

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



MATHEMATICS

GRADE 3 TERM 4

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.

2021



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CONTENTS

ABOUT THE PLANNER AND TRACKER	3
ADJUSTED SCHOOL CALENDER	4
CONTENT COVERAGE	5
WEEKLY PLANNER AND TRACKER	9
ASSESSMENT RATIONALE AND RESOURCES	15
ITEM BANK FOR WRITTEN ASSESSMENTS: EXEMPLARS	19
SKILLS MASTERY ASSESSMENTS	25
SKILLS MASTERY EXEMPLARS	28
CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM	39

ABOUT THE PLANNER AND TRACKER

This 2021 Revised Recovery Curriculum and Assessment Planner and Tracker is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE)! We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

In 2012 our government launched the National Development Plan (NDP) to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is an ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

PURPOSE OF PLANNER AND TRACKER

- 1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 3.
- 2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 4.
- 3) To assist teachers with guided pacing and sequencing of curriculum content and assessment.
- 4) To enable teachers to cover the core skills and knowledge in each grade within the available time.
- 5) To assist teachers with planning for the different forms of assessment.
- 6) To ensure learners are adequately prepared for the subsequent year/s in terms of skills, knowledge, attitudes and values.

PREAMBLE

It must be emphasized that Term 1, term 2 and term 3 content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it's been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

Curriculum coverage in term 1, 2 and 3 must be viewed and implemented in term 4, in the light of some contextual realities that includes the following:

- 1) 2020 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
- 2) Some learners were not in school for most of 2020 and perhaps part of 2021.
- 3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

- 4) Broader stress and trauma related to the pandemic may worsen existing mathematics anxiety in some students, and mathematics anxiety can exacerbate students' other stress while in class.

Awareness of the above challenges and the consequent assumptions that emerge out of it, is crucial for the implementation of the Revised ATPs emphasizing the recovery of skills not yet mastered in mathematics. This Planner and Tracker is in alignment with the theme of recovery of skills not learnt and covers the following:

- 1) aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.
- 2) Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.
- 3) The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
- 4) It also aligns curriculum content and assessment to the available teaching time.
- 5) Be used as planning tool to inform instruction during the remaining school terms.

ADJUSTED SCHOOL CALENDAR

SCHOOL TERMS	DATES	TEACHING DAYS
Term 1	15 February - 23 April	50(10 weeks)
Term 2	3 May – 9 July	50(10 weeks)
Term 3	26 July – 01 October	50(10 weeks)
Term 4	11 Oct - 15 Dec	48(10 weeks)

NOTES:

- TEACHING APPROACH in this term assumes that ALL learners are attending schools and the Rotation system may not be implemented meaning that schools may implement normal timetable.
- NECT TERM 4 Planner and Tracker will maintain the Rotation process used in terms 1 and 2.
- NECT TERM 4 Planner and Tracker has 48 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 4 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

ROTATION ROUTINE

REMEMBER: The teacher must employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics. The teacher is also mindful to plan well for effective for assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

GROUP ORGANIZATION: Below is a guide to support the teacher with organising the learners into at least 3 groups, bigger classes will have more groups... based on the need for rotation – noting that all our learners were expected to attend school from the beginning of term 3.

- if the class size is approx. 36.
- divide the class into 3 groups – to facilitate teaching, this also helps the teacher to recognise the learning potential of her 36 learners.
- groups can be differentiated/ ability groups or mixed groups – decide which will suit effective teaching and learning best for your context.
- practice one of the 2 rotation of group methods below.
- be mindful that effective teaching and learning aims to lay solid foundations for learning hence the teacher must be well organised and plan every day to deliver nothing but the best!

BELOW IS THE 3 WEEK CYCLE FOR ROTATION OF GROUPS

WEEK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3

(1 x 3, 2 x 4, 3 x 3)

WEEK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2

(1 x 4, 2 x 3, 3 x 3)

WEEK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1

(1 x 3, 2 x 3, 3 x 4)

ALTERNATIVELY: Some teachers prefer to embrace a group orientation whereby they teach each group daily.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

The plus factor here is that the teacher manages to teach the third group daily and the other groups will be able to complete more written work independently at the tables.

TEACHING TIME

Since there are 7 hours allocated for Mathematics, the following is a suggested plan.

WEEK: 7 hrs	
Counting	5 min
Consolidation of Concepts	10 min
New Concept – class activity	20 min
Group work	24 x 2 groups = 48 min

CONTENT COVERAGE

GRADE 3		GRADE 3 CONTENT OVERVIEW			
		TERM 1 (10 WEEKS)	TERM 2 (10 WEEKS)	TERM 3 (11 WEEKS)	TERM 4 (10 WEEKS)
CONTENT AREA	NUMBERS, OPERATIONS AND RELATIONSHIPS	<ul style="list-style-type: none"> Baseline Count concrete objects up to 200. Count forwards and backwards between 0 and 200 Read and write number symbols and number names 0 to 200 Compare and order numbers to 200. Place value: Hundreds, Tens and Ones Addition and subtraction in context up to 100 and context free up to 100 (using 2- digit to a place value of 3digits) Repeated Addition in context and context free leading to multiplication up to 50 Multiply numbers 1 to 10 by 2, 5, 3, 4 ($\times, \div, =, \square$) Number bonds to 20 Grouping and sharing in context and context free leading to division up to 50, with remainders Sharing leading to fractions. Solve money problems involving totals and change in rands and cents. Mental Maths rapid recall $+, -, =$ facts to 20 	<ul style="list-style-type: none"> Diagnostic 1 Count concrete objects up to 500 Count forwards and backwards between 0 and 500 Read and write number symbols and number names 0 to 500 Compare and order numbers to 500. Place value: Hundreds, Tens and Ones up to 500 Addition and subtraction in context and context free up to 500 (using 3- digit to a place value of 3digits) Repeated Addition in context and context free leading to multiplication up to 50 Multiply numbers 1 to 10 by 2, 5, 3, 4 ($\times, \div, =, \square$) to 50 Number bonds to 20 Grouping and sharing in context and context free leading to division up to 75 with remainders Sharing leading to fractions. Solve money problems involving totals and change in rands and cents Mental Maths rapid recall $+, -, =$ facts to 20 	<ul style="list-style-type: none"> Diagnostic 2 Count concrete objects up to 700 Count forwards and backwards between 0 and 700 Read and write number symbols and number names 0 to 700. Compare and order numbers to 700 Use ordinal numbers to show order, position up to 31st Place value: Hundreds, Tens and Ones up to 700 Addition and subtraction in context and context free up to 700 (using 3- digit to a place value of 3 digits) Repeated Addition in context and context free leading to multiplication up to 70 Multiply numbers 1 to 10 by 2, 5, 3, 4 ($\times, \div, =, \square$) 100 Number bonds to 30 Grouping and sharing in context and context free leading to division up to 75 Sharing leading to fractions. Solve money problems involving totals and change in rands and cents Division up to 100 (with and without remainders) Money problems involving totals and change in rands and cents. Converting Rands and cents. 	<ul style="list-style-type: none"> Endline / Preparing for Grade 4 Count forwards and backwards between 0 and 1000 Read and write number symbols and number names 0 to 1000. Compare and order numbers up to 1000. Place value: Thousands, Hundreds, Tens and Ones up to 1000 Addition and subtraction 3-digit numbers in context and context free up to 1000 Repeated Addition in context and context free leading to multiplication up to 100 Multiply numbers 1 to 10 by 2, 5, 3, 4 ($\times, \div, =, \square$) Number bonds up to 30 Solve money sums up to R100 and convert rands to cents Multiplication: 1-9 times tables 1×10 to 100 Grouping and sharing up to 100 Division up to 100 (with and without remainders) Sharing leading to fractions. Money problems involving totals and change in rands and cents. Converting Rands and cents.
	PATTERNS, FUNCTIONS AND ALGEBRA	<ul style="list-style-type: none"> Geometric patterns (Integrated with 3-D objects) 	<ul style="list-style-type: none"> Geometric patterns (Integrated with 2-D shapes) Number patterns (Integrated with counting) to at least 500 	<ul style="list-style-type: none"> Number patterns (Integrated with counting) to 700 	<ul style="list-style-type: none"> Number patterns (Integrated with counting) to 1000
	SPACE AND SHAPE	<ul style="list-style-type: none"> 3-D objects (Integrated with Geometric patterns) 	<ul style="list-style-type: none"> 2-D shapes Symmetry 	<ul style="list-style-type: none"> Position and directions (on an informal map) 	<ul style="list-style-type: none"> Position, orientation and views
	MEASUREMENT	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Mass (kg, g) 	<ul style="list-style-type: none"> Time (also dealt with during whole class teaching) Length (m, cm) Perimeter 	<ul style="list-style-type: none"> Capacity and volume (L, ml) (Measurement integrated into 4 basic operations through word problems) Area
	DATA HANDLING	<ul style="list-style-type: none"> Tally tables Tables / grids Bar graphs 	<ul style="list-style-type: none"> (Integrated into other content areas) 	<ul style="list-style-type: none"> (Integrated into other content areas) 	<ul style="list-style-type: none"> (Integrated into other content areas)
CORE QUESTIONS	DID ALL LEARNERS MASTER TERM 1 AND TERM 2 SKILLS?	DID ALL LEARNERS MASTER TERM 3 SKILLS?	NEW CONCEPTS/CONTENT		

