



# CAMI Education linked to CAPS: Mathematics

Grade 1_Term 1		
1. Numbers, Operations and Relationships		
TOPIC	CONTENT	CAMI KEYS
<b>Count with whole numbers</b>		
<b>1.1 Count objects</b>	Count out concrete objects to 10 Give a reasonable estimate of a number of objects that can be checked by counting.	<u>Maths:</u> 1.1.3.2 1.1.3.4 1.1.3.6 1.1.3.8 1.2.1.6
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>Ones from any number between 1 and 20</li> </ul>	<u>Maths:</u> 1.1.1.3 1.1.1.4
<b>Represent whole numbers</b>		
<b>1.3 Number symbols and number names</b>	<b>Recognise, identify and read numbers</b> <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1 to 20.</li> <li>Write number symbols 1 to 5</li> <li>Recognise, identify a and read number names 1 to 5</li> <li>Write number names 1 to 5</li> </ul>	<u>Maths:</u> 1.1.3.5 1.1.3.7 1.1.4.2 1.1.4.4 1.1.4.6
<b>1.4 Describe compare and order numbers</b>	<b>Describe , compare and order up to 5 objects</b> <ul style="list-style-type: none"> <li>Compare collection of objects according to many, few, most, least, more than, less than, the same as, just as many as, different</li> <li>Order collection of objects from most to least and least to most</li> </ul> <b>Describe, compare and order numbers to 5</b> <ul style="list-style-type: none"> <li>Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to</li> <li>Describe and order numbers:               <ul style="list-style-type: none"> <li>From smallest to greatest and greatest to smallest</li> <li>Using the number line 1-5</li> </ul> </li> </ul>	<u>Perceptual:</u> 7.1.1 7.1.3 2.1.6.3  <u>Maths:</u> 1.7.4.1
<b>Solve problems in context</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>Concrete apparatus e.g. counters</li> <li>Pictures to draw the story sum</li> <li>Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	<b>Class activity</b>



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<b>1.7 Addition and subtraction</b>	Practically solve word problems in context and explain own solution to problems involving addition, subtraction with answers up to 5.	<b>Class activity</b>
<b>1.9 Grouping and sharing leading to division</b>	Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	<b>Class activity</b>
<b>Context-free calculations</b>		
<b>1.12 Techniques (methods or strategies)</b>	Use the following <b>techniques</b> when performing calculations: <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Draw pictures</li> <li>• Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	<b>Class activity</b>
<b>1.13 Addition and subtraction</b>	<b>Number range:1-5</b> <ul style="list-style-type: none"> <li>• Addition up to 5</li> <li>• Subtract from 5</li> <li>• Practise number bonds to 5</li> </ul>	<b>Maths:</b> <b>3.1.5.1</b>
<b>1.16 Mental mathematics</b>	<b>Number concept: Range 5</b> <ul style="list-style-type: none"> <li>• Order a given set of selected numbers</li> <li>• Compare numbers up to 5 and say which is and more or less</li> </ul>	
<b>2. Patterns, Functions and Algebra</b>		
<b>2.1 Geometric patterns</b>	<b>Copy and extend</b> Copy and extend simple patterns using <ul style="list-style-type: none"> <li>• Physical objects</li> <li>• Drawings (e.g. using colours and shapes)</li> </ul>	<b>Perceptual:</b> <b>2.2.6.1</b> <b>1.2.2.1</b> <b>2.2.1</b> <b>Maths:</b> <b>4.1.1.1</b> <b>4.1.1.2</b>
<b>2.2 Number patterns</b>	<b>Copy and extend and describe</b> Copy, extend and describe simple number sequences to at least 20. Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>• Ones from any number between 1 and 20.</li> </ul>	
<b>Shape and Space</b>		
<b>3.1 Position, orientation and views</b>	<b>Language of position</b> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to.	<b>Perceptual:</b> <b>3.1.3</b> <b>3.1.4</b> <b>3.1.5</b>



