



# CAMI Education linked to CAPS: Mathematics

GRADE 2_Term 1		
1. Numbers, operations and relationships		
TOPIC	CONTENT	CAMI Keys
<b>Count with whole numbers.</b>		
<b>1.1</b> Count objects	<ul style="list-style-type: none"> <li>Group at least 100 objects to estimate and count reliable.</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>The strategy of grouping is encouraged.</li> </ul>	<u>Perceptual:</u> 7.3.3.4 7.3.3.8
<b>1.2</b> Count forwards and backwards	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>1s from any number between 0 and 100</li> <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 200</li> </ul>	<u>Maths:</u> 1.1.1.7 1.1.1.8 1.1.2.3 1.7.4.5
<b>1.3</b> Number symbols and number names	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>Identify, recognize and read numbers 1 to 100.</li> <li>Write number symbols 0 to 100.</li> <li>Identify, recognize and read number names 0 to 25.</li> <li>Write number names 0 to 25.</li> </ul>	<u>Maths:</u> 1.1.6.5
<b>Describe, compare and order whole numbers.</b>		
<b>1.4</b> Describe, compare and order numbers	<b>Describe, compare and order numbers to 25:</b> <ul style="list-style-type: none"> <li>Compare whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to.</li> <li>Order whole numbers from smallest to greatest, greatest to smallest.</li> </ul>	<u>Maths:</u> 1.1.7.2 1.1.7.3 1.7.8.2 1.8.8.2
<b>Place value</b>		
<b>1.5</b> Place value	<b>Recognize the place value of numbers to 25:</b> <ul style="list-style-type: none"> <li>Decompose 2-digit numbers into</li> </ul>	<u>Maths:</u> 1.1.9.1



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	multiples of tens and ones/units. <ul style="list-style-type: none"><li>• Identify and state the value of each digit.</li></ul>	
<b>Solve problems in context.</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems: <ul style="list-style-type: none"><li>• Drawing of concrete apparatus e.g. counter</li><li>• Building up/breaking down numbers.</li><li>• Doubling and halving.</li><li>• Number lines supported by concrete apparatus</li></ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 20.	<b>Maths: 3.8.1.1</b>
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 20.	
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 20 with answers that may include remainders.	<b>Maths: 3.8.2.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"><li>• Recognize and identify South African coins, 5c, 10c, 20c, 50c, R1, R2 and R5.</li><li>• Solve money problems involving totals and change in cents up to 50c and rand up to R20.</li></ul>	<b>Maths: 1.6.1.5 1.6.2.1 1.6.3.2 3.8.4.1</b>
<b>Context free calculations.</b>		
<b>1.12 Techniques (method or strategies)</b>	Use the following techniques when performing calculations: <ul style="list-style-type: none"><li>• Drawing of concrete apparatus e.g. counter</li><li>• Building up/breaking down numbers.</li><li>• Doubling and halving.</li><li>• Number lines supported by concrete</li></ul>	<b>Maths: 1.7.3.1 1.7.3.2 1.7.3.3 3.2.4.1</b>



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	apparatus	
<b>1.13</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"><li>• Add up to 20.</li><li>• Use appropriate symbols (+; -; =; □)</li><li>• Practice number bonds to 10</li></ul>	<u>Maths:</u> 1.2.2.3 1.2.2.5 1.2.3.1 1.2.3.2 1.3.1.10 1.3.3.4 3.1.1.1 3.1.2.1 3.1.2.2 3.1.5.1 3.1.5.10 3.1.5.2 3.1.5.3 3.1.5.4 3.1.5.5 3.1.5.6 3.1.5.7 3.1.5.8 3.1.5.9 3.4.4.2 3.5.3.1 3.6.1.2 3.6.3.2 3.7.2.2 3.2.1.2 3.2.3.1
<b>1.14</b> <b>Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"><li>• Add the same number repeatedly to 20</li><li>• Multiply numbers 1 to 10 by 2</li><li>• Use appropriate symbols (+; - ; = ; □)</li></ul>	<u>Maths:</u> 1.9.3
<b>1.16</b> <b>Mental Maths</b>	<b>Compare numbers to 25 and say which is:</b> <ul style="list-style-type: none"><li>- 1 more or 1 less</li><li>- 2 more or 2 less</li><li>- 10 more or 10 less</li></ul> <b>Rapid recall:</b> <ul style="list-style-type: none"><li>• Recall addition and subtraction facts to 10.</li></ul>	



