

GRADE 1

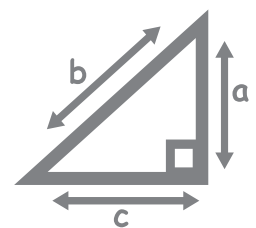
Mathematics

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

2019 TERM 1

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ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support teachers in several ways:

- It provides a plan of what should be taught each day of the term based on the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme.
- It enables you to track your progress through the curriculum during the term. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on how to ensure that all the work for the term is completed.
- The planner and tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in teaching practice.

It gives support for assessment by providing the following:

- **Guidelines for oral and practical assessment activities**

Each week in the tracker table (after the daily lesson plan information) there is a statement of an activity that you can use for oral and/or practical assessment in that week. The activity links to one of the CAPS topics being taught in that week and should be carried out during those lessons (and completed during the open lesson at the end of the week if necessary). The activity statement is brief – it indicates what content is being tested. A rubric or checklist is given with criteria to clarify how you can allocate marks for the activity.

The activity statement and rubric/checklist should be used together as they give the

full description of the activity and what has to be done in the activity. Most of the oral and practical assessment activities are formal but some of them are informal (this is indicated in the tracker table).

- **An Assessment Term Plan**

This gives an overview of the planned assessment for the term. The plan includes the oral and practical (formal and informal) assessment activities and the written assessment items applicable to each week. Formal assessment has been planned to allow time for teachers to establish the routine at the beginning of each term and to enter marks into SA SAMS at the end of the term.

- **A suggested mark record sheet**

The sheet has columns in which you can record the marks for each of the formal assessments provided. This sheet follows the Assessment Term Plan. You can copy this sheet and add your learners' names in the left hand column. The record sheet should help you when you have to enter marks into SA SAMS. If the 'out of' marks for the assessment activities you have used are not the same as those shown in SA SAMS, you can change those in SA SAMS. SA SAMS will automatically adjust the weightings, and will provide the correct level for each learner.

- **An item bank of questions**

These can be used for written assessment on each of the CAPS content areas, with marking guidelines. These are referenced in the resources column of the tracker, linked to the lesson to which the assessment applies. These items can be used individually or grouped, at your discretion. You should ensure that you mark written work on each of the topics taught and give learners feedback on their work regularly.

You should file your completed tracker at the end of each term.

It is important to note that:

- The first term is not always the same length. If the term in which you are using the lesson plans and tracker is longer or shorter than 11 weeks, you will need to adjust the pace at which you work to complete the work in the time available, or make another plan to stay on track.
- The DBE workbook pages in this tracker refer to pages in the 2017 edition of the workbook. These might not be the same as the pages in the edition to which you will refer. You should check the references to each worksheet and adjust them in the Lesson Plans and the tracker if necessary each year.
- NB: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

The following components are provided in the columns of the planner and tracker tables for each week:

1. Day of the week.
2. CAPS content, concepts and skills for the day.
3. The lesson number in the Lesson Plans.
4. DBE workbook page to be used in the lesson.
5. Resources needed (and written assessment item when applicable).
6. Date completed (this needs to be filled in each day).

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss

things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing.

When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson. It also forms the basis for collegial conversations with your head of department and your peers.

PLANNER AND TRACKER

Week 1: Revision and baseline assessment			
Topic	CAPS topic	DBE workbook	Comment
1	Number concept		
2	Sort objects and patterns	Worksheet 5 (p. 10) Worksheet 4 (pp. 8, 9)	
3	More or less	Worksheet 5 (p. 10)	
4	Sort colours	Worksheet 8 (p. 17)	
5	Position and direction	Worksheet 6 (p. 12)	
6	Shape and size	Worksheet 8 (p. 16)	
7	Count, compare and add	Dice from DBE cut-outs at the back	
8	Patterns	Worksheet 2 (p. 7) Worksheet 3 (pp. 6, 7) Worksheet 6 (p. 13) Worksheet 7 (p. 15)	
Reflection			
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>	
		<p>HOD: _____ Date: _____</p>	

Week 2					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
1	Zero and number 1: Identify, recognise, read and write number symbol 1 and the number name one	1	Worksheet 9 (pp. 18, 19)	Number symbol and number name cards (0 zero, 1 one), counting objects, old magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	
2	Number 2: Identify, recognise, read and write number symbol 2 and the number name two	2	Worksheet 10 (pp. 20, 21)	Number symbol and number name cards (2 two), counting objects, old magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	
3	Number 3: Identify, recognise, read and write number symbol 3 and the number name three	3	Worksheet 11 (pp. 22, 23)	Number symbol and number name cards (3 three), counting objects, magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	
4	Compare and order numbers 1 to 3: Describe and compare a collection of objects and numbers (1 to 3)	4	Worksheet 13 (pp. 28, 29)	Counters, number symbol cards, flashcards (more, less, the same as)	
5	Complete and consolidate the week's assessment and work	n/a			
Week 2 Assessment Activity: ORAL and PRACTICAL – INFORMAL CAPS: Number, operations and relationships: Counting Activity: Observe learners to assess their ability to count objects up to 3					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Unable to count less than 3 objects reliably				
2 (30%–39%)	Counts out less than 3 objects reliably, saying the names with errors most times				
3 (40%–49%)	Counts out up to 3 objects reliably, saying the names in sequence with a few errors most times				
4 (50%–59%)	Counts out 3 objects reliably, saying the names in sequence with a few errors sometimes				
5 (60%–69%)	Counts out 3 objects reliably, saying the names correctly in sequence				
6 (70%–79%)	Counts out more than 3 objects reliably, saying the names in sequence correctly				
7 (80%–100%)	Counts out more than 3 objects reliably, saying the names in sequence correctly and confidently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

Week 3					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
6	Number 4: Identify, recognise, read and write number symbol 4 and the number name four	5	Worksheet 14 (pp. 30, 31)	Number symbol and number name cards (4 four) (see <i>Printable Resources</i>), counting objects, magazines/newspapers, number tracing card (see <i>Printable Resources</i>)	
7	Number 5: Compare numbers 0 to 5 and say which is more than or less than; Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five	6	Worksheet 17 (pp. 36, 37)	Number symbol and number name cards (5 five) (see <i>Printable Resources</i>), counting objects, magazines/newspapers, beads	
8	Numbers 1 to 5: Identify, recognise, read and write number symbols 1 to 5 and number names one to five	7	Worksheet 18 (pp. 38, 39)	Strings of 5 beads for each learner, number symbol and number name cards (0 to 5) (see <i>Printable Resources</i>), counting objects Written assessment items 1 and 2	
9	Addition up to 4: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to four	8	Worksheet 15 (pp. 32, 33)	Counters, cards (four cards with the same picture on each one, e.g. one apple drawn on each card), small stones	
10	Complete and consolidate the week's assessment and work	n/a			
<p align="center">Week 3 Assessment Activity: ORAL and PRACTICAL – FORMAL</p> <p>CAPS: Number, operations and relationships: Counting</p> <p>Activity: Observe learners to assess their ability to count objects up to 5</p>					<p>Mark: /7</p>
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Unable to count less than 5 objects reliably				
2 (30%–39%)	Counts out less than 5 objects reliably, saying the names with errors most times				
3 (40%–49%)	Counts out up to 5 objects reliably, saying the names in sequence with a few errors most times				
4 (50%–59%)	Counts out 5 objects reliably, saying the names in sequence with a few errors sometimes				
5 (60%–69%)	Counts out 5 objects reliably, saying the names correctly in sequence				
6 (70%–79%)	Counts out more than 5 objects reliably, saying the names in sequence correctly				
7 (80%–100%)	Counts out more than 5 objects reliably, saying the names in sequence correctly and confidently				
Reflection					
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>		
			<p>HOD:</p>		<p>Date:</p>

Week 4

Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
11	Addition up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five: Number bonds to 5	9		Counters, number symbol cards (1 to 5) (see <i>Printable Resources</i>)	
12	Use the following techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	10	Worksheet 19 (pp. 40, 41)	Counters (2 different colours), number symbol and number name cards (0 to 5) (see <i>Printable Resources</i>)	
13	Use the following techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	11		Counters, number lines, number symbol cards (see <i>Printable Resources</i>), beads	
14	Addition doubles 1 to 5: Use the following techniques when solving addition problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines	12	Worksheet 26 Question 2 (pp. 56, 57)	Counters, picture of butterfly, Unifix blocks, number lines (see <i>Printable Resources</i>)	
15	Complete and consolidate the week's assessment and work	n/a			