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	<p><b>Position and directions</b></p> <ul style="list-style-type: none"><li>• Follow directions to move the classroom</li><li>• Follow instructions to place one object in relation to another e.g. put the pencil inside the box.</li></ul> <p><b>Suggested focus sequencing of work for the first term</b></p> <ul style="list-style-type: none"><li>• Language of position should be introduced through practical activities that involve learners in physical movement.</li><li>• This can be consolidated through written recording such as drawings with words.</li><li>• Apply the language of position learnt when following directions.</li><li>• Directions should be practised through practical activities in which learners move themselves or objects according to instructions.</li></ul>	<p><b>3.2.7</b> <b>3.1.1.1</b> <b>3.1.1.2</b> <b>3.1.7</b></p> <p><b>Class activity</b></p>
<p><b>3.2</b> <b>3-D objects</b></p>	<p><b>Range of objects</b> Recognise and name 3-D objects in the classroom and in pictures</p> <ul style="list-style-type: none"><li>• Ball shapes (spheres)</li><li>• Box shapes (prisms)</li></ul> <p>Describe, sort and compare 3-D objects in terms of:</p> <ul style="list-style-type: none"><li>• Size</li><li>• Colour</li></ul> <p><b>Focused activities</b> Observe and build given 3-D objects using concrete materials such as building blocks, recycling material, construction kits.</p> <p><b>Suggested focus and sequencing of activities for Term 1</b></p> <ul style="list-style-type: none"><li>• Free play with various 3-D objects.</li><li>• Building things of own choice using building blocks, construction kits or recycling material. This can be done in independent time.</li><li>• Copy a model of something the teacher provides. This can be done in independent time</li><li>• Copy the size of similar objects e.g. say which ball is larger</li></ul>	<p><b>Class activity</b></p>



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	<ul style="list-style-type: none"> <li>• Talk about the colours of objects and then sort objects according to colour</li> <li>• Identify and describe geometric and everyday objects by saying whether are shaped like a ball or they are shaped like a box.</li> </ul>	
<b>4. Measurement</b>		
<b>4.1 Time</b>	<p><b>Passing of time</b></p> <ul style="list-style-type: none"> <li>• Talk about passing of time</li> <li>• Order regular events from their own lives</li> <li>• Compare lengths of time using language e.g. shorter, longer, faster, slower</li> <li>• Sequence events using language such as yesterday, today, tomorrow.</li> </ul> <p>Telling the time</p> <ul style="list-style-type: none"> <li>• Describe when something happens using language e.g. morning, afternoon, night, early, late</li> <li>• Name and sequence days of week and months of year</li> <li>• Place birthdays on a calendar</li> </ul>	<b><u>Perceptual:</u> 7.1.7</b>
<b>4.2 Length</b>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Compare and order the length height or width of two or more objects by placing them next to each other</li> <li>• Use language to talk about the comparison e.g. longer, shorter, taller, wider</li> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters, etc.</li> </ul>	<b>Class activity</b>  <b><u>Maths:</u> 9.1.1.1</b>
<b>4.3 Mass</b>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks etc</li> <li>• Use language to talk about the comparison e.g. light, heavy, lighter, heavier</li> </ul>	<b><u>Perceptual:</u> 7.1.7</b>  <b><u>Maths:</u> 9.1.3.1</b>
<b>4.4 Capacity/Volume</b>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Compare and order the amount of liquid (volume) in two containers placed next to each other.</li> <li>• Learners check by pouring into a third container if necessary</li> </ul>	<b><u>Maths:</u> 9.5.1.1</b>  <b>Class activity</b>
<b>5. Data Handling</b>		



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<p><b>5.1</b> <b>Collect and sort objects</b></p> <p><b>5.2</b> <b>Represent sorted collection of objects</b></p> <p><b>5.3</b> <b>Discuss and report on sorted collection of objects</b></p>	<p>Collect and sort everyday physical objects. Draw a picture of the sorted objects.</p> <ul style="list-style-type: none"> <li>• Give reasons for how the collection was sorted</li> </ul> <p>Answer questions about:</p> <ul style="list-style-type: none"> <li>– How the sorting was done (process)</li> <li>– What the sorted collection looks like (product)</li> </ul> <ul style="list-style-type: none"> <li>• Describe the sorted collection</li> </ul>	<p><b>Class activity</b></p>
<p><b>Grade 1_Term 2</b> <b>Numbers, Operations and Relationships</b></p>		
<p><b>1.1</b> <b>Count objects</b></p>	<p>Count out objects reliably to 20. Give a reasonable estimate of a number of objects that can be checked by counting. Counting by grouping is encouraged.</p>	<p><b>Maths:</b> <b>1.2.1.7</b></p>
<p><b>1.2</b> <b>Count forwards and backwards</b></p>	<p><b>Count forwards and backwards in:</b></p> <ul style="list-style-type: none"> <li>• Ones from any number between 1 and 50</li> </ul> <p><b>Count forwards in</b></p> <ul style="list-style-type: none"> <li>• 10s from any multiple of 10 between 0 and 50</li> <li>• 5s from any multiple of 5 between 0 and 50</li> <li>• 2s from any multiple of 2 between 0 and 50</li> </ul>	<p><b>Maths:</b> <b>1.1.1.5</b> <b>1.1.2.1</b> <b>1.7.4.4</b></p>
<p><b>Number concept development: Describe, compare and order whole numbers</b></p>		
<p><b>1.3</b> <b>Number symbols and number names</b></p>	<p>Recognise, identify and read numbers</p> <ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1 to 50.</li> <li>• Write number symbols 1 to 10</li> <li>• Recognise, identify a and read number names 1 to 10</li> <li>• Write number names 1 to 10</li> </ul>	<p><b>Maths:</b> <b>1.1.6.2</b> <b>1.1.6.3</b> <b>1.1.4.3</b> <b>1.1.4.5</b> <b>1.1.4.7</b> <b>1.1.4.8</b> <b>1.1.4.9</b> <b>1.1.4.10</b></p>
<p><b>Number concept development: Describe, compare and order whole numbers</b></p>		
<p><b>1.4</b> <b>Describe compare and order numbers</b></p>	<p><b>Describe , compare and order up to 10 objects</b></p> <ul style="list-style-type: none"> <li>• Compare collection of objects according to many, few, most, least, more than, less than, the same as, just as many as, different.</li> <li>• Order collection of objects from most to least and least to most.</li> </ul>	<p><b>Perceptual:</b> <b>7.1.2</b> <b>7.1.4</b></p>



