



# CAMI Education linked to CAPS: Mathematics

Grade R_Term 1		
1. Numbers, Operations and Relationships		
TOPIC	CONTENT	CAMI KEYS
<b>Counting</b>		
<b>1.1</b> <b>Count objects</b> <b>(Estimate and count objects to develop a number concept)</b>	Number range: 1 to 5 <ul style="list-style-type: none"> <li>• One-to-one correspondence</li> </ul> Introduce the Helper's Chart and the sequence in which refreshments are served <ul style="list-style-type: none"> <li>• Count in ones               <ul style="list-style-type: none"> <li>– Concrete apparatus</li> <li>– Body parts</li> <li>– Clapping hands</li> <li>– Stamping feet</li> <li>– Climbing steps</li> </ul> </li> <li>• Rote counting using number rhymes and songs</li> </ul>	<b>Maths:</b> <b>1.1.3.1</b> <b>1.1.3.3</b> <b>1.1.3.5</b> <b>1.1.3.7</b>
<b>1.2</b> <b>Count forwards and backwards</b>	Number range: 1 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements Count in: <ul style="list-style-type: none"> <li>• ones</li> </ul>	<b>Perceptual:</b> <b>7.3.1.1</b>
<b>1.3</b> <b>Number symbols and number names</b> <b>(Recognise and identify number symbols and recognise number names)</b>	Number range: <ul style="list-style-type: none"> <li>• Number symbols: 1</li> <li>• Number names: one               <ul style="list-style-type: none"> <li>– Kinaesthetic (experience with body)</li> <li>– Concrete with 3-D objects that involve the number 1.</li> <li>– Semi-concrete with picture cards that involve the number 1.</li> <li>– Semi-concrete with dots cards that involve the numbers 1</li> </ul> </li> <li>• Reinforce the knowledge gained that involves the number 1.</li> </ul>	
<b>1.4</b> <b>Describe, compare and order numbers</b> <b>(Identify and describe whole numbers)</b> <b>Compares which of two given collections of objects are:</b> a) Big and small b) Bigger and smaller c) Smallest and biggest	Use numbers in familiar contexts <ul style="list-style-type: none"> <li>• Learner should his/her age</li> <li>• Completion of the daily attendance register. Make use of a variety of ways to take the daily attendance register e.g.               <ul style="list-style-type: none"> <li>– Is the learner with the ice-cream symbol/picture here today?</li> <li>– Is the learner with the name Sipho here today?</li> <li>– Is the learner with the name Sipho and surname Matlhola here today?</li> </ul> </li> <li>• Identify numbers in pictures and dot cards</li> <li>• Play number card games</li> </ul>	



# CAMI Education linked to CAPS: Mathematics

<p>Compares which of the two given collections are:</p> <ul style="list-style-type: none"> <li>a) More than</li> <li>b) Less than</li> <li>c) Is equal to (the same)</li> </ul>	<p>Number range: 1 Identify and describe whole numbers up to 1. Compares which of two given collections of objects are:</p> <ul style="list-style-type: none"> <li>• Big and small</li> <li>• Bigger and smaller</li> <li>• Biggest and smallest (Introduce the concept)</li> <li>• Orders more than two given collections of objects from smallest to biggest and biggest to smallest</li> <li>• Many and fewer e.g. incidental clapping</li> </ul>	<p><b>Perceptual:</b> <b>7.1.1</b> <b>7.1.2</b></p>
<p><b>1.5</b> <b>Ordinal numbers</b></p>	<p>Incidentally develops an awareness of ordinal numbers e.g. first, second, third...last, next.</p> <ul style="list-style-type: none"> <li>• Introduce during: Refreshment/ Snack Routine and Toilet Routine- 1<sup>st</sup>, 2<sup>nd</sup>, last, next</li> </ul>	
<p><b>1.6</b> <b>Problem solving techniques</b> (Uses the following techniques and strategies)</p>	<p>Uses the following techniques</p> <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> </ul>	<p><b>Class activity</b></p>
<p><b>2. Patterns, Functions and Algebra</b></p>		
<p><b>2.1</b> <b>Geometric patterns</b> (Copy and extend simple repeating patterns using physical objects and drawings) (Creates own repeating patterns)</p>	<p>Identify patterns in cloths, objects and environment Copy and complete patterns Copy patterns using body percussion Copy, complete and create own pattern</p>	<p><b>Maths:</b> <b>4.1.1.1</b> <b>Perceptual:</b> <b>2.2.1</b></p>
<p><b>3. Space and Shape (Geometry)</b></p>		
<p><b>3.1</b> <b>Position, orientation and views</b> Describes one 3-D object in relation to another (e.g. in front and behind)</p> <p>Follows directions (alone and/or as a</p>	<p>Spatial Relationships The position of two or more objects in relation to the learner</p> <ul style="list-style-type: none"> <li>• In front of and behind</li> <li>• On, on top, under and below</li> <li>• In and out</li> <li>• Up and down</li> <li>• Next to and between</li> </ul> <p>Outdoor play is important. The jungle gym can be used to reinforce, for example:</p>	<p><b>Perceptual:</b> <b>3.1.3</b> <b>3.1.4</b> <b>3.3.1</b></p>



## CAMI Education linked to CAPS: Mathematics

<p>member of a group or team) to move/place self within a specific space (directionally)</p>	<ul style="list-style-type: none"> <li>• Maths concepts</li> <li>• Creative art</li> <li>• Physical development</li> <li>• Directionally- forwards/backwards</li> <li>• Games such as tracking the train</li> <li>• Obstacle course-following a direction</li> <li>• Physical education and music activities</li> </ul>	
<p style="text-align: center;"><b>3.2</b> <b>3-D objects</b> Recognise, identifies and names three dimensional objects in the classroom: a) Balls b) Boxes</p>	<ul style="list-style-type: none"> <li>• Balls: Introduce and explore balls</li> <li>• Boxes: Introduce and explore boxes</li> </ul>	
<p style="text-align: center;"><b>3.2</b> <b>3-D objects</b> Describes, sorts and compares 3-D objects and 2-D shapes according to: a) Size (big/small) b) Colour (red, blue, yellow, green) c) Shape (circle, triangle, square, rectangle) d) Objects that roll e) Objects that slide</p>	<p>Introduce Tidy-up Chart (sorting toys)</p> <ul style="list-style-type: none"> <li>• Size: Sort 3-D objects according to size</li> <li>• Colour: Sort 3-D objects and 2-D shapes according to Primary colours</li> <li>• Shape: Sort 3-D objects and 2-D shapes according to shapes</li> <li>• Objects that roll               <ul style="list-style-type: none"> <li>– Identify and explore objects that roll</li> <li>– Reinforce objects that roll</li> </ul> </li> <li>• Objects that slide               <ul style="list-style-type: none"> <li>– Identify and explore objects that slide</li> <li>– Recognise and explore objects that can slide and roll</li> </ul> </li> </ul>	<p><b>Perceptual:</b> <b>1.2.1.1</b></p>
<p>Builds 3-D objects using concrete materials (e.g. building blocks)</p>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play inside on a daily basis</li> <li>• Explore with Building blocks</li> </ul>	
<p style="text-align: center;"><b>3.3</b> <b>2-D shapes</b> Recognise, identifies and names two-dimensional shapes in the classroom and in pictures including: a) Learners Symbols b) Class name How to build puzzles Minimum: a) (Term 1: 6 pieces) b) (Term 2: 12 pieces) c) (Term 3: 18 pieces) d) (Term 4: 24 pieces)</p>	<ul style="list-style-type: none"> <li>• Allow each learner to choose own symbol card the first day</li> <li>• Display only the learner's symbol/ photo the first 3 months of the year</li> <li>• Introducing the class name e.g. by using a picture- the "Teddy Bear" class</li> <li>• Label on classroom door with teachers name</li> <li>• Label indicating Grade R class</li> </ul> <p>Puzzles</p> <ul style="list-style-type: none"> <li>• Introduce puzzles and give guidance on how to build them</li> <li>• Discuss the puzzle picture with special attention to details such as colour ,</li> </ul>	<p><b>Perceptual:</b> <b>3.3.4</b></p>



