IsiXhosa

IMathematika

Mathematics

3

Ikota 1 | Term 1

Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

3

Ikota 1 ⋮ Term 1

IMathematika

Mathematics

INcwadi kaTitshala

Teacher's Guide

IsiXhosa ⋮ English

Le ncwadi sisiqhamo sentsebenziswano phakathi kweqela elibizwa ngokuba yi*Bala Wande–Magic Classroom Collective team* kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiiyunivesithi eziliqela ezahlukileyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi zixhobo zokufunda zithathela kwiincwadi zemisebenzi eziqulunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokucebisana nabakwaJade Education. Ezi bhokisi zinezixhobo zodidi oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa nokufunda.

The development of this workbook was carried out by the collaborative *Bala Wande–Magic Classroom Collective team* in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton, Angie Bowring and Lexi Meier

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IZIQULATHO | CONTENTS

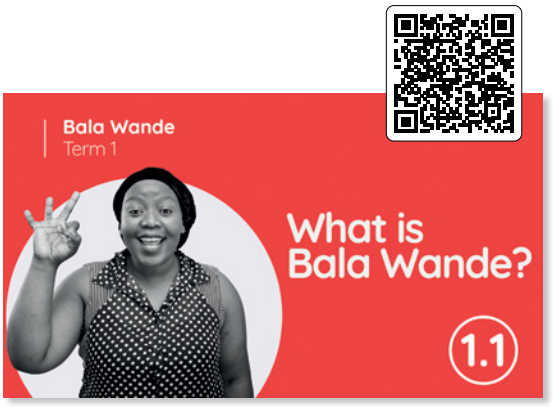
Inkqubo yeMathematika yeBala Wande

IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya kunjalonje babale ngokuzithemba xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela ukuba abafundi bayiqonde, bayazi imathematika kwaye baqale ukubala ngokuzithemba. Ewe, Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.

Izixhobo zezifundo zeBala Wande zibandakanya Isikhokelo sikaTitshala, Incwadi yemisebenzi yabafundi kunye nezinye izixhobo ezisetyenziswa ngootitshala nabafundi ekufundeni (jonga kumaphepha 6 & 7).

1. Wamkelekile kwiBanga lesi-3!



Sinqwenela ukuba abafundi babe nemikhwa emihle xa besenza izibalo kwasekuqaleni. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini abazenzela bebodwa abafundi, bacele bajonge emaphepheni baze bakuxelele abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

Isiqhelo 1: Siyazikhangela. Ndibona ntoni? Kufuneka ndenze ntoni?
Isiqhelo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?
Isiqhelo 3: Sithetha sikhwaza ngezibalo (ngemaths).

Eyona njongo yethu iphambili kulo nyaka kukukhuthaza abafundi ukuba bathethe bakhwaze ngemaths. Yonke imihla, kufuneka ujolise ekubandakanyeni abafundi abaninzi kangangoko kwingxoxo yeklasi yonke. Hamba-hamba uququzelele umsebenzi waseklasini abazenzela bebodwa abafundi – buza imibuzo evavanyayo ngenjongo yokufumanisa ukuba ingaba abafundi bayayiqonda na into abayenzayo. Mamela imibuzo abayibuzayo uze ubaphendule ngokucacileyo.

Beka iliso kubafundi abatsala nzima ngengqiqo yamanani alula. Ukuba kukho abafundi abangawaqondiyo amanani asisiseko aqala ku-0 ukuya kwi-10, banike imisetyenzana eyongeziweyo ukuze basebenze ngamanani akolu luhlu kwaye umane ubabuza ngamanani neebhondi zamanani ezikolu luhlu ude uqonde ukuba bayakwazi ukusebenza ngokuzithemba ngamanani aqala 0 ku-ukuya kwi-10.

Zonke izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inkxaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukutshintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa iilwimi ezininzi xa ucacisa amagama athile emathematika xa kuyimfuneko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba iilwimi xa befundisa ngeenjongo zokunceda abafundi babo babe nokuqonda isigama semathemaetika. Ukuxuba iilwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokunyinwa lulwimi olunye. Esi siqhelo sisetyenziswa nakumazwe ngamazwe kwaye sibizwa ngokuba yi-'translanguaging' ukuwela imida yeelwimi.

KwisiGaba esiSiseko, ukufundisa imathematika nokufundisa ulwimi kwenziwa ngaxeshanye. Inkqubo yeBala Wande ilungiselelwe ukuba ikuxhase kanye ekwenzeni oku.

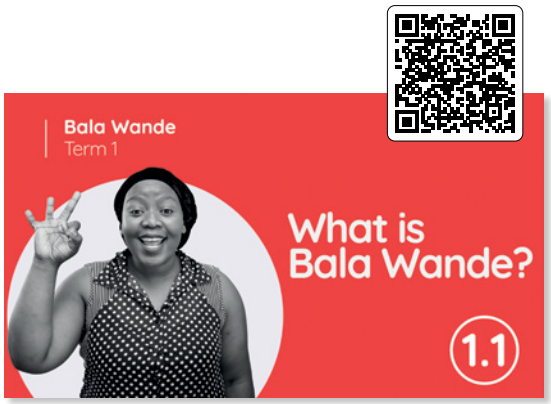
The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher's Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 3!



We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

Habit 1: We look for ourselves. What do I see? What must I do?
Habit 2: We draw pictures. What can I draw to help me solve the problem?
Habit 3: We talk out loud about maths.