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	<b>Describe, compare and order numbers to 10</b> <ul style="list-style-type: none"> <li>• Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to.</li> <li>• Describe and order numbers:             <ul style="list-style-type: none"> <li>– From smallest to greatest and greatest to smallest</li> </ul> </li> <li>• Using the number line 0 - 10</li> </ul>	<u>Maths:</u>  <b>1.1.7.5</b> <b>1.7.4.2</b> <b>1.7.8.1</b>
<b>Solve problems in context</b>		
<b>1.6</b> <b>Problem solving techniques</b>	Use the following techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Pictures to draw the story sum</li> <li>• Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	<b>Class activity</b>
<b>1.7</b> <b>Addition and subtraction</b>	Practically solve word problems in context and explain own solution to problems involving addition, subtraction with answers up to 5.	<b>Class activity</b>
<b>1.9</b> <b>Grouping and sharing leading to division</b>	Practically solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 5 and with answers that may include remainders	<b>Class activity</b>
<b>1.11</b> <b>Money</b>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African currency coins 5c, 10c, 20c, 50c, R1, R2, R5</li> <li>• Solve money problems involving totals and change to R10 and in cents up to 20c</li> </ul>	<u>Maths:</u> <b>1.6.1.1</b>
<b>Context-free calculations</b>		
<b>1.12</b> <b>Techniques (methods or strategies)</b>	Use the following <b>techniques</b> when performing calculations: <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Draw pictures</li> <li>• Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	
<b>1.13</b> <b>Addition and subtraction</b>	<b>Number range:1-10</b> <ul style="list-style-type: none"> <li>• Addition up to 10</li> <li>• Subtract from 10</li> <li>• Use appropriate symbols (+, -, =, □)</li> </ul>	<u>Maths:</u> <b>1.2.1.6</b> <b>1.2.1.8</b> <b>1.2.2.4</b> <b>1.2.5.1</b> <b>1.2.5.3</b> <b>1.2.5.5</b> <b>1.3.1.7</b> <b>1.3.1.9</b> <b>1.3.2.1</b>



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	<ul style="list-style-type: none"> <li>Number bonds to 7</li> </ul>	1.3.3.2 1.3.6.1 1.3.6.3 1.3.1.6 3.1.5.2 3.1.5.3 3.1.5.4 3.1.5.5 3.1.5.6
<b>1.14</b> <b>Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Repeated addition (i.e. the same number) to 10</li> <li>Use appropriate symbols (+, =, □)</li> </ul>	
<b>1.16</b> <b>Mental mathematics</b>	<b>Number concept: Range 10</b> Order a given set of selected numbers Compare numbers up to 10 and say which is and more or less	<b>Class activity</b>
<b>3. Patterns, Functions and Algebra</b>		
<b>2.1</b> <b>Geometric patterns</b>	<b>Copy and extend and describe</b> Copy and extend and describe in words <ul style="list-style-type: none"> <li>Simple patterns made with physical objects</li> <li>Simple patterns made by drawings, lines, shapes or objects</li> </ul> <b>Create and describe own patterns</b> <ul style="list-style-type: none"> <li>Create own geometric patterns               <ul style="list-style-type: none"> <li>With physical objects</li> <li>By drawing lines, shapes or objects</li> </ul> </li> <li>Describe own patterns</li> </ul>	<b>Class activity</b>  <u>Maths:</u> 4.1.1.1 4.1.1.2 4.1.1.3
<b>2.2</b> <b>Number patterns</b>	<b>Copy and extend and describe</b> Copy, extend and describe simple number sequences to at least 50.  Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>Ones from any number between 1 and 50.</li> </ul> <b>Counting forwards in:</b> <ul style="list-style-type: none"> <li>10s from any multiple of 10 between 0 and 50</li> <li>5s from any multiple of 5 between 0 and 50</li> <li>2s from any multiple of 2 between 0 and 50</li> </ul>	<u>Maths:</u>  1.1.1.5 1.1.1.6