RECOMMENDATION	<ol style="list-style-type: none"> Implement at least two Skills Mastery (SM) formative assessments every week. Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments. Teacher – can use SM as individual, pair, small group, or whole class activity. Aim – to consolidate, remediate and work towards mastery. Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker 	NEW CONCEPTS/CONTENT
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WEEKLY PLANNER AND TRACKER

RECOMMENDATION

DIAGNOSTIC TERM 4: Implement DBE Diagnostic – see exemplar – or any similar diagnostic – Based on term 1 and term 2 core skills (counting, place value, number recognition and operations, etc)
WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context.

NUMBER OF ITEMS: Grade 3 = 20 items – depending on your context and ability groups

ITEM BANK: Items can be from previous:

- 1) BASELINE/READINESS assessment, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank and 4) PREPARATION: Test, Marking Guideline/s, Marksheet and apparatus.

11 – 15 OCTOBER 2021

Week 1				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
1	Baseline: (Revision, consolidation of term 1, 2 and 3 skills)		DBE Diagnostic test	
2	Baseline: Remediation – error analysis			
3	Numbers up to 999 – place value	Bk 2 Worksheet 98 (pp. 70, 71)	701–800 number grid (see Printable Resources Term 3), counters, base ten blocks (Printable Resources Term 1), whiteboards/scrap paper	
4	Numbers up to 999 – place value	Bk 2 Worksheet 99 (pp. 72, 73)	Whiteboards/scrap paper, base ten block (see Printable Resources Term1)	
5	Numbers up to 999 – decomposition	Bk 2 Worksheet 100 (pp. 74, 75) Worksheet 101 (pp. 76, 77)	Whiteboards/scrap paper, flard cards, base ten blocks (see Printable Resources Term 1)	

Notes for the teacher.

1. The Baseline Assessment can be administered one-on one or to a group of at least 5 learners at a time – it is an assessment FOR learning.
2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Diagnostic Assessment is being administered.
3. Prepare well - study the Baseline Assessment i.e. familiarise yourself with the apparatus and templates that must be used.
4. Below are examples that can be used to administer the Baseline Assessment.
5. Teachers must also write comments/ make notes of the learners verbal responses in Learner Response Book(LRB).

Week 1 Assessment Activity 1: ORAL INFORMAL CAPS: Numbers, operations and relationships: Place value Activity: : Observe learners' ability to answer questions to demonstrate understanding of the value of digits in numbers up to 999	Mark: /7
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MARK						
1	Criteria – Checklist (1 mark for each criterion achieved)					
1	Able to identify the units in a 2-digit and 3-digit number, e.g. how many units in 82, in 104					
1	Able to identify the tens in a 2-digit and 3-digit number, e.g. how many tens in 78, in 415					
1	Able to identify the hundreds 3-digit number, e.g. how many hundreds in 675					
1	Able to break down between tens and units – knows that 1 ten equals 10 units					
1	Able to break down between hundreds and tens – knows that 1 hundred equals 10 tens					
1	Able to tell why the value of the 4s in 44 are not the same					
1	Able to tell why the value of the two 7s in 727 are not the same					
1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Apply place-value understanding • Decompose numbers 	What will you change next time? Why?
	Struggling Learners Names:
	HOD: Date:

18 – 22 OCTOBER 2021

Week 2				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
6	Numbers up to 999 – rounding off to tens	Bk 2 Worksheet 112 (pp. 100, 101)	Whiteboards/scrap paper.	
7	Addition and subtraction – building up and breaking down	Bk 2 Worksheet 103 (pp. 82, 83)	Base ten blocks (see Printable Resources Term 1)	
8	Addition and subtraction – building up and breaking down	Bk 2 Worksheet 104 (pp. 84, 85)	Base ten blocks (see Printable Resources Term 1)	
9	Addition using doubles Addition using near doubles	Bk 2 Worksheet 105 (p. 86, 87)	Base ten blocks (see Printable Resources Term 1)	
10	Complete and consolidate the week's assessment and work			
Week 2 Assessment Activity 2: ORAL FORMAL CAPS: Numbers, operations and relationships – addition strategies Activity: Observe learners' ability to answer questions and follow instructions to show understanding of addition using near doubles				Mark: /7
Mark (percent)	Criteria – Checklist: (1 mark for each criterion achieved)			
1 (0%–29%)	Able to identify near doubles in some cases. E.g. Identify which of the following are not near doubles: $12 + 13 =$, $25 + 13 =$, $8 + 9 =$, $125 + 26 =$			
2 (30%–39%)	Able to identify near doubles but cannot use the strategy of near double to add. E.g. Add 12 and 13; 24 and 25, etc.			
3 (40%–49%)	Able to recognise the use of near doubles in addition but cannot do it alone			
4 (50%–59%)	Able to add only 2-digit numbers using near double strategy but makes mistakes with regrouping. E.g. $35 + 36 =$			
5 (60%–69%)	Able to add only 2-digit numbers with regrouping. E.g. $47 + 47 = 80 + 14 = 94$			
6 (70%–79%)	Able to add 2-digit and 3-digit numbers using near double strategy with regrouping			
7 (80%–100%)	Able to make up and solve own sums for addition using near doubles			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Rounding off to tens • Building up numbers • Breaking down numbers • Using doubles to add • Using near doubles 			What will you change next time? Why? Struggling Learners Names?	
			HOD:	Date:

25 – 29 OCTOBER 2021

Week 3				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
11	Solving money problems by adding and subtracting	Worksheet 107 (pp. 90, 91)	Cut-out coins and notes (See Printable Resources Term 2), whiteboards	
12	Solving problems by analysing learner responses	Worksheet 108 (pp. 92, 93)	Whiteboards/scrap paper, blank number lines (see Printable Resources),	
13	Adding and subtracting numbers up to 999 – different methods	Worksheet 109 (pp. 94)		
14	Adding numbers that gives 1000	Worksheet 109 (pp. 95)		
15	Complete and consolidate the week's assessment and work			
Week 3 Assessment Activity 3: PRACTICAL FORMAL				Mark: /7
CAPS: Space and shape				
Activity: Observe learners' ability to ability to recognise lines of symmetry in geometric and non-geometric shapes				
MARK	Criteria – Checklist: (1 mark for each criterion achieved)			
1	Able to recognise symmetry in non-geometric shapes			
1	Able to recognise symmetry in geometric shapes			
1	Able to identify the difference between symmetrical shapes and non-symmetrical shapes			
1	Able to show different lines of symmetry by folding paper cut-outs of symmetrical non-geometric shapes			
1	Able to show different lines of symmetry by folding paper cut-outs of symmetrical geometric shapes			
1	Able to cut out symmetrical shapes using paper			
1	Able to identify the number of symmetrical lines found in different symmetrical shapes			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Solve money problems • Analysing learner responses • Adding multiple numbers • Use a variety of methods to solve addition and subtraction problems 			What will you change next time? Why? Struggling Learners names:	
			HOD:	Date:

