2021 TMU GRADE 2 TERM 1 WEEK

|  |  | WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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|  |  | WEEK ENDING |  | - | $\sum_{i}^{\text {® }}$ |  | $\sum_{\substack{\alpha}}^{\stackrel{\alpha}{K}}$ | $\underset{\substack{\text { ¢ }}}{\substack{\text { ¢ }}}$ | 足 | ¢ | ¢ $\substack{1 \\ \text { ¢ }}$ | 㽞 |
|  | LESSONS TERM 1 | TOPIC |  |  |  |  |  |  |  |  |  |  |
|  | Baseline assessments | Learners are able to or not to able to: <br> - count objects up to 50 . <br> - read and write number symbols up to 100 . <br> - solve word problems in context using symbols +, <br> - manage addition and subtraction up to 20 mentally (especially with exchange) <br> SELECT SOME OF REVISION LESSON ACTIVITIES | Week 1\&2 |  |  |  |  |  |  |  |  |  |
|  | Gr1 T4 L5 | Numbers up to 99 (1) |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T4 L6 | Numbers up to 99 (2) |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T4 L7 | Numbers up to 99 (3) |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T4 L8 | Ordering and comparing numbers (1) |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T4 L11 | One hundred |  |  |  |  |  |  |  |  |  |  |
|  | L6 | The concept of 100 |  |  | Week 3\&4 |  |  |  |  |  |  |  |
|  | L4 | Expanded notation |  |  |  |  |  |  |  |  |  |  |
|  | L8 | Assessment |  |  |  |  |  |  |  |  |  |  |
|  | L12 | Number sequences up to 100 |  |  |  |  |  |  |  |  |  |  |
|  | L13\&15 | Building up and breaking down numbers (Activities 1\&3, Classwork) |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Numbers up to 100 |  |  |  |  |  |  |  |  |  |  |
|  | L14 | Assessment |  |  |  |  | Week 5\&6 |  |  |  |  |  |
|  | L16\&17 | Addition and subtraction (Activities 1\&2, Classwork) |  |  |  |  |  |  |  |  |  |  |
|  | combined | Addition and subtraction (Activity 3, Classwork-1) |  |  |  |  |  |  |  |  |  |  |
|  | L18 | Assessment |  |  |  |  |  |  |  |  |  |  |
|  | L19\&20combined | Addition and subtraction of multiples of 10 (Activities 1\&3, Classwork) |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Addition and subtraction (Questions 3-5) |  |  |  |  |  |  |  |  |  |  |
|  | L22 | Addition and subtraction |  |  |  |  |  |  |  |  |  |  |


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|  | L21 | Addition and subtraction (Activities 1\&3, Classwork) |  |  |  |  |  |  | Week 7\&8 |  |  |  |
|  | L24 | Addition and subtraction |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & \text { L23\&25 } \\ & \text { combined } \end{aligned}$ | Assessment |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation |  |  |  |  |  |  |  |  |  |  |
|  | L42 | Non-standard units of length |  |  |  |  |  |  |  |  |  |  |
|  | L43\&44 combined | Standard units of length (Activities 1\&2, Classwork 3-5) |  |  |  |  |  |  |  |  | Week 9\&10 |  |
|  |  | Measuring in metres <br> (Activity 3) |  |  |  |  |  |  |  |  |  |  |
|  | L47 | Assessment |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T1 L36 | Ordinal numbers |  |  |  |  |  |  |  |  |  |  |
|  | Gr1 T1 L37 | Ordinal and cardinal numbers |  |  |  |  |  |  |  |  |  |  |
|  | L49 | Assessment (skipping Question 1) |  |  |  |  |  |  |  |  |  |  |
|  | t1 | Numbers up to 20 |  |  |  |  |  |  |  |  |  |  |
|  | $-12$ | Numbers up to 99 |  |  |  |  |  |  |  |  |  |  |
|  | $13$ | Numbers up to 99 |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Numbers to 99 |  |  |  |  |  |  |  |  |  |  |
|  |  | Comparing and sequencing numbers |  |  |  |  |  |  |  |  |  |  |
|  | 19 Comparing and ordering <br> numbers |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Numbers to 100 |  |  |  |  |  |  |  |  |  |  |
|  | 11 Number sequences up to <br> 100 |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { 븜 } \\ & \frac{\square}{n} \\ & \frac{\mathbf{n}}{} \end{aligned}$ | Column addition |  |  |  |  |  |  |  |  |  |  |  |
|  | Column addition |  |  |  |  |  |  |  |  |  |  |  |
|  | $128$ | Addition using a number line |  |  |  |  |  |  |  |  |  |  |
|  | $+29$ | Assessment |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Addition and subtraction |  |  |  |  |  |  |  |  |  |  |
|  |  | Column subtraction |  |  |  |  |  |  |  |  |  |  |
|  | $132$ | Column subtraction |  |  |  |  |  |  |  |  |  |  |
|  |  | Subtraction using a number line |  |  |  |  |  |  |  |  |  |  |
|  |  | Addition using bar diagrams |  |  |  |  |  |  |  |  |  |  |
|  |  | Consolidation: Subtraction |  |  |  |  |  |  |  |  |  |  |
|  | $136$ | Subtraction using bar diagrams |  |  |  |  |  |  |  |  |  |  |

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| 137 More bar diagrams |  |  |  |  |  |  |  |  |  |  |
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| 138 Addition and subtraction |  |  |  |  |  |  |  |  |  |  |
| L39 Assessment |  |  |  |  |  |  |  |  |  |  |
| 140 liansolidation: Bar |  |  |  |  |  |  |  |  |  |  |
| $\underline{41}$ Length |  |  |  |  |  |  |  |  |  |  |
| Consolidation: Measuring <br> length |  |  |  |  |  |  |  |  |  |  |
| L46 Length |  |  |  |  |  |  |  |  |  |  |
| 148 Ordinal and cardinal |  |  |  |  |  |  |  |  |  |  |
| 150 Consolidation: Ordinal |  |  |  |  |  |  |  |  |  |  |
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