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	<b>Create and describe own patterns</b> <ul style="list-style-type: none"> <li>Create and describe own number patterns</li> </ul>	
<b>3. Space and Shape (Geometry)</b>		
<b>3.3</b> <b>2-D shapes</b>	<b>Range of Shapes</b> Recognise and name 2-D shapes <ul style="list-style-type: none"> <li>Circles</li> <li>Triangles</li> <li>Squares</li> </ul> <b>Features of shapes</b> Describe, sort and compare 2-D shapes in terms of: <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> <li>Straight sides</li> <li>Round sides</li> </ul> <b>Suggested focus and sequencing of activities for Term 2</b> <ul style="list-style-type: none"> <li>Start with free play with various shapes including making pictures with cut-out geometric shapes. This can be done in independent time. This can also be done during Life Skills lessons.</li> <li>Copy a picture made up of geometric shapes. This can be done in independent time.</li> <li>Compare the size of similar objects e.g. order squares from smallest to greatest and use the language of size to describe shapes.</li> <li>Talk about the colours of shapes and then sort shapes according to colour.</li> <li>Work with circles and squares of different sizes, and triangles with different shapes. Sort them according to whether they have straight or round sides.</li> <li>Sort and group shapes according to whether they are triangles, squares or circles.</li> <li>Work is consolidated through written exercises.</li> </ul>	<b>Perceptual:</b> <b>2.1.1</b>  <b>Class activity</b>
<b>4. Measurement</b>		
<b>4.1</b> <b>Time</b>	Time is dealt with continuously during whole class teaching time.	<b>Class activity</b>
<b>4.4</b> <b>Capacity/Volume</b>	<b>Informal measuring</b> <ul style="list-style-type: none"> <li>Compare and order the amount of liquid (volume) in two containers can hold if filled (capacity).</li> </ul>	<b>Class activity</b>





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	<ul style="list-style-type: none"> <li>Use language to talk about the comparison e.g. more than, less than, full, empty.</li> <li>Estimate , measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups.</li> </ul>	
<b>5. Data Handling</b>		
<b>5.1</b> Collect and sort objects  <b>5.2</b> Represent sorted collection of objects  <b>5.3</b> Discuss and report on sorted collection of objects	<b>Collect and sort everyday physical objects</b> Draw a picture of sorted objects. <ul style="list-style-type: none"> <li>Give reasons for how the collection was sorted.</li> </ul> Answer questions about: <ul style="list-style-type: none"> <li>How the sorting was done (process).</li> <li>What the sorted collection looks like (product).</li> </ul> <ul style="list-style-type: none"> <li>Describe the sorted collection .</li> </ul>	Class activity
<b>Grade 1_Term 3</b>		
<b>1. Numbers, Operations and Relationships</b>		
<b>Number concept development: Count with whole numbers</b>		
<b>1.1</b> Count objects	Count out objects reliably to 40. Give a reasonable estimate of a number of objects that can be checked by counting. Counting by grouping is encouraged.	<u>Perceptual:</u> <b>7.3.2.7</b>
<b>1.2</b> Count forwards and backwards	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>Ones from any number between 0 and 40</li> </ul> <b>Count forwards in:</b> <ul style="list-style-type: none"> <li>10s from any multiple of 10 between 0 and 80</li> <li>5s from any multiple of 5 between 0 and 80</li> <li>2s from any multiple of 2 between 0 and 80</li> </ul>	<u>Maths:</u> <b>1.1.2.2</b>
<b>Number concept development: Represent whole numbers</b>		
<b>1.3</b> Number symbols and number names	Recognise, identify and read numbers <ul style="list-style-type: none"> <li>Recognise, identify and read number symbols 1 to 50.</li> <li>Write number symbols 1 to 10.</li> <li>Recognise, identify a and read number names 1 to 10.</li> <li>Write number names 1 to 10.</li> </ul>	<u>Maths:</u> <b>1.1.6.4</b> <b>1.1.3.6</b> <b>1.1.4.8</b> <b>1.1.4.10</b>