1 – 5 November 2021

Week 4				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
16	Position, Orientation and views: Describe the position of objects from different views	Bk 1 Worksheet 60 (pp. 134, 135)	Use cut out number 4	
17	Measuring and capacity: Finding volume and capacity Write number sentences Measuring using cups and jugs	Bk 2 Worksheet 128a (pp. 132, 133)		
18	Measuring and capacity: Finding volume and capacity Converting from ml to litres Answer questions in real contexts	Bk 2 Worksheet 128b (pp. 134)		
19	Measuring and capacity: Finding volume and capacity Converting from ml to litres Answer questions in real contexts	Bk 2 Worksheet 128b (pp. 135)		
20	Complete and consolidate the week's assessment and work			
Week 4 Assessment Activity 4: PRACTICAL FORMAL CAPS: Measurement: Area Activity: Observe learners' ability to measure area by tiling and perimeter by measuring length(s)				Mark: <i>17</i>
MARK	Criteria – Checklist (1 mark for each criterion achieved)			
1	Able to tile a surface using full tiles and half tiles			
1	Able to tile a surface leaving no gaps and making no overlaps			
1	Able to find the area of a surface by counting tiles laid to cover the surface of the shape			
1	Able to find the area of a shape by blocks in a grid marked on the shape			
1	Able to measure the perimeter of a triangle			
1	Able to measure the length of a side of a shape			
1	Able to find the perimeter of a shape by adding the lengths of all of the sides of the shape			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Describe position of objects • Understand the different viewing orientations • Find volume • Find capacity • Convert from ml to litres and vice-versa • Answer questions in real contexts 		What will you change next time? Why? Struggling Learners Names:		
		HOD:		Date:

8 – 12 NOVEMBER 2021

Week 5				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date completed
21	Measurement: finding Area: Counting squares Count the cubes	Bk 2 Worksheet 110 (pp. 96, 97)		
22	Number patterns from 10s to 900: using grids of 100. Counting in tens from any number, 803	Bk 2 Worksheet 111 (pp. 98, 99)		
23	Multiplication and division: counting in fives to 100	Bk 2 Worksheet 113 (pp. 102, 103)		
24	Number patterns up to 1000	Bk 2 Worksheet 114 (pp. 104, 105).	901–1 000 number grid (see Printable Resources) counters	
25	Complete and consolidate the week's assessment and work			
Week 5 Assessment Activity 5: ORAL FORMAL CAPS: Patterns: number patterns Activity: Observe learners' ability to identify, describe and extend number patterns in the number range 0 to 1 000				Mark: /7
MARK	Criteria – Checklist (1 mark for each criterion achieved)			
1	Able to identify a rule for a given number pattern			
1	Able to identify if a number pattern is increasing			
1	Able to identify if a number pattern is decreasing			
1	Able to use a rule to find missing terms in an increasing number pattern			
1	Able to use a rule to find missing terms in a decreasing number pattern			
1	Able to identify a rule for an increasing pattern and extend it in the number range 0–1 000			
1	Able to identify a rule for a decreasing pattern and extend it in the number range 0–1 000			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Finding area by counting square tiles • Find volume by counting cubes • Use number grids for number patterns in tens • Multiply in fives • Divide in fives 		What will you change next time? Why? Struggling Learner names:		
		HOD:		Date:

15 – 19 November 2021

Week 6				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
26	Number patterns: counting in twos to 900. Count in even/odd numbers	Bk 2 Worksheet 116 (pp. 108, 109)		
27	Division by sharing	Bk 2 Worksheet 79 (pp. 30, 31)	Whiteboards/scrap paper, base ten blocks (see Printable Resources Term 1)	
28	Division grouping and sharing	Bk 2 Worksheet 117 (pp. 110, 111)	Base ten blocks (see Printable Resources Term 1)	
29	Division word problems	Bk 2 Worksheet 118 (pp. 112, 113)	Whiteboards/scrap paper, Unifix blocks	
30	Complete and consolidate the week's assessment and work			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> Counting in twos to 900 Count even numbers Count odd numbers Apply division by sharing Apply division by grouping and sharing 			What will you change next time? Why? Struggling Learners Names:	
			HOD:	Date:

22 – 26 November 2021

Week 7				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
31	Multiplication and division: in fours with remainders	Bk 2 Worksheet 120 (pp. 116, 117)		
32	Number patterns: counting in fours using number grids of 100s	Bk 2 Worksheet 121 (pp. 118, 119)		
33	Grouping and sharing	Bk 2 Worksheet 126 (pp. 128, 129)		
34	Sharing leading to fractions	Bk 2 Worksheet 93 (pp. 58, 59)		
35	Complete and consolidate the week's assessment and work			
Week 7 Assessment Activity 7: ORAL INFORMAL CAPS: Numbers, operations and relationships: multiplication and division strategies Activity: Observe learners' ability to solve word problems that involve multiplication and division				Mark: /7

Mark (percentage)	Criteria – Rubric
1 (0%–29%)	Able to read but unable to identify what to do to solve a word problem
2 (30%–39%)	Able to read the problems and identify what operation is needed to solve the problem
3 (40%–49%)	Able to read the problems and identify what operation is needed to solve the problem and can identify the numbers to work with to find the solution
4 (50%–59%)	Able to interpret the word problems and tell you some correct number sentences to find the solutions
5 (60%–69%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions
6 (70%–79%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions but only finds some final correct solutions
7 (80%–100%)	Able to interpret the word problems and tell you all correct number sentences to find the solutions and find all the correct solutions to the given problems
Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: <ul style="list-style-type: none"> • Multiply in fours • Divide by four with remainders • Counting in fours using number grids • Group and share • Sharing that leads to fractions 	What will you change next time? Why? Struggling Learners Names:
HOD: _____ Date: _____	

29 November – 3 December 2021

Week 8				
Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
36	Consolidation assessment 1			
37	Remediation			
38	Consolidation assessment 2			
39	Remediation			
40	Consolidation assessment 3 plus remediation			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:			What will you change next time? Why? Struggling Learners Names:	
			HOD: _____ Date: _____	

6 – 10 December 2021

Week 9				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date completed
41	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
42	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
43	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
44	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
45	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
Reflection				
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why?		
		STRUGGLING LEARNERS:		
		HOD:		Date:

13 – 15 December 2021 (three-day week)

Week 10				
Day	CAPS content, concepts, skills	DBE workbook	Resources	Date completed
46	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
47	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
48	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
Reflection				
Identify some skills that need revising during the next term:		What will you change next time? Why?		
		Struggling Learners Names:		
		HOD:		Date:

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of

- 1) how the formal and informal assessment programme fits into the weekly lesson plans.
- 2) How the skills mastery assessments fit into the weekly lesson plans

Note:

- The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
- The written assessment items and guidelines for marking them are included in this document.
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)	Formal Assessment Activities (End of week)
1	Baseline Assessment Oral: Activity 1 Numbers, operations and relationships: Place-value	Baseline Assessment Written: Item bank questions 1, 2, 3, 4 and 5 Numbers, operations and relationships
2	Tuesday Skills mastery Assessment 1 Thursday Skills mastery Assessment 2	Oral: Activity 2 Numbers, operations and relationships: Addition strategies Written: Item bank questions 6, 7 and 8 Numbers, operations and relationships
3	No Informal Assessment – 4-day week Tuesday Skills mastery Assessment 3 Thursday Skills mastery Assessment 4	Practical: Activity 3 Space and shape: Symmetry Written: Item bank questions 9, 10, 11 and 18 Numbers, operations and relationships; Space and shape
4	Tuesday Skills mastery Assessment 5 Thursday Skills mastery Assessment 6	Practical: Activity 4 Measurement: Area Written: Item bank questions 19, 20, 21, 22 and 23 Space and shape; Measurement
5	Tuesday Skills mastery Assessment 7 Thursday Skills mastery Assessment 8	Oral: Activity 5 Patterns: Number patterns Written: Item bank questions 16 and 17 Patterns
6	Tuesday Skills mastery Assessment 9 Thursday Skills mastery Assessment 10	NO ACTIVITY
7	Oral: Activity 7 Numbers, operations and relationships: Multiplication and division strategies Tuesday Skills mastery Assessment 11 Thursday Skills mastery Assessment 12	Written: Item bank questions 12, 13 and 14 Numbers, operations and relationship

8		Lesson 1 and 2 Consolidation Assessment 1 plus Remediation Lesson 3 and 4: Consolidation Assessment 2 plus Remediation Lesson 5 Consolidation Assessment 3 plus Remediation
9		FORMAL ASSESSMENT TASK – Test
10		FORMAL ASSESSMENT TASK – Test

Exemplar Written Assessment ITEMS with marking memos.

