

ENGLISH MATHEMATICS _2021 WEEKLY TEACHING PLAN _ GRADE 4

TERM 1	Week 1 3 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 4 days	Week 10 3 days
Hours per week	3 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs	3 hrs.
Hours per topic	3 hrs.	12 hrs.		9 hrs.		2 hrs.	18 hrs.		5 hrs	3 hrs.
Topics, concepts and skills	REVISION	<p>WHOLE NUMBERS:</p> <p>Number range for counting, ordering, comparing and representing, and place value of digits</p> <ul style="list-style-type: none"> Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000 Order, compare and represent numbers to at least 4-digit numbers Represent odd and even numbers to at least 1 000. Recognize the place value of digits in whole numbers to at least 4-digit numbers Round off to the nearest 10, 100 and 1 000. 	<p>NUMBER SENTENCES</p> <ul style="list-style-type: none"> Write number sentences to describe problem situations Solve and complete number sentences by <ul style="list-style-type: none"> inspection trial and improvement Check solution by substitution <p>Properties of whole numbers</p> <ul style="list-style-type: none"> Recognize and use the commutative; associative and distributive properties of operations with whole numbers. 0 in terms of its additive property 	<p>FORMAL ASSESSMENT TASK ASSIGNMENT</p> <ul style="list-style-type: none"> Whole number Number sentence 	<p>WHOLE NUMBERS:</p> <p>Number range for calculations</p> <ul style="list-style-type: none"> Addition and subtraction of whole of at least 4 digits <p>Calculation techniques</p> <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations with whole numbers including; <ul style="list-style-type: none"> estimation building up and breaking down numbers rounding off and compensating using a number line using addition and subtraction as inverse operations. <p>Properties of whole numbers</p> <ul style="list-style-type: none"> Recognize and use the commutative and associative properties of whole numbers 0 in terms of its additive property <p>Solving problems</p> <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including <ul style="list-style-type: none"> financial contexts measurement contexts 	REVISION	<p>FORMAL ASSESSMENT TASK Test</p> <p>All topics</p>			
Prerequisite skill or pre-knowledge		<ul style="list-style-type: none"> Counting ordering, comparing, and representing place value of 3-digit numbers up to 800 Recognize the place value of digits in whole numbers to at least 3-digit numbers up to 800. Round off to the nearest 10 	<ul style="list-style-type: none"> Multiply 2, 3, 4, 5, 10 to at least 100 Divide numbers to 100 by 2, 3, 4, 5,10 Use appropriate symbols (+, -, ×, ÷, =, □) 		<ul style="list-style-type: none"> Counting ordering, comparing, and representing place value of 3-digit numbers up to 800. Add up to 800 Subtract from 800 Recognize the place value of digits in whole numbers to at least 800. Round off to the nearest 10 Adding and subtracting units, multiples of 10 and multiples of 100 to/from any 3-digit number up to 800 					

TERM 2	Week 1 4 days	Week 2 5 days	Week 3 3 days	Week 4 5 days	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 4 days	Week 11 5 days			
Hours per week	5 hrs.	6 hrs.	3 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	6 hrs.			
Hours per topic	6 hrs.		15 hrs.			12 hrs.		9 hrs.		2 hrs.	6 hrs.	5 hrs.	6 hrs.	
Topics, concepts and skills	WHOLE NUMBERS: Number range for calculations: <ul style="list-style-type: none"> multiplication and division (1-digit by 1 digit) Number range for multiples and factors <ul style="list-style-type: none"> Multiples of 1-digit numbers to at least 100 		WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Multiply at least 2-digit by 1-digit Multiplication of at least whole 2-digit by 2-digit numbers Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations of whole numbers including: <ul style="list-style-type: none"> estimation building up and breaking down numbers doubling and halving using multiplication and division as inverse operations. Multiples and factors <ul style="list-style-type: none"> Multiples of 1-digit numbers to at least 100 Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the commutative; associative and distributive properties of whole numbers. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including: <ul style="list-style-type: none"> financial contexts measurement contexts comparing two or more quantities of the same kind (ratio) 			WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Division of 2- digit by 1 - digit Division of at least whole 3-digit by 1-digit numbers Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations of whole numbers including: <ul style="list-style-type: none"> estimation building up and breaking down numbers using multiplication and division as inverse operations. Multiples and factors <ul style="list-style-type: none"> Multiples of 1-digit numbers to at least 100. Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the distributive properties of whole numbers. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including: <ul style="list-style-type: none"> financial contexts measurement contexts comparing two or more quantities of the same kind (ratio) comparing two quantities of different kinds (rate). 		NUMERIC PATTERNS: Investigate and extend patterns <ul style="list-style-type: none"> Investigate and extend numeric patterns looking for relationships or rules of patterns <ul style="list-style-type: none"> sequences involving a constant difference or ratio of learner's own creation Describe observed relationships or rules for sequences involving constant difference or ratio in learner's own words Input and output values Determine input values, output values and rules for patterns and relationships: <ul style="list-style-type: none"> flow diagrams tables Equivalent forms <ul style="list-style-type: none"> Determine equivalence of different descriptions of the same relationship or rule presented: <ul style="list-style-type: none"> verbally in a flow diagram by a number sentence 		FORMAL ASSESSMENT TASK Investigation	GEOMETRIC PATTERNS Investigate and extend patterns <ul style="list-style-type: none"> Investigate and extend geometric patterns looking for relationships or rules of patterns: <ul style="list-style-type: none"> represented in physical or diagram form sequences not limited to a constant difference or ratio of learner's own creation Describe observed relationships or rules in learner's own words Input and output values <ul style="list-style-type: none"> Determine input values, output values and rules for the patterns and relationships using flow diagrams Equivalent forms <ul style="list-style-type: none"> Determine equivalence of different descriptions of the same relationship or rule presented: <ul style="list-style-type: none"> verbally in a flow diagram by a number sentence 		REVISION OF TERM 1 AND 2 WORK	FORMAL ASSESSMENT TASK Test All Term 1 and Term 2 topics