## CAMI Education linked to CAPS: Mathematics

	<p>people/animals, objects, position of people/animals and objects</p> <ul style="list-style-type: none"> <li>Learners should be able to at least complete a 6-piece puzzle at the end of term 1.</li> </ul>	
<p><b>3.3</b> <b>2-D shapes</b> <b>Figure-ground Perception</b> <b>Geometric shapes</b> a) Circle b) Triangle c) Square d) Rectangle e) Conservation of shapes (Form constancy)</p>	<ul style="list-style-type: none"> <li>Introduce figure-ground perception (Identify objects-“I spy with my little eye”)</li> <li>Introduce a circle</li> <li>Introduce a triangle</li> <li>Introduce a square</li> </ul>	<p><b>Perceptual:</b> <b>2.1.1</b></p>
<p><b>3.4</b> <b>Symmetry</b> <b>(Recognises line of symmetry in self, and own environment)</b></p>	<ul style="list-style-type: none"> <li>Identify body parts (Under counting)</li> <li>Head, eyes, nose, mouth, chin, neck, shoulders, arm, hand, fingers, chest, leg, knee, foot, toes</li> <li>One’s body has 2 sides</li> <li>Reinforce the awareness that one’s body has two sides e.g. “the one side” and “the other side” leading to “left and right”</li> <li>Crossing the midline incorporated with counting</li> </ul> <p>Above to be done during physical development</p> <ul style="list-style-type: none"> <li>Using Rhymes and Songs</li> <li>during Creative Art</li> </ul>	<p><b>Perceptual:</b> <b>8.1.1.1</b> <b>8.1.1.2</b> <b>8.1.1.3</b> <b>8.1.4</b></p>
<p><b>4.1</b> <b>Time:</b> <b>Describes the time of the day in terms of day or night.</b>  <b>Sequence recurring events in own daily life.</b> a) Daily Programme b) Weather Chart</p>	<ul style="list-style-type: none"> <li>Introduce both the concepts “day and night” and “light/dark”</li> <li>Morning, afternoon, tonight- (incidental learning during daily programme and weather chart)</li> <li>Introduce the Daily programme               <ul style="list-style-type: none"> <li>Learners experience the sequencing of events during a day.</li> <li>Pictures are displayed from left to right developing reading direction</li> <li>The leader of the day moves a movable arrow as the activities on the daily programme progress</li> </ul> </li> <li>Introduce the Weather Chart (daily)               <ul style="list-style-type: none"> <li>The teacher guides learners to determine the name of the day, date and month with song and rhyme,</li> </ul> </li> </ul>	



## CAMI Education linked to CAPS: Mathematics

	<p>flash cards and displays labels and symbols on a calendar representing a week</p> <ul style="list-style-type: none"> <li>- Develop an awareness of the time concept</li> <li>- Indicate birthday's, outing, special days, holidays during the week</li> </ul> <p>Sequencing months of the year through a song</p>	
<p><b>4.1</b> <b>Time:</b> <b>Sequence recurring events in own daily life</b> c) Days of the week d) Seasons Chart</p> <p><b>Introduce Birthday Chart</b></p>	<ul style="list-style-type: none"> <li>• Days of the Week <ul style="list-style-type: none"> <li>- Teacher teaches learners a song or a rhyme about the days of the week. Repeat every day as weather chart is discussed.</li> <li>- Sequencing days of the week using a song</li> </ul> </li> <li>• Seasons chart <ul style="list-style-type: none"> <li>- Introduce the chart showing the four seasons indicating <ul style="list-style-type: none"> <li>○ Summer</li> <li>○ Autumn</li> <li>○ Winter</li> <li>○ Spring</li> </ul> </li> </ul> </li> <li>• Introduce the Birthday Chart</li> <li>• Learners should know their age</li> <li>• Develop an awareness of reading direction</li> <li>• Learners should know their own birth date (day and month)</li> </ul>	
<p><b>4.2</b> <b>Length</b> <b>Concretely compare and order objects using appropriate vocabulary to describe length</b></p> <ul style="list-style-type: none"> <li>• Introduce Height Chart</li> <li>- Measure with hands (Visual and incidental)</li> <li>- Measure with footprints (Visual and incidental)</li> <li>- Measure with tape measure (Visual en incidental)</li> <li>- Long, short</li> <li>- Longer, shorter</li> <li>- Tall, taller, tallest</li> </ul>	<p>Length</p> <ul style="list-style-type: none"> <li>• Long and short, tall, taller and tallest (visual)</li> <li>• Introduce the concept of length</li> <li>• Height chart with hands/feet</li> </ul>	<p><b>9.1.1.1</b></p>



# CAMI Education linked to CAPS: Mathematics

(visual) – estimate		
<b>5.1</b> <b>Collects and sort objects</b> <b>Collects physical objects of a similar kind (alone and /or as a member of a group or a team) e.g. ten leaves, ten shapes</b> <b>Sort physical objects according to one attribute e.g. size of leaves</b>	<ul style="list-style-type: none"> <li>• Introduce the concept of data handling by collecting data of how many boys and how many girls are in the class</li> <li>• Sort the data by letting learners stand in a boys and girls row.</li> </ul>	
<b>5.2</b> <b>Represent sorted collections of objects</b> <b>(Draw graphs to display data. Draws a picture as a record of collected objects)</b>	<ul style="list-style-type: none"> <li>• Make a graph representing the data using blocks or shapes</li> </ul>	
<b>5.3</b> <b>Discuss and repost on sorted collections of objects</b> <b>Read and interpret graphs</b> <b>Answer questions based on own picture or own sorted objects (e.g. “How many big leaves did you draw?” Which are the most, the big leaves or the small leaves?)</b>	<ul style="list-style-type: none"> <li>• Read and interpret data by using play dough to make a representation of the number of boys and girls in the class.</li> </ul>	
<b>Grade R_Term 2</b> <b>Numbers, Operations and Relationships</b>		
<b>1.1</b> <b>Count objects</b> <b>(Estimate and count objects to develop a number concept)</b>	Number range: 1 to 7 <ul style="list-style-type: none"> <li>• One-to-one correspondence</li> <li>• Introduce the Helper’s Chart on a daily basis</li> <li>• Count in ones               <ul style="list-style-type: none"> <li>– Concrete apparatus</li> <li>– Body parts</li> <li>– Clapping hands</li> <li>– Stamping feet</li> <li>– Climbing steps</li> </ul> </li> <li>• Rote counting using number rhymes and songs</li> <li>• Clap many times/ fewer times</li> </ul>	<b>Maths:</b> <b>1.1.1.1</b> <b>1.1.1.2</b> <b>1.1.5.1</b> <b>1.1.5.2</b>