These are **Resources** that can be used for written assessment of each curriculum content strand and their memos are given in the following section.

- Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.
- You need to plan when you will do a written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the Resources column of the tracker).
- The questions provided here are taken from past written assessment papers that were previously in the lesson plans, but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.
- You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.
- There is one lesson “slot” per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week’s lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships.**

There are several assessment items for Numbers, operations and relationships. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 37 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet.

There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern.**

Questions 15 and 16 – Marks $4 + 1 = 5$

3. Written assessment items for Space and shape.

Questions 17, 18, 19 and 20 – Marks 1 + 3 = 4

4. Written assessment items for Measurement.

Questions 21, 22, 23 and 24 – Marks 1 + 2 + 2 + 2 = 7

5. Written assessment items for Data handling. DELETED FOR 2021

Question 25 – Marks 3

The exemplar items and suggested marking memoranda for these items are given on the pages that follow the suggested recording sheet.

Written assessment items for numbers, operations & relationships.

WRITTEN ASSESSMENT ITEMS FOR NUMBERS, OPERATIONS AND RELATIONSHIPS																
Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Total
Mark	1	2	2	1	2	3	4	4	3	3	2	2	2	2	4	37
Learner name and surname																

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET

GRADE 3 MATHEMATICS TERM 4

TASK/TOPIC/COMPONENT	Number	Number	TOTAL FOR NUMBER	Patterns	Patterns	TOTAL FOR PATTERNS	Space and shape	Space and shape	TOTAL FOR SPACE AND SHAPE	Measurement	Measurement	TOTAL FOR MEASUREMENT
Week and activity type	2: Oral	Written		5: Oral	Written		3: Practical	Written		4: Practical	Written	
(Out of) marks	7	37	44	7	5	12	7	4	11	7	7	14
LEARNER NAME AND SURNAME												

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR

Written assessment items for Numbers, Operations and Relationships

Question 1

(1)

Write the following number in hundred, tens and units.

a) 907 _____

Question 2

(2)

Write down the value of the following numbers.

a) The 9 in 697 _____

b) The 9 in 967 _____

Question 3

(2)

Which two numbers are bigger than 826?

776	884	777	475	867	825	747	826
-----	-----	-----	-----	-----	-----	-----	-----

a) _____

b) _____

Question 4

(1)

Put these numbers in order from the biggest to the smallest.

799	977	797	979

Question 5

(2)

Round these numbers off to the nearest ten.

a) 57 _____

b) 63 _____

Question 6

(3)

Calculate the following by breaking down both numbers:

$613 + 254 =$ _____

Question 7

(4)

Calculate using any strategy. Show your working.

a) $356 + 402 =$ _____

b) $715 - 212 =$ _____

Question 8

- a) Circle the coins that you will use to make up 780c:
How much is it in rands and cents? _____



(4)

- b) Travis has a 50c piece, four 20c pieces and six 10c pieces. Toffees cost R1,70.
How much change will he get? _____

Question 9

Calculate the following using a number line:

There are 776 learners at the school. On the day of the sports there are 126 learners absent.
How many learners attended the sports day?



(3)

Question 10

Dan has 100 sweets. He has five times as many sweets as Sam.
How many sweets does Sam have? _____

(3)

Question 11

Phetogo has 65 marbles. He wants to put them into bags of 5 each to give to his friends.
How many bags of 5 marbles each can he make up? _____

(2)

Question 12

(2)

Calculate the answer:

$36 \div 3 =$ _____

Question 13

(2)

Calculate the following division:

$72 \div 3 =$ _____

Question 14

(2)

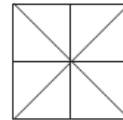
Share 20 counters among 4 children.

- a) How many counters will each child get?
- b) What fraction of counters will each child get?

Question 15

(4)


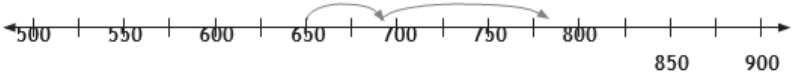
Fill in the missing fraction words. Use the diagram to help you.



- a) One whole has _____ halves.
- b) One half is bigger than three _____.
- c) _____ quarters is the same as one whole.
- d) Four eighths are the same as _____.

Written assessment items for Numbers, Operations and Relationships: Solutions and mark allocations.

1. (1 mark per correct answer) $907 = 900 + 0 + 7$	(1)
2. (1 mark per correct answer) a) 90 b) 900	(2)
3. (1 mark for each correct answer) a) 884 b) 867	(2)
3. (1 mark for correct answer) 979, 977, 799, 797	(1)
5. (1 mark per correct answer) a) 60 b) 60	(2)
6. (1 mark per correct answer) $613 + 254 =$ ____ $= (600 + 10 + 3) + (200 + 50 + 4)$ $= (600 + 200) + (10 + 50) + (3 + 4)$ $= 800 + 60 + 7$ $= 867$	(3)

<p>7. (1 mark for the working and 1 mark for the answer – accept all correct working)</p> <p>a) $356 + 402 = 758$ b) $715 - 212 = 503$</p>	(4)
<p>8. (1 mark per correct answer – circling correct coins and total)</p> <p>a)</p>  <p style="margin-left: 100px;">R7,80</p> <p>b) $50c + 20c + 20c + 20c + 20c + 10c + 10c + 10c + 10c + 10c + 10c = R1,90$ He will get <u>20c</u> change.</p>	(2) (2)
<p>9. (1 mark for the working and 1 mark for the answer)</p> <p style="text-align: center;">$676 - 26$ $776 - 100$</p>  <p>$776 - 126 = 650$</p>	(3)
<p>10. (2 marks for the working and 1 mark for the answer)</p> <p>Dan – 100 sweets. 5 x Sam's amount $5 \times ? = 100$ OR $100 \div 5 = ?$ $100 \div 5 = 20$. Sam has 20 sweets.</p>	(3)
<p>11. (2 marks for the correct answer to each part)</p> <p>$65 \div 5 = 13$</p>	(2)
<p>12. (1 mark for correct answer)</p> <p>$= (30 + 6) \div 3$ $= (30 \div 3) + (6 \div 3)$ $= 10 + 2$ $= 12$</p>	(2)
<p>13. (1 mark for correct answer and 1 mark for working – any correct working accepted)</p> <p>$72 \div 3 = 60 \div 3 + 12 \div 3 = 20 + 4 = 24$</p>	(2)
<p>14. (1 mark per correct answer)</p> <p>a) 5 b) One quarter</p>	(2)
<p>15. (1 mark per correct answer)</p> <p>a) Two b) Eighths c) Four d) One half</p>	(4)

Written Assessment Items for Patterns

Question 16

(4)

Extend the patterns:

a) 25, 50, 75, _____.

b) 342, 346, _____, 354.

c) 450, 400, 350, _____.

d) 524, 527, _____, 533.