		– comparing two quantities of different kinds (rate). –	– grouping and equal sharing with remainders					
Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> • Multiply 2, 3, 4, 5, 10 to at least 100 • Divide numbers to 100 by 2, 3, 4, 5, 10 • Use appropriate symbols (+, −, ×, ÷, =, □) • 	<ul style="list-style-type: none"> • Multiply 2, 3, 4, 5, 10 to a total of 100 • Halving and doubling • Multiplication facts for units by multiples of 10 and 100. • Building up and breaking down 3 digit whole numbers. • Round off to the nearest 10 and estimate answers. • 	<ul style="list-style-type: none"> • Divide numbers to 100 by 2, 3, 4, 5, 10 • Halving and doubling • Building up and breaking down 3 digit whole numbers. • Use multiplication and division as inverse operations. • Round off to the nearest 10 and estimate answers. 	<ul style="list-style-type: none"> • Investigate and extend patterns • Describe patterns in own words 		<ul style="list-style-type: none"> • Investigate and extend patterns • Describe patterns in own words 		

TERM 3	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 4 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 5 days	Week 11 4 days	
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	5 hrs.	
Hours per topic	18 hrs.			6 hrs.		6 hrs.	12 hrs.		3 hrs.	3 hrs.	3 hrs.	8 hrs.
Topics, concepts and skills	COMMON FRACTIONS: Describing and ordering fractions <ul style="list-style-type: none"> Compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) Describe and compare common fractions in diagram form. Calculations with fractions <ul style="list-style-type: none"> Recognize, describe and use the equivalence of division and fractions Addition of common fractions with same denominators. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving fractions, including grouping and equal sharing. Equivalent forms <ul style="list-style-type: none"> Recognize and use equivalent forms of common fractions (denominators which are multiples of each other) 			TIME: Reading time and time instruments <ul style="list-style-type: none"> Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in: <ul style="list-style-type: none"> hours minutes seconds Instruments include clocks and watches Reading calendars Calculations and problem solving time include: <ul style="list-style-type: none"> problems in contexts involving time calculation of the number of days between any two dates within the same or consecutive years calculation of time intervals where time is given in minutes or hours only 		LENGTH: Practical measuring <ul style="list-style-type: none"> Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: <ul style="list-style-type: none"> rulers metre sticks tape measures trundle wheels Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km) Calculations and problem-solving <ul style="list-style-type: none"> Solve problems in contexts involving length Convert between <ul style="list-style-type: none"> millimetres (mm) and centimetres (cm), centimetres (cm) and metres (m) metres (m) and kilometres (km) Conversions limited to whole numbers and common fractions 	PROPERTIES OF 2D SHAPES: Range of shapes <ul style="list-style-type: none"> Recognize, visualize and name 2-D shapes in the environment and geometric setting, focusing on <ul style="list-style-type: none"> regular and irregular polygons - triangles, squares, rectangles, other quadrilaterals, pentagons, hexagons, heptagons circles similarities and differences between squares and rectangles Characteristics of shapes <ul style="list-style-type: none"> Describe, sort and compare 2-D shapes in terms of: <ul style="list-style-type: none"> straight and curved sides number of sides Further activities <ul style="list-style-type: none"> Draw 2-D shapes on grid paper 	SYMMETRY: <ul style="list-style-type: none"> Recognize, draw and describe line(s) of symmetry in 2-D shapes 	TRANSFORMATIONS Build composite shapes <ul style="list-style-type: none"> Put 2-D shapes together to make different composite 2-D shapes including some shapes with line symmetry. Tessellations <ul style="list-style-type: none"> Pack out 2-D shapes to make tessellated patterns including some patterns with line symmetry. Describe patterns <ul style="list-style-type: none"> Refer to lines, 2-D shapes, 3-D objects and lines of symmetry when describing patterns <ul style="list-style-type: none"> in nature from modern everyday life our cultural heritage 	<ul style="list-style-type: none"> REVISION 	<ul style="list-style-type: none"> FORMAL ASSESSMENT TASK TEST All topics 	
	Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> Use and name unitary and non-unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths, fifths Recognise fractions in diagrammatic form 			<ul style="list-style-type: none"> Read dates on calendars Place birthdays, religious festivals, public holidays, historical events, school events on a calendar Use calendars to calculate and describe 		<ul style="list-style-type: none"> Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters, etc. Describe the length of objects by counting 	<ul style="list-style-type: none"> Identify circles, Triangles, Squares and Rectangles Describe, sort and compare 2-D shapes in terms of: <ul style="list-style-type: none"> shape straight sides round sides 	<ul style="list-style-type: none"> Recognise and draw line of symmetry in 2-D shapes 	<ul style="list-style-type: none"> New concept in the grade 		

