vorms.

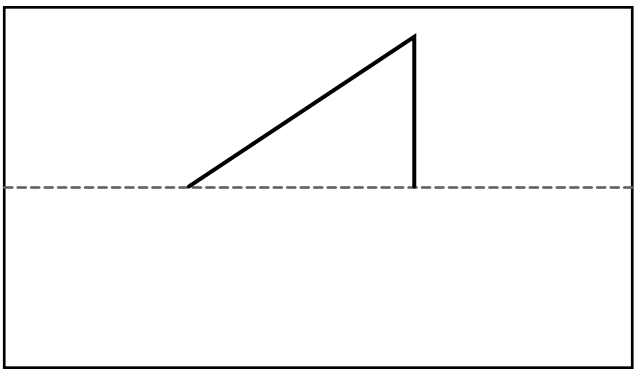


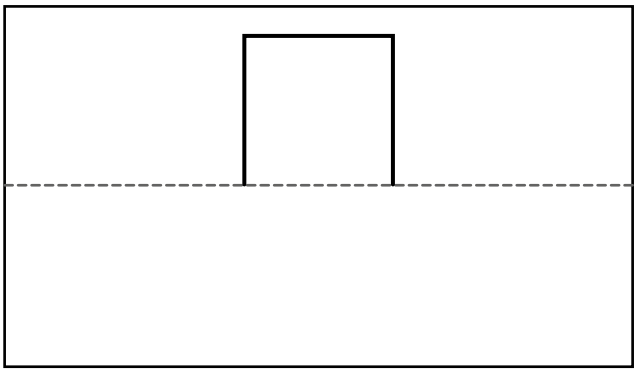


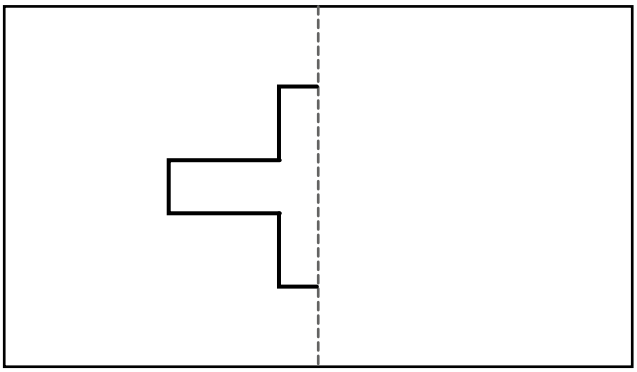






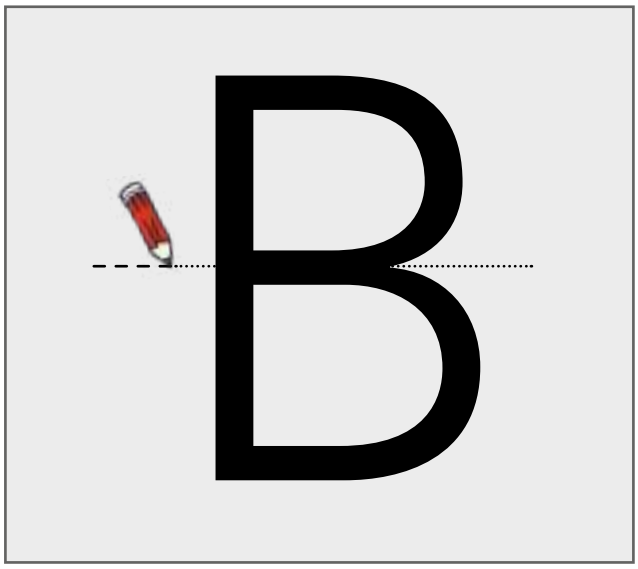


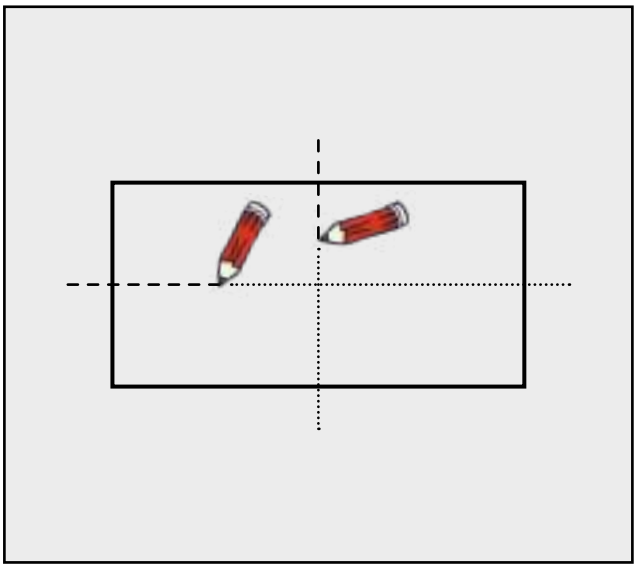


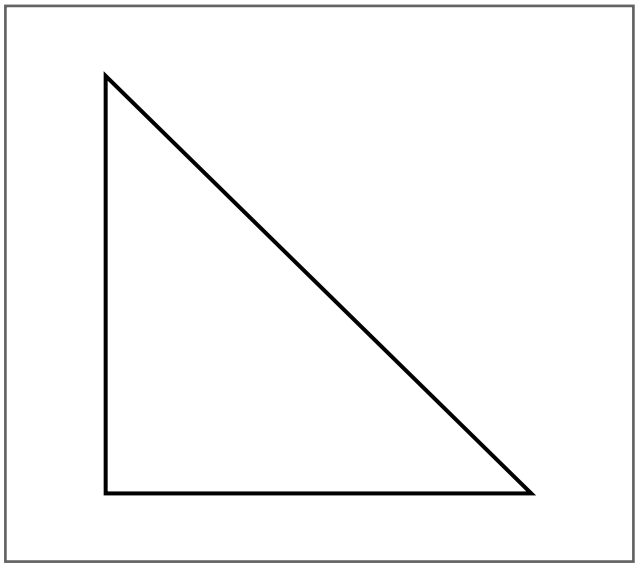


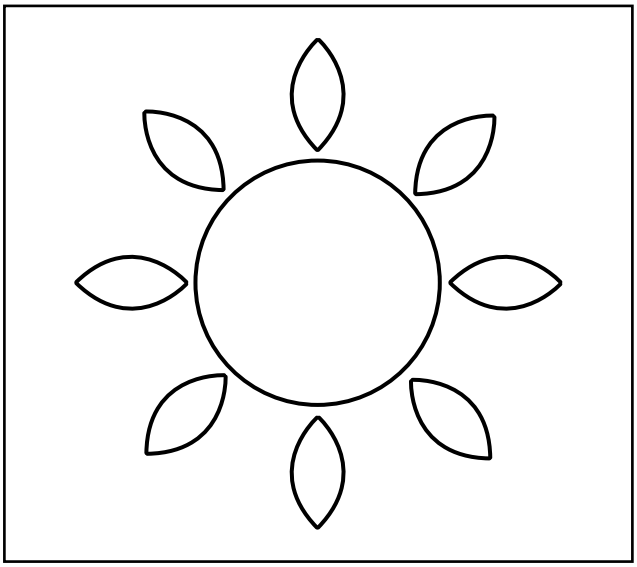
2 Draw the lines of symmetry.

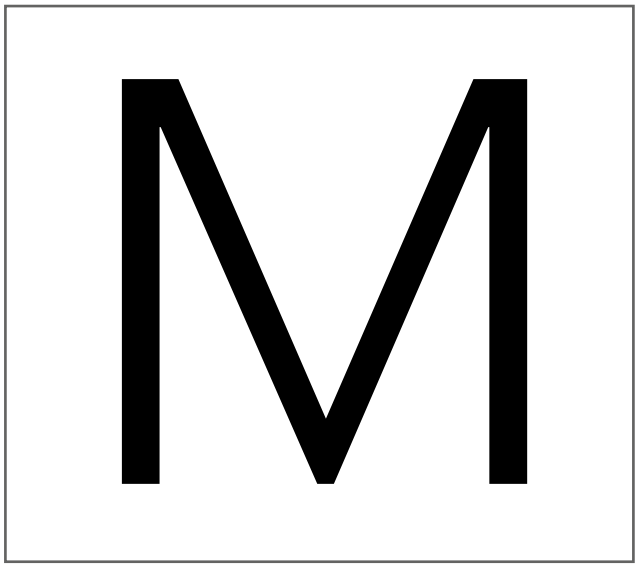
Trek die lyne van simmetrie.