Question 17

(1)

Draw the next shape in this pattern:



Solutions and Mark Allocation

16. (1 mark for the fully correct answer) a) 100 b) 350 c) 300 d) 530	(4)
17. (1 mark for drawing the last shape correctly) 	(1)

Written Assessment Items for Space and Shape

Question 18

(1)

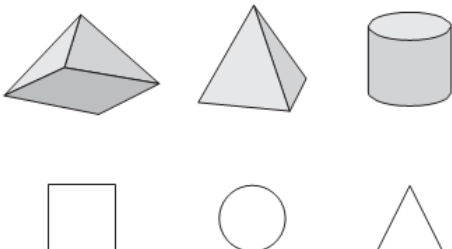
Draw one line of symmetry in the triangle:




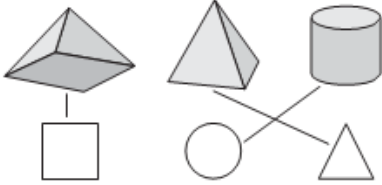
Question 19

(3)

Draw lines to match the base of the 3-D objects with the 2-D shapes.



Solutions and Mark Allocation

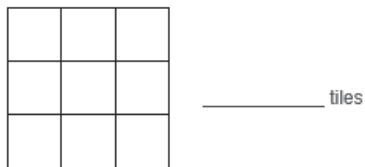
<p>18. (1 mark for the correct line of symmetry)</p> 	(1)
<p>19. (1 mark for correct answer)</p> 	(3)

Written Assessment items for Measurement.

Question 20

(1)

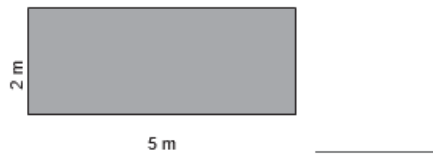
What is the area of this square?



Question 21

(2)

What is the perimeter of this rectangle? Show your number sentence and answer:



Question 22

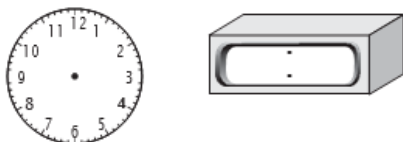
(2)

How much time passed between 2 o'clock and half past four in the afternoon?

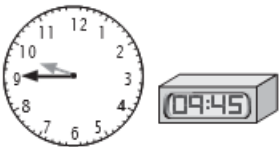
Question 23

(2)

Our maths class finished at quarter to ten. Show the time on an analogue and a digital clock.



Solutions and Mark Allocation

20. (1 mark for correct answer) 9 tiles	(1)
21. (1 mark for the correct answer and 1 mark for the working) $2\text{ m} + 2\text{ m} + 5\text{ m} + 5\text{ m} = 14\text{ m}$	(2)
22. (1 mark per correct answer) Two and a half hours.	(2)
23. (1 mark per correct answer) 	(2)

SKILLS MASTERY ASSESSMENTS

Rationale

- A Skills Mastery Assessment (SMA) is one in which there is an iterative revisiting of skills, topics, subjects or themes throughout the year.
- SMA is not simply the repetition of a topic taught. It requires the deepening of it, with each successive encounter building on the previous one.
- SMA is critical in today's educational environment, especially in mathematics, where we must consistently give our learners the opportunity to revisit and practice skills they have already learned aimed at mastery.
- The traditional practice is to incorporate consolidating, revising or reviewing, through homework, morning work, small group instruction, and even after school math classes. Through SMA we are going to continuously review skills and concepts with our students.
- It makes sense that we would continue to assess their understanding on those same skills by changing the context of the question using C-P-A-W (Concrete – Pictorial – Abstract -Worded)
- When we first teach and assess a skill, many of our students have yet to master it. By incorporating a SMA activity into your classroom, you are providing your students with the opportunity to demonstrate their growth and understanding on a regular basis.
- These regular SMAs help you see where your students are always struggling. You can use the results to guide your small group instruction and customize your lessons and activities to meet the needs of your students, not just the covering of curriculum.

Implementation

- In every lesson plan there are 10 minutes set aside for consolidation and revision, meaning one could apply SMA every day for 10 minutes, before teaching a new concept for that day.
- Each SMA is using a five-item design to ensure teachers can complete it in 10 minutes.
- As a minimum, this Planner and Tracker, recommends the use of Tuesdays and Fridays, but teachers could use every day.

- Each Tuesday and Thursday you are encouraged to take 10 minutes and give a SMA to the whole class, or groups. Learners should be able to take about 5 minutes to complete – then the teacher must remediate by addressing errors, misconceptions and misunderstandings.
- Teachers could also use the data from the SMA to help plan small group lessons for the next week.
- Teachers could also pull different students for different skills until the teacher felt confident that the learners were more confident in their responses. Then next week, repeat....new set of SMAs, similar skills being assessed, new data for small group instruction.
- These daily SMAs should be seen as a progress monitoring tool as well. This will prove to be effective in letting teachers know how their most struggling students are progressing.

SKILLS MASTERY SKILLS FOR 5-ITEM ASSESSMENTS

<u><i>SM Assessment 1</i></u>	Add two numbers up to three digits Subtract up to 2 digits Problem Solving
<u><i>SM Assessment 2</i></u>	Put numbers in order Elapsed time word problems Write the number symbol up to two-digit numbers Understand fractions: fraction bars Understand multiplication sentences Expanded notation
<u><i>SM Assessment 3</i></u>	Add 10 more to the missing numbers on the number line. Multiplication - facts to 12 Multiply three or more numbers Add money amounts - word problems Write from smallest to biggest visa versa Write numbers in words
<u><i>SM Assessment 4</i></u>	Growing patterns Even or odd: arithmetic rules Identify three-dimensional shapes Identify faces of three-dimensional shapes Measurement
<u><i>SM Assessment 5</i></u>	Show fractions: fraction bars Fill in missing numbers in this clockwise pattern Make largest number with one-digit number series Division Write a figure using numbers
<u><i>SM Assessment 6</i></u>	Repeating patterns Convert between standard and expanded form Draw an arrow to match to the nearest 100. Line of Symmetry
<u><i>SM Assessment 7</i></u>	Fractions of a number - unit fractions: word problems Extend the geometric pattern Identify the rule

	Clocks
<u><i>SM Assessment 8</i></u>	Understand different operations Identify three-dimensional shapes Input and Output Flow Diagrams of Addition
<u><i>SM Assessment 9</i></u>	Number symbol table Ascending and descending of three-digit numbers Add two numbers up to three digits - word problems Round off to the nearest 10 and halving the numbers. Input and Output Flow Diagrams of Addition
<u><i>SM Assessment 10</i></u>	Multiply three or more numbers - word problems Make a repeating pattern Counting patterns - up to 100 Subtraction Capacity 2D shapes
<u><i>SM Assessment 11</i></u>	Breaking down numbers up to three-digits Extend the growing pattern Counting patterns by ascending order Write numbers in words Write a number sentence for a growing number line
<u><i>SM Assessment 12</i></u>	Bigger smaller or equal – Addition Rounding off Division Odd and even

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number

Assessment

1.

a. $240 + 70 =$ _____	b. $540 + 80 =$ _____
$99 + 50 =$ _____	$335 + 9 =$ _____

2.

a. $100 - 67 =$ _____	b. $651 - 8 =$ _____
$73 - 68 =$ _____	$54 - 9 =$ _____

3.

$$82 + 5539 + 1254 + 278$$

4.

$$414 + \triangle = 708$$

\triangle is _____

5.

A family is driving 300 kilometres from their hometown to Grandmother's house. Ten kilometres before the half-way point they stopped to have lunch. How many kilometres do they still have to go?

SM Assessment 2

Assessment

Number

1.

Draw a picture to illustrate the multiplication $3 \times 4 = 12$.

2.

a. $24 + 8 \times 3$	b. $2 + (5 + 4) \times 2$
----------------------	---------------------------

3.