Week 4 Assessment Activity: ORAL and PRACTICAL – INFORMAL

CAPS: Number, operations and relationships: Addition

Activity: Observe learners' ability to add in the number range 0 to 5**Mark:**
/7

Mark (percentage)	Criteria – rubric
1 (0%–29%)	Unable to add correctly
2 (30%–39%)	Able to add by counting all
3 (40%–49%)	Able to add by counting on from the first number
4 (50%–59%)	Able to add without counting but makes several mistakes and lapses back into counting sometimes
5 (60%–69%)	Able to add without counting but makes a few mistakes
6 (70%–79%)	Able to add in the number range without making any mistakes
7 (80%–100%)	Able to add beyond the number range without making any mistakes

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:**Date:**

Week 5					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
16	Addition up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five: Number bonds to 5	13	Worksheet 21 (pp. 44, 45)	Counters, objects, number board (see <i>Printable Resources</i>) Written assessment item 3	
17	Subtraction up to 4: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to four	14		Counters, cards (four cards with the same picture on each one, e.g. one apple drawn on each card), small stones	
18	Subtraction up to 5: Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to five	15	Worksheet 20 (pp. 42, 43)	Bottle tops on a string or an abacus, enough stones/counters for learners Written assessment item 4	
19	Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving subtraction with answers up to five	16	Worksheet 22 Question 2 (pp. 46, 47)	Coloured counters, Unifix blocks, beads, number board, number line (see <i>Printable Resources</i>) Written assessment item 5	
20	Complete and consolidate the week's assessment and work	n/a			
Week 5 Assessment Activity: ORAL and PRACTICAL – FORMAL					
CAPS: Number, operations and relationships: Subtraction					Mark:
Activity: Observe learners' ability to subtract in the number range 0 to 5					/7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Unable to subtract correctly				
2 (30%–39%)	Able to subtract by counting all and then counting back				
3 (40%–49%)	Able to subtract by counting back from the bigger number				
4 (50%–59%)	Able to subtract without counting but makes several mistakes and lapses back into counting sometimes				
5 (60%–69%)	Able to subtract without counting but makes a few mistakes				
6 (70%–79%)	Able to subtract in the number range without making any mistakes				
7 (80%–100%)	Able to subtract beyond the number range without making any mistakes				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

Week 6					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
21	Use the following techniques when solving addition and subtraction problems (0 to 5) and explain solutions to problems: Concrete apparatus, number lines; Practise number bonds 1 to 5	17	Worksheet 25 Question 2 (pp. 54, 55)	Counters (2 different colours), Unifix cubes, number board, number line (see <i>Printable Resources</i>) Written assessment item 6	
22	Numbers 6 to 10 (recognition only): Identify, recognise, and read number symbols 6 to 10 and number names six to ten	18		Number symbol and number name cards (6 to 10), number board (see <i>Printable Resources</i>), counting objects, old magazines Written assessment item 7	
23	Number patterns to 10: Copy, extend and describe simple number sequences to 10	19		Number symbol cards (0 to 10) and number picture cards (0 to 10), number boards (see <i>Printable Resources</i>) Written assessment item 8	
24	Numbers 11 to 15 (recognition only): Compare numbers up to 10 and say which is more or less; Identify, recognise, and read number symbols 11 to 15	20		Number symbol and number name cards (11 to 15) (see <i>Printable Resources</i>), counting objects, old magazines/newspapers	
25	Complete and consolidate the week's assessment and work	n/a			
Week 6 Assessment Activity: ORAL – FORMAL					
CAPS: Patterns and algebra					Mark:
Activity: Observe learners' ability to copy, extend and describe simple number sequences to 10					/7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Unable to copy, extend and describe simple number sequences				
2 (30%–39%)	Able to copy simple number sequences to 5				
3 (40%–49%)	Able to copy and extend simple number sequences to 5				
4 (50%–59%)	Able to copy and extend simple number sequences to 10				
5 (60%–69%)	Able to copy, extend and describe simple number sequences to 10 but makes some mistakes				
6 (70%–79%)	Able to copy, extend and describe simple number sequences to 10 without making any mistakes				
7 (80%–100%)	Able to copy, extend and describe simple number sequences beyond 10				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD:		Date:

Week 7					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
26	Patterns of 10: Copy, extend and describe simple number sequences 1 to 20, i.e. count forwards and backwards in ones 1 to 20	21		Counters, number symbol cards (0 to 20), number lines (see <i>Printable Resources</i>) Written assessment item 9	
27	Numbers 16 to 20 (recognition only): Order a given set of selected numbers; Identify, recognise, and read number symbols 16 to 20	22		Number symbol and number name cards (16 to 20) (see <i>Printable Resources</i>), counting objects, old magazines/newspapers	
28	Number patterns 1 to 15: Copy, extend and describe simple number sequences 1 to 20, i.e. count forwards and backwards in ones 1 to 20	23		Number symbol cards (0 to 15), number boards and number lines (see <i>Printable Resources</i>)	
29	3-D – balls and boxes: Recognise and name 3-D objects in the classroom and in pictures	24	Worksheet 23 (pp. 48, 49)	Number symbol cards (see <i>Printable Resources</i>), some ball and box shapes objects, some pictures of ball and box shapes objects Written assessment items 11 and 12	
30	Complete and consolidate the week's assessment and work	n/a			
Week 7 Assessment Activity: PRACTICAL – FORMAL					
CAPS: Space and shape: 3-D objects Activity: Observe learners' ability to identify, recognise, name and sort ball and box shaped objects					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Cannot recognise 3-D (balls and boxes) objects and position, confused				
2 (30%–39%)	Needs help to recognise 3-D objects (balls and boxes) and can describe position				
3 (40%–49%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes errors most times				
4 (50%–59%)	Recognises 3-D objects and 2-D shapes and can describe position and direction but makes few errors sometimes				
5 (60%–69%)	Recognises 3-D objects and 2-D shapes and can describe position and direction almost always correctly				
6 (70%–79%)	Recognises 3-D objects and 2-D shapes and can describe position and direction always correctly				
7 (80%–100%)	Recognises 3-D objects and 2-D shapes and can describe position and direction competently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: Date:		

Week 8					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
31	Size of 3-D objects: Recognise and name 3-D objects in the classroom and in pictures; Describe, sort and compare 3-D objects in terms of size	25	Worksheet 27 (pp. 58, 59)	Pictures of objects of various sizes, balls and boxes of various sizes Written assessment item 13	
32	3-D – Building objects: Observe and build given 3-D objects using concrete materials	26	Worksheet 31 (pp. 66, 67)	Lots of empty matchboxes, glue, objects, balls, boxes (you must collect and recycle)	
33	Length: Compare and order the length, height or width of two or more objects by placing them next to each other; Use language to talk about the comparison	27	Worksheet 12b (pp. 26, 27)	Number symbol cards (see Printable Resources), pencils, sticks, Unifix blocks	
34	Length: Compare and order the length of two or more objects by placing them next to each other; Estimate, measure, compare, order and record length using non-standard measures	28	Worksheet 12a (pp. 24, 25)	Matchboxes, Unifix blocks, objects to be measured (e.g. books, suitcases, desks, mats, etc.) Written assessment item 14	
35	Complete and consolidate the week's assessment and work	n/a			
Week 8 Assessment Activity: PRACTICAL – FORMAL CAPS: Measurement: Length Activity: Observe learners' ability to order and compare according to length					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Does not understand simple length concepts				
2 (30%–39%)	Needs help to describe simple length concepts				
3 (40%–49%)	Knows and can describe: length – long, short but makes errors most times				
4 (50%–59%)	Knows and can describe: length – long, short but makes few errors sometimes				
5 (60%–69%)	Knows and can describe: length – long, short almost always correctly				
6 (70%–79%)	Knows and can describe: length – long, short always correctly				
7 (80%–100%)	Knows and can describe: length – long, short correctly, competently and confidently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: Date:		