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

Keep an eye out for learners who are struggling with things such as basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

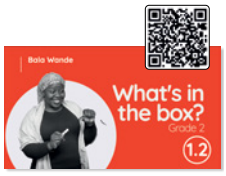
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally and is also called 'translanguaging'.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

2. Izixhobo zokufunda zeBala Wande zabafundi nootitshala

Isikhokelo sikatitshala seBala Wande

- isishwankathelo semiba eza kufundiswa kwiveki nganye
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4)
- imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4)
- iikopi zamaphepha eeNcwadi zemiSebenzi yabaFundi zeBala Wande zolo suku (ezifakwe ngokulandelelana kwisiKhokelo sikaTitshala) ezinezisombululo namanqaku katitshala
- uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–8)
- uqukaniso (usuku lwesi-5 iiveki 1–10)

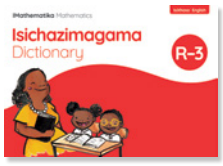


Incwadi yemisebenzi yabafundi yeBala Wande

- imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela
- imidlalo ehambelana nemisebenzi yezifundo

Isichazimagama esineelwimi ezimbini

- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo



Iividiyo

- iividiyo zezifundo ezinemifanekiso yaseklasini katitshala efezekisa ezinye zezifundo ezicwangcisiweyo
- iividiyo zoqeqesho zinika umfanekiso weklasi enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko

Iipowusta

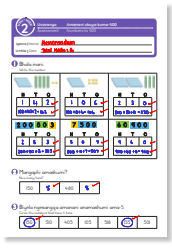
- ikhalenda
- irejista yeklasi ekwizakhelo zeshumi
- iipowusta ezihambelana nezicwangciso zezifundo

Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi

- iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini

Izixhobo zovavanyo

- isicwangciso sekota sovavanyo
- imisebenzi ethethwayo neyenziwayo eneerubriki/ enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye)
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (liveki 2–8: (jonga kumaphepha angasemva esi sikhokelo)
- Iqhagamshela lekhowudi yeQR yesakhelo samaphepha amanqaku



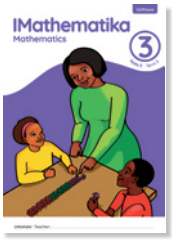
Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo..

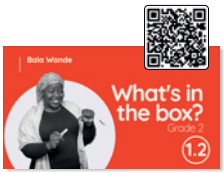
Uxwebhu lokumakisha lwakwaFunda Wande

2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)



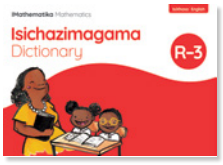


Bala Wande Learner Activity Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities

Bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples



Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations which highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

Posters

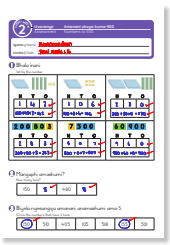
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

Manipulatives for the teacher and learners

- a variety of manipulatives for teachers and learners to use in the classroom

Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for Day 5 of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates



Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo..

Uxwebhu lokumakisha lwakwaFunda Wande

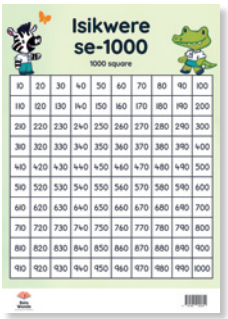
Uluhlu lwezinto ezifunekayo • Checklist

Iipowusta • Posters

Ikhalenda
Calendar

Izikwere ezili-100
100 square

Isikwere se waka 1000
1000 square



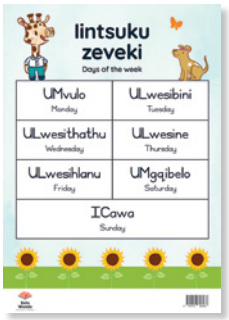
Amagama amanani 100-1000 (isiXhosa)
Number names 100-1000 (isiXhosa)

Imali
Money

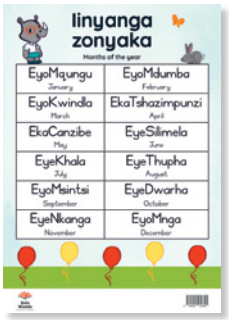
Itshathi yocwangciso-manani
Array chart

Itshathi yophin-daphindo
Multiplication chart

Iintsuku zeveki
Days of the week

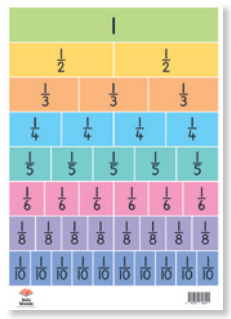


Iinyanga zonyaka
Months of the year

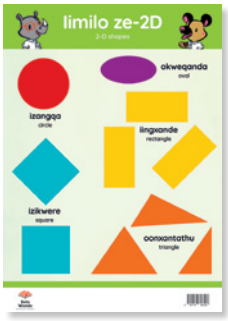


Ipowusta yexesha elisetyenzisiweyo
Time elapsed poster

Iindonga zamaqhezu
Fraction walls



Iimilo ze-2-D
2-D shapes

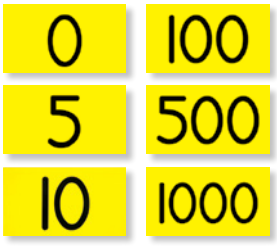


Izinto zemilo ye-3-D
3-D objects

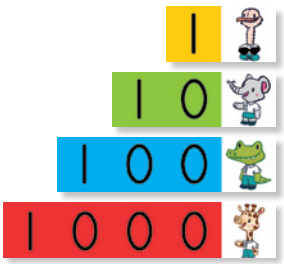
Umgcamanani (ongenanto 0-10 no-0-20)
Number line (0-10 and 0-20 blank)

Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

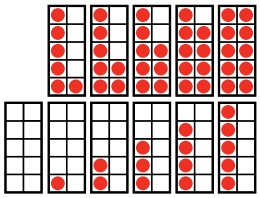
Amakhadi amanani 0-1000 (ootitshala)
Number cards 0-1000
(teacher)
Amakhadi amanani 0-20 (abafundi)
Number cards 0-20
(learner)



Oonotsheluza manani 0-1000 (ootitshala nabafundi)
Flard cards 0-1000
(teacher and learner)



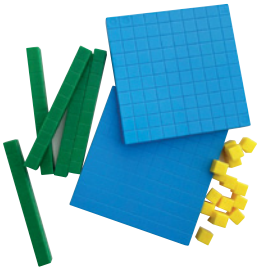
Amakhadi amachokoza 0-10 (alingene ukubonisa)
Dot cards 0-10
(demo size)