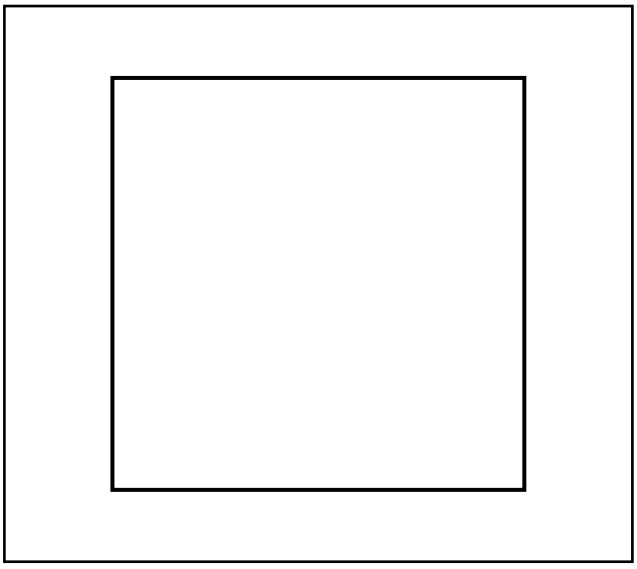








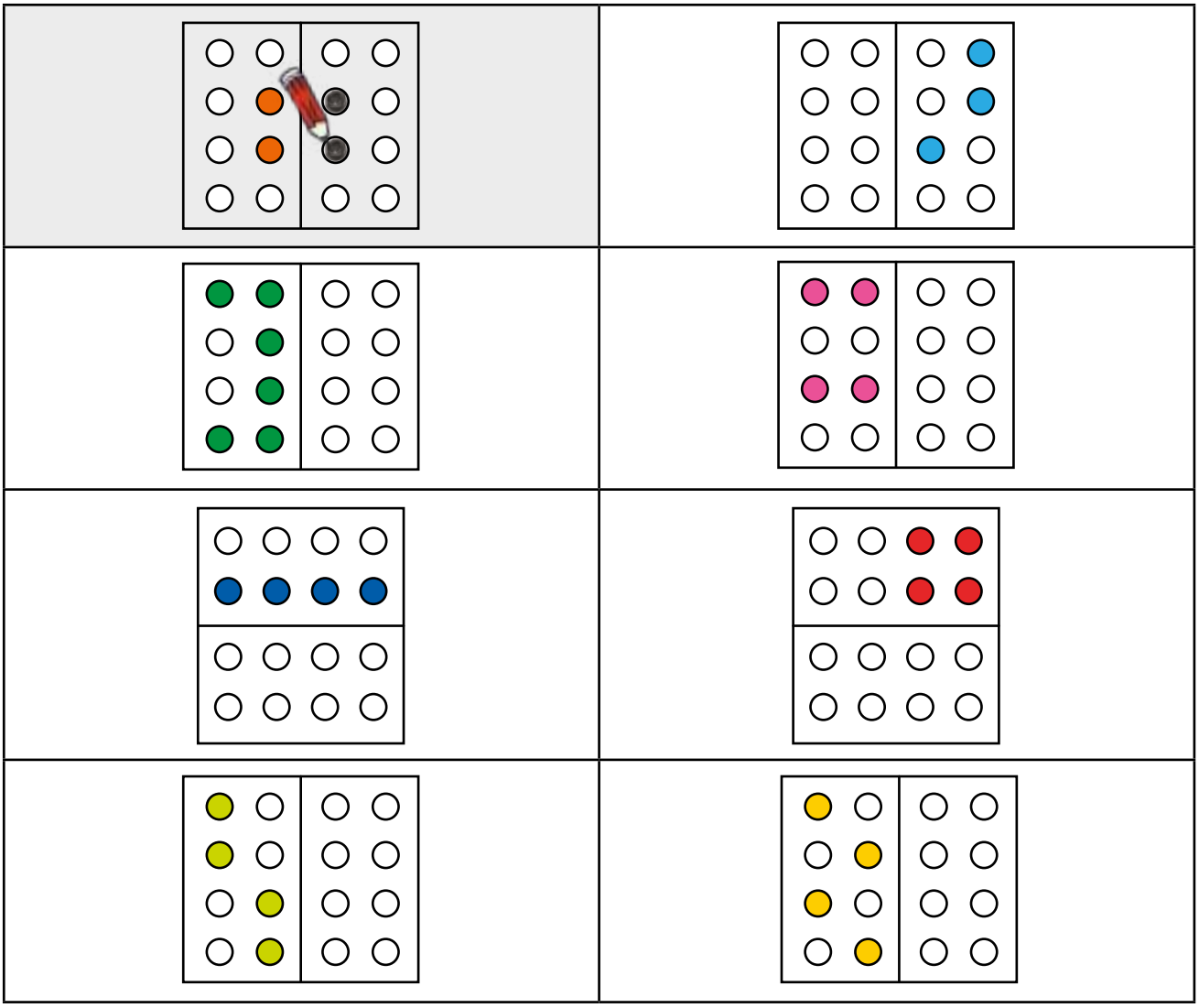




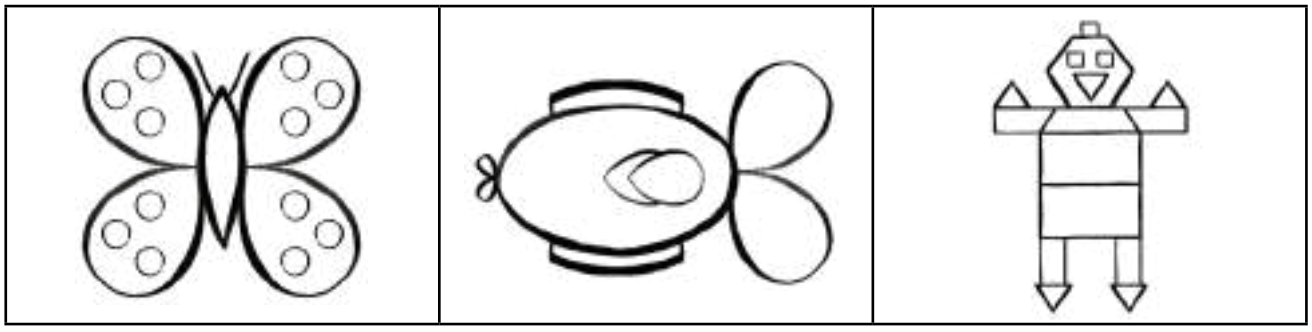
Symmetry
Simmetrie

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

1 Colour the dots in the other half to make the drawing symmetrical.
Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

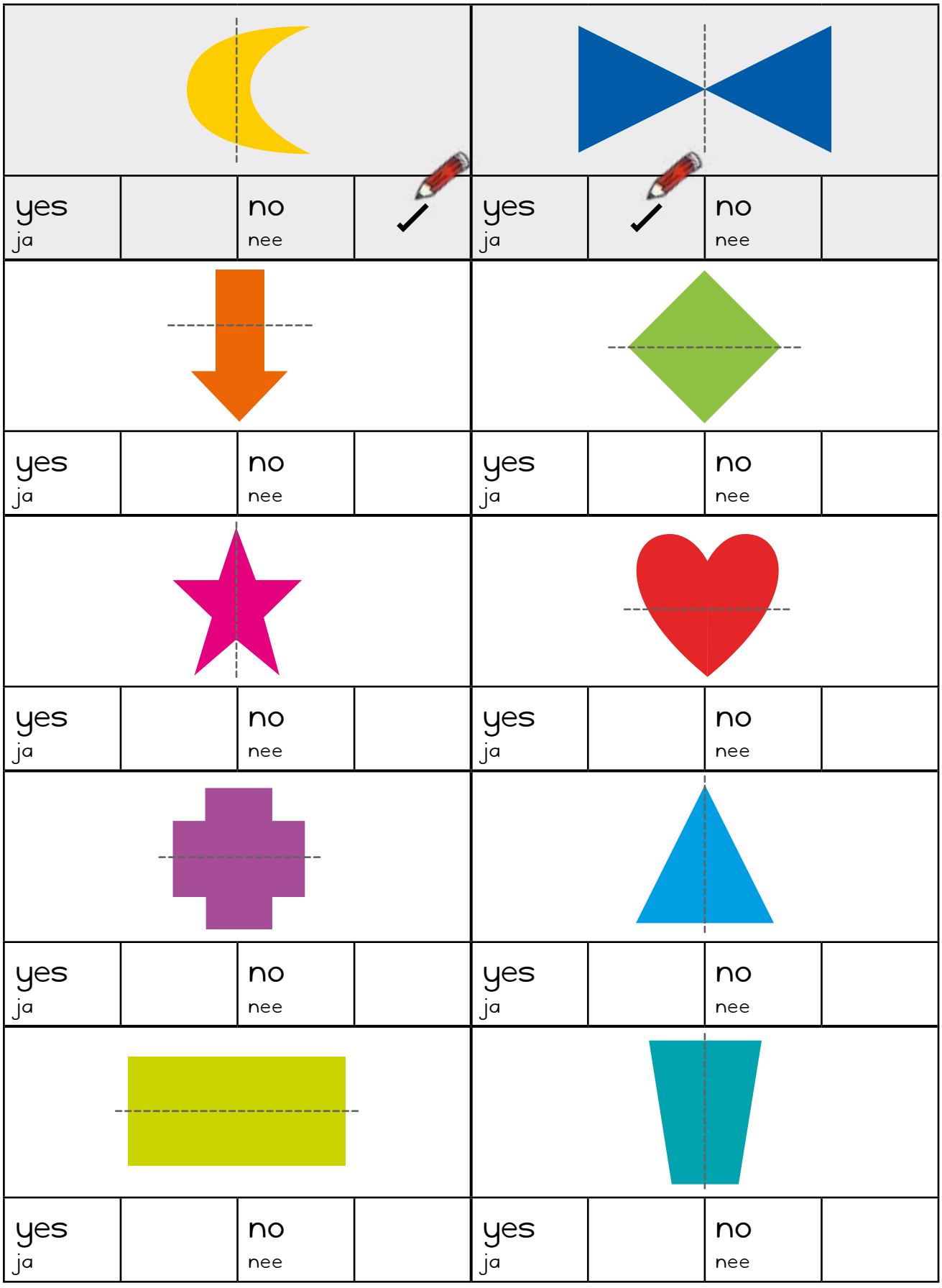


2 Draw a line of symmetry for each picture.
Trek 'n lyn van simmetrie vir elke prent.



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

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



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

Doubling and halving
Verdubbel en halveer

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

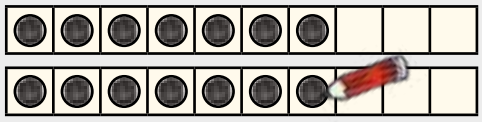
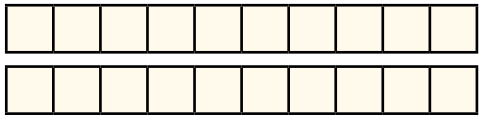
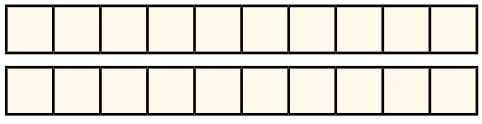
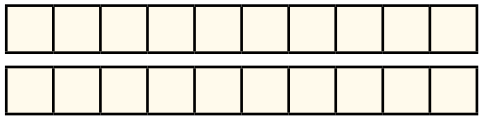
1 Add. Write the **doubles**.

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

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

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

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

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

3 Solve and colour.

Los op en kleur in.

Double 10 is 20.

10 verdubbel is 20.

Half of 4 is ____.

Die helfte van 4 is ____.

Double 5 is ____.

5 verdubbel is ____.

Double 7 is ____.

7 verdubbel is ____.

Half of 8 is ____.

Die helfte van 8 is ____.

Double 8 is ____.