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Number concept development, describe, compare and order whole numbers		
<b>1.4</b> Describe compare and order numbers	<b>Describe , compare and order up to 15 objects</b> <ul style="list-style-type: none"> <li>Compare collection of objects according to many, few, most, least, more than, less than, the same as, just as many as, different.</li> <li>Order collection of objects from most to least and least to most.</li> </ul> <b>Describe, compare and order numbers to 15</b> <ul style="list-style-type: none"> <li>Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to.</li> <li>Describe and order numbers:               <ul style="list-style-type: none"> <li>From smallest to greatest and greatest to smallest</li> </ul> </li> </ul> Using the number line 0 - 15	Class activity
Number concept development: Place value		
<b>1.5</b> Place value	<b>Recognise the place value of numbers 11 to 15</b> Decompose two-digit numbers into ten and ones e.g. 12 is 10 and 2.	<b>Maths:</b> <b>1.1.9.1</b>
Solve problems in context		
<b>1.6</b> Problem solving techniques	Use the following techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>Concrete apparatus e.g. counters</li> <li>Pictures to draw the story sum</li> <li>Build up and breaking down numbers</li> <li>Doubling and halving</li> <li>Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	<b>Maths:</b> <b>1.7.3.1</b> <b>1.7.3.2</b> <b>1.7.3.3</b>
<b>1.7</b> Addition and subtraction	Solve word problems in context and explain own solution to problems involving addition, subtraction with answers up to 15.	
<b>1.8</b> Repeated addition leading to multiplication	Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 15.	
<b>1.9</b> Grouping and sharing leading to division	Solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 15 and with answers that may include remainders.	
<b>1.11</b> Money	<ul style="list-style-type: none"> <li>Recognise and identify the South African currency coins 5c, 10c, 20c, 50c, R1, R2,</li> </ul>	<b>Maths:</b> <b>1.6.1.1</b>



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	<p>R5.</p> <ul style="list-style-type: none"> <li>Solve money problems involving totals and change to R20 and in cents up to 20c.</li> </ul>	<p>1.6.3.1 1.6.3.2 1.6.2.1</p>
<b>Context-free calculations</b>		
<p><b>1.12</b> <b>Techniques (methods or strategies)</b></p>	<p>Use the following techniques when solving problems and explain solutions to problems:</p> <ul style="list-style-type: none"> <li>Concrete apparatus e.g. counters</li> <li>Pictures to draw the story sum</li> <li>Build up and breaking down numbers</li> <li>Doubling and halving</li> <li>Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	
<p><b>1.13</b> <b>Addition and subtraction</b></p>	<p><b>Number range:1-15</b></p> <ul style="list-style-type: none"> <li>Addition up to 15</li> <li>Subtract from 15</li> <li>Use appropriate symbols (+, -, =, □)</li> <li>Practise number bonds to 9</li> </ul>	<p><u>Perceptual:</u> 7.3.2.2</p> <p><u>Maths:</u> 3.2.1.1 3.4.3.1 3.5.1.1 3.5.2.2 3.5.2.1 3.6.1.1 3.6.2.1 3.6.3.1 3.7.1.1 3.7.2.1 3.4.4.1</p>
<p><b>1.14</b> <b>Repeated addition leading to multiplication</b></p>	<ul style="list-style-type: none"> <li>Repeated addition (i.e. the same number) to 15</li> <li>Use appropriate symbols (+, =, □)</li> </ul>	<p><u>Perceptual:</u> 7.3.2.2</p>
<p><b>1.16</b> <b>Mental mathematics</b></p>	<p><b>Number concept: Range 15</b></p> <ul style="list-style-type: none"> <li>Order a given set of selected numbers</li> <li>Compare numbers up to 15 and say which is and more or less</li> </ul> <p><b>Rapidly recall:</b></p> <ul style="list-style-type: none"> <li>Number bonds to 5</li> <li>Recall addition and subtraction facts to 5</li> </ul> <p>Calculation strategies Use calculation strategies to add and subtract efficiently:</p> <ul style="list-style-type: none"> <li>Put the larger number first in order to count on or count back</li> <li>Number line</li> <li>Doubling and halving</li> </ul>	



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	<ul style="list-style-type: none"> <li>Building up and breaking down</li> </ul>	
<b>2. Patterns, Functions and Algebra</b>		
<b>2.1</b> <b>Geometric patterns</b>	<b>Copy and extend and describe</b> Copy and extend and describe in words <ul style="list-style-type: none"> <li>Simple patterns made with physical objects.</li> <li>Simple patterns made by drawings, lines, shapes or objects.</li> </ul> <b>Create and describe own patterns</b> Create own geometric patterns <ul style="list-style-type: none"> <li>With physical objects</li> <li>By drawing lines, shapes or objects</li> </ul> Describe own patterns.	<b>Maths:</b> <b>4.1.1.3</b>  <b>Perceptual:</b> <b>2.2.2</b> <b>2.2.3</b>
<b>2.2</b> <b>Number patterns</b>	<b>Copy and extend and describe</b> Copy, extend and describe simple number sequences to at least 80.  <b>Sequences should show counting forwards and backwards in:</b> <ul style="list-style-type: none"> <li>Ones from any number between 1 and 80.</li> </ul> <b>Counting forwards in:</b> <ul style="list-style-type: none"> <li>10s from any multiple of 10 between 0 and 80</li> <li>5s from any multiple of 5 between 0 and 80</li> <li>2s from any multiple of 2 between 0 and 80</li> </ul> <b>Create and describe own patterns</b> <ul style="list-style-type: none"> <li>Create and describe own number patterns.</li> </ul>	<b>Maths:</b> <b>1.1.2.2</b>
<b>3. Space and Shapes (Geometry)</b>		
<b>3.2</b> <b>3-D objects</b>	<b>Range of objects</b> Recognise and name 3-D objects in the classroom and in pictures <ul style="list-style-type: none"> <li>Ball shapes (spheres)</li> <li>Box shapes (prisms)</li> </ul> <b>Properties of objects</b> Describe, sort and order 3-D objects according to: <ul style="list-style-type: none"> <li>Size</li> <li>Colour</li> </ul>	<b>Class activity</b>