Ikiti yamaqhezu emagnethi (ootitshala)
Magnetic fraction kit
(teacher)

Ikiti yamaqhezu (yabafundi)
Fraction kit
(learner)

Iibloko zesiseko seshumi – ama-1000, ama-100, ama-10, noo-1 (ootitshala nabafundi)
Base ten blocks – 1000s, 100s, 10s, 1s
(teacher and learner)



Amadayisi amabini kumfundi ngamnye
2 dice per learner

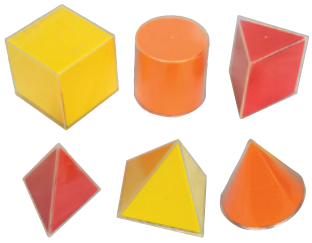
Isicuku semali (ootitshala nabafundi)
Money pack
(teacher and learner)

Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)
24-hour small clock
(teacher and learner)

Iseti yeejagi zokulinganisela
Measuring jugs set

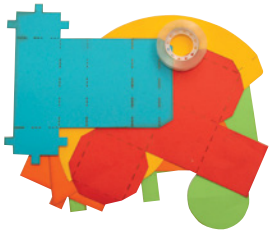
Irula egotywayo ye-1 m
1 m fold up ruler

Iinethi zeemilo ezine-3-D (ezikatitshala zokubonisa)
3-D shape nets
(teacher demo)



Iteyiphu yokulinganisela e-1 (yokwabelana)
1 tape measure
(to share)

Iinethi zeemilo (iphepha)
Shape nets
(paper)



3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

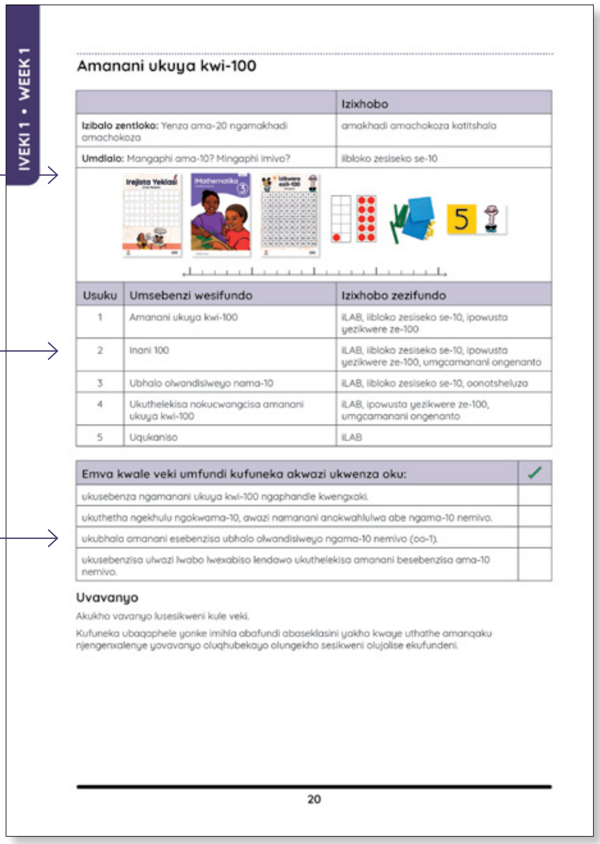
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzilungisile

Uluhlu lweenjongo zeveki onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki



IVEKI 1 • WEEK 1

Amanani ukuya kwi-100

	Izixhobo
Izibalo zentloko: Yenza ama-20 ngamakhadi amachokoza	amakhadi amachokoza katitshala
Umdlalo: Mangaphi ama-10? Mingaphi imivo?	iibloko zesiseko se-10

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani ukuya kwi-100	iLAB, iibloko zesiseko se-10, ipowusta yezikwere ze-100
2	Inani 100	iLAB, iibloko zesiseko se-10, ipowusta yezikwere ze-100, umgcamanani ongenanto
3	Ubhalo olwandisiweyo nama-10	iLAB, iibloko zesiseko se-10, oonotsheluza
4	Ukuthelekisa nokucwangcisa amanani ukuya kwi-100	iLAB, ipowusta yezikwere ze-100, umgcamanani ongenanto
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenza ngamanani ukuya kwi-100 ngaphandle kwengxaki.	
ukuthetha ngekhulu ngokwama-10, awazi namanani anokwahlulwa abe ngama-10 nemivo.	
ukubhala amanani esebenzisa ubhalo olwandisiweyo ngama-10 nemivo (oo-1).	
ukusebenzisa ulwazi lwabo lwexabiso lendawo ukuthelekisa amanani besebenzisa ama-10 nemivo.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele yonke imihla abafundi abaseklasini yakho kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

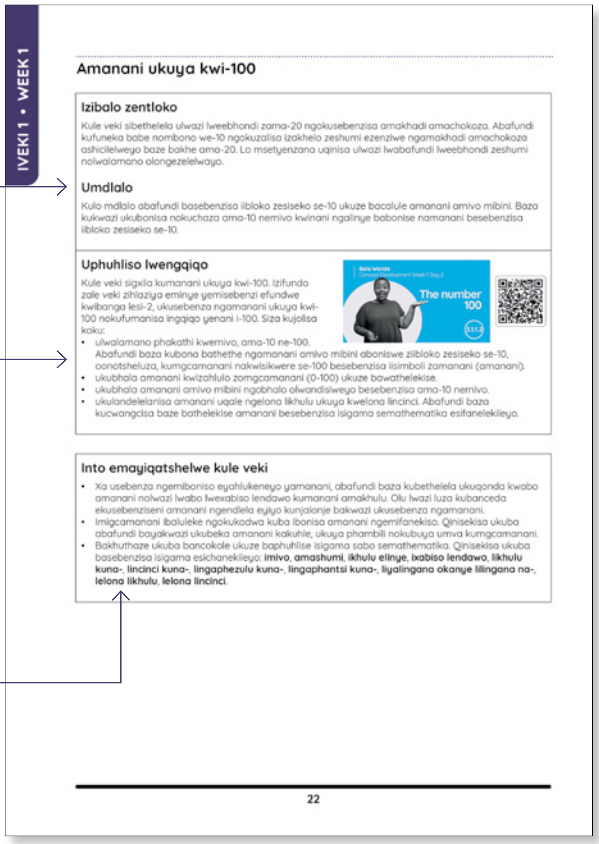
20

Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku.