## CAMI Education linked to CAPS: Mathematics

<p style="text-align: center;"><b>1.2</b> <b>Count forwards and backwards</b></p>	<p>Number range: 1 to 4 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements Count in:</p> <ul style="list-style-type: none"> <li>• ones</li> </ul>	<p><b><u>Perceptual:</u></b> <b>7.3.1.1</b></p>
<p style="text-align: center;"><b>1.3</b> <b>Number symbols and number names</b> <b>(Recognise and identify number symbols and recognise number names)</b></p>	<p>Number range:</p> <ul style="list-style-type: none"> <li>• Number symbols: 2 to 4</li> <li>• Number names: two, three, four.             <ul style="list-style-type: none"> <li>– Kinaesthetic (experience with body)</li> <li>– Concrete with 3-D objects that involve the number 2, 3 and 4.</li> <li>– Semi-concrete with picture cards that involve the number 2, 3 and 4.</li> <li>– Semi-concrete with dots cards that involve the numbers 2, 3 and 4.</li> </ul> </li> <li>• Reinforce the knowledge gained that involves the number 1 to 4.</li> </ul>	<p><b><u>Maths:</u></b> <b>1.1.4.1</b> <b>1.1.5.4</b></p>
<p style="text-align: center;"><b>1.4</b> <b>Describe, compare and order numbers</b>  <b>(Use numbers in familiar contexts)</b></p>	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> <li>• Learner should know his/her house number and address</li> <li>• Reinforce the use of numbers through completion of the daily attendance register as in first term             <ul style="list-style-type: none"> <li>– Is the learner that lives in house number 123 here today?</li> <li>– Is the learner living in 123 Wendy Street here today?</li> <li>– Is the learner with the with the telephone/cell number 082 1234567 here today?</li> </ul> </li> <li>• Identify numbers in pictures and dot cards</li> <li>• Play number card games</li> <li>• Identify numbers in adverts/flyers, old birthday cards etc.</li> </ul>	<p><b><u>Perceptual:</u></b> <b>7.2.1</b></p>
<p><b>Describe, compare and order numbers (identify and describe whole numbers)</b> <b>Compares which of two given collections of objects are:</b> d) Big and small e) Bigger and smaller f) Smallest and biggest</p>	<p>Number range: 1 to 5</p> <ul style="list-style-type: none"> <li>• Identify and describes whole numbers 2, 3, and 4</li> <li>• Reinforce numbers 1 to 4</li> <li>• More than, less than, equal to</li> <li>• Many and fewer e.g. incidental clapping</li> </ul>	<p><b><u>Perceptual:</u></b> <b>7.1.3</b></p>



# CAMI Education linked to CAPS: Mathematics

<p>Compares which of the two given collections are:</p> <p>d) More than e) Less than Is equal to (the same)</p>		
<p><b>1.5</b> <b>Ordinal numbers</b></p>	<p>Incidentally develops an awareness of ordinal numbers e.g. first, second, third, fourth...last, next.</p> <ul style="list-style-type: none"> <li>• Reinforce ordinal numbers incidentally through the daily toilet routine</li> <li>• Apply during Life Skills Physical development activities as well</li> <li>• Also during creative art activities (where appropriate)</li> </ul>	
<p><b>Solve problems in context using the following techniques:</b></p>		
<p><b>1.6</b> <b>Problem solving techniques</b> (Uses the following techniques and strategies)</p>	<p>Uses the following techniques</p> <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> </ul>	
<p><b>1.7</b> <b>Addition and subtraction</b></p> <p>Orally solve word problems (story sums) and explains own solution to problems solving:</p> <p>a) Addition and subtraction with answers up to 10</p> <p><b>1.9</b> <b>Grouping and sharing leading to division</b> (equal sharing and grouping with whole numbers up to 10 with answers that include remainders)</p>	<ul style="list-style-type: none"> <li>• Use counters and orally solve problems that involve the numbers 2, 3 and 4</li> <li>• Reinforce the solving of problems that involve numbers 1 to 4.</li> </ul>	<p><b>Maths:</b> <b>1.2.1.10</b></p>
<p><b>1.11</b> <b>Money</b></p>	<p>Money</p> <ul style="list-style-type: none"> <li>• Develop an awareness of South African</li> </ul>	





# CAMI Education linked to CAPS: Mathematics

	<p>coins 20c, 50c, R1, R2, R5</p> <ul style="list-style-type: none"> <li>Identify colour and which animal appears on each coin</li> <li>Identify similarities and differences between coins e.g. Sort play money according to colour and size.</li> <li>Provide play money in the home corner</li> </ul>	
<b>Calculate using:</b>		
<p><b>1.13</b> <b>Addition and subtraction (solves orally stated addition and subtraction problems with solutions up to 10)</b></p>	<p>Orally solves addition and subtraction problems with answers up to 4.</p>	<p><b>Perceptual:</b> <b>7.3.1.1</b> <b>1.3.1.1</b> <b>1.3.1.2</b></p>
<b>2. Patterns, Functions and Algebra</b>		
<p><b>2.1</b> <b>Geometric patterns (Copy and extend simple repeating patterns using physical objects and drawings) (Creates own repeating patterns)</b></p>	<ul style="list-style-type: none"> <li>Copy, extend and create own patterns</li> <li>Copy a given pattern using coins</li> </ul>	<p><b>Perceptual:</b> <b>1.2.2.1</b> <b>1.2.3.1</b> <b>5.2.1.1</b></p>
<b>3. Space and Shape (Geometry)</b>		
<p><b>3.1</b> <b>Position, orientation and views</b> <b>Describes one 3-D object in relation to another (e.g. in front and behind)</b></p>	<p>Spatial Relationships The position of two or more objects in relation to the learner</p>	<p><b>Perceptual:</b> <b>3.1.5</b></p>
<p><b>3.2</b> <b>3-D objects</b> <b>Describes, sorts and compares 3-D objects and 2-D shapes according to:</b></p> <ol style="list-style-type: none"> <li>Size (big/small)</li> <li>Colour (red, blue, yellow, green)</li> <li>Shape (circle, triangle, square, rectangle)</li> <li>Objects that roll</li> <li>Objects that slide</li> </ol>	<p>Introduce Tidy-up Chart (sorting toys)</p> <ul style="list-style-type: none"> <li>Size: Sort 3-D objects according to size</li> <li>Colour: Sort 3-D objects and 2-D shapes according to Primary colours</li> <li>Shape: Sort 3-D objects and 2-D shapes according to shapes</li> <li>Objects that roll <ul style="list-style-type: none"> <li>Identify and explore objects that roll</li> <li>Reinforce objects that roll</li> </ul> </li> <li>Objects that slide <ul style="list-style-type: none"> <li>Identify and explore objects that slide</li> <li>Recognise and explore objects that can slide and roll</li> </ul> </li> </ul>	<p><b>Perceptual:</b> <b>1.1.1.1</b> <b>1.2.1.1</b></p>