Week 9					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
36	Geometric patterns: Copy and extend simple patterns using physical objects and drawings	29		Balls, boxes, books, cans, crayons, tins, coloured counters, Unifix blocks, geometric pattern cards Written assessment item 10	
37	Data – sort objects: Collect and sort everyday objects; Draw a picture of the collected objects; Describe the collection and give reasons for how the objects were sorted	30	Worksheet 28 (p. 60)	Number symbol cards (0 to 5) (see <i>Printable Resources</i>), shapes, bottle tops, counters of various sizes and colours, Unifix cubes	
38	Data – sort objects: Collect, sort and draw a picture of collected everyday objects; Describe the collection and give reasons for how the objects were sorted	31	Worksheet 28 (p. 61)	Glass jars, Unifix cubes, bottle tops, various coloured beads Written assessment item 17	
39	Mass: Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures, e.g. blocks, bricks, etc.; Use language to talk about the comparison, e.g. light, heavy, lighter, heavier	32		Balance scale, objects found in the classroom to use to compare mass Written assessment item 16	
40	Complete and consolidate the week's assessment and work	n/a			
Week 9 Assessment Activity: PRACTICAL – FORMAL					
CAPS: Data handling					
Activity: Observe learners' ability to collect, sort, draw and describe collections of everyday objects					Mark: /7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Collects data				
2 (30%–39%)	Collects and sorts collected items but not all correctly sorted				
3 (40%–49%)	Collects, sorts and draws data but not all correctly sorted				
4 (50%–59%)	Collects and sorts collected items correctly according to categories				
5 (60%–69%)	Collects, sorts and draws a picture of the sorted data				
6 (70%–79%)	Collects, sorts and describes the sorted data				
7 (80%–100%)	Describes collected data and gives reasons for manner of sorting				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

Week 10						
Day	CAPS content, concepts, skills		LP no.	DBE workbook	Resources	Date completed
41	Mass – light and heavy: Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures; Use relevant language to talk about comparison		33		Variety of heavy and light objects (e.g. kitchen items), one or more balance scales, flashcards (heavy, light)	
42	Capacity: Compare and order the amount of liquid in two containers placed next to each other and check by pouring into a third container		34		Strings of five and ten beads, variety of containers, sand or water, cups, flashcards (full, empty) Written assessment item 15	
43	Position: Follow directions to move around the classroom; Follow instructions to place one object in relation to another; Describe the position of one object in relation to another		35	Worksheet 24b (pp. 52, 53)	Unifix blocks, position vocabulary cards (on top of, under, in front of, behind, to the left of, to the right of, next to)	
44	Position: Follow direction; Describe the position of one object in relation to another		36	Worksheet 24a (pp. 50, 51)	Arrow cards, balls, coloured boxes, classroom items	
45	Complete and consolidate the week's assessment and work		n/a			
Week 10 Assessment Activity: ORAL – INFORMAL						Mark: /7
CAPS: Space and shape – Position and direction Activity: Observe learners' ability to identify position and follow directions						
Mark	Criteria – Checklist: 1 mark for each criterion achieved					
1	Able to follow directions to move to the left and right					
1	Able to follow directions to show movement up and down					
1	Able to identify positions above and below					
1	Able to identify positions next to, in front of and behind					
1	Able to follow directions to move around the classroom					
1	Able to follow instructions to place one object in relation to another					
1	Able to describe the position of one object in relation to another					
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						
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?		
				HOD: _____ Date: _____		

Week 11					
Day	CAPS content, concepts, skills	LP no.	DBE workbook	Resources	Date completed
46	Grouping: Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	37	Worksheet 30 (pp. 64, 65)	Hoops (or circles drawn in the sand), counters, crayons, cups	
47	Sharing: Practically solve problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	38	Worksheet 29 (pp. 62, 63)	Counters, crayons	
48	Passing time: Order regular events from own lives; Compare lengths of time using language, e.g. longer, shorter, faster, slower; Sequence events using language such as yesterday, today, tomorrow	39	Worksheet 16 (pp. 34, 35)	Box, stones, sequence pictures (e.g. from waking up to getting to school), events pictures (e.g. eating breakfast and brushing teeth)	
49	Telling time: Talk about the passing of time: Compare lengths of time, sequence events, describe when something happens, identify the sequence of days of the week and months of the year, place birthdays on the calendar	40	Worksheet 32 (pp. 68, 69)	Birthday chart, days of the week vocabulary cards, months of the year vocabulary cards	
50	Complete and consolidate the week's assessment and work	n/a			
Week 11 Assessment Activity: ORAL – INFORMAL					
CAPS: Measurement: Time					Mark:
Activity: Observe learners' ability to use the vocabulary of time – longer and shorter times					/7
Mark (percentage)	Criteria – rubric				
1 (0%–29%)	Does not understand simple time concepts				
2 (30%–39%)	Needs help to give examples of simple time concepts				
3 (40%–49%)	Knows and can give examples: time – longer, shorter but makes errors most times				
4 (50%–59%)	Knows and can give examples: time – longer, shorter but makes few errors sometimes				
5 (60%–69%)	Knows and can give examples: time – longer, shorter almost always correctly				
6 (70%–79%)	Knows and can give examples: time – longer, shorter always correctly				
7 (80%–100%)	Knows and can give examples: time – longer, shorter correctly, competently and confidently				
Reflection					
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?		
			HOD: _____ Date: _____		

ASSESSMENT RESOURCES

1. ASSESSMENT TERM PLAN

The assessment term plan gives an overview of how the formal and informal assessment programme fits 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 at the end of this 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 Activities	Formal Assessment Activities
1	Revision activities	Baseline assessment notes
2	Oral and practical: Activity 1 Number operations and relationships – Counting	
3		Oral and Practical: Activity 2 Number operations and relationships – Counting Written: Item bank questions 1 and 2 Number operations and relationships
4	Oral and Practical: Activity 3 Number operations and relationships – Addition	
5		Oral and Practical: Activity 4 Number operations and relationships – Subtraction Written: Item bank questions 3, 4, and 5 Number operations and relationships
6		Oral: Activity 5 Patterns and algebra – Number patterns Written: Item bank questions 6, 7 and 9 Number operations and relationships
7		Practical: Activity 6 Space and shape – 3-D objects Written: Item bank questions 9, 11 and 12 Pattern and Space and shape
8		Practical: Activity 7 Measurement – Length Written: Item bank questions 13 and 14 Space and shape and Measurement
9		Practical: Activity 8 Data handling – Sorting data Written: Item bank questions 10, 16 and 17 Number, Measurement and Data
10	Oral: Activity 9 Space and shape – Position and direction	Written: Item bank question 15 Measurement
11	Oral: Activity 10 Measurement – Time	

2. SUGGESTED FORMAL ASSESSMENT MARK RECORD SHEET

GRADE 1 MATHEMATICS TERM 1

TASK/TOPIC/COMPONENT	Number	3: Oral and practical	7	Number	5: Oral and practical	7	7	Number	Written	17	TOTAL FOR NUMBER	31	7	6: Oral	7	4	11	7	7: Practical	5	12	7	8: Practical	3	10	7	9: Practical	6	13	TOTAL FOR DATA HANDLING
Week and activity type																														
(Out of) marks																														
LEARNER NAME AND SURNAME																														

3. EXEMPLAR WRITTEN ASSESSMENT ITEMS WITH SUGGESTED MARKING MEMOS

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

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 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 Number and operations

There are several assessment items for Number and operations. These are linked in the *Resources* column of the tracker. You could use the following sheet to record the written assessment marks for Number and operations per learner as the term progresses. You can then add the marks to get a mark out of 17 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Number and operations in the suggested overall exemplar mark sheet.

There is also a column in the overall formal assessment mark record 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 9 and 10 – Marks $2 + 2 = 4$

3. Written assessment items for Space and shape

Questions 11, 12 and 13 – Marks $3 + 2 + 1 = 5$

4. Written assessment items for Measurement

Questions 14, 15 and 16 – Marks $1 + 1 + 1 = 3$

5. Written assessment items for Data handling

Question 17 – Marks 6

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

Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Total
Mark	3	2	2	1	2	1	2	4	17
Learner name and surname									

Written Assessment:

English / isiXhosa

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Umbuzo 1

(3)

Draw counters to show these numbers.

Zoba izibalisi ukubonakalisa la manani.

a) 1

b) 3

c) 5

Question 2

Umbuzo 2

(2)

Colour the smallest number red and the biggest number blue.

Faka umbala obomvu kwelona nani lincinane nombala ozuba kwelona nani likhulu.