Write a multiplication sentence (NOT just the answer) to solve how many legs these animals have in total.

a. seven horses _____

b. five ducks _____

4.

a. $2000 + 60 + \underline{\hspace{2cm}} = 2760$	b. $700 + 20 + \underline{\hspace{2cm}} + 9 = 2729$
--	---

5.

a. $6034 \square 3064$	b. $5156 \square 5516$	c. $9079 \square 9097$
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SM Assessment 3

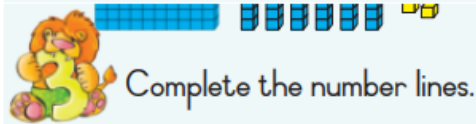
Number Assessment

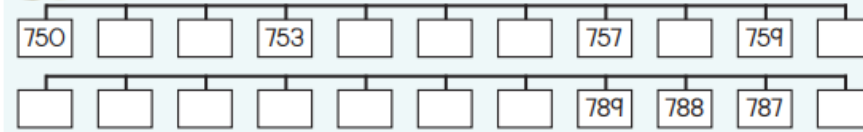
1.

Write the missing numbers in the grid above.
Write the 10 numbers that come after 750.


750; _____; _____; _____; _____; _____; _____; _____; _____; _____

2.

 Complete the number lines.




3.


 Complete the table. Write from smallest to biggest. Write from biggest to smallest.

776, 772, 779, 770, 778		
736, 703, 730, 713, 703		

4.

 Write the following in words.
788 _____

5.

 Write a number sentence and then the answer.

$700 + 90 + 9$ $=$	$500 + 50$	$60 + 5$
_____	_____	_____
_____	_____	_____

SM Assessment 4

Number Assessment

1. Estimate these calculations by rounding the numbers to the nearest hundred. Also, calculate the exact answer.

<p>a. Round the numbers, then add:</p> $\begin{array}{r} 3\ 782 \\ \downarrow \\ \end{array} + \begin{array}{r} 2\ 255 \\ \downarrow \\ \end{array} = \underline{\hspace{2cm}}$	<p>Calculate exactly:</p> $\begin{array}{r} 3\ 782 \\ + 2\ 255 \\ \hline \end{array}$
--	--

2. Name any special quadrilaterals.



3. Draw lines:

a. 16 cm long

b. 75 mm long

4. Write in order from smallest to biggest unit: cm km m mm

5. Complete the number line.

989 990 991 999

Write all the numbers smaller than 995. _____

SM Assessment 5

Number Assessment

1. Write a number sentence for each.

	<p>Explain how you counted the blocks.</p> <p>_____</p> <p>_____</p>
--	--





2. Write two multiplications and two divisions for the same picture.

	$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
	$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3. Divide. The small "r" refers to the remainder.

17 ÷ 2 = _____ r _____ b. 24 ÷ 5 = _____ r _____

4. Write the fraction or mixed number.

 <p>a.</p>	 <p>b.</p>	 <p>c.</p>	 <p>d.</p>
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5. Which 2-D shape has no straight sides?

- A Rectangle
- B Triangle
- C Square
- D Circle

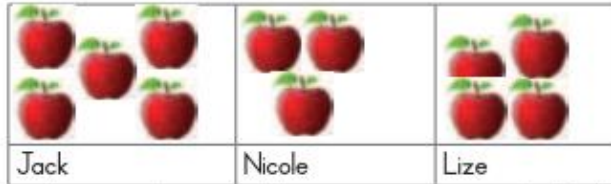
SM Assessment 6

Number Assessment

1. How many weeks are there in 28 days?

- A 4 weeks
- B 3 weeks
- C 5 weeks
- D 6 weeks

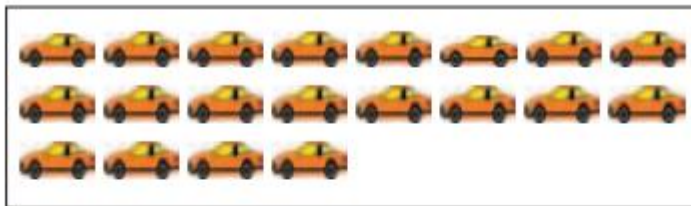
2.



Look at graph to find how many more apples Jack has than Lize?

- A 3 and a half
- B 5
- C 8 and a half
- D 1 and a half

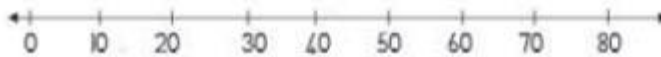
3. Count the pictures of the cars and write your answer in words.



4. Arrange the given numbers from the greatest to the smallest.

391, 193, 913, 931, 139, 319

5. Use the number line to show that $4 \times 10 = 40$



SM Assessment 8

Number Assessment

1. What is the missing operation sign in the number sentence below?

$$40 \square 5 = 8$$

A -

B ×

C +

D ÷

2. Which are the next correct shapes in the geometric pattern?



A   

B   

C   

D   

3.



Use the example to guide you.

50	50	double 50 is 100	300	300	
200	200		3	3	

4.



Use near doubles to solve the following.
Use the example to guide you.

a. $43 + 44 =$	double $43 + 1$	$43 + 43 + 1 = 87$
b. $81 + 41 =$		

5.

a. $223 + 223 =$ _____
b. $160 + 160 =$ _____

SM Assessment 9

Number Assessment

1.

2. Compare the fractions.

a. $\frac{2}{7}$ $\frac{2}{3}$

b. $\frac{5}{11}$ $\frac{7}{11}$

c. $\frac{1}{2}$ $\frac{9}{10}$

3. Moipone ate $\frac{1}{2}$ of a strawberry pie, and Dithole ate $\frac{7}{12}$ of a blueberry pie. Look at the pictures. Who ate more pie?

Moipone's pie:



Dithole's pie:



4. Write the rule used for the number pattern below.

380; 384; 388; 392



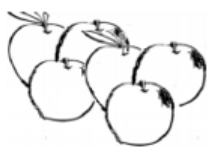

5. Share 75 blocks among 6 children.

- A 11 rem 3
- B 12 rem 3
- C 3 rem 12
- D 10 rem 3

SM Assessment 10

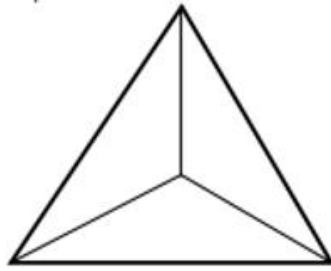
Number Assessment

1. Which object is the heaviest?

 <input type="checkbox"/> 50 g	 <input type="checkbox"/> 500 g
 <input type="checkbox"/> 15 kg	 <input type="checkbox"/> 5 kg

- A 50 g
- B 500 g
- C 15 kg
- D 5 kg

2. Which 2-D shape do the faces of the object represent?



- A triangle
- B square
- C rectangle
- D cube

3. Describe the volume of the object below.



- A full
- B empty
- C three-quarters full
- D one-quarter full

4. Solve the equation.


$$364 - 109 = \underline{\hspace{2cm}}$$

5. Calculate

$$569 + 239 =$$

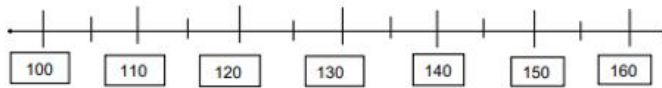
SM Assessment 11

Number Assessment

1. 

a. Circle 12 groups of 3 bees each.


2. Show your calculation on the number-line.

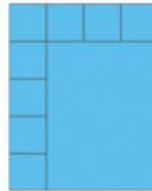


$105 + 45 =$ _____



3.

Find the area

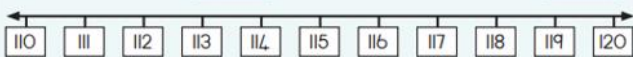
How many squares this size  do you need to completely cover each figure? Use your own way to work it out. You can draw squares on the pictures to help you work it out.



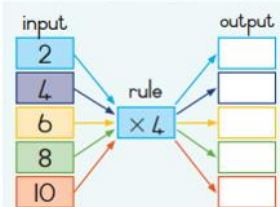
4.

 Round off to the nearest 10. 

114 rounded off is? _____ 117 rounded off is? _____



5.