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	<ul style="list-style-type: none"> <li>• Sliding</li> <li>• Gliding</li> </ul> <p><b>Suggested focus and sequencing of activities for Term 3</b></p> <ul style="list-style-type: none"> <li>• Work with balls and objects shaped like balls, and various boxes and other shaped like rectangular prisms or cubes. Investigate which of the objects can roll, which slide, which can be stacked.</li> <li>• Investigate and describe geometric and everyday objects by saying whether they are shaped like a ball or like a box.</li> <li>• Work is consolidated through written exercises.</li> </ul>	
<p><b>3.4 Symmetry</b></p>	<p><b>Symmetry</b></p> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body</li> <li>• Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes</li> </ul> <p><b>Suggested focus of activities for Term 3</b></p> <ul style="list-style-type: none"> <li>• Look for lines of symmetry in concrete objects and pictures.</li> <li>• Written exercises should not only be “draw in the other half” but also include examples where learners draw in the line of symmetry.</li> </ul>	<p><b>Maths:</b> 8.10.1.1 8.10.1.2 8.10.1.3</p>
<b>4. Measurement</b>		
<p><b>4.1 Time</b></p>	<p>Time is dealt with continuously during whole class teaching time</p>	<p><b>Class activity</b></p>
<p><b>4.2 Length</b></p>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters, etc.</li> </ul>	<p><b>Maths:</b> 9.1.1.1</p>
<b>5. Data Handling</b>		
<p><b>5.4 Collect and organise data</b></p> <p><b>5.5 Represent data</b></p> <p><b>5.6 Analyse and interpret</b></p>	<p><b>Recommended:</b> Whole data cycle to make class pictograph</p> <ul style="list-style-type: none"> <li>• Collect and organise data:             <ul style="list-style-type: none"> <li>– About the class or school</li> <li>– Answers to questions posed by the teacher</li> </ul> </li> <li>• Represent data in pictograph.</li> <li>• Answer questions about data in pictograph.</li> </ul>	<p><b>Class activity</b></p>



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data		
<b>Grade 1_Term 4</b> <b>1. Numbers, Operations and Relationships</b>		
<b>1.1</b> <b>Count objects</b>	Count out objects reliably to 50. Give a reasonable estimate of a number of objects that can be checked by counting. Counting by grouping is encouraged.	<b>Class activity</b>
<b>1.2</b> <b>Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>• Ones from any number between 0 and 100</li> </ul> <b>Count forwards in</b> <ul style="list-style-type: none"> <li>• 10s from any multiple of 10 between 0 and 100</li> <li>• 5s from any multiple of 5 between 0 and 100</li> <li>• 2s from any multiple of 2 between 0 and 100</li> </ul>	<b>Maths:</b> <b>1.1.1.7</b> <b>1.1.1.8</b> <b>1.1.2.3</b>
<b>Number concept development: Represent whole numbers</b>		
<b>1.3</b> <b>Number symbols and number names</b>	<b>Recognise, identify and read numbers</b> <ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1 to 100.</li> <li>• Write number symbols 1 to 20</li> <li>• Recognise, identify and read number names 1 to 10</li> <li>• Write number names 1 to 10</li> </ul>	<b>Maths:</b> <b>1.1.6.5</b> <b>1.1.4.8</b> <b>1.1.4.10</b>
<b>Number concept development: Describe, compare and order whole numbers</b>		
<b>1.4</b> <b>Describe compare and order numbers</b>	<b>Describe, compare and order up to 20 objects</b> <ul style="list-style-type: none"> <li>• Compare collection of objects according to many, few, most, least, more than, less than, the same as, just as many as, different.</li> <li>• Order collection of objects from most to least and least to most.</li> </ul> <b>Describe, compare and order numbers to 20</b> <ul style="list-style-type: none"> <li>• Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to.</li> <li>• Describe and order numbers:               <ul style="list-style-type: none"> <li>– From smallest to greatest and greatest to smallest</li> <li>– Before, after, in the middle/between</li> <li>– Using the number line 0 – 20</li> </ul> </li> </ul> <b>Use ordinal numbers to show order, place and position</b>	<b>Perceptual:</b> <b>7.1.2</b> <b>7.1.4</b> <b>7.1.6</b> <b>7.1.8</b>  <b>Maths:</b> <b>1.1.7.6</b> <b>1.1.7.2</b>