Question 3

Umbuzo 3

(2)

Add the following:

Dibanisa okulandelayo:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

isi-2 nesi-2 = \square

isi-1 nesi-4 = \square

Question 4

Umbuzo 4

(1)

Subtract the following:

Susa okulandelayo:

5 take away 1 = \square

u-5 thabatha u-1 = \square

Question 5

Umbuzo 5

(2)

Subtract the following:

Thabatha okulandelayo:

a) 5 take away 2 = \square

b) 4 take away - 1 = \square

u-5 thabatha u-1 = \square

u-5 thabatha u-1 = \square

Question 6
Umbuzo 6

(1)

Add the following:
Dibanisa okulandelayo:

3 and 2 =





isi-3 nesi-2 =

Question 7
Umbuzo 7







(2)

Count the counters and circle the correct answer.
Bala izibalisi ubiyele ngesangqa impendulo echanekileyo.

a)

				
1	2	3	4	5
6	7	8	9	10

b)

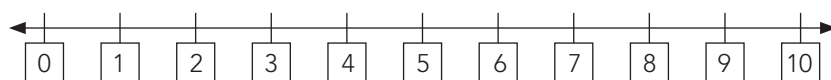
					
1	2	3	4	5	
6	7	8	9	10	

Question 8
Umbuzo 8

(4)

Colour the following numbers on the number line:
Faka umbala kula manani alandelayo akumgca manani:

- a) Colour 0 in red
Faka umbala obomvu kwi-0
- b) Colour 4 in blue
Faka umbala ozuba kwisi-4
- c) Colour 8 in green
Faka umbala oluhlaza kwisi-8
- d) Colour 10 in yellow
Faka umbala omthubi kwi-10



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) <input type="radio"/></p> <p>b) <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>c) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	(3)
<p>2. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red bomvu</div> <div style="text-align: center;">blue zuba</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) $2 + 2 = \boxed{4}$</p> <p>b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) $5 - 2 = \boxed{3}$</p> <p>b) $4 - 1 = \boxed{3}$</p>	(2)
<p>6. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>$3 + 2 = \boxed{5}$</p>	(1)
<p>7. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 4</p> <p>b) 7</p>	(2)
<p>8. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>Colour on the number line as indicated Faka umbala kumgca manani ngokwemiyalelo</p> <div style="text-align: center;"> </div>	(4)

Written assessment items for Patterns

Question 9

Umbuzo 9

(2)

Complete the number patterns by counting in ones:
Gqibezela iipatheni zamanani ngokubala ngoononye:

a) 3, 4, ____, 6

b) ____, 2, 3, 4

Question 10

Umbuzo 10

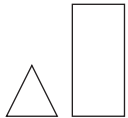
(2)

Complete the pattern.

Gqibezela ipatheni.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Inqaku eli-1 ngemilo nganye echanekileyo) 	(2)

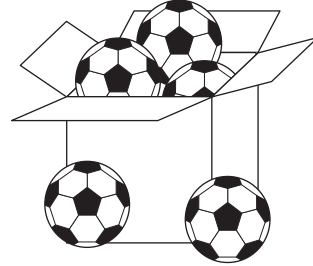
Written assessment items for Space and shape

Question 11

Umbuzo 11

(3)

- a) How many boxes can you see? _____
 Zingaphi iibhokisi ozibonayo? _____
- b) How many balls can you see altogether? _____
 Zingaphi iibhola ozibonayo zizonke? _____
- c) How many balls are outside the box? _____
 Zingaphi iibhola ezingaphandle kwebhokisi? _____

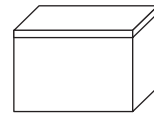


Question 12

Umbuzo 12

(2)

- a) Circle the object that can roll.
 Biyela ngesangqa into eqengqelekayo.
- b) Circle the object that can slide.
 Biyela ngesangqa into etshebelezayo..

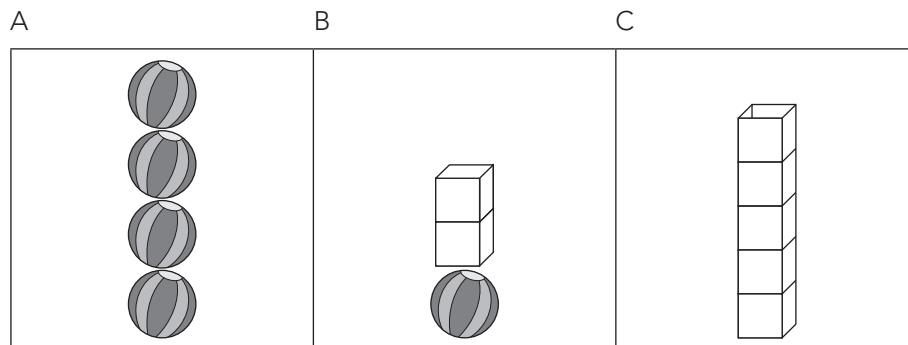


Question 13


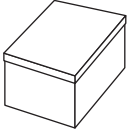
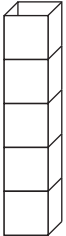
Umbuzo 13

(1)

Tick the tower that will stand.
 Faka uphawu kwithawa ezakuma.



Written assessment items Space and Shape: solutions and mark allocations

<p>11.(1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) 1 b) 5 c) 2</p>	<p>(3)</p>
<p>12.(1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>a) </p> <p>b) </p>	<p>(2)</p>
<p>13.(1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>c) </p>	<p>(1)</p>

Written assessment items for Measurement

Question 14

Umbuzo 14

(1)

Circle the line that is shorter:

Biyela ngesangqa umgca omfutshane:



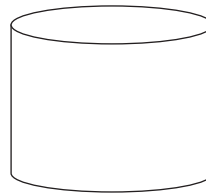
Question 15

Umbuzo 15

(1)

Colour the container to show that it is full.

Faka umbala ukubonakalisa ukuba isikhongozeli sigcwele.



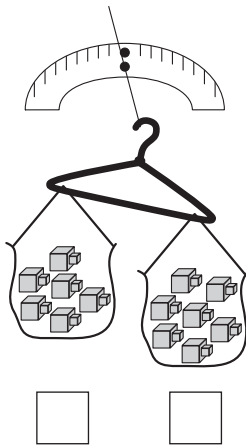
Question 16

Umbuzo 16


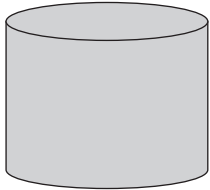
(1)

Which is the heaviest? Tick the block.

Yeyiphi eyona inzima? Faka uphawu kwibhloko efanelekileyo.



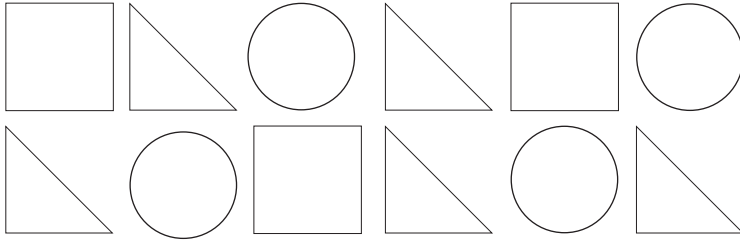
Written assessment items Measurement: solutions and mark allocations

<p>14.(1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> 	<p>(1)</p>
<p>15.(1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> 	<p>(1)</p>
<p>16.(1 mark for the correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>7 blocks (box on the right) libhloko ezisi-7 (ibhokisi engasekunene)</p>	<p>(1)</p>

Written assessment items for Data handling





Question 17 Umbuzo 17

Sort the shapes.
Hlela iimilo.



- a) Make a drawing of your sorted shapes. (3)
Zoba iimilo ozihlelileyo.
- b) How many shapes of each type did you draw? (3)
Zingaphi iimilo zohlobo ngalunye ozizobileyo?

Written assessment items Data handling: solutions and mark allocations

17. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)	(6)
a) 	
b) 3  5  4 	

Written Assessment: English / Sepedi

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Potšišo 1

(3)

Draw counters to show these numbers.

Thala dibaledi go laetša dinomoro tše.

a) 1

b) 3

c) 5

Question 2

Potšišo 2

(2)

Colour the smallest number red and the biggest number blue.

Tlotša mmala wo mo khwibidu go nomoro ye nnyane nyane gomme o tlotše o mo talalerata go normoro ye kgolokgolo.



Question 3

Potšišo 3

(2)

Add the following:

Hlakantšha tše di latelago:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

$2 \text{ le } 2 = \square$

$1 \text{ le } 4 = \square$

Question 4

Potšišo 4

(1)

Subtract the following:

Ntšha tše di latelago:

$5 \text{ take away } 1 = \square$

$5 \text{ ntšha } 1 = \square$

Question 5

Potšišo 5

(2)

Subtract the following:

Ntšha tše di latelago:

a) $5 \text{ take away } 2 = \square$

b) $4 \text{ take away } -1 = \square$

$5 \text{ ntšha } 2 = \square$

$4 \text{ ntšha } 1 = \square$

Question 6

Potšišo 6

(1)

Add the following:

Hlakantšha tše di latelago:

3 and 2 =

3 le 2 =

Question 7





Potšišo 7

(2)







Count the counters and circle the correct answer.