## CAMI Education linked to CAPS: Mathematics

<p><b>Builds 3-D objects using concrete materials (e.g. building blocks)</b></p>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play inside on a daily basis</li> <li>• Explore with Building blocks</li> </ul>	
<p><b>3.3 2-D shapes</b> Recognise, identifies and names two-dimensional shapes in the classroom and in pictures including:</p> <p>a) Learners Symbols b) Class name</p> <p><b>How to build puzzles</b> Minimum:</p> <p>a) (Term 1: 6 pieces) b) (Term 2: 12 pieces) c) (Term 3: 18 pieces) d) Term 4: 24 pieces)</p>	<p>Display the learner's symbol/photo and learner's name the next 3 months.</p> <p>On-going</p> <p>Puzzles (On-going)</p> <ul style="list-style-type: none"> <li>• Provide a variety of puzzles during free play inside on a daily basis</li> <li>• Learners should be able to at least complete a 12 piece puzzle at the end of term 2.</li> <li>• Make and complete own 4-piece puzzle</li> </ul>	<p><b><u>Perceptual:</u> 3.3.4</b></p>
<p><b>3.3 2-D shapes</b> Figure-ground Perception Geometric shapes</p> <p>a) Circle b) Triangle c) Square d) Rectangle e) Conservation of shapes (Form constancy)</p>	<ul style="list-style-type: none"> <li>• Crossing the midline-performing actions</li> <li>• Apply crossing of the midline during Life Skills (Physical Development)</li> <li>• Rhymes and Songs</li> <li>• Creative Art activities</li> </ul>	
<p><b>4. Measurement</b></p>		
<p><b>4.1 Time:</b> Describes the time of the day in terms of day or night.</p> <p>Sequence recurring events in own daily life.</p> <p>a) Daily Programme b) Weather Chart</p> <p>Sequence recurring</p>	<ul style="list-style-type: none"> <li>• Daily Programme (on-going)             <ul style="list-style-type: none"> <li>– Reinforce the sequencing of recurring events in one day through the Daily programme</li> </ul> </li> <li>• Introduce the Weather Chart (daily)             <ul style="list-style-type: none"> <li>– The teacher guides learners to determine the name of the day, date and month with song and rhyme, flash cards and displays labels and symbols on a calendar representing a week</li> </ul> </li> <li>• Days of the Week (on-going)</li> </ul>	



# CAMI Education linked to CAPS: Mathematics

<p>events in own daily life a) Days of the week b) Seasons Chart</p> <p>Introduce Birthday Chart</p>	<ul style="list-style-type: none"> <li>- Teacher teaches learners a song or a rhyme about days of the week. Repeat every day as weather chart is discussed.</li> <li>• Seasons chart             <ul style="list-style-type: none"> <li>- The arrow indicating the present season is moved as the seasons change</li> <li>- The first day after the school holiday the teacher should ask learners what they did during holidays</li> <li>- Develop an awareness of what the learner does from the time he/she wakes up until going to school</li> <li>- Develops an awareness of what happens between supertime and bedtime</li> </ul> </li> <li>• Continuous whenever a learner has a birthday</li> <li>• On-going</li> </ul>	
<p><b>4.2</b> <b>Length</b> Concretely compare and order objects using appropriate vocabulary to describe length</p> <ul style="list-style-type: none"> <li>• Introduce Height Chart             <ul style="list-style-type: none"> <li>- Measure with hands (Visual and incidental)</li> <li>- Measure with footprints (Visual and incidental)</li> <li>- Measure with tape measure (Visual and incidental)</li> <li>- Long, short</li> <li>- Longer, shorter</li> <li>- Tall, taller, tallest (visual)</li> <li>- Estimate</li> </ul> </li> </ul>	<p>Length</p> <ul style="list-style-type: none"> <li>• Longest and shortest, longer and shorter (explore length)</li> <li>• Reinforce</li> <li>• The concept of length</li> <li>• Learners discover whether they have grown since the last term <i>(Learners can compare their heights against something in the class, e.g. cupboard)</i></li> </ul>	
<p><b>5.1</b> Collects and sort objects Collects physical objects of a similar kind (alone and /or as a member of</p>	<ul style="list-style-type: none"> <li>• Collects objects (twigs of different sizes)</li> <li>• Sort the collected objects (twigs of different sizes)</li> </ul>	



# CAMI Education linked to CAPS: Mathematics

<p>a group or a team) e.g. ten leaves, ten shapes Sort physical objects according to one attribute e.g. size of leaves</p>		
<p><b>5.2</b> Represent sorted collections of objects (Draw graphs to display data. Draws a picture as a record of collected objects)</p>	<ul style="list-style-type: none"> <li>• Draw a graph of collected objects (twigs of different sizes)</li> </ul>	
<p><b>5.3</b> Discuss and repost on sorted collections of objects Read and interpret graphs Answer questions based on own picture or own sorted objects (e.g. "How many big leaves did you draw?" Which are the most, the big leaves or the small leaves?")</p>	<ul style="list-style-type: none"> <li>• Read and interpret graphs using questions</li> </ul>	
<p><b>Grade R_Term 3</b> <b>1. Numbers, Operations and Relationships</b></p>		
<p><b>1.1</b> Count objects (Estimate and count objects to develop a number concept)</p>	<p>Number range: 1 to 10</p> <ul style="list-style-type: none"> <li>• One-to-one correspondence Introduce the Helper's Chart on a daily basis</li> <li>• Count in ones               <ul style="list-style-type: none"> <li>– Concrete apparatus</li> <li>– Body parts</li> <li>– Clapping hands</li> <li>– Stamping feet</li> <li>– Climbing steps</li> </ul> </li> <li>• Rote counting using number rhymes and songs</li> <li>• Clap many times/ fewer times : which number of claps are more/less, most/least</li> </ul>	<p><b>Maths:</b> 1.1.1.3 1.1.1.4 1.1.3.10 1.1.3.2 1.1.3.4 1.1.3.6 1.1.3.8 1.2.1.1 1.2.1.2</p>
<p><b>1.2</b> Count forwards and backwards</p>	<p>Number range: 1 to 7 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with body movements and number ladder Count in:</p> <ul style="list-style-type: none"> <li>• ones</li> </ul>	<p><b>Perceptual:</b> 7.2.1</p>