SM Assessment 12

Number Assessment

<p>1. $45 \div 5$</p> <p>$= (40 + 5) \div 5$</p> <p>$= (45 \div 5) + (5 \div 5)$</p> <p>$= 8 + 1$</p> <p>$= 9$</p>	<p>$75 \div 5$</p>
---	-------------------------------

2.

David sells bags of oranges. He puts five oranges in each bag.
 He has 85 oranges.




How many bags can he fill?

3.

Do you notice the pattern?	Describe it.
963, 968, 973, 978, 983, _____	
944, 949, 954, 959, 964, _____	

4.




Odds and evens.

a. Draw a (x) next to the odd numbers and a (✓) next to the even numbers.

914	923	916	907	929	912	911	915	
908	917	925	931	930	910	909	922	933

5.

$47 \div 2$  $= (40 + 7) \div 2$ $= (40 \div 2) + (7 \div 2)$ $= 20 + 3 \text{ rem } 1$ $= 23 \text{ rem } 1$	$75 \div 2$
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CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM

GRADE 3: 20 Item Consolidation Assessment

TERM 3 & 4

<p>1. Fill in the missing numbers. (2)</p> <p>1.1 310; 320; _____; 340; _____; 360; _____; _____; 390</p> <p>1.2 130; 133; _____; _____; _____; _____; _____</p>	<p>11. Continue the pattern. (1)</p> <p>○ △ ○ ○ _____</p>																
<p>2. Complete the table. (4)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Number in symbols</th> <th style="width: 50%;">Number in words</th> </tr> </thead> <tbody> <tr> <td>443</td> <td></td> </tr> <tr> <td></td> <td>three hundred and two</td> </tr> <tr> <td>251</td> <td></td> </tr> <tr> <td></td> <td>seventy-six</td> </tr> </tbody> </table>	Number in symbols	Number in words	443			three hundred and two	251			seventy-six	<p>12. Complete the number patterns. (2)</p> <p>12.1 2; 4; _____; _____; _____; _____; _____; _____</p> <p>12.2 20; 40; _____; _____; _____; _____; _____; _____</p>						
Number in symbols	Number in words																
443																	
	three hundred and two																
251																	
	seventy-six																
<p>3. Arrange the numbers from smallest to biggest. (1)</p> <p style="text-align: center; border: 1px solid black; padding: 5px; display: inline-block;">643 221 784 143 97 695 981</p> <p>_____</p>	<p>13. Complete the money table. (1)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">R5 coins</th> <th style="width: 10%;">1</th> <th style="width: 10%;">2</th> <th style="width: 10%;">3</th> <th style="width: 10%;">4</th> <th style="width: 10%;">5</th> <th style="width: 10%;">6</th> <th style="width: 10%;">7</th> </tr> </thead> <tbody> <tr> <td>Total money</td> <td>R5</td> <td></td> <td></td> <td>R20</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	R5 coins	1	2	3	4	5	6	7	Total money	R5			R20			
R5 coins	1	2	3	4	5	6	7										
Total money	R5			R20													
<p>4. Write the values of the underlined numbers. (2)</p> <p>4.1 <u>4</u>3 _____ 4.2 7<u>8</u>1 _____</p> <p>4.3 3<u>4</u>8 _____ 4.4 9<u>2</u>4 _____</p>	<p>14. Match the objects with the words. (2)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> cone pyramid sphere cylinder </div>																
<p>5. Break up the numbers. (2)</p> <p>5.1 $643 = 600 + \square + \square$</p> <p>5.2 $251 = \square + 50 + \square$</p>	<p>15. Name the shapes. (2)</p> <p>15.1 15.2 </p> <p>_____</p> <p>15.3 15.4 </p> <p>_____</p>																
<p>6. Complete the table. (3)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Before</th> <th style="width: 33%;">Number</th> <th style="width: 33%;">After</th> </tr> </thead> <tbody> <tr> <td>444</td> <td>445</td> <td></td> </tr> <tr> <td></td> <td>732</td> <td>733</td> </tr> <tr> <td>199</td> <td></td> <td>201</td> </tr> </tbody> </table>	Before	Number	After	444	445			732	733	199		201	<p>16. Name two shapes that have more than four sides. (1)</p> <p>_____</p>				
Before	Number	After															
444	445																
	732	733															
199		201															
<p>7. Add the numbers. (2)</p> <p>7.1 $64 + 23 = \square$ 7.2 $131 + 245 = \square$</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>_____</p> <p>_____</p> </div> <div style="text-align: center;"> <p>_____</p> <p>_____</p> </div> </div>	<p>17. What is the time? (3)</p> <p>17.1 17.2 17.3 </p> <p>_____</p> <p>_____</p>																
<p>8. Subtract the numbers. (2)</p> <p>8.1 $89 - 24 = \square$ 8.2 $378 - 131 = \square$</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>_____</p> <p>_____</p> </div> <div style="text-align: center;"> <p>_____</p> <p>_____</p> </div> </div>	<p>18. Complete. (3)</p> <p>18.1 There are _____ days in 5 weeks.</p> <p>18.2 14 days is _____ weeks.</p> <p>18.3 36 months is _____ years.</p>																

9.	<p>Fill in the table. (4)</p> <table border="1" data-bbox="268 250 555 338"> <thead> <tr> <th>Halve</th> <th>Number</th> <th>Double</th> </tr> </thead> <tbody> <tr> <td></td> <td>46</td> <td></td> </tr> <tr> <td></td> <td>24</td> <td></td> </tr> </tbody> </table>	Halve	Number	Double		46			24		<p>19. Place the following information in the graph below. (2)</p> <ul style="list-style-type: none"> • 6 children have green eyes • 2 children have blue eyes • 8 children have brown eyes • 1 child has grey eyes • 3 children have eyes that are another colour <table border="1" data-bbox="847 349 1291 568"> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td> <td>Green</td> <td>Blue</td> <td>Brown</td> <td>Grey</td> <td>Other</td> </tr> </table> <p style="text-align: center;">Eye colour</p>	8						7						6						5						4						3						2						1							Green	Blue	Brown	Grey	Other
Halve	Number	Double																																																															
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	Green	Blue	Brown	Grey	Other																																																												
10.	<p>Jody has 5 packets of bubble gum. She has 23 pieces of bubble gum in each packet. How many pieces does she have altogether? (1)</p> <p>_____</p>	<p>20. Write the numbers in words. (5)</p> <p>38 _____</p> <p>111 _____</p> <p>305 _____</p> <p>578 _____</p> <p>1 360 _____</p>																																																															
		TOTAL: 45 MARKS																																																															

MEMORANDUM

- 1.1 330; 350; 370; 380
- 1.2 136; 139; 142; 145; 148 (2)
2.

Number in symbols	Number in words
	four hundred and forty-three
302	
	two hundred and fifty-one
76	

 (4)
3. 97, 143, 221, 643, 695, 784, 981 (1)
- 4.1 600
- 4.2 80
- 4.3 8
- 4.4 900 ($4 \times \frac{1}{2} = 2$)
- 5.1 40, 3
- 5.2 200, 1 (2)
6.

Before	Number	After
		446
731		
	200	

 (3)
- 7.1 87
- 7.2 376 (2)
- 8.1 65
- 8.2 247 (2)

9.

Half	Number	Double
23		46
12		24

(4)

10. She has 115 pieces altogether. (1)



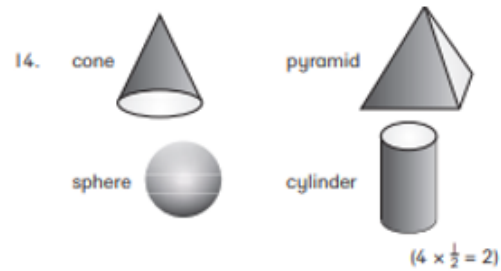
12.1 6; 8; 10; 12; 14; 16; 18; 20

12.2 60; 80; 100; 120; 140; 160 (2)

13.