Bala dibaledi gomme o dire sediko go karabo ya maleba:

a)

				
1	2	3	4	5
6	7	8	9	10

b)

						
1	2	3	4	5		
6	7	8	9	10		

Question 8

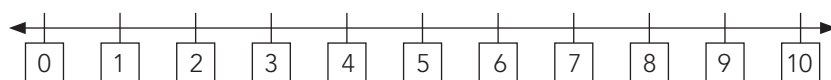
Potšišo 8

(4)

Colour the following numbers on the number line:

Balafatša dinomoro tšeo di latelago mo mothalopalong:

- a) Colour 0 in red
Balafatša/khalara 0 ka mmala o mokhwibidu
- b) Colour 4 in blue
Balafatša 4 ka mmala o mo talalerata
- c) Colour 8 in green
Balafatša 8 ka mmala wo mo talamorogo
- d) Colour 10 in yellow
Balafatša 10 ka mmala wo mo serolwane



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) <input type="radio"/></p> <p>b) <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>c) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	(3)
<p>2. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">0</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red khwibidu</div> <div style="text-align: center;">blue talalerata</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) $2 + 2 = \boxed{4}$</p> <p>b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) $5 - 2 = \boxed{3}$</p> <p>b) $4 - 1 = \boxed{3}$</p>	(2)
<p>6. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>$3 + 2 = \boxed{5}$</p>	(1)
<p>7. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) 4</p> <p>b) 7</p>	(2)
<p>8. (1 mark for each correct answer) (Inqaku eli-1 ngempendulo nganye echanekileyo)</p> <p>Colour on the number line as indicated Balafatša/khalara mothalopalo go ya ka mkgwa wo go laeditšwego.</p> <div style="text-align: center;"> </div>	(4)

Written assessment items for Patterns

Question 9

Potšišo 9

(2)

Complete the number patterns by counting in ones:
Feleletša dipaterone tša dinomoro o balela ka bo tee:

- a) 3, 4, ____, 6
- b) ____, 2, 3, 4

Question 10

Potšišo 10

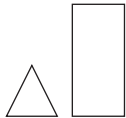
(2)

Complete the pattern.

Feleletša paterone



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Moputso o 1 go paterone yenngwe le yenngwe yeo e nepagetšego) 	(2)

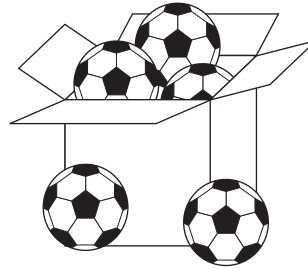
Written assessment items for Space and shape

Question 11

Potšišo 11

(3)

- a) How many boxes can you see? _____
 O bona mapokisi a makae? _____
- b) How many balls can you see altogether? _____
 Na o bona dikgwele tše kae ka moka? _____
- c) How many balls are outside the box? _____
 Na ke dikgwele tše kae kante ga lepokisi? _____

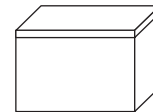


Question 12

Potšišo 12

(2)

- a) Circle the object that can roll.
 Dira sediko go dilo tšeo di kgokologago?
- b) Circle the object that can slide.
 Dira sediko go dilo tšeo di thwethago?

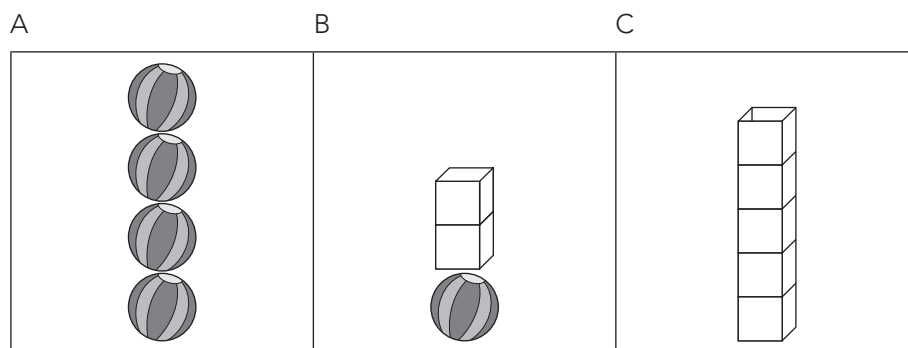


Question 13


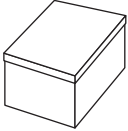
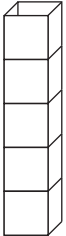
Potšišo 13

(1)

Tick the tower that will stand.
 Swaya tora yeo e tlogo ema.



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) 1 b) 5 c) 2</p>	<p>(3)</p>
<p>12. (1 mark for each correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>a) </p> <p>b) </p>	<p>(2)</p>
<p>13. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>c) </p>	<p>(1)</p>

Written assessment items for Measurement

Question 14

Potšišo 14

(1)

Circle the line that is shorter:

Raretša mothalo wo mokopana:



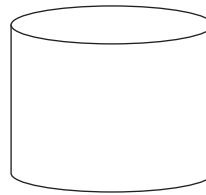
Question 15

Potšišo 15

(1)

Colour the container to show that it is full.

Balafatša/khalara sebjana go laetša gore se tletše.



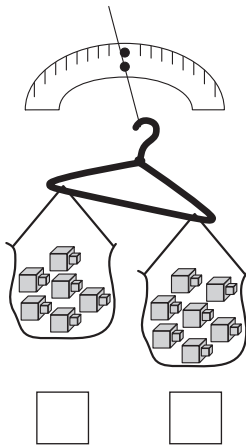
Question 16

Potšišo 16


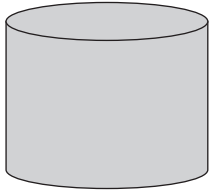
(1)

Which is the heaviest? Tick the block.

Ke lehlakore lefe leo le lego boima kudu? Swaya poloko ya maleba.



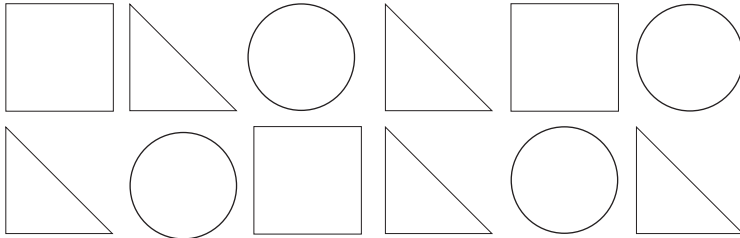
Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> 	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> 	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Moputso o 1 go karabo yeo e nepagetšego)</p> <p>7 blocks (box on the right) Diploko tše 7 (Lepokisi la ka letsogong la goja)</p>	<p>(1)</p>

Written assessment items for Data handling





Question 17 Potšišo 17

Sort the shapes.
Beakanya dibopego.



- a) Make a drawing of your sorted shapes. (3)
Thala seswantšho sa dibopego tša gago tšeo o di beakantšego gabotse.
- b) How many shapes of each type did you draw? (3)
Na o thadile dibopego tše kae tša mohuta wo mongwe le wo mongwe?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe ya maleba)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
---	------------

Written Assessment: English / Setswana

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Potso 1

(3)

Draw counters to show these numbers.

Thala dibadisi go bontsha dipalo tse.

a) 1

b) 3

c) 5

Question 2

Potso 2

(2)

Colour the smallest number red and the biggest number blue.

Tshasa mmala o mohibidu mo palong e nnye go tsotlhe mme o o botala ba legodimo go palo e tona go tsotlhe.



Question 3

Potso 3

(2)

Add the following:

Tlhakanya tse di latelang:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

$2 \text{ le } 2 = \square$

$1 \text{ le } 4 = \square$

Question 4

Potso 4

(1)

Subtract the following:

Ntsha tse di latelang:

$5 \text{ take away } 1 = \square$

$5 \text{ ntšha } 1 = \square$

Question 5

Potso 5

(2)

Subtract the following:

Ntšha tše di latelago:

a) $5 \text{ take away } 2 = \square$

b) $4 \text{ take away } - 1 = \square$

$5 \text{ ntšha } 2 = \square$

$4 \text{ ntšha } 1 = \square$

Question 6

Potso 6

(1)

Add the following:

Tlhakanya tse di latelang:

3 and 2 =

3 le 2 =

Question 7





Potso 7

(2)







Count the counters and circle the correct answer.