	<ul style="list-style-type: none"> Recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Write fractions as 1 half, 2 third 	<p>lengths of time in days or weeks or months including</p> <ul style="list-style-type: none"> – converting between days and weeks – converting between weeks and months <ul style="list-style-type: none"> • Use clocks to calculate length of time in hours, half hours and quarter hour 	<p>and stating the length in informal units</p>					
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N.B. BY THE END OF TERM 3, LEARNERS SHOULD HAVE COMPLETED A PROJECT AND A TEST. SEE NOTES ON PROJECT FROM ABRIDGED SECTION 4 OF CAPS.

TERM 4	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 3 days
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	3 hrs.
Hours per topic	9 hrs.		6 hrs.	12 hrs.		6 hrs.		6 hrs.	6 hrs.	3 hrs.
Topics, concepts and skills	PERIMETER AND AREA Perimeter <ul style="list-style-type: none"> Measure perimeter using rulers or measuring tapes Measurement of area <ul style="list-style-type: none"> Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units 		CAPACITY/VOLUME Practical Measuring <ul style="list-style-type: none"> Estimate and practically measure 3-D objects using measuring instruments such as: <ul style="list-style-type: none"> measuring spoons measuring cups, measuring jugs Record, compare and order capacity and volume of 3D objects in millilitres (ml) and litres (l) Calculations and problem-solving <ul style="list-style-type: none"> Solve problems in contexts involving capacity/volume Convert between millilitres and litres limited to examples with whole numbers and fractions 	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES <ul style="list-style-type: none"> Write number sentences to describe problem situations SOLVING PROBLEMS <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers and fractions, including: <ul style="list-style-type: none"> financial contexts measurement contexts fractions, including grouping and equal sharing comparing two or more quantities of the same kind (ratio) comparing two quantities of different kinds (rate) 		REVISION	REVISION	FORMAL ASSESSMENT TASK TEST All Term 3 and Term 4 topics	FORMAL ASSESSMENT TASK TEST All Term 3 and Term 4 topics	
Prerequisite skill or pre-knowledge	New concept in Grade 3 and was not done in 2020		<ul style="list-style-type: none"> Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using: <ul style="list-style-type: none"> bottles with a capacity of 1 litre a measuring jug which has numbered calibration lines in litres, half litres and quarter litres. measuring cups and teaspoons which indicate their capacity Read pictures of products with their capacity written in order to sequence in order Describe the volume on jugs where the volume is near to a numbered millilitre gradation line using almost/ nearly/ close to/ a bit more than/ more or less/ exactly the 	<ul style="list-style-type: none"> Number sentences All operations with whole numbers and common fractions 						

		number of litres they read on the jug.					
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