Inkcazelo yeziBalo zeNtloko nomdlalo weveki. Ukuba kukho ividiyo exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka

Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki. Ukuba kukho ividiyo exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka

Uluhlu lwezinto ekufuneka ziqatshelwe ngootitshala ezifana neempazamo ezenziwa rhoqo ngabafundi, izimvo ezibalulekileyo ezinokugxininiswa nesigama esingundoqo seveki



IVEKI 1 • WEEK 1

Amanani ukuya kwi-100

Izibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 ngokusebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze bakhe ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelwayo.

Umdlalo

Kulo mdlalo abafundi basebenzisa iibloko zesiseko se-10 ukuze bacalule amanani amivo mibini. Baza kukwazi ukubonisa nokuchaza ama-10 nemivo kwinani ngalinye babonise namanani besebenzisa iibloko zesiseko se-10.

Uphuhliso lwengqiqo

Kule veki sigxila kumanani ukuya kwi-100. Izifundo zale veki zihlaziya eminye yemisebenzi efundwe kwibanga lesi-2, ukusebenza ngamanani ukuya kwi-100 nokufumanisa ingqiqo yenani i-100. Siza kujolisa koku:

- ulwalamano phakathi kwemivo, ama-10 ne-100. Abafundi baza kubona bathethe ngamanani amivo mibini aboniswe ziibloko zesiseko se-10, oonotsheluza, kumgcamanani nakwisikwere se-100 besebenzisa iisimboli zamanani (amanani).
- ukubhala amanani kwizahlulo zomgcamanani (0-100) ukuze bawathelekise.
- ukubhala amanani amivo mibini ngobhalo olwandisiweyo besebenzisa ama-10 nemivo.
- ukulandelelanisa amanani uqale ngelona likhulu ukuya kwelona lincinci. Abafundi baza kucwangcisa baze bathelekise amanani besebenzisa isigama semathematika esifanelekileyo.

Into emayiqatshelwe kule veki

- Xa usebenza ngemiboniso eyahlukeneyo yamanani, abafundi baza kubethelela ukuqonda kwabo amanani nolwazi lwabo lwexabiso lendawo kumanani amakhulu. Olu lwazi luza kubanceda ekusebenziseni amanani ngendlela eyiyo kunjalonje bakwazi ukusebenza ngamanani.
- Imigcamanani ibaluleke ngokukodwa kuba ibonisa amanani ngemifanekiso. Qinisekisa ukuba abafundi bayakwazi ukubeka amanani kakuhle, ukuya phambili nokubuya umva kumgcamanani.
- Bakhuthaze ukuba bancokole ukuze baphuhlise isigama sabo semathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **imivo**, **amashumi**, **ikhulu elinye**, **ixabiso lendawo**, **likhulu kuna-**, **lincinci kuna-**, **lingaphezulu kuna-**, **lingaphantsi kuna-**, **liyalingana okanye lilingana na-**, **lelona likhulu**, **lelona lincinci**.

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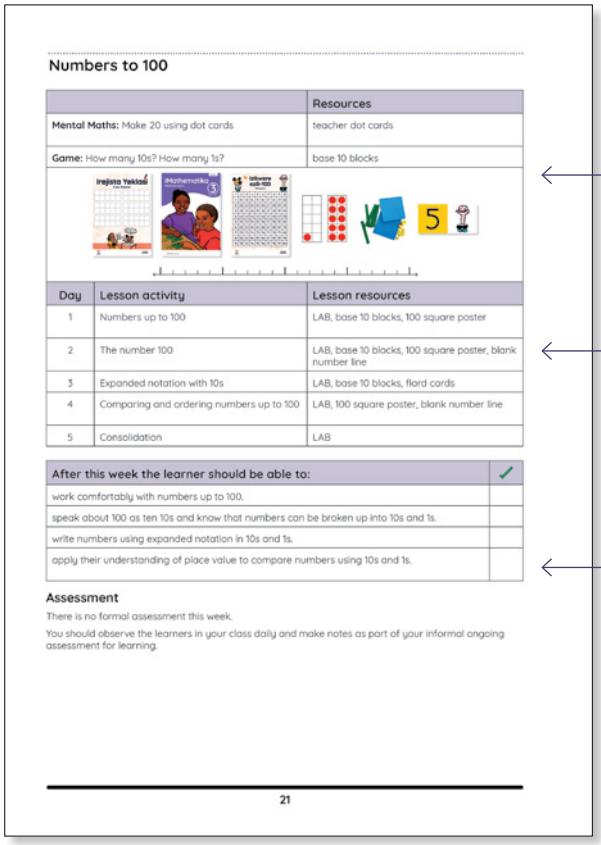
3. Using the Bala Wande mathematics programme

Prepare for each week



Numbers to 100

	Resources
Mental Maths: Make 20 using dot cards	teacher dot cards
Game: How many 10s? How many 1s?	base 10 blocks

Day	Lesson activity	Lesson resources
1	Numbers up to 100	LAB, base 10 blocks, 100 square poster
2	The number 100	LAB, base 10 blocks, 100 square poster, blank number line
3	Expanded notation with 10s	LAB, base 10 blocks, flard cards
4	Comparing and ordering numbers up to 100	LAB, 100 square poster, blank number line
5	Consolidation	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 100.	
speak about 100 as ten 10s and know that numbers can be broken up into 10s and 1s.	
write numbers using expanded notation in 10s and 1s.	
apply their understanding of place value to compare numbers using 10s and 1s.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