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	<b>Calculation strategies</b> Use calculation strategies to add and subtract efficiently: <ul style="list-style-type: none"><li>• Put the larger number first in order to count on or count back.</li><li>• Mental number line.</li><li>• Doubling / halving.</li><li>• Building up / breaking down.</li><li>• Use the relationship between addition and subtraction.</li></ul>	
<b>2. Patterns, functions and algebra</b>		
<b>2.1 Geometric patterns</b>	<b>Copy, extend and describe</b> Copy, extend and describe in words. <ul style="list-style-type: none"><li>• Single patterns made with physical objects.</li><li>• Simple patterns made with drawings of lines, shapes or objects.</li></ul> <b>Range of patterns</b> Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way. <ul style="list-style-type: none"><li>• Describe own patterns</li><li>• Create and describe own patterns with<ul style="list-style-type: none"><li>○ Physical objects</li><li>○ By drawing lines, shapes or objects</li></ul></li></ul>	<b>Maths:</b> <b>4.1.1.2</b> <b>4.1.1.3</b>
<b>2.2 Number patterns</b>	<b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 100. <ul style="list-style-type: none"><li>• 1s from any number between 1 and 100</li><li>• 10s from any multiples of 10 between 0 and 100</li><li>• 5s from any multiples of 5 between 0 and 100</li><li>• 2s from any multiples of 2 between 0 and 100</li></ul>	<b>Maths:</b> <b>4.1.2.1</b> <b>4.1.2.2</b>
<b>3. Space and shape (Geometry)</b>		





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	<p>public holidays, historical events, school events on a calendar.</p> <ul style="list-style-type: none"> <li>• Tell 12 hour time in:             <ul style="list-style-type: none"> <li>- hours</li> <li>- half hours</li> </ul> </li> </ul> <p>Calculate length of time and passing of time:</p> <ul style="list-style-type: none"> <li>• Use clocks to calculate length of time in hours or half hours.</li> </ul>	<b>9.2.1.4</b>
<b>4.2 Length</b>	<p><b>Informal measurement</b></p> <ul style="list-style-type: none"> <li>• Describe the length of objects by counting and stating the length in informal units</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> <p><b>Introducing formal measuring</b> Estimate, measure, order and record length using meters ( either meter sticks or meter long lengths of string) as standard unit of length.</p>	<u><b>Maths:</b></u>          <b>9.1.1.1</b>
<b>5. Data handling</b>		
<b>5.4 Collect and organize data</b> <b>5.5 Represent data</b> <b>5.6 Analyze and interpret data</b>	<p><b>Recommended:</b> Whole data cycle to make class pictograph with one-on-one correspondence:</p> <ul style="list-style-type: none"> <li>• Collect data about the class or school to answer questions posed by the teacher</li> <li>• Represent data in pictographs with one-to-one correspondence</li> <li>• Answer questions about data in pictographs with one-to-one correspondence</li> </ul>	<u><b>Maths:</b></u> <b>10.1.2.1</b>
<b>GRADE 2 Term 2</b>		
<b>1. Numbers, operations and relationships</b>		
<b>Count with whole numbers.</b>		



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<b>1.1</b> Count objects	<ul style="list-style-type: none"><li>• Group at least 150 objects to estimate and count reliable.</li><li>• Give a reasonable estimate of a number of objects that can be checked by counting.</li><li>• The strategy of grouping is encouraged.</li></ul>	
<b>1.2</b> Count forwards and backwards	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"><li>• 1s from any number between 0 and 150</li><li>• 10s from any multiple of 10 between 0 and 150</li><li>• 5s from any multiple of 5 between 0 and 150</li><li>• 2s from any multiple of 2 between 0 and 150</li><li>• 3s from any multiple of 3 between 0 and 150</li><li>• 4s from any multiple of 4 between 0 and 150</li></ul>	
<b>1.3</b> Number symbols and number names	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"><li>• Identify, recognize and read numbers 1 to 150.</li><li>• Write number symbols 0 to 150.</li><li>• Identify, recognize and read number names 0 to 50.</li><li>• Write number names 0 to 50.</li></ul>	<u>Maths:</u> <b>1.1.6.6</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4</b> Describe, compare and order numbers	<b>Describe, compare and order numbers to 50:</b> <ul style="list-style-type: none"><li>• Compare whole numbers using smaller than, greater than, more than, less than and is equal to.</li><li>• Order whole numbers from smallest to greatest, greatest to smallest.</li></ul>	<u>Maths:</u> <b>1.1.7.7</b>
<b>1.5</b> Place value	<b>Recognize the place value of numbers 11 to 50:</b> <ul style="list-style-type: none"><li>• Decompose 2-digit numbers into multiples of tens and ones/units.</li></ul>	<u>Maths:</u> <b>1.1.9.1</b>