Bala dibadisi mme o sekeletse karabo e e nepagetseng:

a)

				
1	2	3	4	5
6	7	8	9	10

b)

						
1	2	3	4	5		
6	7	8	9	10		

Question 8

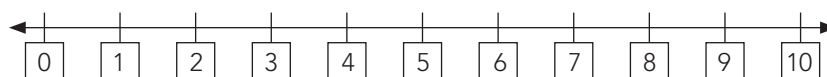
Potso 8

(4)

Colour the following numbers on the number line:

Balafatša dinomoro tšeo di latelago mo mothaloalong:

- a) Colour 0 in red
Tshasa 0 ka mmala o mohibidu
- b) Colour 4 in blue
Tshasa 4 ka mmala wa botala ba legodimo
- c) Colour 8 in green
Tshasa 8 ka mmala wa botala ba tlhaga
- d) Colour 10 in yellow
Tshasa 10 ka mmala o o serolwana



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Moputso o 1 go karabo yenngwe le yenngwe yeo e nepagetšego)</p> <p>a) <input type="radio"/></p> <p>b) <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>c) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	(3)
<p>2. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">3</div> </div> <p style="text-align: center; margin-top: 10px;"> red blue khbidu botala ba legodimo </p>	(2)
<p>3. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) $2 + 2 = \boxed{4}$</p> <p>b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) $5 - 2 = \boxed{3}$</p> <p>b) $4 - 1 = \boxed{3}$</p>	(2)
<p>6. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>$3 + 2 = \boxed{5}$</p>	(1)
<p>7. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 4</p> <p>b) 7</p>	(2)
<p>8. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>Colour on the number line as indicated Tshasa mo molapalong jaaka o kaetswe</p> <div style="text-align: center;"> </div> <p style="text-align: center; margin-top: 10px;"> red blue green yellow khbidu botala ba legodimo botala ba tlhaga serolwana </p>	(4)

Written assessment items for Patterns

Question 9

Potso 9

(2)

Complete the number patterns by counting in ones:
Feleletsa dipaterone tsa dipalo ka go bala ka bongwe:

- a) 3, 4, ____, 6
- b) ____, 2, 3, 4

Question 10

Potso 10

(2)

Complete the pattern.

Feleletsa paterone.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Leduo le le 1 la karabo e e nepagetseng) 	(2)

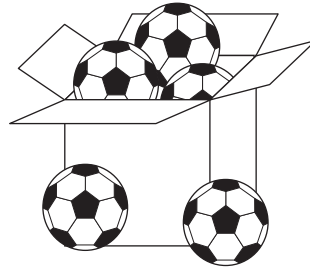
Written assessment items for Space and shape

Question 11

Potso 11

(3)

- a) How many boxes can you see? _____
 O bona mabokoso a le makae? _____
- b) How many balls can you see altogether? _____
 O bona dibolo di lekae tsothe? _____
- c) How many balls are outside the box? _____
 Ke dibolo di lekae ka fa ntle ga lebokoso? _____

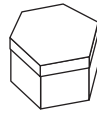


Question 12

Potso 12

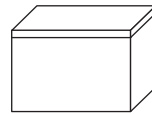
(2)

- a) Circle the object that can roll.



Sekeletsa didiriswa tse di kgolokwe?

- b) Circle the object that can slide.



Sekeletsa didiriswa tse di relelang?

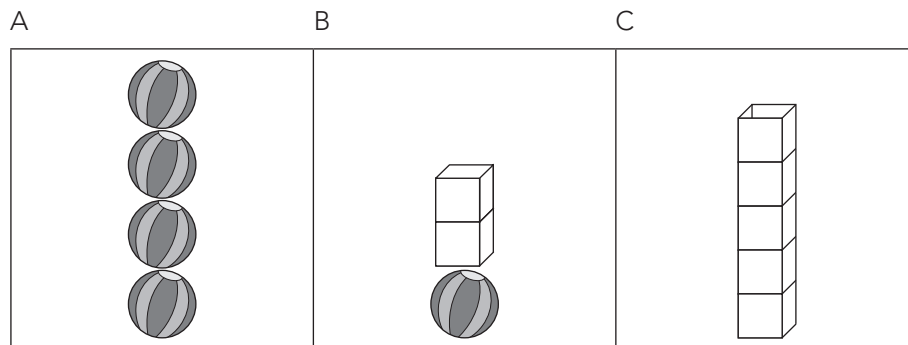
Question 13

Potso 13


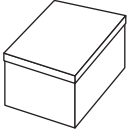
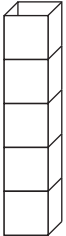
(1)

Tick the tower that will stand.

Tshwaya terio e e tla emeelang.



Written assessment items Space and Shape: solutions and mark allocations

<p>11.(1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) 1 b) 5 c) 2</p>	<p>(3)</p>
<p>12.(1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) </p> <p>b) </p>	<p>(2)</p>
<p>13.(1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>c) </p>	<p>(1)</p>

Written assessment items for Measurement

Question 14

Potso 14

(1)

Circle the line that is shorter:

Sekeletsa mothalo o mokhutshwane:



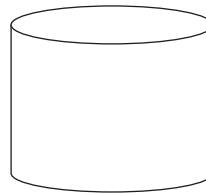
Question 15

Potso 15

(1)

Colour the container to show that it is full.

Tshasa kgameo go bontsha fa e tletse.



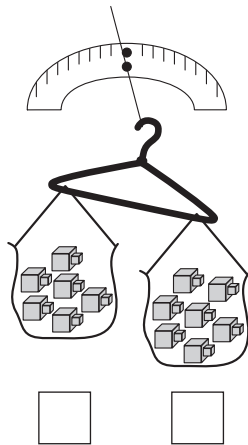
Question 16

Potso 16


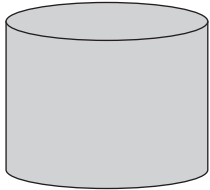
(1)

Which is the heaviest? Tick the block.

Ke efe e e bokete go tsotlhe? Tshwaya boloko.



Written assessment items Measurement: solutions and mark allocations

<p>14.(1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> 	<p>(1)</p>
<p>15.(1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> 	<p>(1)</p>
<p>16.(1 mark for the correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>7 blocks (box on the right) Diboloko tse 7 (Lebokoso le le kwa mojang)</p>	<p>(1)</p>

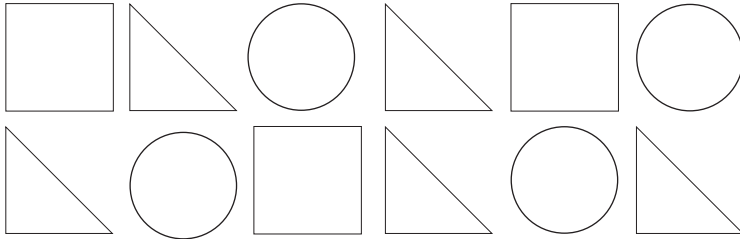
Written assessment items for Data handling

Question 17

Potso 17





Sort the shapes.

Tlhaola dipopego mme o di kgobokanye.



- a) Make a drawing of your sorted shapes. (3)
 Thala dipopego tse o di tlaotseng mme o di kgobokantse.
- b) How many shapes of each type did you draw? (3)
 O thadile dipopego di lekae tsa mofuta mongwe le mongwe?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Leduo le le 1 la karabo e e nepagetseng)</p> <p>a) </p> <p>b) 3  5  4 </p>	(6)
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Written Assessment: English / Xitsonga

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Xivutiso 1

(3)

Draw counters to show these numbers.
Dirowa swihlayelo u kombisa tinomboro.

a) 1

b) 3

c) 5

Question 2

Xivutiso 2

(2)

Colour the smallest number red and the biggest number blue.
Khalara nomboro leyitsongo hi muhlovo wo tshwuka na nomboro leyikulu hi muhlovo wa wasi.



Question 3

Xivutiso 3

(2)

Add the following:
Hlanganisa leswi landzelaka:

a) 2 and 2 =

b) 1 and 4 =

2 na 2 =

1 na 4 =

Question 4

Xivutiso 4

(1)

Subtract the following:
Susa leswi landzelaka:

5 u susa 1 =

5 ntšha 1 =

Question 5

Xivutiso 5

(2)

Subtract the following:
Susa leswi landzelaka:

a) 5 take away 2 =

b) 4 take away - 1 =

5 u susa 2 =

4 u susa 1 =

Question 6

Potšišo 6

(1)

Add the following:

Hlanganisa leswi landzelaka:

3 and 2 =

3 na 2 =

Question 7





Xivutiso 7

(2)







Count the counters and circle the correct answer.