# CAMI Education linked to CAPS: Mathematics

<p><b>1.3</b> <b>Number symbols and number names</b> (Recognise and identify number symbols and recognise number names)</p>	<p>Number range:</p> <ul style="list-style-type: none"> <li>• Number symbols: 5 to 7</li> <li>• Number names: five, six, seven. <ul style="list-style-type: none"> <li>– Kinaesthetic (experience with body)</li> <li>– Concrete with 3-D objects that involve the number 5, 6 and 7.</li> </ul> </li> </ul> <p>Semi-concrete with picture cards that involve the number 5, 6 and 7.</p> <ul style="list-style-type: none"> <li>– Semi-concrete with dots cards that involve the numbers 5, 6 and 7.</li> </ul> <ul style="list-style-type: none"> <li>• Reinforce the knowledge gained that involves the number 1 to 7.</li> </ul>	<p><b>Maths:</b> <b>1.1.4.2</b> <b>1.1.4.4</b> <b>1.1.4.6</b> <b>1.1.5.5</b></p>
<p><b>1.4</b> <b>Describe, compare and order numbers</b>  (Use numbers in familiar contexts) <b>Describe, compare and order numbers</b> (identify and describe whole numbers) <b>Compares which of two given collections of objects are:</b> a) Big and small b) Bigger and smaller c) Smallest and biggest <b>Compares which of the two given collections are:</b> a) More than b) Less than c) Is equal to (the same)</p>	<p>Use numbers in familiar contexts</p> <ul style="list-style-type: none"> <li>• Learner should know his/her home telephone number/ or cell number (contact number of parent)</li> <li>• Reinforce the use of numbers through completion of the daily attendance register as in first term e.g. is the learner celebrating his/her birthday on the 16 of March here today? Etc.</li> <li>• Identify numbers in pictures and dot cards</li> <li>• Play number card games</li> <li>• Identify numbers in adverts/flyers, old birthday cards etc.</li> </ul> <p>Number range: 1 to 7</p> <ul style="list-style-type: none"> <li>• Identify and describes whole numbers 5, 6, and 7</li> <li>• Reinforce numbers 1 to 7</li> <li>• More than, less than, equal to</li> <li>• Many and fewer e.g. incidental clapping. Ask which was most/least.</li> </ul>	<p><b>Perceptual:</b> <b>7.1.4</b></p>
<p><b>1.5</b> <b>Ordinal numbers</b></p>	<p>Incidentally develops an awareness of ordinal numbers e.g. first, second, third, fourth, fifth...last, next.</p> <ul style="list-style-type: none"> <li>• Reinforce ordinal numbers incidentally through the daily toilet routine</li> <li>• Apply during Life Skills Physical development activities as well</li> </ul>	
<p><b>Solve problems in context using the following techniques:</b></p>		



# CAMI Education linked to CAPS: Mathematics

<p><b>1.6</b> <b>Problem solving techniques</b> (Uses the following techniques and strategies)</p>	<p>Uses the following techniques</p> <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Physical number ladder</li> </ul>	
<p><b>1.7</b> <b>Addition and subtraction</b></p> <p>Orally solve word problems (story sums) and explains own solution to problems solving:</p> <p>b) Addition and subtraction with answers up to 10</p> <p><b>1.9</b> <b>Grouping and sharing leading to division</b> (equal sharing and grouping with whole numbers up to 10 with answers that include emainders)</p>	<ul style="list-style-type: none"> <li>• Use counters and orally solve problems that involve the numbers 5, 6 and 7</li> </ul> <p>Reinforce the solving of problems that involve numbers 1 to 7.</p>	<p><u>Maths:</u> <b>1.2.1.6</b> <b>1.2.1.8</b> <b>1.2.2.1</b></p>
<p><b>1.11</b> <b>Money</b></p>	<p>Money</p> <ul style="list-style-type: none"> <li>• Develop an awareness of South African bank notes R10, R20, R50, R100, R200</li> <li>• Identify similarities and differences between notes e.g. Sort play money according to colour and size.</li> <li>• Provide play money in the home corner</li> </ul>	
<p>Calculate using:</p>		
<p><b>1.13</b> <b>Addition and subtraction (solves orally stated addition and subtraction problems with solutions up to 10)</b></p>	<p>Orally solves addition and subtraction problems with answers up to 7.</p>	<p><u>Perceptual:</u> <b>7.3.1.1</b></p>



# CAMI Education linked to CAPS: Mathematics

<b>2. Patterns, Functions and Algebra</b>		
<p><b>2.1</b> Geometric patterns (Copy and extend simple repeating patterns using physical objects and drawings) (Creates own repeating patterns)</p>	<ul style="list-style-type: none"> <li>Copy, extend and create own patterns with pictures</li> </ul>	<p><u>Perceptual:</u> 2.2.3 5.3.1.1</p>
<b>3. Space and Shapes</b>		
<p><b>3.1</b> Position, orientation and views Describes one 3-D object in relation to another (e.g. in front and behind)</p>	<p>The position of two or more objects in relation to each other and to one another</p> <ul style="list-style-type: none"> <li>In front of and behind</li> <li>On, on top, under, bottom and below</li> <li>Next to</li> <li>Middle</li> <li>Left and right</li> <li>Pegboard work</li> </ul> <p>Describe objects from different perspectives, e.g. a doll, house from the front, the back, the sided depending on where you stand</p>	<p><u>Perceptual:</u> 3.1.2.1 3.1.6 8.1.2.1 8.1.2.2 3.2.2</p>
<p>Follows directions (alone and/or as a member of a group or team) to move/place self within a specific space (directionality)</p>	<ul style="list-style-type: none"> <li>Forward/backwards</li> <li>Arrow Chart</li> </ul>	<p><u>Perceptual:</u> 3.2.1 3.2.2</p>
<p><b>3.2</b> 3-D objects Describes, sorts and compares 3-D objects and 2-D shapes according to:</p> <ol style="list-style-type: none"> <li>Size (big/small)</li> <li>Colour (red, blue, yellow, green)</li> <li>Shape (circle, triangle, square, rectangle)</li> <li>Objects that roll</li> <li>Objects that slide</li> </ol>	<ul style="list-style-type: none"> <li>Size: Sort 3-D objects according to size</li> <li>Colour: Sort 3-D objects and 2-D shapes according to colours</li> <li>Shape: Sort 3-D objects and 2-D shapes according to shapes</li> </ul>	<p>Perceptual: 1.2.1.1</p>
<p>Builds 3-D objects using concrete materials (e.g. building blocks)</p>	<p>On-going</p> <ul style="list-style-type: none"> <li>Provide building blocks and construction materials during free play inside on a daily basis</li> <li>Let learners build own construction by copying from a given construction</li> </ul>	