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	<ul style="list-style-type: none"> <li>Order whole numbers from smallest to greatest, and greatest to smallest.</li> </ul>	
<b>Solve problems in context.</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>Drawing of concrete apparatus e.g. counter</li> <li>Building up/breaking down numbers.</li> <li>Doubling and halving.</li> <li>Number lines supported by concrete apparatus.</li> </ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 50.	<b>Maths:</b> <b>3.8.1.2</b>
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 30.	
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 30 with answers that may include remainders.	<b>Maths:</b> <b>3.8.2.2</b>
<b>1.10 Sharing leading to fractions</b>	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<b>Maths:</b> <b>3.8.5.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>Recognize and identify South African coins, 5c, 10c, 20c, 50, R1, R2 R5.</li> <li>Solve money problems involving totals and change in cents up to 50c and rand up to R50.</li> </ul>	<b>Maths:</b> <b>1.6.1.1</b> <b>1.6.2.2</b> <b>3.8.4.1</b> <b>3.8.4.2</b>
<b>Context free calculations.</b>		
<b>1.12 Techniques</b>	Use the following techniques when solving problems:	<b>Maths:</b> <b>1.7.3.3</b>





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(method or strategies)	<ul style="list-style-type: none"> <li>• Drawing of concrete apparatus e.g. counter</li> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines supported by concrete apparatus</li> </ul>	3.2.4.2
<p><b>1.13</b> Addition and subtraction</p>	<ul style="list-style-type: none"> <li>• Add up to 50.</li> <li>• Subtract from 50.</li> <li>• Use appropriate symbols (+;-;=;□)</li> <li>• Practice number bonds to15.</li> </ul>	<p><u>Maths:</u> 1.2.2.6 1.2.2.7 1.2.2.8 1.3.2.3 1.3.3.3 3.1.1.2 3.1.2.3 3.1.6.1 3.1.6.2 3.1.6.3 3.1.6.4 3.1.6.5 3.1.6.6 3.1.6.10 3.2.1.3 3.2.1.5 3.2.1.6 3.4.1.2 3.4.2.2 3.4.3.2 3.5.1.2 3.5.1.3 3.5.2.3 3.5.3.3 3.6.1.3 3.6.2.2 3.6.2.3 3.6.3.3 3.7.1.2 3.7.2.3</p>
<p><b>1.14</b> Repeated addition leading to</p>	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 2 and 5</li> <li>• Use appropriate symbols (+; - ; = ; □)</li> </ul>	<p><u>Maths:</u> 1.9.3</p>



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multiplication		
<b>1.16</b> <b>Mental Maths</b>	<b>Number concept: range 50</b> <ul style="list-style-type: none"> <li>• Compare numbers to 500 and say which is: <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> </ul> <b>Rapidly recall:</b> <ul style="list-style-type: none"> <li>• Recall addition and subtraction facts to 10.</li> </ul> <b>Calculation strategies</b> Use calculation strategies to add and subtract efficiently: <ul style="list-style-type: none"> <li>• Put the larger number first in order to count on or count back.</li> <li>• Mental number line.</li> <li>• Doubling / halving.</li> <li>• Building up / breaking down.</li> <li>• Use the relationship between addition and subtraction.</li> </ul>	
<b>1.17</b> <b>Fractions</b>	<ul style="list-style-type: none"> <li>• Use and name fractions including halves, quarters, thirds and fifths.</li> <li>• Write fractions as 1 half, 2 thirds.</li> </ul>	<u><b>Maths:</b></u> <b>2.1.1.1</b> <b>2.1.1.2</b>
<b>2. Patterns, functions and algebra</b>		
<b>2.1</b> <b>Geometric patterns</b>	<b>Copy, extend and describe</b> Copy, extend and describe in words. <ul style="list-style-type: none"> <li>• Single patterns made with physical objects.</li> <li>• Simple patterns made with drawings of lines, shapes or objects.</li> </ul> <b>Range of patterns</b> Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way. <ul style="list-style-type: none"> <li>• Describe own patterns.</li> <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> </ul>	<u><b>Maths:</b></u> <b>4.1.1.2</b> <b>4.1.1.3</b>