Hlayela swihlayelo u tsondzela hlamulo.

a)

				
1	2	3	4	5
6	7	8	9	10

b)

						
1	2	3	4	5		
6	7	8	9	10		

Question 8

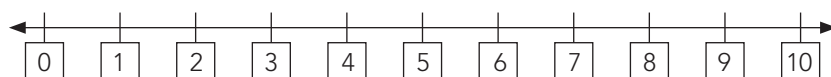
Xivutiso 8

(4)

Colour the following numbers on the number line:

Khalara tinomboro leti landzelaka ka ndzhati wa mintsengo:

- a) Colour 0 in red
Khalara 0 hi muhlovo wo tshwuka
- b) Colour 4 in blue
Khalara 4 hi muhlovo wa wasi
- c) Colour 8 in green
Khalara 8 hi muhlovo wa rihlaza
- d) Colour 10 in yellow
Khalara 10 hi muhlovo wa xitshopana



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) <input type="radio"/></p> <p>b) <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>c) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	(3)
<p>2. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">0</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red tshwuka</div> <div style="text-align: center;">blue wasi</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) $2 + 2 =$ <input style="width: 20px;" type="text" value="4"/></p> <p>b) $1 + 4 =$ <input style="width: 20px;" type="text" value="5"/></p>	(2)
<p>4. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>$5 - 1 =$ <input style="width: 20px;" type="text" value="4"/></p>	(1)
<p>5. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) $5 - 2 =$ <input style="width: 20px;" type="text" value="3"/></p> <p>b) $4 - 1 =$ <input style="width: 20px;" type="text" value="3"/></p>	(2)
<p>6. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>$3 + 2 =$ <input style="width: 20px;" type="text" value="5"/></p>	(1)
<p>7. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 4</p> <p>b) 7</p>	(2)
<p>8. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>Colour on the number line as indicated Khalara ndzhati wa mintsengo lowu kombisiweke</p> <div style="text-align: center;"> </div>	(4)

Written assessment items for Patterns

Question 9

Xivutiso 9

(2)

Complete the number patterns by counting in ones:

Hetisa patironi ya tinomboro u hlayela hi vun'we:

a) 3, 4, __, 6

b) __, 2, 3, 4

Question 10

Xivutiso 10

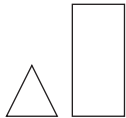
(2)

Complete the pattern.

Hetisa patironi.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Maraka yi1 ka nhlamulo yin'wana na yin'wana ya xivumbeko) 	(2)

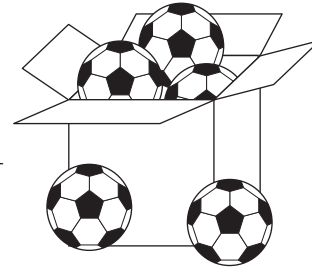
Written assessment items for Space and shape

Question 11

Xivutiso 11

(3)

- a) How many boxes can you see? _____
 Xana u vona mabokisi mangani? _____
- b) How many balls can you see altogether? _____
 Xana u vona tibolo tingani loko ti hlanganile hinkwato? _____
- c) How many balls are outside the box? _____
 Xana u vona tibolo tingani ehandle ka bokisi? _____

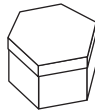


Question 12

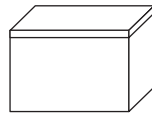
Xivutiso 12

(2)

- a) Circle the object that can roll.
 Tsondzela nchumu lowu khungulukaka.



- b) Circle the object that can slide.
 Tsondzela nchumu lowu rheteka.



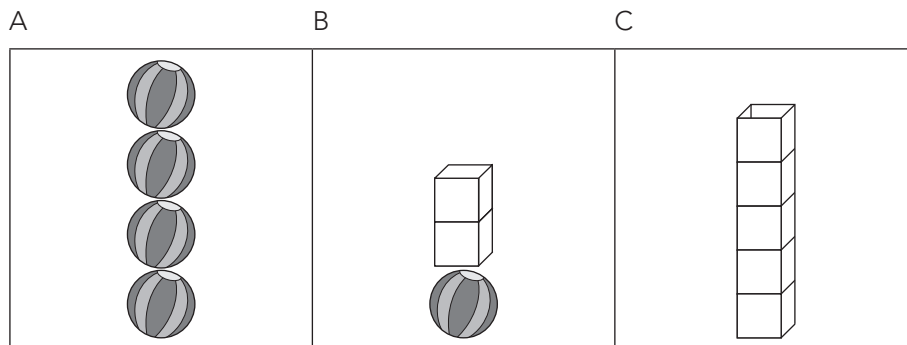
Question 13

Xivutiso 13


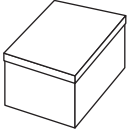
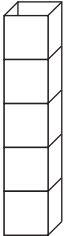
(1)

Tick the tower that will stand.

Vekela gwaju ka xithezi lexi nga ta yima.



Written assessment items Space and Shape: solutions and mark allocations

<p>11.(1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12.(1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) </p> <p>b) </p>	(2)
<p>13.(1 mark for the correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>c) </p>	(1)

Written assessment items for Measurement

Question 14 Xivutiso 14

(1)

Circle the line that is shorter:

Tsondzela ntila lowu ka koma:

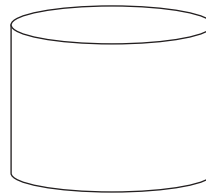


Question 15 Xivutiso 15

(1)

Colour the container to show that it is full.

Khalara xibye u kombisa ku tala.

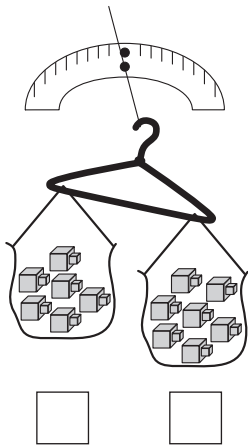


Question 16 Xivutiso 16


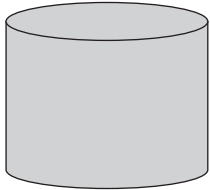
(1)

Which is the heaviest? Tick the block.

Hi xihhi xo tika swinene? Vekela gwaju ka bokisi.



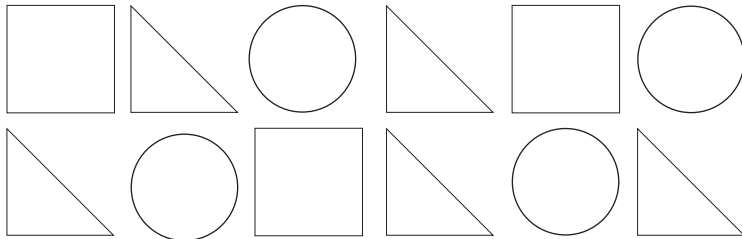
Written assessment items Measurement: solutions and mark allocations

<p>14.(1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> 	<p>(1)</p>
<p>15.(1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> 	<p>(1)</p>
<p>16.(1 mark for the correct answer) (Maraka yi1 ka nhlamulo leyi faneleke)</p> <p>7 blocks (box on the right) 7 wa mabokisi (bokisi eka xinene)</p>	<p>(1)</p>

Written assessment items for Data handling





Question 17 Xivutiso 17

Sort the shapes.
Lunghisa swivumbeko.



- a) Make a drawing of your sorted shapes. (3)
Endla swidrowiwa swa swivumbeko leswi u nga swi lunghisa.
- b) How many shapes of each type did you draw? (3)
Xana i swivumbeko swingani swa muhlovo lowu fanaka?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Maraka yi1 ka nhlamulo yin'wana na yin'wana leyi faneleke)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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Written Assessment: English / Tshivenda

4. ITEM BANK FOR WRITTEN ASSESSMENT

Written assessment items for Number, operations and relationships

Question 1

Mbudziso 1

(3)

Draw counters to show these numbers.

Olani zwa u vhalela ni sumbedze nomboro hedzi.

a) 1

b) 3

c) 5

Question 2

Mbudziso 2

(2)

Colour the smallest number red and the biggest number blue.

Sumbedzani nomboro thukhusa nga luswayo lwa muvhala mutshwuku, nomboro khulwane nga muvhala wa lutombo.