8 verdubbel is ____.

Half of 12 is ____.

Die helfte van 12 is ____.

Double 6 is ____.

6 verdubbel is ____.

Half of 16 is ____.

Die helfte van 16 is ____.

Double 9 is ____.

9 verdubbel is ____.

Half of 6 is ____.

Die helfte van 6 is ____.

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

4 Complete the number tables to show double and half.

Voltooi die getaltabelle om dubbels en halwes te wys.

14	
7	

20	

18	

2	
1	1

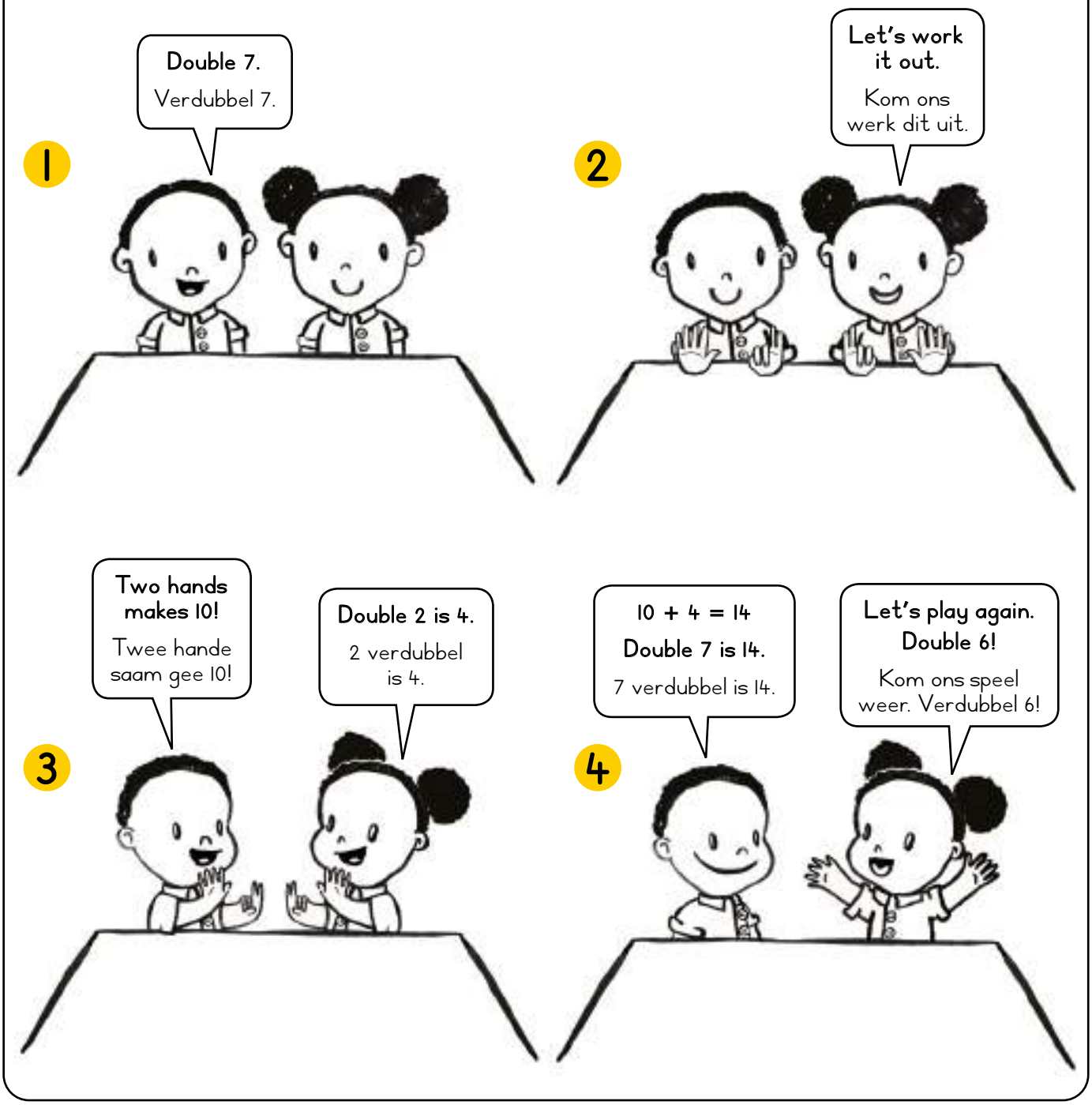
8	

6	

Doubling and halving
Verdubbel en halveer

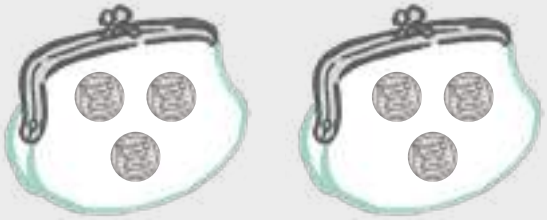
MENTAL MATHS / HOOFREKENE | CONCEPT DEVELOPMENT / KONSEPONTWIKKELING → GROUP WORK / GROEPWERK → GAME / SPELETJIE → ACTIVITIES / AKTIWITEITE → PROBLEM SOLVING / PROBLEEMOPLOSSING

Game: Doubling
Speletjie: Verdubbel

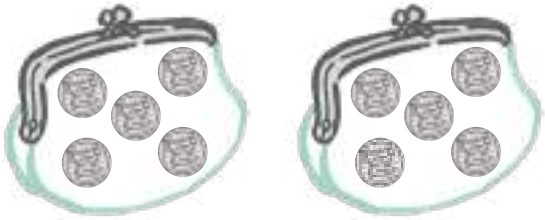


1 Double the money. How much altogether?

Verdubbel die geld. Hoeveel is daar altesaam?



R3 + R3 = R6



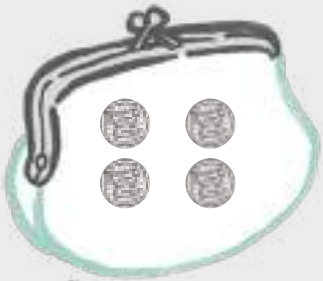
_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

2 Halve the money. What do you have?

Halveer die geld. Wat kry jy?



Half of R4 is R2.

Die helfte van R4 is R2.

Half of 20c is _____.

Die helfte van 20c is _____.

Half of R20 is _____.

Die helfte van R20 is _____.

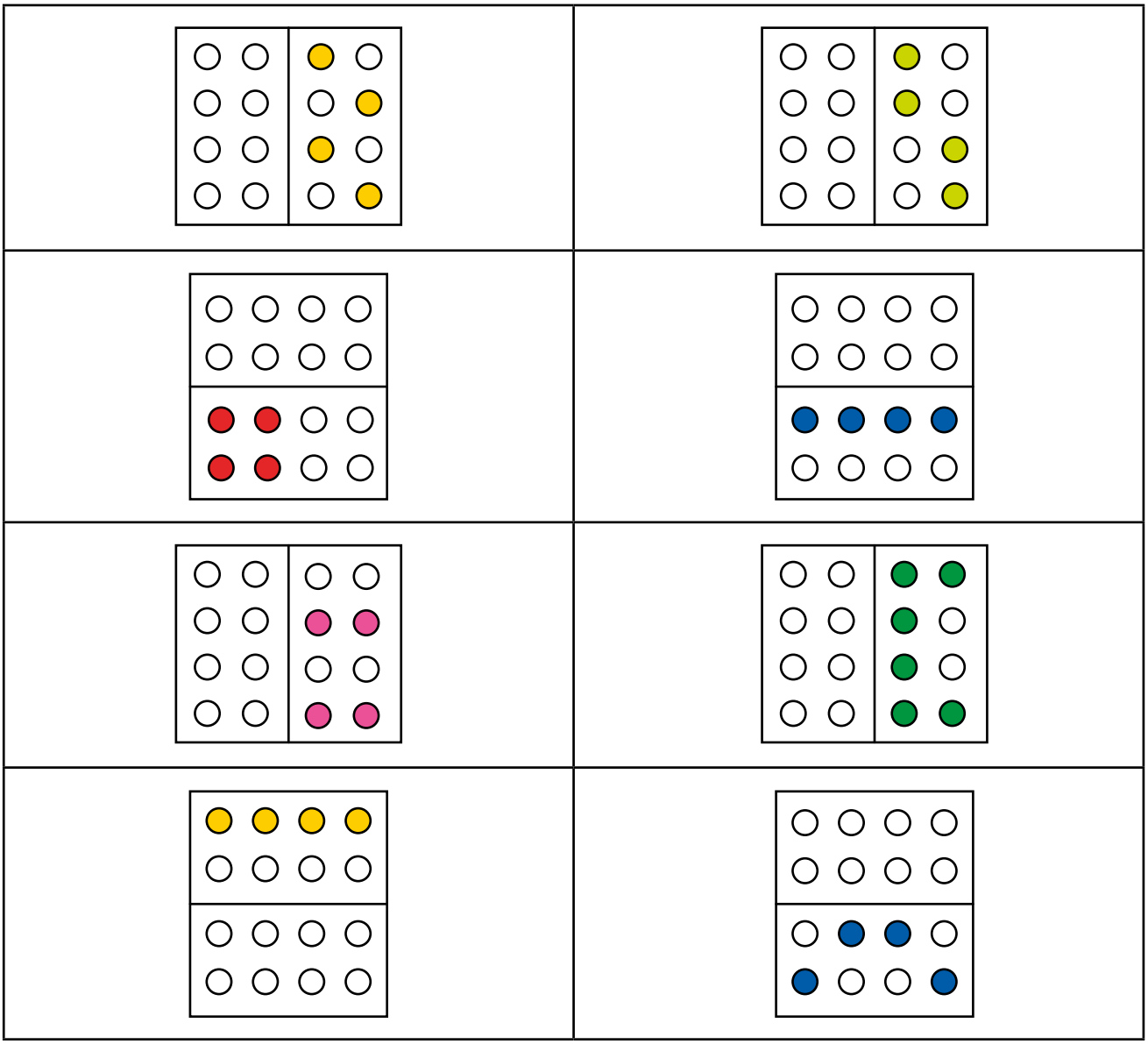
Half of R10 is _____.

Die helfte van R10 is _____.