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<b>2.2 Number patterns</b>	<b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 150. Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"><li>• 1s from any number between 1 and 150</li><li>• 10s from any multiple of 10 between 10 and 150</li><li>• 5s from any multiple of 5 between 10 and 150</li><li>• 2s from any multiple of 2 between 10 and 150</li><li>• 3s from any multiple of 3 between 10 and 150</li><li>• 4s from any multiple of 4 between 10 and 15</li></ul>	<b>Maths: 4.1.2.2</b>
<b>3. Space and shape</b>		
<b>3.1 Position, orientation and views</b>	<b>Language and position</b> Describe the position of one object in relation to another e.g. on top, in front of, behind, left, right, up, down, next to. <b>Position and direction</b> <ul style="list-style-type: none"><li>• Follow directions to move around the classroom</li></ul>	<b>Perceptual: 3.1.1.2 3.2.3 3.2.7</b>
<b>3.3 2-D shapes</b>	<b>Range and shapes</b> Recognize and name 2-D shapes <ul style="list-style-type: none"><li>• Circles</li><li>• Triangles</li><li>• Squares</li><li>• Rectangles</li></ul> <b>Features of objects</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 lines</li><li>• Round lines</li></ul> <b>Suggested focus and sequencing of activities</b>	<b>Maths: 8.1.1.2 8.1.1.3</b>



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	<p>for Term 2:</p> <ul style="list-style-type: none"><li>• Free play with various shapes including making pictures with cut-out geometric shapes. This can be done in independent time.</li><li>• Copy pictures made up of geometric shapes. This can be done in independent time.</li><li>• Compare the size of similar shapes e.g. order rectangles 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>• Sort and group shapes according to whether they are triangles, squares, rectangles or circles.</li></ul>	
<b>3.4 Symmetry</b>	<p><b>Symmetry</b> Recognize and draw line of symmetry in 2D geometrical and non-geometrical shapes. <b>Suggested focus of Term 2:</b></p> <ul style="list-style-type: none"><li>• Lines of symmetry in concrete objects and pictures</li><li>• Written exercises should include examples where the line is NOT always a vertical line.</li></ul>	<p><b>Maths:</b> <b>8.1.3.1</b> <b>8.10.1.3</b></p>
<b>4. Measurement</b>		
<b>4.1 Time</b>	<p><b>Telling the time</b></p> <ul style="list-style-type: none"><li>• Tell 12 hour time in:<ul style="list-style-type: none"><li>- hours</li><li>- half hours on analogue clocks</li></ul></li></ul> <p>Calculate length of time and passing of time:</p> <ul style="list-style-type: none"><li>• Use clocks to calculate length of time in hours or half hours.</li></ul>	<p><b>Maths:</b> <b>9.2.1.4</b></p>
<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 non-standard measures and balancing scale e.g. blocks, bricks, etc.</li></ul>	<p><b>Maths:</b> <b>9.1.3.1</b></p>



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	<ul style="list-style-type: none"> <li>Describe the mass of objects by counting and stating in formal units.</li> <li>Use language to talk about the comparison e.g. light, heavy, lighter, heavier.</li> </ul> <p><b>Introducing formal measuring</b></p> <ul style="list-style-type: none"> <li>Compare order and record the mass of commercially packaged objects which have their mass state in kilograms e.g. 10 kg of rice, 1 kg of flour</li> <li>Where bathroom scales are available, learners can measure their own mass in kilograms using the bathroom scale. The expectation is that learners only read to the nearest numbered gradation line. They describe their mass as almost / nearly / close to / a bit more than / more or less or exactly the number (of kilograms) they read off the scale.</li> </ul>	
<b>5. Data handling</b>		
<b>5.6 Analyze and interpret data</b>	Analyze data from representations provided. <b>Recommended:</b> <ul style="list-style-type: none"> <li>At least one pictograph with one-on-one correspondence.</li> </ul>	<u><b>Maths:</b></u> <b>10.1.2.1</b>
<b>GRADE 2_Term 3</b>		
<b>1. Numbers, operations and relationships</b>		
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Group at least 180 objects to estimate and count reliable.</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>The strategy of grouping is encouraged.</li> </ul>	
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>1s from any number between 0 and 180</li> <li>10s from any multiple of 10 between 0 and 180</li> </ul>	



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	<ul style="list-style-type: none"><li>• 5s from any multiple of 5 between 0 and 180</li><li>• 2s from any multiple of 2 between 0 and 180</li><li>• 3s from any multiple of 3 between 0 and 180</li><li>• 4s from any multiple of 4 between 0 and 180</li></ul>	
<b>Represent whole numbers.</b>		
<b>1.3</b> Number symbols and number names	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"><li>• Identify, recognize and read numbers 0 to 180.</li><li>• Write number symbols 0 to 180.</li><li>• Identify, recognize and read number names 0 to 75.</li><li>• Write number names 0 to 75.</li></ul>	
<b>Describe, compare and order whole numbers.</b>		
<b>1.4</b> Describe, compare and order numbers	<b>Describe, compare and order to 75:</b> <ul style="list-style-type: none"><li>• Compare whole numbers using smaller than, greater than, more than, less than and is equal to.</li><li>• Order whole numbers from smallest to greatest, greatest to smallest.</li></ul> Use ordinal numbers to show order, place or position. <ul style="list-style-type: none"><li>• Position objects in a line from first to tenth or first to last e.g. first, second, third....tenths, last</li><li>• Ordinal numbers in the range first to tenth.</li></ul>	
<b>1.5</b> Place value	<b>Recognize the place value of numbers 11 to 75:</b> <ul style="list-style-type: none"><li>• Decompose 2-digit numbers into multiples of tens and ones/units.</li><li>• Identify and state the value of each digit.</li></ul>	
<b>Solve problems in context.</b>		
<b>1.6</b>	Use the following techniques when solving	