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	<ul style="list-style-type: none"> <li>• Position objects in a line from first to tenth of first to last e.g. first, second, third...tenth, last.</li> <li>• Ordinal numbers in the range first to tenth.</li> </ul>	
<b>Number concept development: Place value</b>		
<b>1.5 Place value</b>	Recognise the place value of numbers 11 to 19 Decompose two-digit numbers into ten and ones e.g. 18 is 10 and 8.	
<b>Solve problems in context</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Pictures to draw the story sum</li> <li>• Build up and breaking down numbers</li> <li>• Doubling and halving</li> <li>• Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition, subtraction with answers up to 20.	<b>Maths:</b> <b>3.8.1.1</b> <b>1.8.8.1</b>
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving repeated addition with answers up to 20.	
<b>1.9 Grouping and sharing leading to division</b>	Solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders.	<b>Maths:</b> <b>3.8.2.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>• Recognise and identify the South African currency <ul style="list-style-type: none"> <li>– coins 5c, 10c, 20c, 50c, R1, R2, R5 notes R10 and R20.</li> </ul> </li> <li>• Solve money problems involving totals and change to R20 and in cents up to 20c.</li> </ul>	<b>Maths:</b> <b>1.6.3.2</b> <b>3.8.4.1</b>
<b>Context-free calculations</b>		
<b>1.12 Techniques (methods or strategies)</b>	Use the following <b>techniques</b> when solving problems and explain solutions to problems: <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Pictures to draw the story sum</li> <li>• Build up and breaking down numbers</li> <li>• Doubling and halving</li> </ul>	<b>Maths:</b> <b>1.7.3.1</b> <b>1.7.3.2</b> <b>1.7.3.3</b>



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	<ul style="list-style-type: none"> <li>Number lines supported by concrete apparatus e.g. counting beads</li> </ul>	
<b>1.13</b> <b>Addition and subtraction</b>	<b>Number range: 1-20</b> <ul style="list-style-type: none"> <li>Addition up to 20</li> <li>Subtract from 20</li> <li>Use appropriate symbols (+, -, =, □)</li> <li>Practise number bonds to 10</li> </ul>	<u>Maths:</u> 1.2.1.7 1.2.1.9 1.2.2.5 1.2.5.2 1.2.5.4 1.2.6.2 1.2.6.4 1.3.1.8 1.3.1.10 1.3.2.2 1.3.4.1 1.3.6.2 1.3.6.4 3.2.1.4 3.2.3.4 3.3.1.1 3.3.2.1 3.4.1.1 3.4.2.1 3.5.3.1
<b>1.14</b> <b>Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Repeated addition (i.e. the same number) to 10</li> <li>Use appropriate symbols (+, =, □)</li> </ul>	
<b>1.16</b> <b>Mental mathematics</b>	<b>Number concept: Range 20</b> <ul style="list-style-type: none"> <li>Order a given set of selected numbers</li> <li>Compare numbers up to 20 and say which is and more or less</li> </ul> <b>Rapidly recall:</b> <ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Recall addition and subtraction facts to 10</li> <li>Calculation mental strategies</li> </ul> <b>Use calculation strategies to add and subtract efficiently:</b> <ul style="list-style-type: none"> <li>Put the larger number first in order to count on or count back</li> <li>Number line</li> <li>Doubling and halving</li> <li>Building up and breaking down</li> </ul>	
<b>2. Patterns, Functions and Algebra</b>		
<b>2.1</b> <b>Geometric patterns</b>	<b>Patterns around us</b> Identify, describe in words and copy	<b>Class activity</b>