Consolidation
Vaslegging

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

1 Colour the dots in the other half to make the drawing symmetrical.
Kleur die kolle in die ander helfte in om die tekening simmetries te maak.



2 Complete the number tables to show double and half.
Voltooi die getaltabelle om dubbels en halwes te wys.

14	

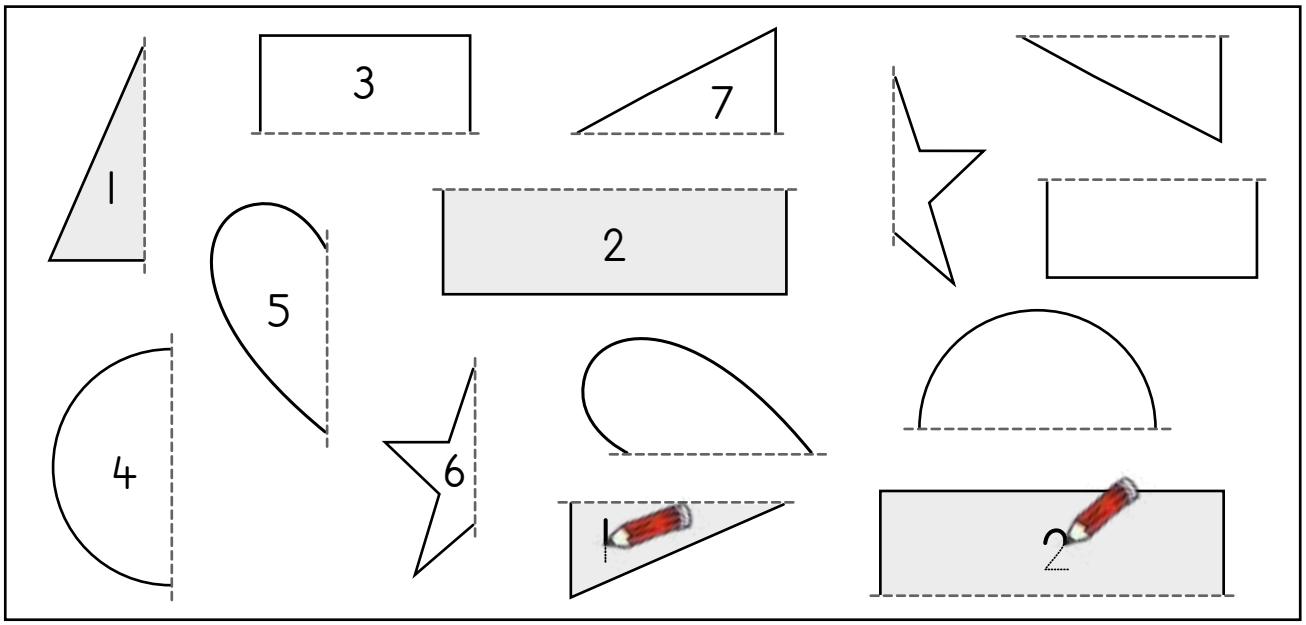
8	

3	3

5	5

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

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



4 Double the dots. Finish the number sentences.

Verdubbel die kolle. Voltooi die getalsinne.

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

5 Halve the dots. Finish the number sentences.

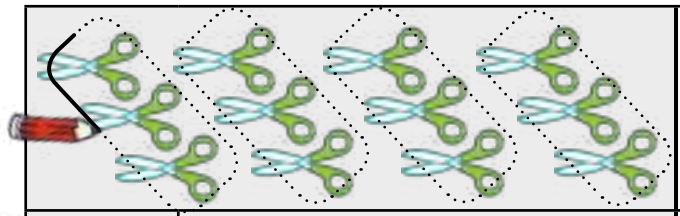
Halveer die kolle. Voltooi die getalsinne.

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

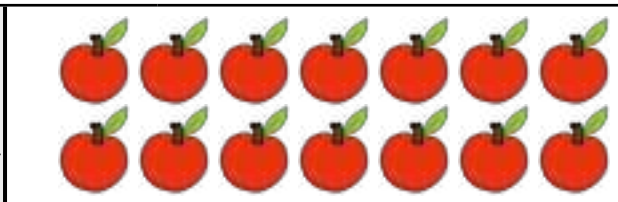
Grouping
Groepeer

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

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



groups of 3
groepe van 3



groups of 7
groepe van 7

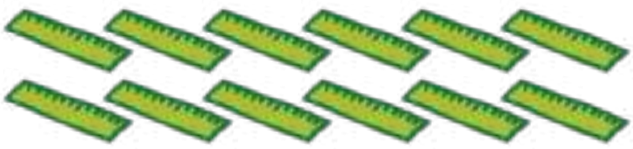
groups of 4
groepe van 4

groups of 2
groepe van 2

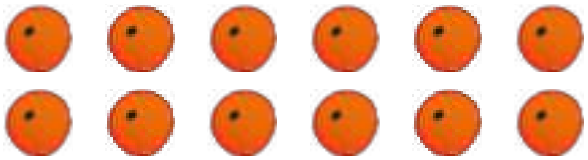
groups of 2
groepe van 2

groups of 5
groepe van 5

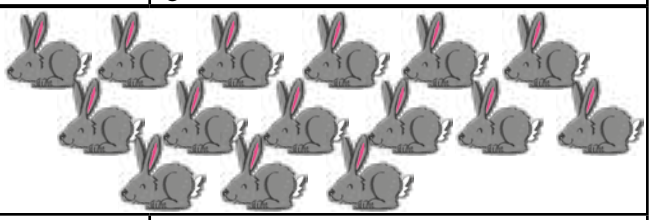
groups of 3
groepe van 3



groups of 4
groepe van 4



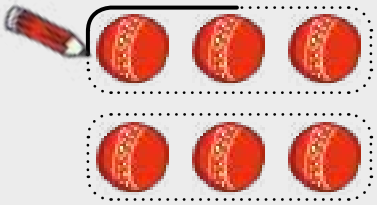
groups of 6
groepe van 6



groups of 5
groepe van 5

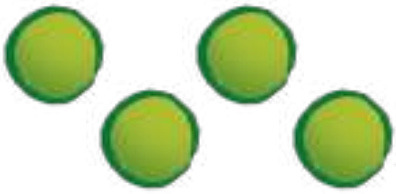
2 Circle to make groups. How many groups are there?

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



2 groups of 3
groepe van 3

groups of 2
groepe van 2



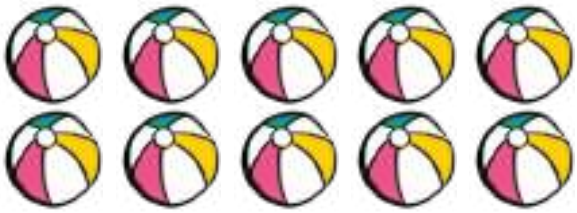
groups of 2
groepe van 2

groups of 2
groepe van 2

groups of 2
groepe van 2

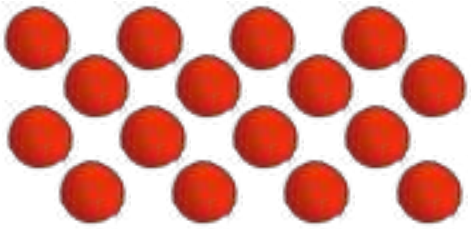
groups of 3
groepe van 3

groups of 2
groepe van 2



groups of 2
groepe van 2

groups of 3
groepe van 3



groups of 4
groepe van 4

Sharing
Verdeel

MENTAL MATHS
HOOFREKENE

CONCEPT DEVELOPMENT
KONSEPONTWIKKELING

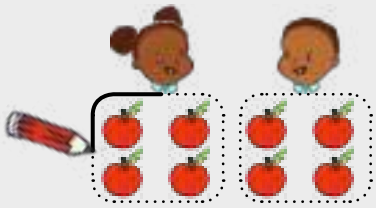
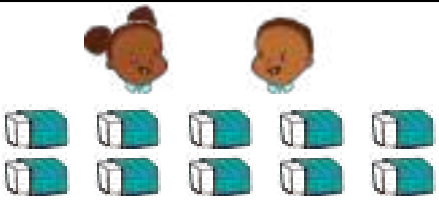
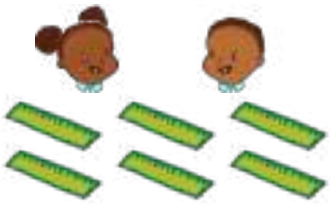
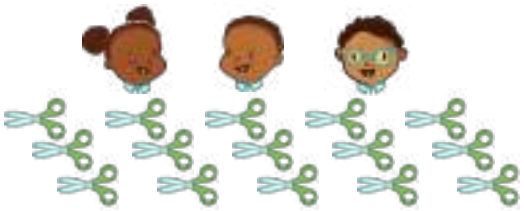
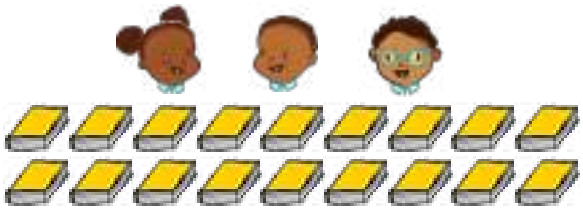
→ GROUP WORK
GROEPWERK

→ GAME
SPELETJIE

→ ACTIVITIES
AKTIWITEITE

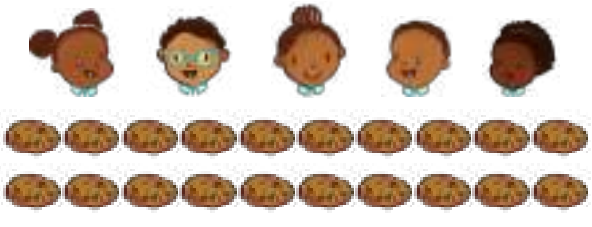
→ PROBLEM SOLVING
PROBLEEMOPLOSSING

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

Share. Verdeel.	Each child gets Elke kind kry
	
	
	
	
	

2 Share equally among the children.

Verdeel gelykop tussen die kinders.