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<p><b>Problem solving techniques</b></p>	<p>problems:</p> <ul style="list-style-type: none"> <li>• Drawing of concrete apparatus e.g. counter</li> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> </ul>	
<p><b>1.7 Addition and subtraction</b></p>	<p>Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 75.</p>	<p><b>Maths:</b> <b>3.8.1.3</b></p>
<p><b>1.8 Repeated addition leading to multiplication</b></p>	<p>Solve word problems in context and explain own solution to problems involving multiplication with answers up to 40.</p>	
<p><b>1.9 Grouping and sharing leading up to division</b></p>	<p>Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 40 with answers that may include remainders.</p>	
<p><b>1.10 Sharing leading to fractions</b></p>	<p>Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. <math>\frac{1}{2}</math>; <math>\frac{1}{4}</math>; <math>\frac{2}{3}</math>; etc.</p>	<p><b>Maths:</b> <b>3.8.5.1</b></p>
<p><b>1.11 Money</b></p>	<ul style="list-style-type: none"> <li>• Recognize and identify South African coins, 5c, 10c, 20c, 50c, R1, R2, R5 and banknotes R10, R20 and R50.</li> <li>• Solve money problems involving totals and change in cents up to 75c and rand up to R75.</li> </ul>	<p><b>Maths:</b> <b>1.6.1.1</b> <b>1.6.3.2</b> <b>1.6.4.1</b> <b>1.6.4.2</b> <b>3.8.4.3</b></p>
<p><b>Context free calculations.</b></p>		
<p><b>1.12 Techniques (method or strategies)</b></p>	<p>Use the following techniques when performing calculations:</p> <ul style="list-style-type: none"> <li>• Drawing of concrete apparatus e.g. counter</li> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> </ul>	



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<b>1.13</b> Addition and subtraction	<ul style="list-style-type: none"><li>• Add up to 75.</li><li>• Subtract from 75.</li><li>• Use appropriate symbols (+; -; =; □)</li><li>• Practice number bonds to 20.</li></ul>	<u>Maths:</u> 1.2.4.1 1.2.4.2 3.1.1.3 3.1.7.1 3.1.7.2 3.1.7.3 3.2.3.2 3.2.3.3 3.2.3.5 3.4.1.3 3.4.2.3 3.4.3.3
<b>1.14</b> Repeated addition leading to multiplication	<ul style="list-style-type: none"><li>• Multiply numbers 1 to 10 with 2, 5, and 4</li><li>• Use appropriate symbols (+; - ; = ; □)</li></ul>	<u>Maths:</u> 1.9.3 3.2.3.7
<b>1.16</b> Mental Maths	<p><b>Number concept: range 75</b></p> <ul style="list-style-type: none"><li>• Compare numbers to 200 and say which is:<ul style="list-style-type: none"><li>- 1 more or 1 less</li><li>- 2 more or 2 less</li><li>- 3 more or 3 less</li><li>- 4 more or 4 less</li><li>- 5 more or 5 less</li><li>- 10 more or 10 less</li></ul></li></ul> <p><b>Rapidly recall:</b></p> <ul style="list-style-type: none"><li>• Addition and subtraction fact to 15.</li><li>• Add or subtract multiples of 10 from 0 to 580.</li></ul> <p><b>Calculation strategies</b> Use calculation strategies:</p> <ul style="list-style-type: none"><li>• Put the larger number first in order to count on or count back.</li><li>• Mental number line.</li><li>• Doubling / halving.</li><li>• Building up / breaking down.</li><li>• Use the relationship between addition and subtraction.</li></ul>	