R5 coins	1	2	3	4	5	6	7
Total money		R10	R15		R25	R30	R35

(1)



15.1 triangle

15.2 circle

15.3 square

15.4 rectangle (4 × ½ = 2)

16. Two of these: pentagon, hexagon, octagon, decagon (2 × ½ = 1)

17.1 3:00 or 3 o'clock

17.2 2:30 or half past 2

17.3 8:15 or quarter past eight (3)

18.1 35

18.2 2

18.3 3 (3)

19.

8					
7					
6					
5					
4					
3					
2					
1					
	Green	Blue	Brown	Grey	Other

(2)

20.

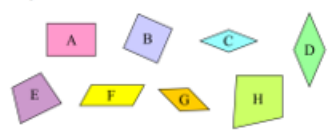
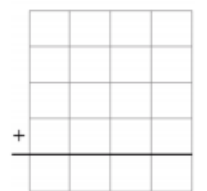
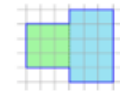
thirty-eight (1)


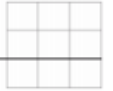
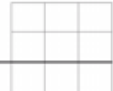





one hundred and eleven (1)

three hundred and five (1)

five hundred and seventy-eight (1)





one thousand three hundred and sixty (1)

<p>1.</p> <p style="text-align: center;">a.</p> $2 \times 7 = \underline{\quad}$ $8 \times 3 = \underline{\quad}$ $5 \times 5 = \underline{\quad}$ $9 \times 4 = \underline{\quad}$	<p>11.</p> <p>Fill in the missing part.</p> <hr/> <p>a. $2,000 + 60 + \underline{\quad} = 2,760$ b. $700 + 20 + \underline{\quad} + 9 = 2,729$</p>
<p>2.</p> <p style="text-align: center;">a.</p> $21 \div 3 = \underline{\quad}$ $35 \div 7 = \underline{\quad}$ $48 \div 6 = \underline{\quad}$ $49 \div 7 = \underline{\quad}$	<p>12.</p> <p>Compare and write $<$, $>$, or $=$.</p> <p>a. $6,034$ <input type="checkbox"/> $3,064$ b. $5,156$ <input type="checkbox"/> $5,516$ c. $9,079$ <input type="checkbox"/> $9,097$</p>
<p>3.</p> <p>a. $240 + 70 = \underline{\quad}$ b. $540 + 80 = \underline{\quad}$ $99 + 50 = \underline{\quad}$ $335 + 9 = \underline{\quad}$</p>	<p>13.</p> <p>Round the numbers to the nearest TEN.</p> <p>a. $743 \approx \underline{\quad}$ b. $987 \approx \underline{\quad}$</p>
<p>4.</p> <p>a. $100 - 67 = \underline{\quad}$ b. $651 - 8 = \underline{\quad}$ $73 - 68 = \underline{\quad}$ $54 - 9 = \underline{\quad}$</p>	<p>14.</p> <p>Estimate these calculations by rounding the numbers to the nearest hundred. Also, calculate the exact answer.</p> <p>a. Round the numbers, then add:</p> $\begin{array}{r} 3,782 \\ + 2,255 \\ \hline \end{array}$ <p>Calculate exactly:</p> $\begin{array}{r} 3\ 7\ 8\ 2 \\ + 2\ 2\ 5\ 5 \\ \hline \end{array}$
<p>5.</p> <p>a. $\begin{array}{r} 9\ 6\ 2 \\ - 3\ 8\ 3 \\ \hline \end{array}$ b. $\begin{array}{r} 7\ 0\ 0\ 2 \\ - 4\ 5\ 2\ 6 \\ \hline \end{array}$</p>	<p>15.</p> <p>Name any special quadrilaterals.</p> 
<p>6.</p> <p>a. $82 + 5,539 + 1,254 + 278$</p> 	<p>16.</p> <p>Find the perimeter and area of this shape.</p> <p>Perimeter: _____</p> <p>Area: _____</p> 

7.	<p>a. $414 + \triangle = 708$ \triangle is _____</p> 	<p>b. $\triangle - 339 = 485$ \triangle is _____</p> 	17. Draw lines: 7 cm 5 mm long
8.	<p>A store received 100 boxes, which each had 8 light bulbs.</p> <p>a. How many light bulbs did the store receive?</p> <p>b. After selling 8 boxes, how many bulbs are left?</p> 	18. Write two multiplications and two divisions for the same picture. 	
9.	<p>Write a multiplication sentence (NOT just the answer) to solve how many legs these animals have in total.</p> <p>a. seven horses _____</p> <p>b. five ducks _____</p> <p>c. eight horses and six ducks _____</p>	19. Write the fraction or mixed number.  a.  b.  c.	
10.	 <p>a. _____ : _____ b. _____ : _____</p> <p>10 min. later _____ : _____ _____ : _____</p>	20. Compare the fractions, and write $>$, $<$, or $=$ in the box. a. $\frac{2}{7}$ <input type="checkbox"/> $\frac{2}{3}$ b. $\frac{5}{11}$ <input type="checkbox"/> $\frac{7}{11}$ c. $\frac{1}{2}$ <input type="checkbox"/> $\frac{9}{10}$	

MEMORANDUM

1.	a. 14, 24, 25, 36	11.	a. 700 b. 2,000		
2.	a. 7, 5, 8, 7	12.	a $>$ b $<$ c $<$		
3.	a. 310, 149 b. 620, 344	13.	a. 740 b. 990		
4.	a. 33, 5 b. 643, 45	14.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> a. Round the numbers, then add: $3,782 + 2,255$ $\downarrow \quad \quad \downarrow$ $3,800 + 2,300 = 6,100$ </td> <td style="width: 50%;"> Calculate exactly: $\begin{array}{r} 3782 \\ + 2255 \\ \hline 6037 \end{array}$ </td> </tr> </table>	a. Round the numbers, then add: $3,782 + 2,255$ $\downarrow \quad \quad \downarrow$ $3,800 + 2,300 = 6,100$	Calculate exactly: $\begin{array}{r} 3782 \\ + 2255 \\ \hline 6037 \end{array}$
a. Round the numbers, then add: $3,782 + 2,255$ $\downarrow \quad \quad \downarrow$ $3,800 + 2,300 = 6,100$	Calculate exactly: $\begin{array}{r} 3782 \\ + 2255 \\ \hline 6037 \end{array}$				
5.	<p>a. 579. To check, add $579 + 383 = 962$ using the grid.</p> <p>b. 2,476. To check, add $2,476 + 4,526 = 7,002$ using the grid.</p>	15.	A - rectangle B - square C - rhombus D - rhombus G - rhombus Also, F is a parallelogram; however that is not studied in third grade.		
6.	a. 7,153	16.	Perimeter 22 units Area 24 square units or squares Note that the student should also give the "units" and "square units" or "squares", not just a plain number.		

7.	<p>a.  is 294. Solve by subtracting $708 - 414$.</p> <p>b.  is 824. Solve by adding $485 + 339$.</p>	17.	<p>The sides of the rectangle could be 1 and 4, or 2 and 3.</p> 						
8.	<p>a. 800 light bulbs b. 736 are left. Solve by subtracting $800 - 64$.</p>	18.	 <p>$3 \times 6 = 18$ $18 \div 3 = 6$ $6 \times 3 = 18$ $18 \div 6 = 3$</p>						
9.	<p>a. $7 \times 4 = 28$ legs b. $5 \times 2 = 10$ legs c. $8 \times 4 + 6 \times 2 = 44$ legs</p>	19.	<p>a. $\frac{3}{8}$ b. $\frac{7}{9}$ c. $\frac{2}{4}$</p>						
10.	<table border="1" data-bbox="274 645 614 795"> <tr> <td></td> <td>a. 10:51</td> <td>b. 2:34</td> </tr> <tr> <td>10 min. later</td> <td>11:01</td> <td>2:44</td> </tr> </table>		a. 10:51	b. 2:34	10 min. later	11:01	2:44	20.	<p>a. < b. < c. <</p>
	a. 10:51	b. 2:34							
10 min. later	11:01	2:44							