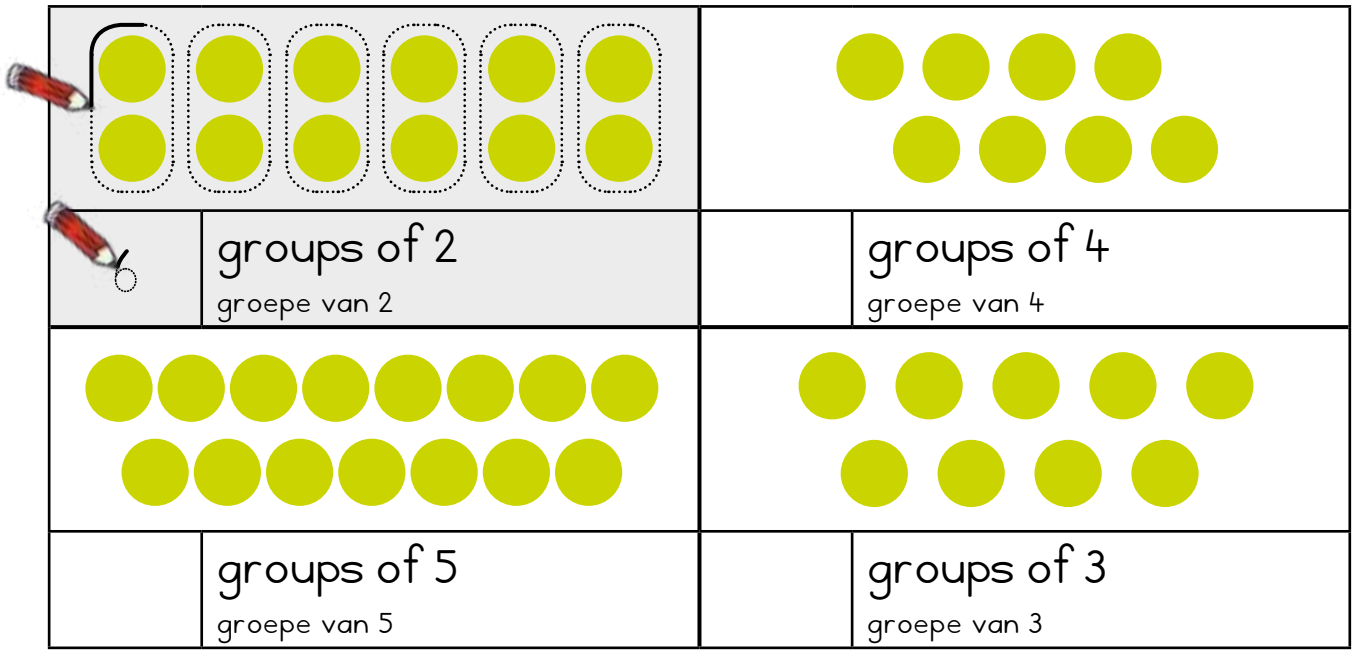
Share. Verdeel.	Each child gets Elke kind kry
	

Grouping and sharing
Groepeer en verdeel

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

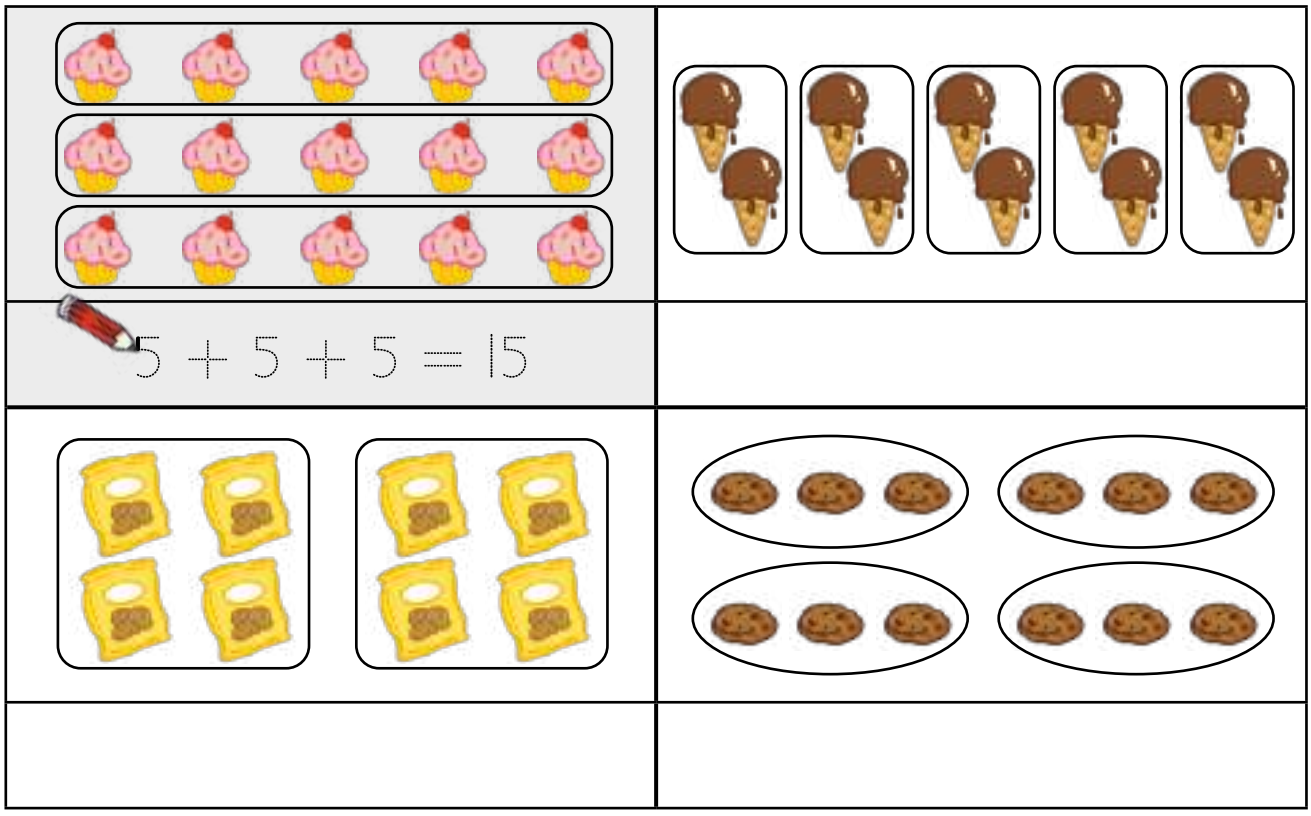
1 Circle to make groups. How many groups are there?

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



2 Write the number sentences.

Skryf die getalsinne.



3

Share the sweets among 5 friends.

Verdeel die lekkers tussen 5 maats.

Each friend will get 3 sweets.

Elke maat kry 3 lekkers.

Share the sweets among 3 friends.

Verdeel die lekkers tussen 3 maats.

Each friend will get ____ sweets.

Elke maat kry _____ lekkers.

Share the sweets among 3 friends.

Verdeel die lekkers tussen 3 maats.

Each friend will get ____ sweets.

Elke maat kry _____ lekkers.

Share the sweets among 4 friends.

Verdeel die lekkers tussen 4 maats.

Each friend will get ____ sweets.

Elke maat kry _____ lekkers.

4

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

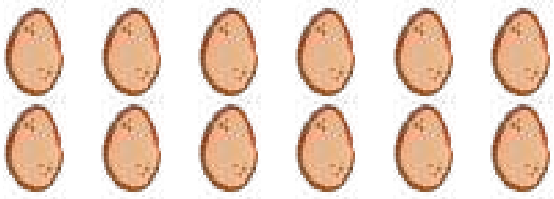
Jy het 10 koekies wat in bokse verpak moet word. Daar kom 5 koekies in elke boks. Hoeveel bokse het jy nodig?

I need 2 boxes.

Ek het bokse nodig.

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

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



I need ____ boxes.

Ek het _____ bokse nodig.

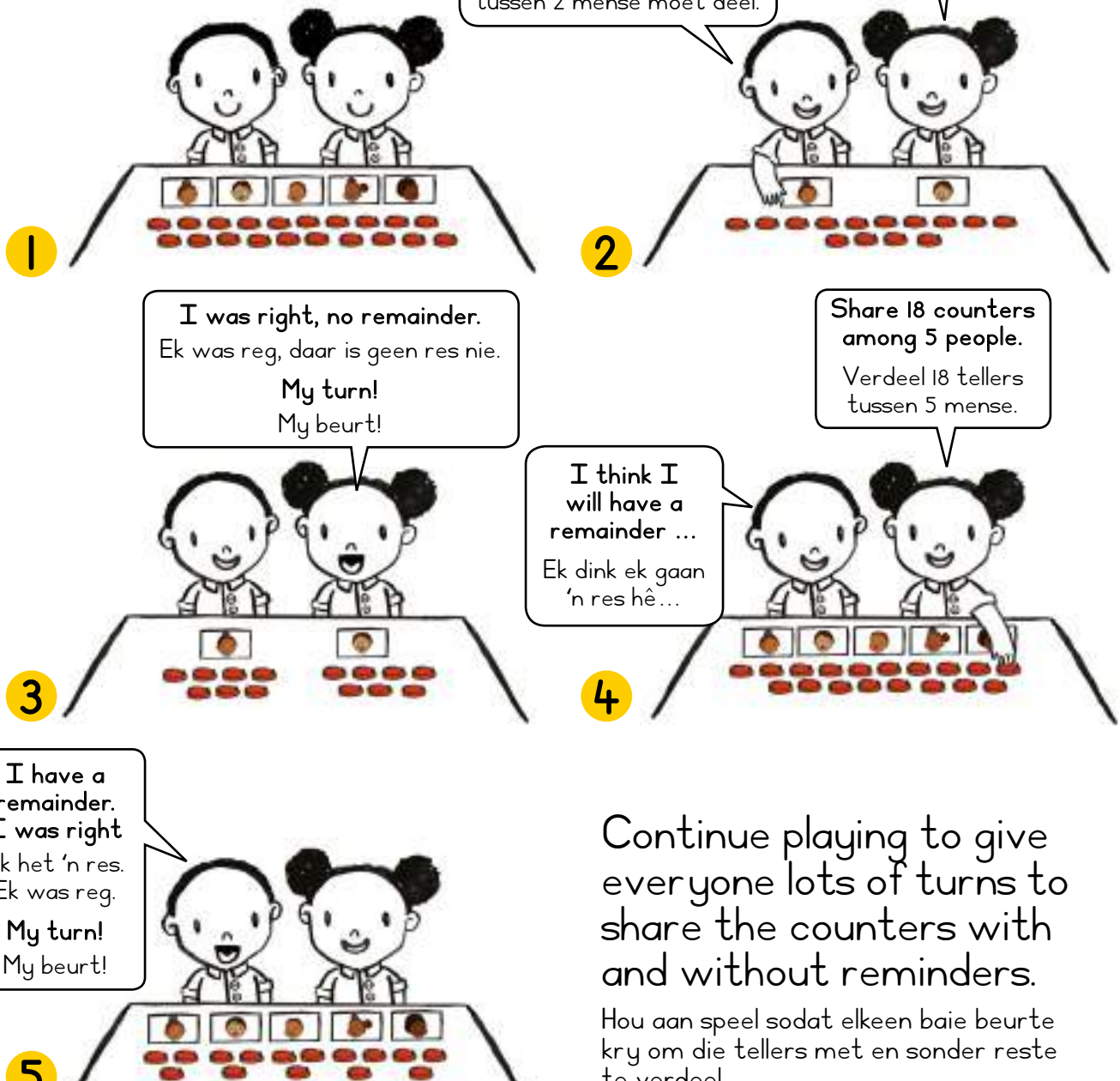
Grouping and sharing with remainders
Groepeer en verdeel met reste