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<b>1.17 Fractions</b>	<ul style="list-style-type: none"> <li>Use the name fractions including halves, quarters, eighths, thirds and fifths.</li> <li>Recognize fractions in diagrammatic form.</li> <li>Write fractions as 1 half, 2 thirds.</li> </ul>	<u>Maths:</u> <b>2.1.1.1</b> <b>2.1.1.2</b>
<b>2. Patterns, functions and algebra</b>		
<b>2.1 Geometric patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe in words.</p> <ul style="list-style-type: none"> <li>Simple patterns made with physical objects.</li> <li>Simple patterns made with drawings of lines, shapes or objects.</li> </ul> <p><b>Range of patterns</b> Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. Patterns in which the number or size of shapes in each stage changes in a predictable way i.e. regularly increasing patterns.</p> <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>	<u>Perceptual:</u> <b>3.2.3</b>  <u>Maths:</u> <b>4.1.1.2</b> <b>4.1.1.3</b>
<b>2.2 Number patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 750. Sequences should show counting forwards and backwards in:</p> <ul style="list-style-type: none"> <li>Intervals specified in Grade 2 with increased number range.</li> <li>20s, 25s, 50s, 100s to at least 1 000.</li> </ul> <p>Create and describe own number patterns.</p>	
<b>3. Space and shape</b>		
<b>3.1 Position, orientation and views</b>	<p><b>Position and views</b></p> <ul style="list-style-type: none"> <li>Match different views of the same everyday objects.</li> </ul> <p><b>Position and direction</b> Follow directions to move around in the</p>	<u>Perceptual:</u> <b>3.2.3</b> <b>3.4.1</b>  <u>Maths:</u>





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	<ul style="list-style-type: none"> <li>Use clocks to calculate length of time in hours or half hours.</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 (i.e. the amount the container can hold if filled) using non-standard measures e.g. spoons and cups.</li> <li>Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the containers e.g. the bottle has a capacity of 4 cups.</li> </ul> <p><b>Introducing formal measuring</b></p> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record the capacity of objects by measuring in liters using:             <ul style="list-style-type: none"> <li>Bottles with capacity of 1 liter</li> <li>A measuring jug which has numbered calibration lines in liters</li> </ul> </li> <li>Compare, order and record the capacity of commercially packaged objects whose capacity is stated in liters e.g. 2 liters of milk, 1 liter of cool drink, 5 liters of paint.</li> </ul>	<p><u>Maths:</u></p> <p><b>9.5.1.1</b> <b>9.5.1.2</b></p>
<b>5. Data handling</b>		
<p><b>5.4</b> <b>Collect and organize data</b></p> <p><b>5.5</b> <b>Represent data</b></p> <p><b>5.6</b> <b>Analyze and interpret data</b></p>	<p><b>Recommended</b></p> <p>Make individual picture graphs with one-to-one correspondence from data provided in either picture form or table form:</p> <ul style="list-style-type: none"> <li>Collect data about the class or school</li> <li>Answer questions posed by the teacher</li> <li>Represent data in pictographs with one-to-one correspondence</li> <li>Answer questions about data in pictographs with one-to-one correspondence</li> </ul>	<p><u>Maths:</u></p> <p><b>10.1.2.1</b></p>



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GRADE 2_Term 4		
<b>1. Numbers, operations and relationships</b>		
<b>1.1 Count objects</b>	<ul style="list-style-type: none"> <li>Group at least 200 objects to estimate and count reliably.</li> <li>Give a reasonable estimate of a number of objects that can be checked by counting.</li> <li>The strategy of grouping is encouraged.</li> </ul>	
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>1s from any number between 0 and 200</li> <li>10s from any multiple of 10 between 0 and 200</li> <li>5s from any multiple of 5 between 0 and 200</li> <li>2s from any multiple of 2 between 0 and 200</li> <li>3s from any multiple of 3 between 0 and 200</li> <li>4s from any multiple of 4 between 0 and 200</li> </ul>	<b>1.1.2.4</b>
<b>1.3 Number symbols and number names</b>	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>Identify, recognize and read numbers 0 to 200.</li> <li>Write number symbols 0 to 200.</li> <li>Identify, recognize and read number names 0 to 100.</li> <li>Write number names 0 to 100.</li> </ul>	<u>Maths:</u> <b>1.1.6.7</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4 Describe, compare and order numbers</b>	<b>Describe, compare and order numbers to 99:</b> <ul style="list-style-type: none"> <li>Compare whole numbers using smaller than, greater than, more than, less than and is equal to.</li> <li>Order whole numbers from smallest to greatest, greatest to smallest.</li> </ul> Use ordinal numbers to show order, place	<u>Maths:</u> <b>1.1.7.8</b> <b>1.7.8.2</b>