## CAMI Education linked to CAPS: Mathematics

	<p>example</p> <ul style="list-style-type: none"> <li>• Copy the same construction from a design or picture card</li> <li>• Reinforce copying the same construction from a design or picture card.</li> </ul>	
<p><b>3.3</b> <b>2-D shapes</b> <b>Recognise, identifies and names two-dimensional shapes in the classroom and in pictures including:</b></p> <p>a) Learners Symbols b) Class name</p> <p><b>How to build puzzles</b> <b>Minimum:</b></p> <p>a) (Term 1: 6 pieces) b) (Term 2: 12 pieces) c) (Term 3: 18 pieces) d) (Term 4: 24 pieces)</p>	<p>Display only the learner's name on a label the last 6 months of the year.</p> <p>On-going</p> <p>Puzzles (On-going)</p> <ul style="list-style-type: none"> <li>• Provide a variety of puzzles during free play inside on a daily basis</li> <li>• Learners should be able to at least complete a 18 piece puzzle at the end of term 2.</li> <li>• Make and complete own 5-piece puzzle</li> </ul>	<p><b><u>Perceptual:</u></b> <b>3.3.5</b></p>
<p><b>3.3</b> <b>2-D shapes</b> <b>Figure-ground Perception</b> <b>Geometric shapes</b></p> <p>a) Circle b) Triangle c) Square d) Rectangle e) Conservation of shapes (Form constancy)</p>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping activities and tidy up routine.</li> <li>• Reinforce the square</li> <li>• Shape Conservation (form constancy of shapes learnt up to date)</li> </ul>	<p><b>Maths:</b> <b>8.1.1.2</b></p>
<p><b>3.4</b> <b>Symmetry</b> <b>(Recognises line of symmetry in self, and own environment)</b></p>	<ul style="list-style-type: none"> <li>• Crossing the midline-chalkboard activities</li> <li>• Apply crossing of the midline during Life Skills (Physical Development)</li> </ul>	
<b>4. Measurement</b>		
<b>4.1</b>		



# CAMI Education linked to CAPS: Mathematics

<p><b>Time:</b> Describes the time of the day in terms of day or night.</p> <p><b>Sequence recurring events in own daily life.</b> a) Daily Programme</p> <p>b) Weather Chart</p> <p><b>Sequence recurring events in own daily life</b> c) Days of the week</p> <p>d) Seasons Chart</p> <p><b>Introduce Birthday Chart</b></p>	<ul style="list-style-type: none"> <li>• Daily Programme (on-going) <ul style="list-style-type: none"> <li>– Reinforce the sequencing of recurring events in one day through the Daily programme</li> </ul> </li> <li>• Introduce the Weather Chart (daily) <ul style="list-style-type: none"> <li>– The teacher guides learners to determine the name of the day, date and month with flash cards and displays labels and symbols on a weekly calendar.</li> </ul> </li> <li>• Days of the Week (on-going) <ul style="list-style-type: none"> <li>– Teacher teaches learners a song or a rhyme about days of the week. Repeat every day as weather chart is discussed.</li> </ul> </li> <li>• Seasons chart <ul style="list-style-type: none"> <li>– The arrow indication the present season is moved as the seasons change</li> <li>– The first day after the school holiday the teacher should ask learners what they did during holidays</li> <li>– Develop an awareness of what the learner does from the time he/she wakes up until going to school</li> <li>– Develops an awareness of what happens between supertime and bedtime</li> </ul> </li> <li>• Continuous whenever a learner has s birthday</li> <li>• On-going</li> </ul>	
<p><b>4.2 Length</b> <b>Concretely compare and order objects using appropriate vocabulary to describe length</b></p> <ul style="list-style-type: none"> <li>• Introduce Height</li> </ul>	<p>Length</p> <ul style="list-style-type: none"> <li>• Estimate the length of different objects</li> <li>• Estimate and measure the length of different objects using feet, hands, a piece of string, a stick etc.</li> </ul>	



## CAMI Education linked to CAPS: Mathematics

<p><b>Chart</b></p> <ul style="list-style-type: none"> <li>- Measure with hands (Visual and incidental)</li> <li>- Measure with footprints (Visual and incidental)</li> <li>- Measure with tape measure (Visual en incidental)</li> <li>- Long, short</li> <li>- Longer, shorter</li> <li>- Tall, taller, tallest (visual)</li> <li>- Estimate</li> </ul>		
<p><b>4.3 Mass</b> Works concretely comparing and ordering objects using appropriate vocabulary to describe the following: a) Light, heavy b) Lighter, heavier c) Continuous during water and sand play</p>	<p>Mass</p> <ul style="list-style-type: none"> <li>• Introduce the concept of mass by comparing the masses of different objects e.g.             <ul style="list-style-type: none"> <li>- Light/heavy</li> <li>- Lighter/heavier</li> </ul> </li> <li>• Reinforce mass (Lightest/heaviest)</li> </ul>	<p><b>Maths:</b> <b>9.1.3.1</b></p>
<p><b>4.4 Capacity/Volume</b> Works concretely comparing and ordering objects using appropriate vocabulary to describe the following: a) Empty, full b) A lot, a little c) Less than, more than d) Continuous during water and sand play</p>	<p>Capacity/Volume</p> <ul style="list-style-type: none"> <li>• Introduce the measuring concept of capacity by comparing how much various containers hold e.g.             <ul style="list-style-type: none"> <li>- “empty/full”</li> <li>- “more than/less than”</li> <li>- a lot, a little</li> </ul> </li> <li>• Continuous during water and sand play</li> </ul>	<p><b>Maths:</b> <b>9.5.1.1</b></p>
<p><b>5. Data Handling</b></p>		
<p><b>5.1</b> Collects and sort objects Collects physical objects of a similar kind (alone and /or as a member of</p>	<ul style="list-style-type: none"> <li>• Pose a question: “Are names with six letters most popular?”</li> <li>• Collect data to answer this question using the learners name cards</li> <li>• Sort the name cards according to the</li> </ul>	



## CAMI Education linked to CAPS: Mathematics

<p>a group or a team) e.g. ten leaves, ten shapes</p> <p>Sort physical objects according to one attribute e.g. size of leaves</p>	<p>number of letters in each name</p>	
<p><b>5.2</b> Represent sorted collections of objects (Draw graphs to display data. Draws a picture as a record of collected objects)</p>	<ul style="list-style-type: none"> <li>• Draw a graph by passing each name card below the relevant columns</li> </ul>	
<p><b>5.3</b> Discuss and repost on sorted collections of objects Read and interpret graphs Answer questions based on own picture or own sorted objects (e.g. “How many big leaves did you draw?” Which are the most, the big leaves or the small leaves?)</p>	<ul style="list-style-type: none"> <li>• Read and interpret data by counting the number cards in each column and coming to a conclusion.</li> </ul>	
<p><b>Grade R_Term4</b> <b>Numbers, Operations and Relationships</b></p>		
<p><b>1.1</b> Count objects (Estimate and count objects to develop a number concept)</p>	<p>Number range: 0 to 10</p> <ul style="list-style-type: none"> <li>• One-to-one correspondence</li> </ul> <p>Introduce the Helper’s Chart on a daily basis</p> <ul style="list-style-type: none"> <li>• Count in ones               <ul style="list-style-type: none"> <li>– Concrete apparatus</li> <li>– Body parts</li> <li>– Clapping hands</li> <li>– Stamping feet</li> <li>– Climbing steps</li> </ul> </li> <li>• Rote counting: Number rhymes and songs</li> <li>• Clap many times/ fewer times: which number of claps are more/less, most/least</li> </ul>	<p><b>Maths:</b> <b>1.1.3.9</b> <b>1.1.3.10</b> <b>1.1.5.3</b> <b>1.1.5.6</b> <b>1.2.1.3</b> <b>1.2.1.4</b> <b>1.2.1.5</b></p>
<p><b>1.2</b> Count forwards and backwards</p>	<p>Number range: 0 to 7 Incidental counting using number rhymes and songs, counters, 3-D objects, counting with</p>	<p><b>Maths:</b> <b>1.1.1.1</b></p>