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

Game: Fair share
Speletjie: Verdeel regverdig

Start the game with 20 counters.

Begin die speletjie met 20 tellers.

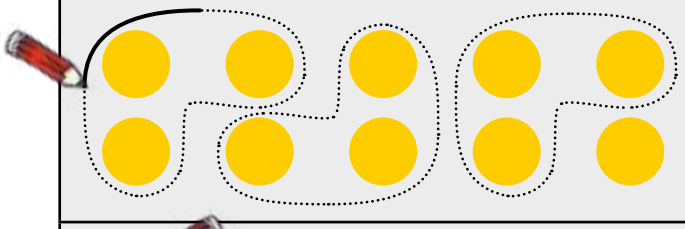


Continue playing to give everyone lots of turns to share the counters with and without reminders.

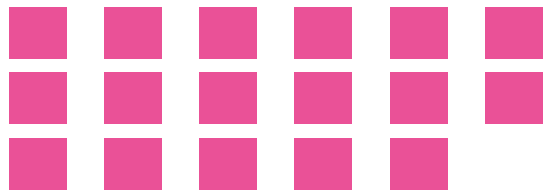
Hou aan speel sodat elkeen baie beurte kry om die tellers met en sonder reste te verdeel.

1 Circle to make groups. How many groups are there?

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



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



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

2 Share the sweets equally.

Verdeel die lekkers gelykop.

Each friend gets Elke maat kry	4	sweets. lekkers.	Each friend gets Elke maat kry		sweets. lekkers.
There will be Daar bly	1	left over oor	There will be Daar bly		left over oor

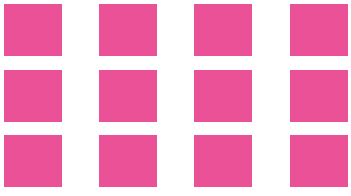
Consolidation
Vaslegging

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

1

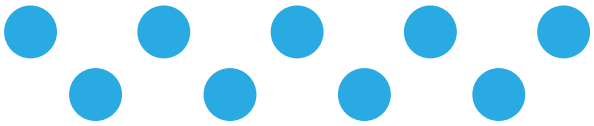
You have 11 lollipops that you share with your friend. How many lollipops will you each get? Jy het 11 suigstokkies wat jy met jou maat deel. Hoeveel suigstokkies kry elkeen van julle?			You have 15 books to put into boxes. 4 books go in each box. How many boxes will you need? Jy het 15 boeke wat jy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

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

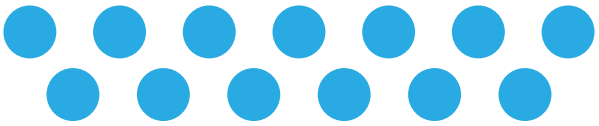
	groups of 4 groepe van 4		groups of 2 groepe van 2
			
	groups of 6 groepe van 6		groups of 3 groepe van 3

3 Circle to make groups. How many groups are there?

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



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

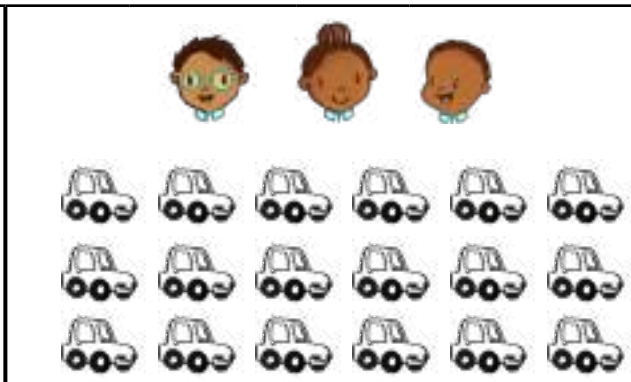


	groups of 5 groepe van 5
	left over. bly oor.

4 Share the cars equally.

Verdeel die karretjies gelykop.

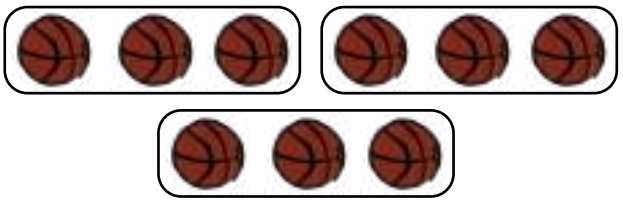
Each child gets Elke kind kry		cars. karretjies.
	left over. bly oor.	



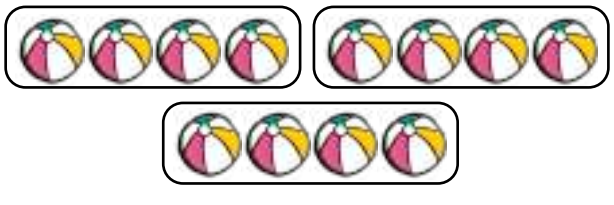
Each child gets Elke kind kry		cars. karretjies.
	left over. bly oor.	

5 Write the number sentences.

Skryf die getalsinne.



____ + ____ + ____ = ____



____ + ____ + ____ = ____

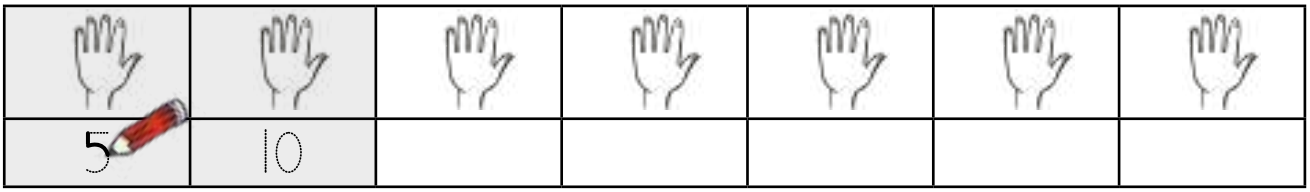
Repeated addition
Herhaalde optelling

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

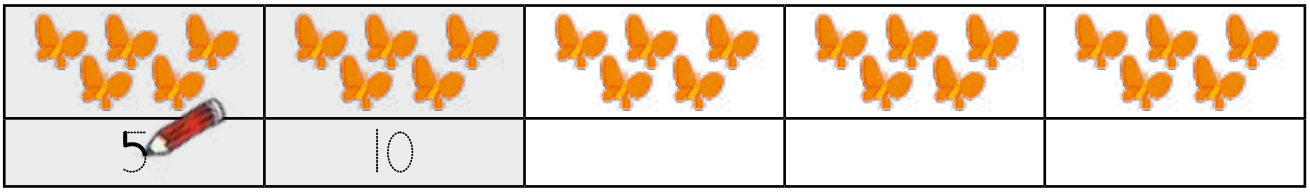
1 Count the eyes. Count in 2s.
Tel die oë. Tel in 2's.

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

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



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



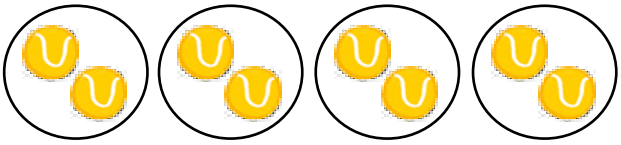
2 Draw circles around the 5s to work out how many shapes.
Trek sirkels rondom die 5'e om die aantal vorms uit te werk.

1 group of 5 1 groep van 5	2 groups of 5 2 groepe van 5	3 groups of 5 3 groepe van 5
5		

3 Write number sentences and solve the problems.

Skryf die getalsinne en los die probleme op.