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	and position: <ul style="list-style-type: none"><li>• Position objects in a line from first to twentieth or first to last e.g. first, second, third,....to twentieth.</li></ul>	
<b>1.5</b> Place value	<b>Recognize the place value of numbers 11 to 99:</b> <ul style="list-style-type: none"><li>• Decompose 2-digit numbers up to 999 into multiples of tens and ones/units.</li><li>• Identify and state the value of each digit.</li></ul>	<u>Maths:</u> <b>1.1.9.1</b>
<b>Solve problems in context.</b>		
<b>1.6</b> Problem solving techniques	Use the following techniques when solving problems: <ul style="list-style-type: none"><li>• Drawing of concrete apparatus e.g. counter</li><li>• Building up/breaking down numbers.</li><li>• Doubling and halving.</li><li>• Number lines.</li></ul>	
<b>1.7</b> Addition and subtraction	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99.	<u>Maths:</u> <b>3.8.2.4</b>
<b>1.8</b> Repeated addition leading to multiplication	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 50.	<u>Maths:</u> <b>3.8.3.1</b>
<b>1.9</b> Grouping and sharing leading up to division	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders.	<u>Maths:</u> <b>3.8.2.4</b>
<b>1.10</b> Sharing leading to fractions	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<u>Maths:</u> <b>3.8.5.1</b>
<b>1.11</b>	<ul style="list-style-type: none"><li>• Recognize and identify South African</li></ul>	<u>Maths:</u>



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<b>Money</b>	coins, 5c, 10c, 20c, 50c, R, R2, R5 and banknotes R10, R20 and R50. <ul style="list-style-type: none"> <li>Solve money problems involving totals and change in cents up to 90c and rand up to R90</li> </ul>	<b>1.6.1.4</b> <b>1.6.1.5</b> <b>1.6.2.2</b> <b>1.6.3.2</b> <b>3.8.4.4</b>
<b>Context-free calculations.</b>		
<b>1.12 Techniques (method or strategies)</b>	Use the following techniques when performing calculations: <ul style="list-style-type: none"> <li>Drawing of concrete apparatus e.g. counter</li> <li>Building up/breaking down numbers.</li> <li>Doubling and halving.</li> <li>Number lines.</li> </ul>	
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Add up to 99.</li> <li>Subtract from 99.</li> <li>Use appropriate symbols (+; -; =; □)</li> <li>Practice number bonds to 20.</li> </ul>	<u>Maths:</u> <b>1.2.2.9</b> <b>1.2.6.1</b> <b>1.2.6.2</b> <b>1.2.6.3</b> <b>1.2.6.5</b> <b>1.3.4.2</b> <b>1.2.7.3</b> <b>3.1.8.1</b> <b>3.1.8.2</b> <b>3.1.8.3</b> <b>3.3.1.2</b> <b>3.3.2.2</b>
<b>1.14 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>Multiply numbers 1 to 10 by 2, 5, 3, and 4.</li> <li>Use appropriate symbols (+; - ; = ; □)</li> </ul>	<u>Maths:</u> <b>1.9.3</b> <b>3.6.4.1</b> <b>3.6.5.1</b> <b>3.6.6.1</b>
<b>1.16 Mental Maths</b>	<b>Number concept: range 99</b> <ul style="list-style-type: none"> <li>Compare numbers to 99 and say which is:             <ul style="list-style-type: none"> <li>1 more or 1 less</li> <li>2 more or 2 less</li> <li>3 more or 3 less</li> <li>4 more or 4 less</li> </ul> </li> </ul>	



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	<ul style="list-style-type: none"> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> <p><b>Rapidly recall</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction fact to 20.</li> <li>• Add or subtract multiples of 10 from 0 to 100.</li> </ul> <p><b>Calculation strategies</b></p> <p>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 / halving.</li> <li>• Building up / breaking down numbers.</li> </ul>	
<p><b>1.17 Fractions</b></p>	<ul style="list-style-type: none"> <li>• Use the name fractions including halves, quarters, eighths, thirds and fifths.</li> <li>• Recognize fractions in diagrammatic form.</li> <li>• Write fractions as 1 half, 2 thirds.</li> </ul>	<p><u>Maths:</u> <b>2.1.1.1</b> <b>2.1.1.2</b></p>
<p><b>2. Patterns, functions and algebra</b></p>		
<p><b>2.1 Geometric patterns</b></p>	<p><b>Patterns around us</b></p> <p>Identify, describe in words and copy 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>Class activity</b></p>
<p><b>2.2 Number patterns</b></p>	<p><b>Copy, extend and describe</b></p> <p>Copy, extend and describe simple number sequences to at least 200.</p> <p>Sequences should show counting forwards and backwards in:</p> <ul style="list-style-type: none"> <li>• 1s from any number between 1 and 200</li> <li>• 10s from any multiples of 10 between 0 and 200</li> <li>• 5s from any multiples of 5 between 0 and 200</li> </ul>	<p><u>Maths:</u> <b>1.1.2.4</b></p>