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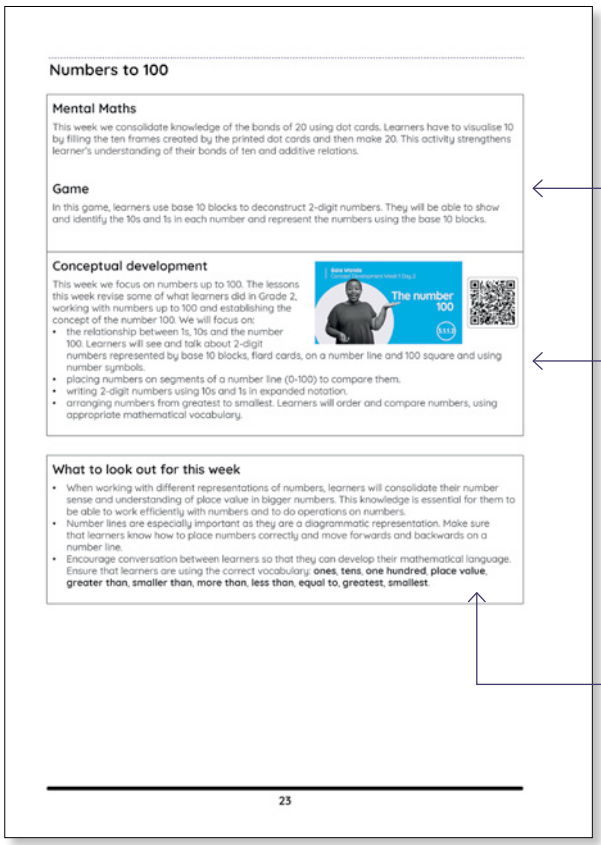
Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need

A list of aims for the week that can be used to check whether your class is on track

A description of the assessment activity which is done on Day 5 of the week



Numbers to 100

Mental Maths

This week we consolidate knowledge of the bonds of 20 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learner's understanding of their bonds of ten and additive relations.

Game

In this game, learners use base 10 blocks to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the base 10 blocks.

Conceptual development

This week we focus on numbers up to 100. The lessons this week revise some of what learners did in Grade 2, working with numbers up to 100 and establishing the concept of the number 100. We will focus on:

- the relationship between 1s, 10s and the number 100. Learners will see and talk about 2-digit numbers represented by base 10 blocks, flard cards, on a number line and 100 square and using number symbols.
- placing numbers on segments of a number line (0-100) to compare them.
- writing 2-digit numbers using 10s and 1s in expanded notation.
- arranging numbers from greatest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.

What to look out for this week

- When working with different representations of numbers, learners will consolidate their number sense and understanding of place value in bigger numbers. This knowledge is essential for them to be able to work efficiently with numbers and to do operations on numbers.
- Number lines are especially important as they are a diagrammatic representation. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **ones, tens, one hundred, place value, greater than, smaller than, more than, less than, equal to, greatest, smallest.**

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The second page provides more details about the week's activities.

A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided

A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- Funda isikhokelo uze ulungiselele iveki nesifundo ngasinye (bukela ividiyo ukuba ibalulekile).
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiiveki 2–8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki iveki yonke.

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

Inkqubo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye oonobumba bokuqala bamagama akhe kwirejista leyo yonke imihla. Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz., “Balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlanje.”

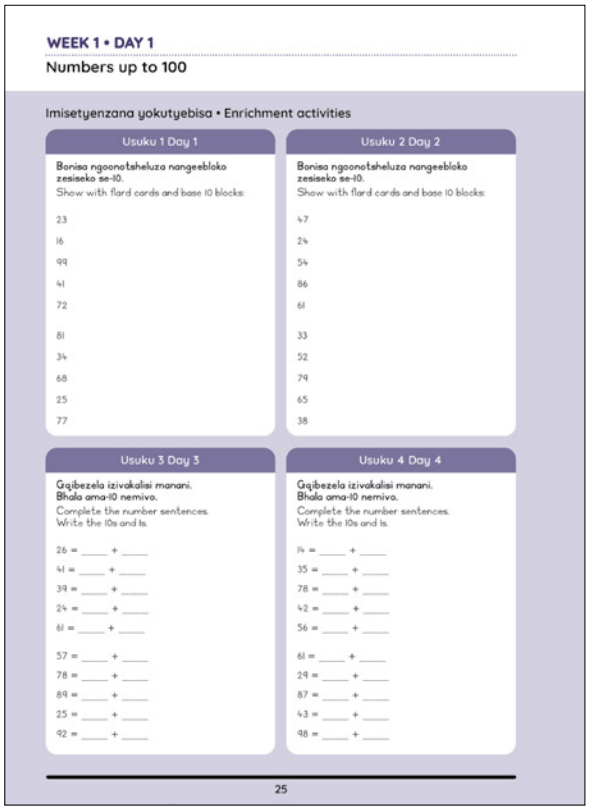
Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

Sebenza neklasi nichonge unyaka, inyanga, usuku nomhla ngokusebenzisa ikhalenda ngosuku ngalunye. Phawula umhla kwikhalenda yodonga. Qaphela imihla yokuzalwa. Oku kuba yinxalenye yexesha lokufundisa yonke imihla enyakeni.

Imisetyenzana yokutyebisa

Kukho imisetyenzana yokutyebisa ukusukela kusuku1 ukuya kwele-4. Bhala imisetyenzana esebhodini ekupheleni kwesifundo ukwenzela abafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.


WEEK 1 • DAY 1

Numbers up to 100

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

23
16
99
41
72
81
34
68
25
77

Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

47
24
54
86
61
33
52
79
65
38

Usuku 3 Day 3

Qaqbezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

26 = ____ + ____
41 = ____ + ____
39 = ____ + ____
24 = ____ + ____
61 = ____ + ____
57 = ____ + ____
78 = ____ + ____
89 = ____ + ____
25 = ____ + ____
92 = ____ + ____

Usuku 4 Day 4

Qaqbezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

14 = ____ + ____
35 = ____ + ____
78 = ____ + ____
42 = ____ + ____
56 = ____ + ____
61 = ____ + ____
29 = ____ + ____
87 = ____ + ____
43 = ____ + ____
98 = ____ + ____

25

Masithethe ngeMaths!