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	<p>geometric patterns</p> <ul style="list-style-type: none"> <li>• In nature</li> <li>• From modern everyday life</li> <li>• From our cultural heritage</li> </ul> <p><b>Create and describe own patterns</b></p> <ul style="list-style-type: none"> <li>• Create own geometric patterns             <ul style="list-style-type: none"> <li>– With physical objects</li> <li>– By drawing lines, shapes or objects</li> </ul> </li> <li>• Describe own patterns</li> </ul>	<p><b>Perceptual:</b> 2.2.2 2.2.3</p>
<p><b>2.2</b> <b>Number patterns</b></p>	<p><b>Copy and extend and describe</b> Copy, extend and describe simple number sequences to at least 100.</p> <p><b>Sequences should show counting forwards and backwards in:</b></p> <ul style="list-style-type: none"> <li>• Ones from any number between 1 and 100.</li> </ul> <p><b>Counting forwards in:</b></p> <ul style="list-style-type: none"> <li>• 10s from any multiple of 10 between 0 and 100</li> <li>• 5s from any multiple of 5 between 0 and 100</li> <li>• 2s from any multiple of 2 between 0 and 100</li> </ul> <p><b>Create and describe own patterns</b></p> <ul style="list-style-type: none"> <li>• Create and describe own number patterns</li> </ul>	<p><b>Maths:</b> 1.1.2.3</p>
<p><b>3. Space and Shape (Geometry)</b></p>		
<p><b>3.1</b> <b>Position, orientation and views</b></p>	<p><b>Language and position</b> Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to.</p> <p><b>Position and directions</b></p> <ul style="list-style-type: none"> <li>• Follow the directions to move around the classroom</li> <li>• Follow instructions to place one object in relation to another e.g. put the pencil inside the box</li> </ul> <p><b>Suggested focus and sequencing of work of Term 4</b></p> <ul style="list-style-type: none"> <li>• Work on position and direction can be consolidated through written recording such as drawing, colouring or matching drawings with words</li> <li>• Any new language of position should be introduced through practical activities</li> </ul>	<p><b>Class activity</b></p> <p><b>Perceptual:</b> 3.4.1</p> <p><b>Maths:</b> 8.1.2.6</p>



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	<p>that involve learners in physical movement</p> <ul style="list-style-type: none"><li>• Directions should be practised through practical activities in which learners move themselves or objects according to instructions</li></ul> <p><b>Position and views</b></p> <ul style="list-style-type: none"><li>• Match different views of the same everyday object</li></ul>	<b>8.1.2.7</b>
<b>3.2</b> <b>3-D objects</b>	<p><b>Range of objects</b> Recognise and name 3-D objects in the classroom and in pictures</p> <ul style="list-style-type: none"><li>• Ball shapes (spheres)</li><li>• Box shapes (prisms)</li></ul> <p><b>Features of objects:</b> Describe, sort and compare 3-D objects in terms of:</p> <ul style="list-style-type: none"><li>• Size</li><li>• Colour</li><li>• Objects that roll</li><li>• Objects that slide</li></ul> <p><b>Suggested focus and sequencing of activities for Term 4</b></p> <ul style="list-style-type: none"><li>• Work is consolidated through written exercises.</li></ul>	
<b>3.3</b> <b>2-D shapes</b>	<p><b>Range of Shapes</b> Recognise and name 2-D shapes</p> <ul style="list-style-type: none"><li>• Circles</li><li>• Triangles</li><li>• Squares</li></ul> <p><b>Features of shapes</b> Describe, sort and compare 2-D shapes in terms of:</p> <ul style="list-style-type: none"><li>• Size</li><li>• Colour</li><li>• Straight sides</li><li>• Round sides</li></ul> <p><b>Suggested focus and sequencing of activities for Term 4</b></p> <ul style="list-style-type: none"><li>• Work with circles and squares of different sizes, and triangles with different shapes. Sort them according to whether they have straight or round sides.</li><li>• Sort and group shapes according to</li></ul>	<b>Perceptual:</b> <b>2.1.1</b>



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	<p>whether they are triangles, squares or circles.</p> <ul style="list-style-type: none"> <li>• Work is consolidated through written exercises.</li> </ul>	
<p><b>3.4</b> <b>Symmetry</b></p>	<p><b>Symmetry</b></p> <ul style="list-style-type: none"> <li>• Recognise symmetry in own body.</li> <li>• Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.</li> </ul> <p><b>Suggested focus of activities for Term 4</b></p> <ul style="list-style-type: none"> <li>• Written exercises should include examples. Where the line of symmetry is not only a vertical line.</li> </ul>	<p><b>Maths:</b> <b>8.10.1.1</b> <b>8.10.1.2</b> <b>8.10.1.3</b></p>
<b>4. Measurement</b>		
<p><b>4.1</b> <b>Time</b></p>	<p>Time is dealt with continuously during whole class teaching time.</p>	<p><b>Class activity</b></p>
<p><b>4.3</b> <b>Mass</b></p>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record mass using non-standard measures and balancing scale e.g. blocks, bricks, etc.</li> <li>• Use language to talk about the comparison e.g. light, heavy, lighter, heavier.</li> </ul>	
<p><b>4.4</b> <b>Capacity/Volume</b></p>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups.</li> </ul>	
<b>5. Data Handling</b>		
<p><b>5.4</b> <b>Collect and organise data</b> <b>5.5</b> <b>Represent data</b> <b>5.6</b> <b>Analyse and Interpret data</b></p>	<p>Analyse data from representations provided.</p> <p><b>Recommended:</b> At least two pictographs</p>	