## CAMI Education linked to CAPS: Mathematics

	body movements and number ladder. Count in: <ul style="list-style-type: none"> <li>• Ones</li> <li>• Two's</li> </ul>	<b>Perceptual:</b> <b>7.3.1.2</b>
<b>1.3</b> <b>Number symbols and number names</b> <b>(Recognise and identify number symbols and recognise number names)</b>	Number range: <ul style="list-style-type: none"> <li>• Number symbols: 0 to 10</li> <li>• Number names: zero (naught), eight, nine, ten. <ul style="list-style-type: none"> <li>– Kinaesthetic (experience with body)</li> <li>– Concrete with 3-D objects that involve the number 0, 8, 9 and 10.</li> </ul> </li> </ul> Semi-concrete with picture cards that involve the number 0, 8, 9 and 10. <ul style="list-style-type: none"> <li>– Semi-concrete with dots cards that involve the numbers 0, 8, 9 and 10.</li> </ul> <ul style="list-style-type: none"> <li>• Reinforce the knowledge gained that involves the number 0 to 10.</li> </ul>	<b>Maths:</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> <b>1.1.6.1</b> <b>1.1.6.2</b>  <b>Perceptual:</b> <b>7.2.2</b>
<b>Number recognition/Number sense</b>		
<b>1.4</b> <b>Describe, compare and order numbers</b>	Use numbers in familiar contexts Reinforce knowledge regarding age, house number, address, home telephone/cell number. (contact number) Reinforce the use of numbers through completing of the daily attendance register as in first term e.g. How many learners are absent today? How can we find out? The children discuss this amongst themselves.	
	<ul style="list-style-type: none"> <li>– Guess</li> <li>– Count empty lockers</li> <li>– Count empty chairs etc.</li> </ul> <ul style="list-style-type: none"> <li>• Identify numbers in pictures and dot cards</li> <li>• Play number card games</li> <li>• Identify numbers in adverts/flyers, old birthday cards etc.</li> <li>• Identify numbers in magazines</li> </ul>	
<b>(Identify and describe whole numbers)</b> <b>Compares which of two given collections of objects are:</b> <b>a) Big and small</b> <b>b) Bigger and smaller</b> <b>c) Smallest and biggest</b> <b>Compares which of the two given collections are:</b>	Number range: 0 to 10 <ul style="list-style-type: none"> <li>• Identify and describes whole numbers 8, 9, 10 and 0</li> <li>• Reinforce numbers 0 to 10</li> <li>• More than, less than, equal to</li> <li>• Many and fewer e.g. incidental clapping. Ask question which was most/least.</li> </ul>	



## CAMI Education linked to CAPS: Mathematics

<p>a) More than b) Less than c) Is equal to (the same)</p>		
<p><b>1.5</b> <b>Ordinal numbers</b></p>	<p>Incidentally develops an awareness of ordinal numbers e.g. first, second, third, fourth, fifth, sixth...last, next.</p> <ul style="list-style-type: none"> <li>• Introduce ordinal numbers-first, second, third up to sixth</li> <li>• Reinforce ordinal numbers incidentally through the daily toilet routine</li> <li>• Apply during Life Skills Physical development activities as well</li> </ul>	
<p><b>Solve problems in context using the following techniques:</b></p>		
<p><b>1.6</b> <b>Problem solving techniques</b> (Uses the following techniques and strategies)</p>	<p>Uses the following techniques</p> <ul style="list-style-type: none"> <li>• Concrete apparatus e.g. counters</li> <li>• Physical number ladder</li> </ul>	
<p><b>1.7</b> <b>Addition and subtraction</b></p> <p>Orally solve word problems (story sums) and explains own solution to problems solving:</p> <p>a) Addition and subtraction with answers up to 10</p> <p><b>1.9</b> <b>Grouping and sharing leading to division</b> (equal sharing and grouping with whole numbers up to 10 with answers that include remainders)</p>	<ul style="list-style-type: none"> <li>• Use counters and orally solve problems that involve the numbers 8, 9, 10 and 0</li> <li>• Reinforce the solving of problems that involve numbers 1 to 10.</li> </ul>	<p><u>Maths:</u> 1.2.1.6 1.2.1.8 1.2.2.2 1.2.2.4 1.3.1.1 1.3.1.2 1.3.1.3 1.3.1.4 1.3.1.5 1.3.3.1</p>
<p><b>1.11</b> <b>Money</b></p>	<ul style="list-style-type: none"> <li>• Provide play money in the house corner</li> </ul>	
<p><b>Calculate using:</b></p>		



# CAMI Education linked to CAPS: Mathematics

<p><b>1.13</b> Addition and subtraction (solves orally stated addition and subtraction problems with solutions up to 10)</p>	<p>Orally solves addition and subtraction problems with answers up to 10.</p>	<p><u>Perceptual:</u> 7.3.1.2</p>
<p><b>2. Patterns, Functions and Algebra</b></p>		
<p><b>2.1</b> Geometric patterns (Copy and extend simple repeating patterns using physical objects and drawings) (Creates own repeating patterns)</p>	<ul style="list-style-type: none"> <li>• Copy, extend and create own patterns with pictures</li> <li>• Copy a noise pattern</li> <li>• Play a game “hop scotch” pattern</li> </ul>	<p><u>Perceptual:</u> 2.2.4 5.3.1.2</p>
<p><b>3. Space and Shape (Geometry)</b></p>		
<p><b>3.1</b> Position, orientation and views Describes one 3-D object in relation to another (e.g. in front and behind)</p>	<p>The position of two or more objects in relation to the learner</p> <ul style="list-style-type: none"> <li>• In front of and behind</li> <li>• on top, under, bottom and below</li> <li>• Top and bottom</li> <li>• Next to, between and middle</li> <li>• Left and right</li> </ul> <p>The position of two or more objects in relation to one another</p> <ul style="list-style-type: none"> <li>• Pegboard work</li> <li>• In front of and behind</li> <li>• On top, under or below</li> <li>• Top and bottom</li> <li>• Next to, between and middle</li> <li>• Left and right</li> </ul>	<p><u>Perceptual:</u> 3.1.7 8.1.2.3 3.2.3 3.2.7 3.1.1.1 3.1.1.2</p>
<p>Follow directions (alone and/or as a member of a group or team) to move/place self within a specific space (directionally)</p>	<ul style="list-style-type: none"> <li>• Forwards and backwards</li> <li>• Up and down,</li> <li>• Upwards and downwards</li> <li>• Left and right</li> <li>• Where does the sound come from?</li> </ul>	<p><u>Perceptual:</u> 3.2.3</p>
<p><b>3.2</b> 3-D objects Describes, sorts and compares 3-D objects and 2-D shapes according to:</p>	<ul style="list-style-type: none"> <li>• Size: Sort 3-D objects according to size</li> <li>• Colour: Sort 3-D objects and 2-D shapes according to colours</li> <li>• Shape: Sort 3-D objects and 2-D shapes according to shapes</li> </ul>	