Eyona nto iyodwa nge-LAB yeBanga lesi-3 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo lolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlaziye amabinzana namagama angundoqo afundiweyo evekini.

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ama-10 nemivo	10s and 1s
ixabiso lendawo	place value
Ama-67 ngama-10 amathandathu nemivo esixhenxe.	67 is six 10s and seven 1s.
i-10 yimivo elishumi.	10 is ten 1s.
i-100 ngamashumi ali-10.	100 is ten 10s.
likhulu kuna-, lincinci kuna-	greater than and smaller than
elona likhulu nelona lincinci	greatest and smallest

What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson. (Watch the videos if relevant.)
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner's progress using the rubric or checklist over the course of the week

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, "Ten, twenty, thirty, forty, four. Forty-four learners are present today."

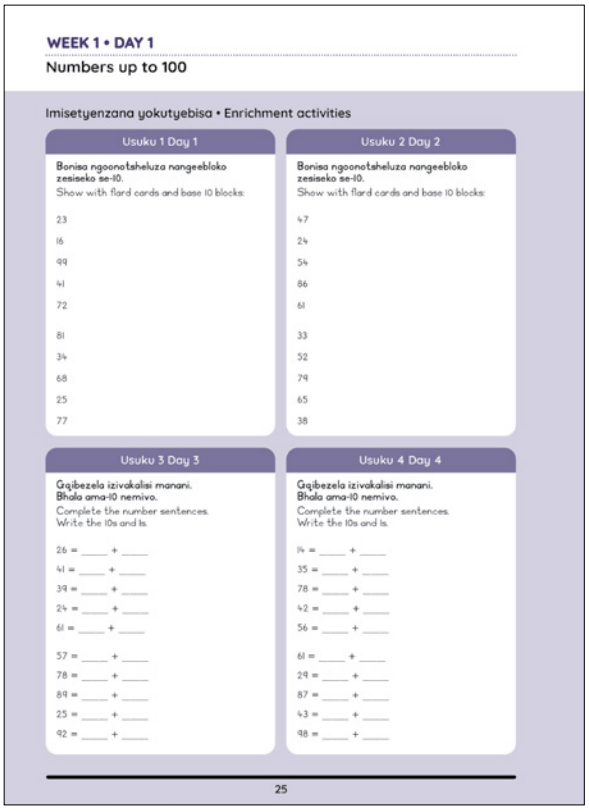
This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

Enrichment activities

There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.


WEEK 1 • DAY 1

Numbers up to 100

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

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Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

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Usuku 3 Day 3

Qgibezela izivakalisi manani.
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Complete the number sentences.
Write the 10s and 1s.

26 = ___ + ___
41 = ___ + ___
39 = ___ + ___
24 = ___ + ___
61 = ___ + ___
57 = ___ + ___
78 = ___ + ___
89 = ___ + ___
25 = ___ + ___
92 = ___ + ___

Usuku 4 Day 4

Qgibezela izivakalisi manani.
Bhala ama-10 nemivo.
Complete the number sentences.
Write the 10s and 1s.

14 = ___ + ___
35 = ___ + ___
78 = ___ + ___
42 = ___ + ___
56 = ___ + ___
61 = ___ + ___
29 = ___ + ___
87 = ___ + ___
43 = ___ + ___
98 = ___ + ___

25

Let's talk Maths!

A special feature of the Grade 3 LAB is that on Day 5 every week, there is a language component to the lesson. This gives you an opportunity to speak maths in English and Afrikaans and revise key phrases and words learned over the week.

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ama-10 nemivo	10s and 1s
ixabiso lendawo	place value
Ama-67 ngama-10 amathandathu nemivo esixhenxe.	67 is six 10s and seven 1s.
i-10 yimivo elishumi.	10 is ten 1s.
i-100 ngamashumi ali-10.	100 is ten 10s.
likhulu kuna-, lincinci kuna-	greater than and smaller than
elona likhulu nelona lincinci	greatest and smallest

Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

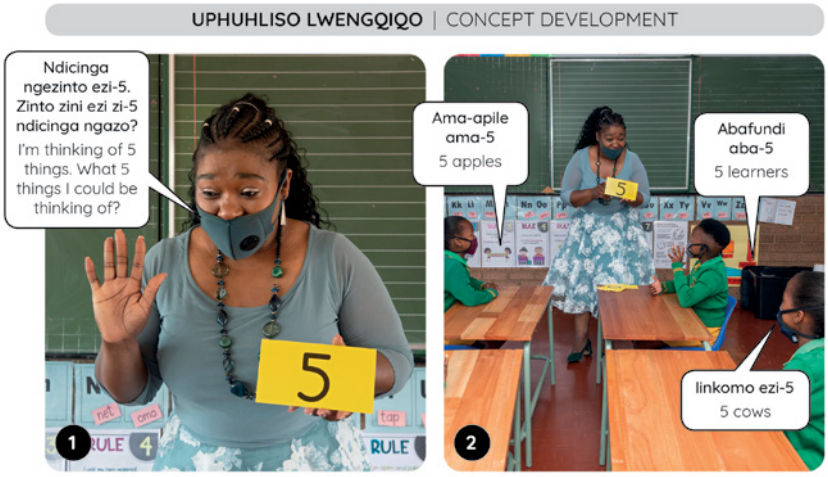
Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwlelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi. Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.