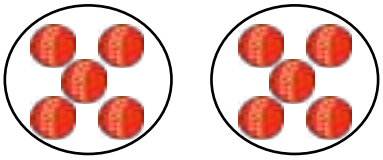
2 + 2 + 2 = 6



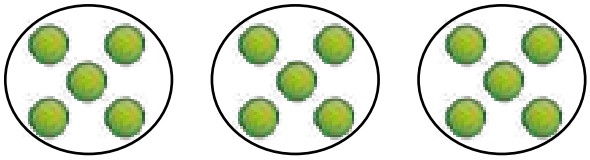
___ + ___ + ___ + ___ = ___

___ + ___ = ___

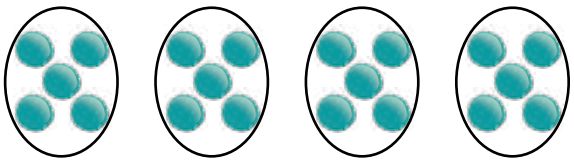
___ + ___ + ___ = ___



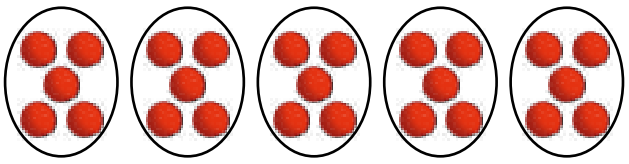
___ + ___ = ___



___ + ___ + ___ = ___



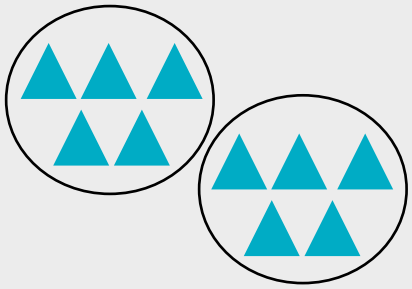
___ + ___ + ___ + ___ = ___



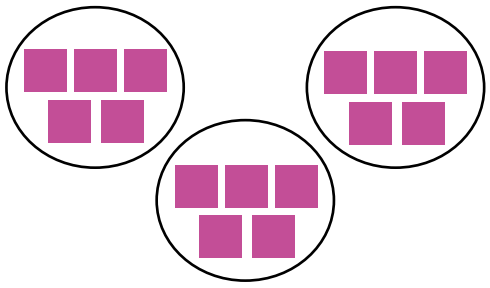
___+___+___+___+___=___

4 Write number sentences for these shapes.

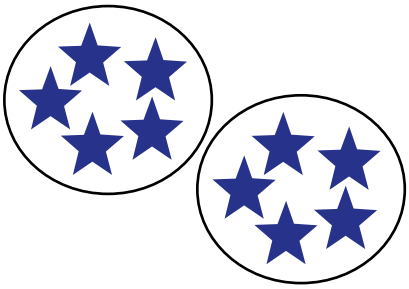
Skryf die getalsinne vir hierdie vorms.



5 + 5 = 10



___ + ___ + ___ = ___



___ + ___ = ___

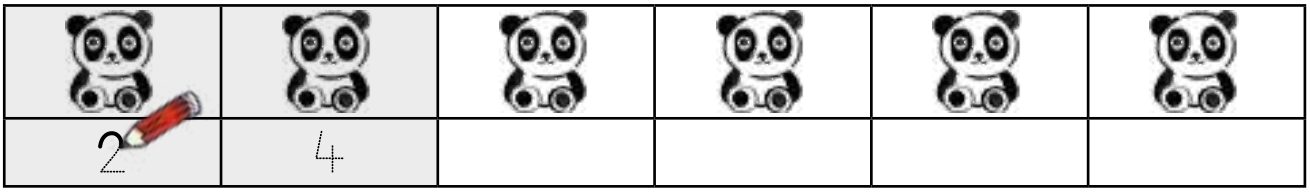
DAY 2 • DAG 2

Repeated addition
Herhaalde optelling

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

1 Count the ears.

Tel die ore.

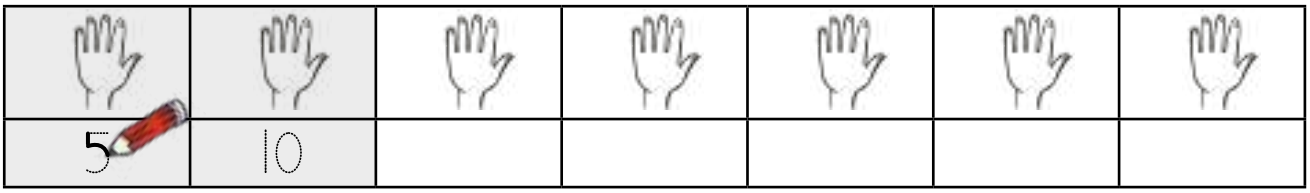


Count the coins. Count in 2s.

Tel die muntstukke. Tel in 2's.

Count the fingers.

Tel die vingers.

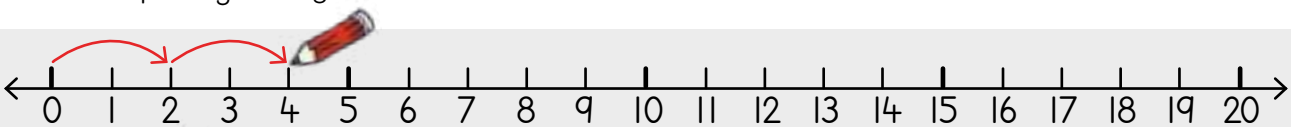


Count the coins. Count in 5s.

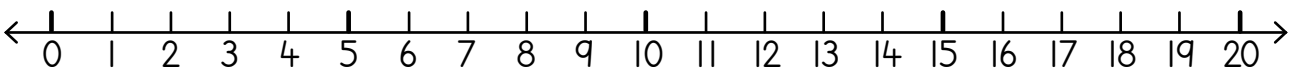
Tel die muntstukke. Tel in 5'e.

2 Count in 2s on the number line.

Tel in 2's op die getallelyn.



2 + 2 = 4



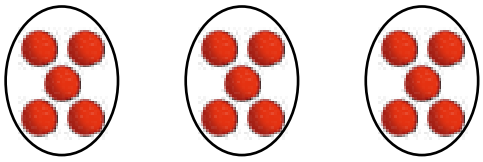
2 + 2 + 2 = ____

3 Write the number sentences and solve the problems.

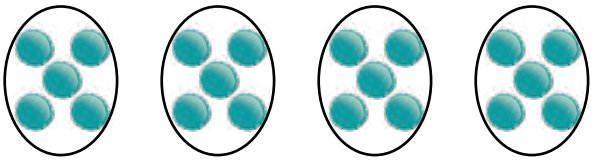
Skryf die getalsinne en los die probleme op.

2 + 2 + 2 + 2 = 8

___ + ___ + ___ + ___ + ___ = ___



___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

4 Solve the word problems.

Los die woordprobleme op.

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

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

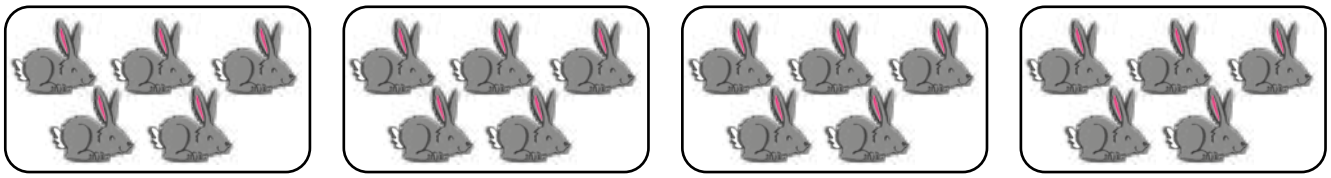
Write the number sentence.

Skryf die getalsin.

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

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

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



Write the number sentence.

Skryf die getalsin.

___ + ___ + ___ + ___ = ___

Doubling and halving
Verdubbeling en halvering

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

1 Double the marbles.

Verdubbel die albasters.

Double 3 is 6.

3 **verdubbel** is 6.

Double 1 is _____.

1 **verdubbel** is _____.

Double 4 is _____.

4 **verdubbel is** _____.

Double 2 is _____.

2 **verdubbel** is _____.

Double 6 is _____.

6 **verdubbel** is _____.

Double 5 is _____.

5 **verdubbel** is _____.

2 Share the marbles equally between two friends.

Verdeel die albasters gelykop tussen twee maats.

Half of 8 is 4.

Die **helfte** van 8 is 4.

Half of 6 is _____.

Die **helfte** van 6 is _____.

Half of 2 is _____.

Die **helfte** van 2 is _____.

Half of 10 is _____.

Die **helfte** van 10 is _____.

Half of 4 is _____.

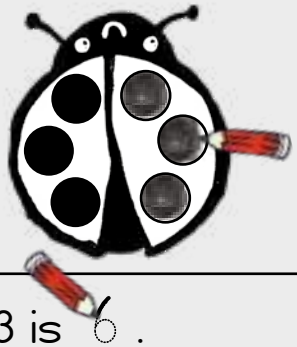
Die **helfte** van 4 is _____.

Half of 12 is _____.

Die **helfte** van 12 is _____.

3 Double the dots.

Verdubbel die kolletjies.



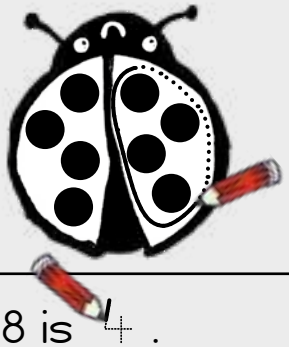
Double 3 is 6.

3 **verdubbel** is 6.

3 + 3 = 6

Halve the dots.

Halveer die kolletjies.

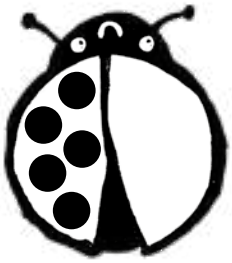


Half of 8 is 4.

Die **helfte** van 8 is 4.

Double the dots.

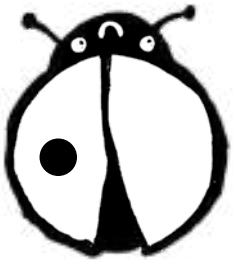
Verdubbel die kolletjies.



Double 5 is ____.

5 **verdubbel** is ____.

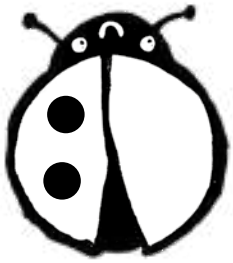
5 + 5 = ____



Double 1 is ____.

1 **verdubbel** is ____.

1 + 1 = ____



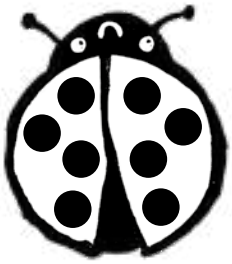
Double 2 is ____.

2 **verdubbel** is ____.

2 + 2 = ____

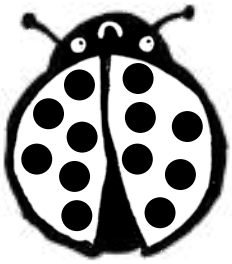
Halve the dots.

Halveer die kolletjies.