Question 3

Mbudziso 3

(2)

Add the following:

Tanganyisa nomboro dzi tevhelaho:

a) $2 \text{ and } 2 = \square$

b) $1 \text{ and } 4 = \square$

$2 \text{ na } 2 = \square$

$1 \text{ na } 4 = \square$

Question 4

Mbudziso 4

(1)

Subtract the following:

Tusa nomboro dzi tevhelaho:

$5 \text{ take away } 1 = \square$

$5 \text{ tusa } 1 = \square$

Question 5

Mbudziso 5

(2)

Subtract the following:

Tusa nomboro dzi tevhelaho:

a) $5 \text{ take away } 2 = \square$

b) $4 \text{ take away } -1 = \square$

$5 \text{ u tusa } 2 = \square$

$4 \text{ u tusa } 1 = \square$

Question 6
Mbudziso 6

(1)

Add the following:

Tanganyisa nomboro dzi tevhelaho:

3 and 2 =

3 na 2 =





Question 7
Mbudziso 7

(2)







Count the counters and circle the correct answer.

Vhalani zwa u vhalela ni tingeledze nomboro yo teaho.

a)

				
1	2	3	4	5
6	7	8	9	10

b)

						
1	2	3	4	5		
6	7	8	9	10		

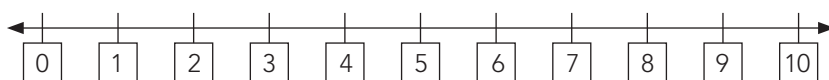
Question 8
Mbudziso 8

(4)

Colour the following numbers on the number line:

Swayani nomboro dzi tevhelaho dza mutalombalo nga mivhala yo ambiwaho:

- a) Colour 0 in red
Swayani 0 nga muvhala mutshwuku.
- b) Colour 4 in blue
Swayani 4 nga muvhala wa lutombo.
- c) Colour 8 in green
Swayani 8 nga muvhala mudala.
- d) Colour 10 in yellow
Swayani 10 nga muvhala wa thophi.



Written assessment items for Number, operations and relationships: solutions and mark allocations

<p>1. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) <input type="radio"/></p> <p>b) <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>c) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	(3)
<p>2. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">red mutshwuku</div> <div style="text-align: center;">blue lutombo</div> </div>	(2)
<p>3. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) $2 + 2 = \boxed{4}$</p> <p>b) $1 + 4 = \boxed{5}$</p>	(2)
<p>4. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>$5 - 1 = \boxed{4}$</p>	(1)
<p>5. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) $5 - 2 = \boxed{3}$</p> <p>b) $4 - 1 = \boxed{3}$</p>	(2)
<p>6. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>$3 + 2 = \boxed{5}$</p>	(1)
<p>7. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 4</p> <p>b) 7</p>	(2)
<p>8. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>Colour on the number line as indicated Swayani mutalombalo nga mivhala yo sumbedziwaho.</p> <div style="text-align: center;"> <p style="margin-left: 20px;"> red mutshwuku blue lutombo green mudala yellow thophi </p> </div>	(4)

Written assessment items for Patterns

Question 9

Mbudziso 9

(2)

Complete the number patterns by counting in ones:
Fhedzisani phetheni nga u vhalela nga nthihi thihi:

- a) 3, 4, ____, 6
- b) ____, 2, 3, 4

Question 10

Mbudziso 10

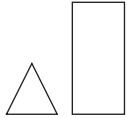
(2)

Complete the pattern.

Fhedzisani phetheni.



Written assessment items Pattern: solutions and mark allocations

9. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone) a) 5 b) 1	(2)
10. (1 mark for each correct shape) (Maraga 1 ya phindulo ire yone) 	(2)

Written assessment items for Space and shape

Question 11

Mbudziso 11

(3)

a) How many boxes can you see? _____

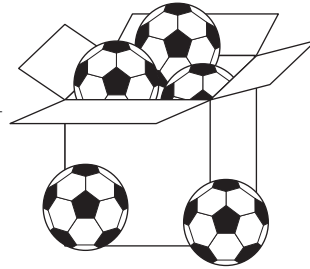
Ni khou vhona mabogisi mangana? _____

b) How many balls can you see altogether? _____

Ni khou vhona bola nngana dzothe dzo tangana? _____

c) How many balls are outside the box? _____

Hu na bola nngana dzire nnda ha bogisi? _____

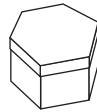


Question 12

Mbudziso 12

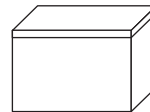
(2)

a) Circle the object that can roll.



Tingeledzani tshithu tshine tsha kunguluwa.

b) Circle the object that can slide.



b) Tingeledzani tshithu tshine tsha suvha.

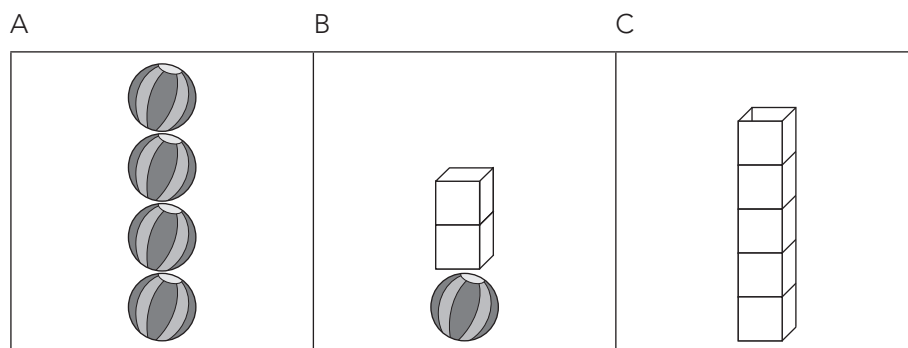
Question 13

Mbudziso 13


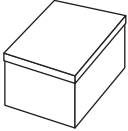
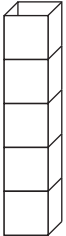
(1)

Tick the tower that will stand.

Swayani thawara ine ya do ima i sa we.



Written assessment items Space and Shape: solutions and mark allocations

<p>11. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) 1 b) 5 c) 2</p>	(3)
<p>12. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) </p> <p>b) </p>	(2)
<p>13. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>c) </p>	(1)

Written assessment items for Measurement

Question 14 Mbudziso 14

(1)

Circle the line that is shorter:

Tingeledzani mutalo ure mupfufhi:

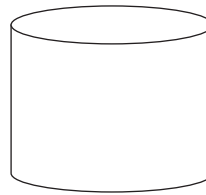


Question 15 Mbudziso 15

(1)

Colour the container to show that it is full.

Sumbedzani uri tshigodelo tsho dala nga u khiraya nga muvhala.

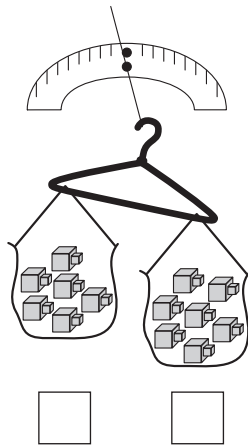


Question 16 Mbudziso 16


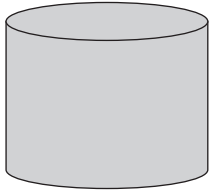
(1)

Which is the heaviest? Tick the block.

Ndi tshifhio tsho no lemelesa? Swayani buloko.



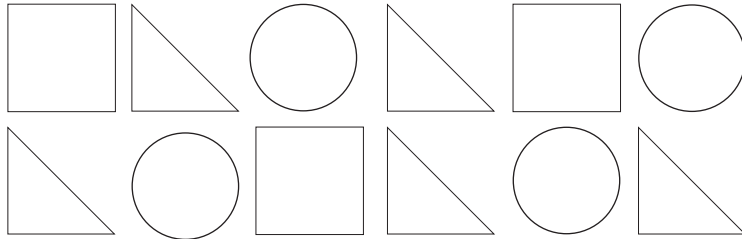
Written assessment items Measurement: solutions and mark allocations

<p>14. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> 	<p>(1)</p>
<p>15. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> 	<p>(1)</p>
<p>16. (1 mark for the correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>7 blocks (box on the right) Mabogisi a 7 (bogisi la tsthanda tsha ula)</p>	<p>(1)</p>

Written assessment items for Data handling





Question 17 Mbuziso 17

Sort the shapes.
Dzudzanyani zwivhumbeo.



- a) Make a drawing of your sorted shapes. (3)
Olani tshifanyiso tsha zwivhumbeo.
- b) How many shapes of each type did you draw? (3)
No ola zwivhumbeođe, nahone zwingana?

Written assessment items Data handling: solutions and mark allocations

<p>17. (1 mark for each correct answer) (Maraga 1 ya phindulo ire yone)</p> <p>a) </p> <p>b) 3  5  4 </p>	<p>(6)</p>
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