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	<ul style="list-style-type: none"> <li>• 2s from any multiples of 2 between 0 and 200</li> <li>• 3s from any multiples of 3 between 0 and 200</li> <li>• 4s from any multiples of 4 between 0 and 200</li> </ul> <p>Create and describe own number patterns.</p>	
<b>3. Space and shape</b>		
<b>3.2</b> <b>3-D objects</b>	<p><b>Range and objects</b>            Recognize 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> <li>• Cylinders</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>• 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>• Copy a model of something the teacher provides. Models or constructions can be made using building blocks, recycling construction kits, cut-out 2D shapes. This can be done in independent time.</li> <li>• Compare and describe the size of similar objects, e.g. stack of boxes from greatest to smallest.</li> </ul> <p>Work with</p> <ul style="list-style-type: none"> <li>• Balls and objects like balls.</li> <li>• Various boxes and other objects shaped like rectangular prisms or cubes.</li> <li>• Investigate which of the objects can roll, which slide and which can be stacked.</li> </ul>	<p><b>Perceptual:</b>  <b>3.1.1.2</b>  <b>3.2.3</b>  <b>3.2.7</b></p> <p><b>Maths:</b>  <b>8.1.2.1</b>  <b>8.1.2.6</b></p>
<b>3.3</b>	<b>Range of shapes</b>	<b>Maths:</b>





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<b>2D objects</b>	Recognize and name 2D shapes <ul style="list-style-type: none"><li>• Circles</li><li>• Triangles</li><li>• Squares</li><li>• Rectangles</li></ul> <b>Features of shapes</b> <p>Describe, sort and compare 2D shapes in terms of:</p> <ul style="list-style-type: none"><li>• Size</li><li>• Colour</li><li>• Straight lines</li><li>• Round sides</li></ul> <b>Suggested focus and sequencing of activities for Term 4:</b> <ul style="list-style-type: none"><li>• Work with circles and squares of different sizes, 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, rectangles or circles.</li></ul> Work is consolidated through written exercises.	<b>8.1.1.1</b> <b>Geomt13E</b> <b>8.1.1.3</b>
<b>3.4</b> <b>Symmetry</b>	<b>Symmetry</b> <p>Recognize and draw line symmetry in 2-D geometrical and non-geometrical shapes.</p> <b>Suggested focus of activities for Term 4</b> <ul style="list-style-type: none"><li>• Lines of symmetry in concrete objects and pictures.</li><li>• Written exercises should include examples where the line is NOT always a vertical line.</li></ul>	<b>Maths:</b> <b>8.1.3.1</b>
<b>4. Measurement</b>		
<b>4.1</b> <b>Time</b>	<b>Telling the time</b> <ul style="list-style-type: none"><li>• Tell 12 hour time in:<ul style="list-style-type: none"><li>- hours</li><li>- half hours on analogue clocks.</li></ul></li></ul> Calculate length or time and passing of time: <ul style="list-style-type: none"><li>• Use clocks to calculate length of time in hours or half hours.</li></ul>	<b>Maths:</b> <b>9.2.1.4</b>



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<b>4.2</b> Length	<b>Informal measuring</b> <ul style="list-style-type: none"><li>Estimate, measure, compare, order and record length using meters (meter sticks or meter long lengths of string) as the standard unit of length.</li></ul>	<b>Maths:</b> <b>9.1.1.1</b>
<b>4.3</b> Mass	<b>Introducing formal measuring</b> <p>Learners do written tasks to consolidate the following, including reading pictures from</p> <ul style="list-style-type: none"><li>Products with mass written on them.</li></ul> <p>Bathroom scales where the needle points to numbered gradation lines.</p>	<b>Maths:</b> <b>9.1.3.1</b>
<b>4.4</b> Capacity / volume	<b>Introducing formal measuring</b> <p>Written tasks to consolidate the following, including reading pictures of</p> <ul style="list-style-type: none"><li>Products with their capacity written on them in order to sequence in order.</li><li>Pictures of jugs where the volume is near to a liter or 2 liter gradation.</li><li>Read the nearest numbered gradation line, describe their volume as almost/nearly/close to/a bit more/less or exactly.</li></ul>	<b>Class activity</b>
<b>5. Data handling</b>		
<b>5.6</b> Analyze and interpret data	Analyze data from representations provided. <b>Recommended</b> At least one pictograph with one-on-one correspondence.	<b>Maths:</b> <b>10.1.2.1</b>