Yenza umsebenzi weklasi (imizuzu engama-30)

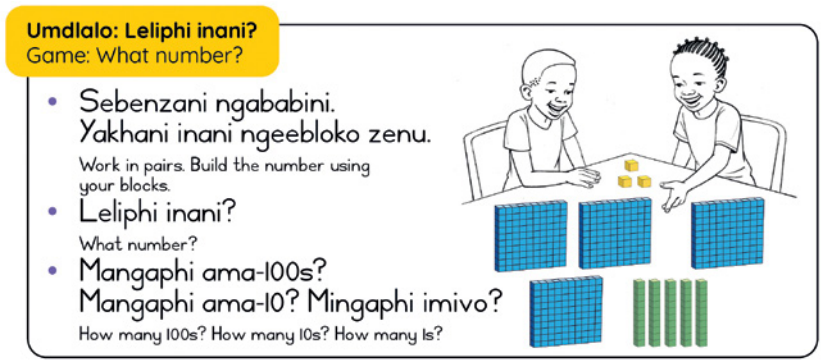
Uphuhliso lwengqiqo kuxa abafundi besebenza kunye beyiklasi bexoxa ngengqiqo engundoqo yeMathematika yolo suku phambi kokuba basebenze ngokwamaqela okanye nganye-nganye. Kukho iividiyo ezibonisa imisebenzi yophuhliso lwengqiqo isenziwa eklasini, kukwakho nenkcazelo yemisebenzi kwisishwankathelo seveki. Kananjalo kukho ulandelelwano lwemifanekiso eyenzelwe ukubonisa imisebenzi yophuhliso lwengqiqo kwisikhokelo sikatitshala.



Dlalani umdlalo (imizuzu eli-15)

Imidlalo inceda abafundi baqhele basebenzise izakhono ngokuzenzekela kwaye bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukufundisa nokubethelela iingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

Imidlalo ekwiLAB iboniswa ngemifanekiso yoopopayi/ yeekhathuni. Abafundi bacaciselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.



Use the flow diagram to see the sequence of activities for the day

At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

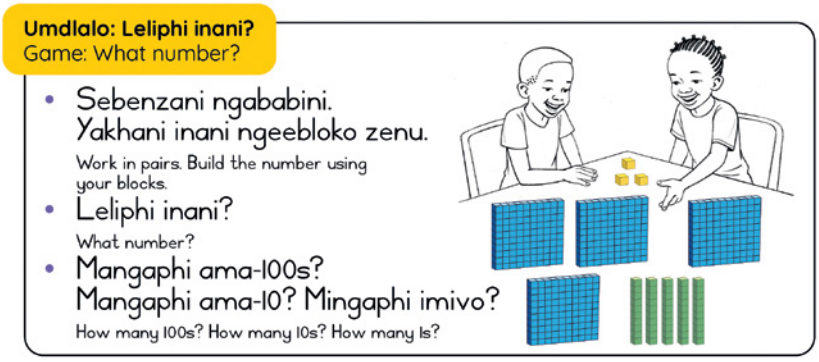
Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher's Guide, there is a daily photographic sequence to demonstrate the concept development activities.

Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.



Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

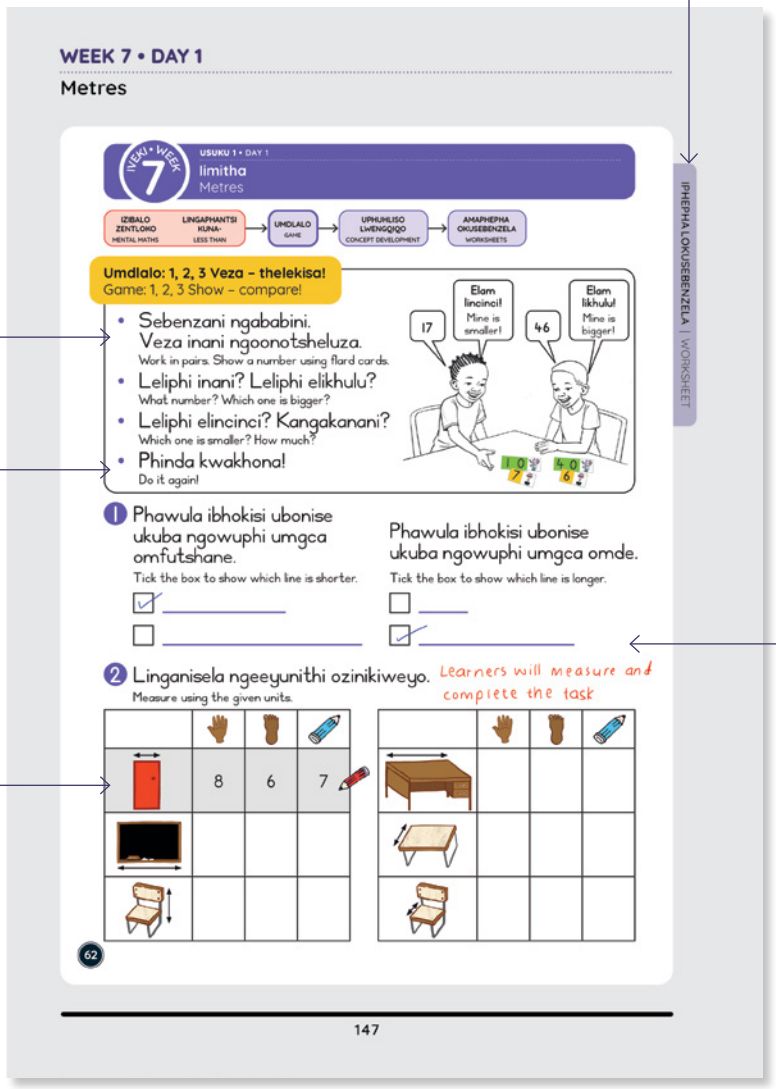
Izisombululo zokuxhasa utitshala ziyafumaneka. Kukho izimvo ezingephi ezibhalwe ngesiNgesi kumakhasi athile ezenzelwe isikhokelo esongezelelweyo.

Uphawu olumsobo luxela ukuba luhlobo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo. Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Xa usazisa lo mdlalo mtsha kubafundi kufanele ukuba uboniswe kwiklasi iphela phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).



WEEK 7 • DAY 1

Metres

IVEKI • WEEK 7 · USUKU 1 • DAY 1

limitha

Metres

IZIBALO ZENTLONGO MENTAL MATHS · LINGAPHANTSI KUNA- LESS THAN · UMDLALO GAME · UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT · AMAPHEPHA OKUSEBENZELA WORKSHEETS

IPHEPHA LOKUSEBENZELA | WORKSHEET

Umdlalo: 1, 2, 3 Veza – thelekisa!
Game: 1, 2, 3 Show – compare!