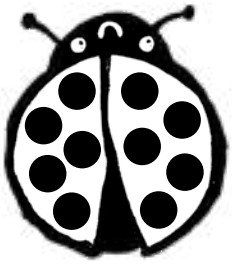
Half of 8 is ____.

Die **helfte** van 8 is ____.



Half of 12 is ____.

Die **helfte** van 12 is ____.



Half of 10 is ____.

Die **helfte** van 10 is ____.

DAY 4 • DAG 4

Doubling and halving
Verdubbeling en halvering

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

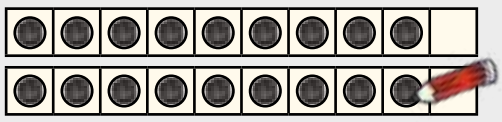
1 Add. Write the **doubles**.

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

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

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

Teken 2 rye kolletjies. Bereken die **helfte**.

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

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

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

6	
3	3

8	

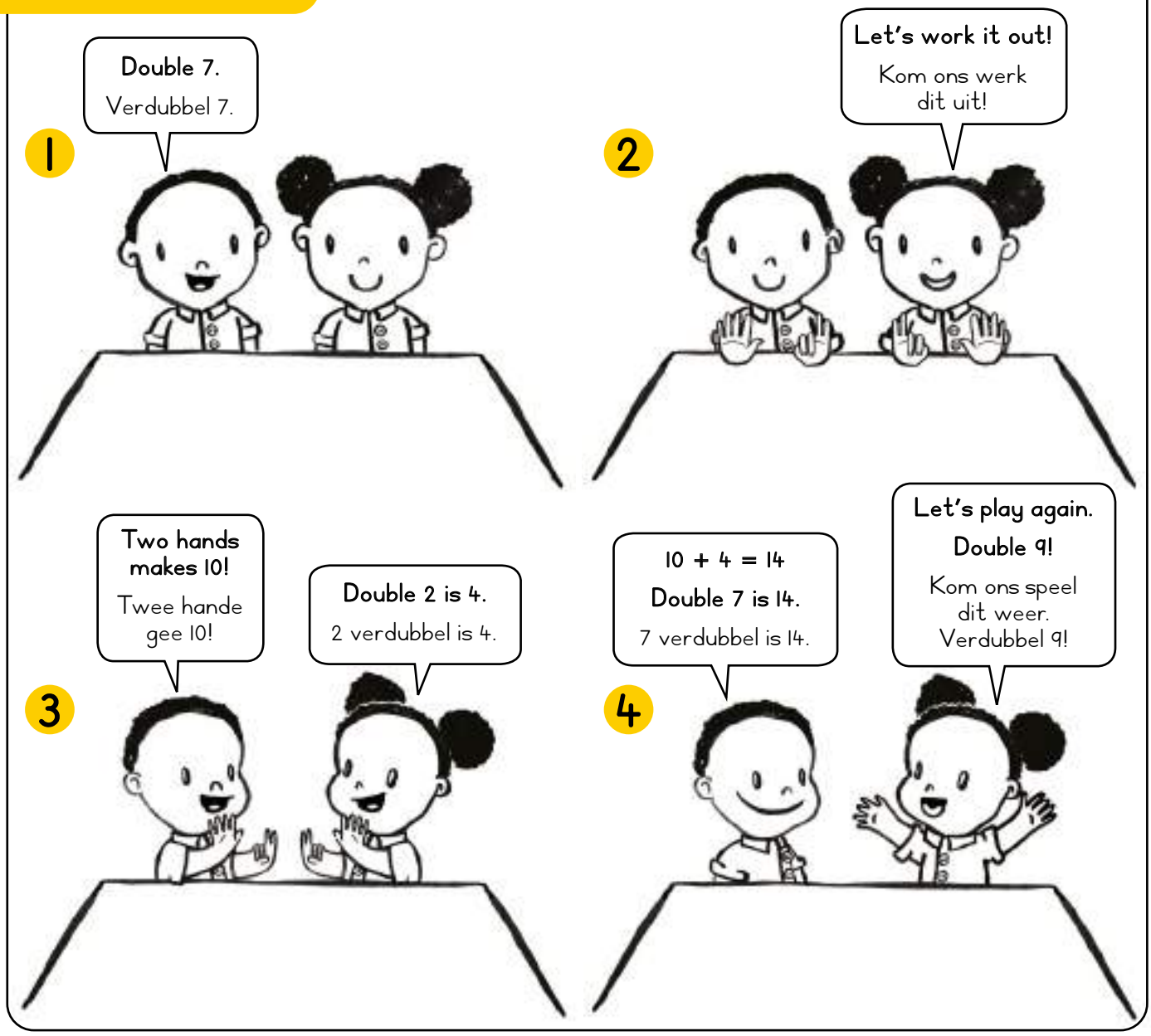
14	

10	
5	5

6	

9	

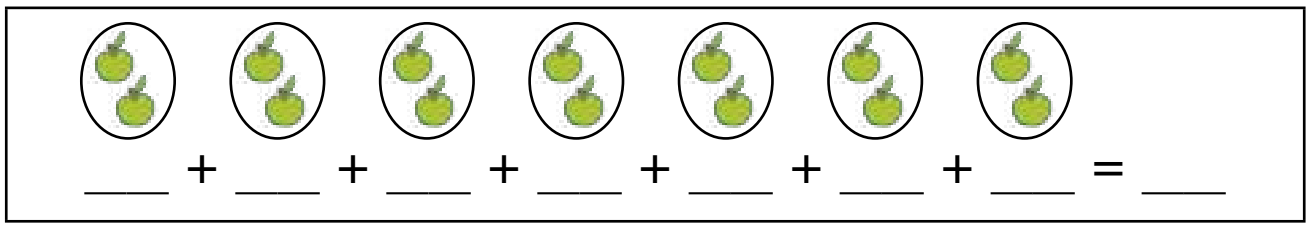
Game: Doubling
Speletjie: Verdubbel



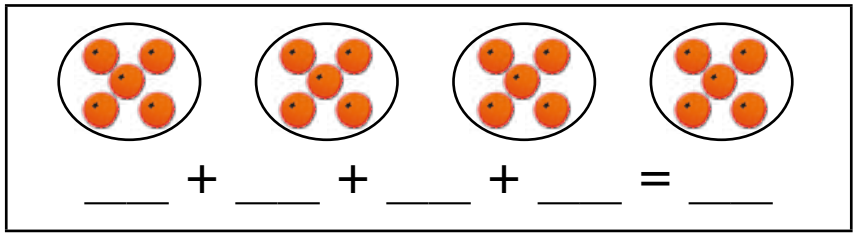
Consolidation
Vaslegging

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

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



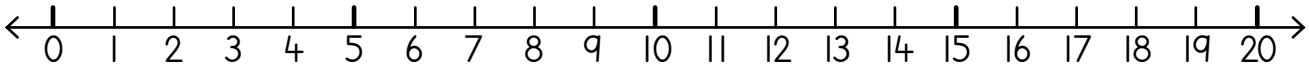
____ + ____ + ____ + ____ + ____ + ____ + ____ = ____



____ + ____ + ____ + ____ = ____

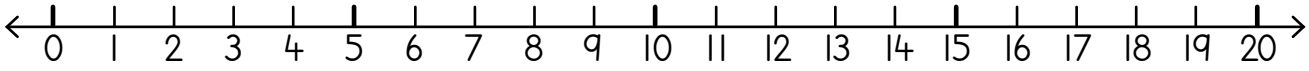
2 Count in 2s on the number line.
Tel in 2's op die getallelyn.

2 + 2 + 2 + 2 = ____



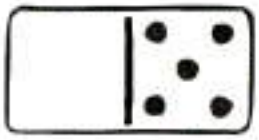
Count in 5s on the number line.
Tel in 5'e op die getallelyn.

5 + 5 + 5 = ____



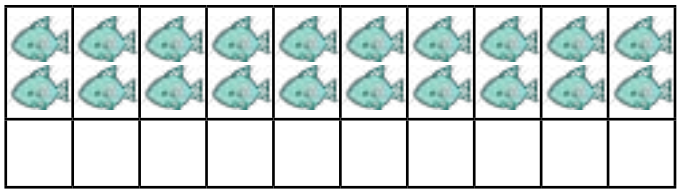
3 Double the dots.
Verdubbel die kolletjies.

Halve the dots.
Halveer die kolletjies.

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

4 Count the fish. Count in 2s.

Tel die visse. Tel in 2's.

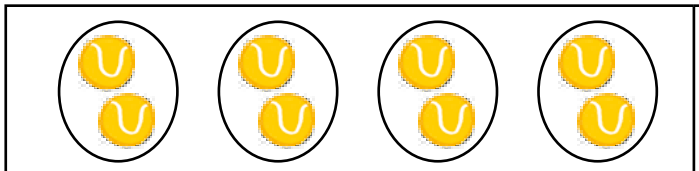


Count the coins. Count in 5s.

Tel die muntstukke. Tel in 5'e.

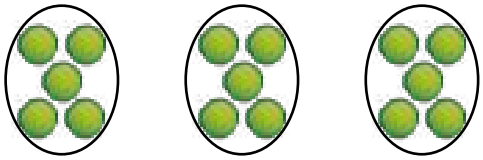
5 Write the number sentences and solve the problems.

Skryf die getalsinne en los die probleme op.

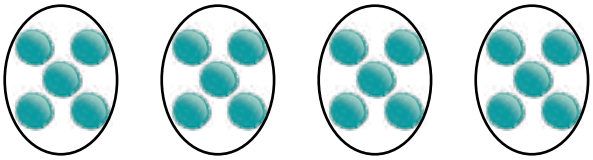


___ + ___ + ___ + ___ = ___

___ + ___ + ___ + ___ + ___ = ___



___ + ___ + ___ = ___



___ + ___ + ___ + ___ = ___

6

Double 7 is ____. 7 **verdubbel** is ____.	Double 4 is ____. 4 **verdubbel** is ____.	Double 9 is ____. 9 **verdubbel** is ____.
7 + 7 = ____	4 + 4 = ____	9 + 9 = ____
Half of 10 is ____. Die **helfte** van 10 is ____.	Half of 16 is ____. Die **helfte** van 16 is ____.	Half of 14 is ____. Die **helfte** van 14 is ____.

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

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