## CAMI Education linked to CAPS: Mathematics

<p>a) Size (big/small) b) Colour (red, blue, yellow, green) c) Shape (circle, triangle, square, rectangle) d) Objects that roll e) Objects that slide</p>		
<p><b>Builds 3-D objects using concrete materials (e.g. building blocks)</b></p>	<p>On-going</p> <ul style="list-style-type: none"> <li>• Provide building blocks and construction materials during free play inside on a daily basis</li> <li>• On-going during free play inside</li> </ul>	
<p><b>3.3 2-D shapes</b> Recognise, identifies and names two-dimensional shapes in the classroom and in pictures including:</p> <p>a) Learners Symbols b) Class name</p> <p><b>How to build puzzles</b> <b>Minimum:</b> a) (Term 1: 6 pieces) b) (Term 2: 12 pieces) c) (Term 3: 18 pieces) d) Term 4: 24 pieces)</p>	<p>Display the learner's symbol/photo and learner's name the next 3 months.</p> <p>On-going</p> <p>Puzzles (On-going)</p> <ul style="list-style-type: none"> <li>• Provide a variety of puzzles during free play inside on a daily basis</li> <li>• Learners should be able to at least complete a 24 piece puzzle at the end of term 4.</li> </ul>	<p><b><u>Perceptual:</u></b> <b>3.3.6</b></p>
<p><b>3.3 2-D shapes</b> <b>Figure-ground Perception</b> <b>Geometric shapes</b> f) Circle g) Triangle a) Square b) Rectangle c) Conservation of shapes (Form constancy)</p>	<ul style="list-style-type: none"> <li>• Reinforce figure-ground perception through sorting activities, matching and grouping activities and tidy up routine.</li> <li>• Reinforce the square</li> <li>• Shape Conservation (Form constancy of shapes learnt up to date)</li> </ul>	
<p><b>3.4</b></p>	<p>Develop the awareness that there is</p>	



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<p><b>Symmetry</b> (Recognises line of symmetry in self, and own environment)</p>	<p>symmetry in objects Apply crossing of the middle during Life Skills (Physical Development)</p>	
<p><b>4. Measurement</b></p>		
<p><b>4.1</b> <b>Time:</b> Describes the time of the day in terms of day or night.</p> <p>Sequence recurring events in own daily life.</p> <p>c) Daily Programme</p> <p>d) Weather Chart</p> <p>Sequence recurring events in own daily life</p> <p>e) Days of the week</p> <p>f) Seasons Chart</p> <p>Introduce Birthday Chart</p>	<ul style="list-style-type: none"> <li>• Daily Programme (on-going)             <ul style="list-style-type: none"> <li>– Reinforce the sequencing of recurring events in one day through the Daily programme</li> </ul> </li> <li>• Weather Chart (daily)             <ul style="list-style-type: none"> <li>– The teacher guides learners to determine the name of the day, date and month with flash cards and displays labels and symbols on a weekly calendar.</li> </ul> </li> <li>• Days of the Week (on-going)</li> <li>• Seasons chart             <ul style="list-style-type: none"> <li>– The arrow indication the present season is moved as the seasons change</li> <li>– The first day after the school holiday the teacher should ask learners what they did during holidays</li> </ul> </li> <li>• Continuous whenever a learner has s birthday</li> <li>• On-going</li> </ul>	
<p><b>4.2</b> <b>Length</b> Concretely compare and order objects using appropriate vocabulary to describe length</p> <ul style="list-style-type: none"> <li>• Introduce Height Chart</li> <li>– Measure with hands</li> </ul>	<p><b>Length</b></p> <ul style="list-style-type: none"> <li>• Measure the height of learners with a tape measure (<i>Replace hands with tape measure</i>)</li> </ul>	<p><b>Maths:</b> <b>9.1.1.1</b></p>



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<p>(Visual and incidental)</p> <ul style="list-style-type: none"> <li>- Measure with footprints (Visual and incidental)</li> <li>- Measure with tape measure (Visual en incidental)</li> <li>- Long, short</li> <li>- Longer, shorter</li> <li>- Tall, taller, tallest (visual)</li> </ul> <p>Estimate</p>		
<p><b>5. Data Handling</b></p>		
<p><b>5.1</b> Collects and sort objects Collects physical objects of a similar kind (alone and /or as a member of a group or a team) e.g. ten leaves, ten shapes</p> <p>Sort physical objects according to one attribute e.g. size of leaves</p>	<ul style="list-style-type: none"> <li>• Use the Birthday Chart to determine whose birthdays are in which month</li> <li>• Collect data from the learners to determine the colour of the play dough for the following week e.g. blue, yellow, green</li> </ul> <p>Collect data (which mode of transport do learners use to come to school)</p> <ul style="list-style-type: none"> <li>• Sort the data according to the relevant birthday month of each learner</li> <li>• Each child selects one block representing the colour of his/her choice of play dough for the week.</li> <li>• Sort the collected data (walk, with parent's car, taxi or bus)</li> </ul>	
<p><b>5.2</b> Represent sorted collections of objects (Draw graphs to display data. Draws a picture as a record of collected objects)</p>	<p>Draw a graph representing the learners birth days in each month</p> <p>Make use of real objects to make a graph such as blocks, stacking cubes, Lego or Duplo blocks representing the colours of dough you plan to make e.g. blue, yellow and green.</p> <p>Draw a pictograph representing the learners walking, coming by taxi, with parents car and arriving by bus.</p>	
<p><b>5.3</b> Discuss and repost on sorted collections of objects Read and interpret graphs Answer questions based on own picture or own sorted objects (e.g. "How many big</p>	<ul style="list-style-type: none"> <li>• Read and interpret graphs using questions to determine which month had the most birthdays</li> <li>• According to the choice of the learners the colour of the play dough for the week will for example be yellow.</li> <li>• Read and interpret graphs (How many walk, come by taxi, bus etc.)</li> </ul>	



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<p>leaves did you draw?" Which are the most, the big leaves or the small leaves?")</p>		
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