- Sebenzani ngababini. Veza inani ngoonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Leliphi elincinci? Kangakanani?
  Which one is smaller? How much?
- Phinda kwakhona!
  Do it again!

17 Elam lincinci! Mine is smaller! · 46 Elam likhulu! Mine is bigger!

1 Phawula ibhokisi ubonise ukuba ngowuphi umgca omfutshane.
Tick the box to show which line is shorter.

Phawula ibhokisi ubonise ukuba ngowuphi umgca omde.
Tick the box to show which line is longer.

2 Linganisela ngeeyunithi ozinikiweyo.
Measure using the given units.

Learners will measure and complete the task

8 · 6 · 7

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Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye?

- funda isikhokelo uze ulungiselele iveki nesifundo ngasinye.
- bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.

Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.

Kwiiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki okanye uluhlu lwezinto ezifunekayo iveki yonke.

The *Bala Wande* Learner Activity Book pages are embedded in the Teacher's Guide

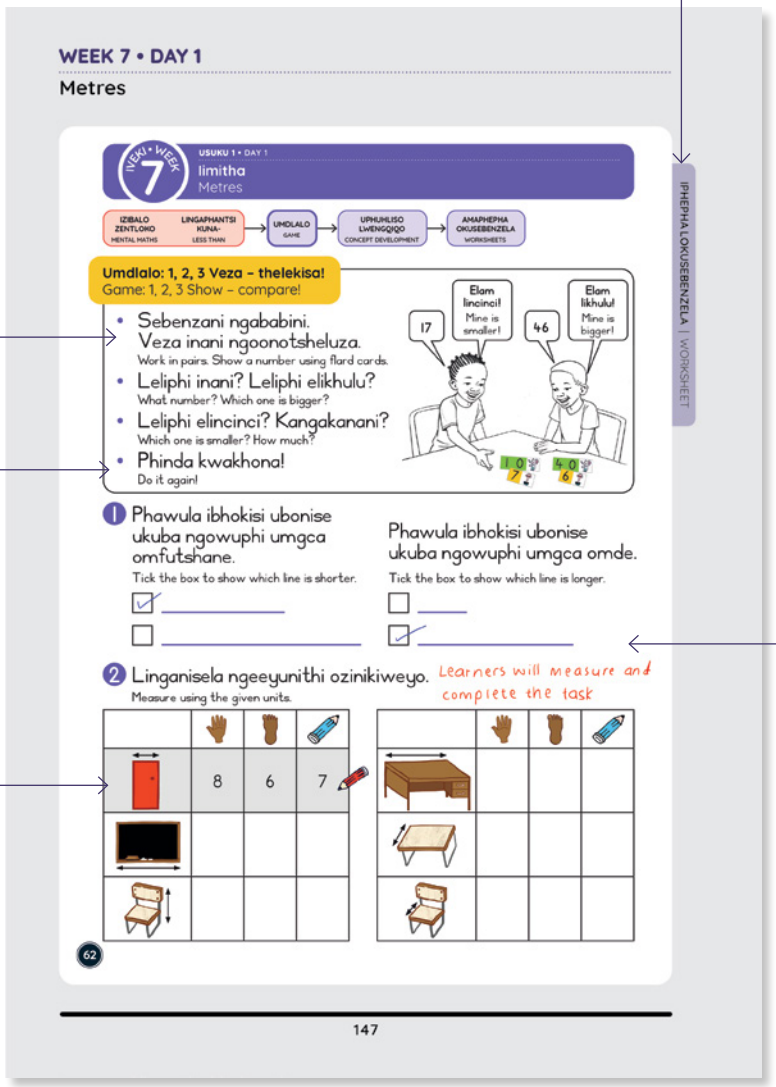
Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

The purple tag indicates that this is a worksheet.

All instructions and information are given in Afrikaans with an English translation below.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).



WEEK 7 • DAY 1

Metres

IPHEPHA LOKUSEBENZELA | WORKSHEET

IVEKU • WEEK 7 · USUKU 1 • DAY 1

iimitha

Metres

IZIBALO ZENTLOKO MENTAL MATHS · LINGAPHANTSI KUNA- LESS THAN · UMDLALO GAME · UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT · AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: 1, 2, 3 Veza – thelekisa!
Game: 1, 2, 3 Show – compare!

- Sebenzani ngababini. Veza inani ngoonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Leliphi elincinci? Kangakanani?
  Which one is smaller? How much?
- Phinda kwakhona!
  Do it again!

Elam lincinci! Mine is smaller! 17 · Elam likhulu! Mine is bigger! 46

1 Phawula ibhokisi ubonise ukuba ngowuphi umgca omfutshane.
Tick the box to show which line is shorter.

Phawula ibhokisi ubonise ukuba ngowuphi umgca omde.
Tick the box to show which line is longer.

2 Linganisela ngeeyunithi ozinikiweyo.
Measure using the given units.

Learners will measure and complete the task

	8	6	7

62

147

To prepare for each week, you need to:

- read the Teacher's Guide and prepare for the week and for each lesson.
- watch the videos which show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

4. Itheyibhile yexesha

Ixesha ngosuku	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
imiz e-10	Ixesha: lerejista/lekhalenda/iintsuku zokuzalwa/lezaziso				
iyure e-1 imiz e-30	IZIBALO				
iyure e-1 imiz e-35	UKUFUNDA NOKUBHALA				
imiz e-15	IOrali: Iindaba	IOrali: Uku-phulaphula nokuthetha	IOrali: Uku-phulaphula nokuthetha	IOrali: Ukuphulaphula nokuthetha	IOrali: Uphononongo lweveki
UTSHINTSHO: ukulola iipensile, ukukhupha iincwadi, umthambo wezandla					
imiz e-10	*Izandi	*Izandi	*Izandi	*Izandi	*Izandi
imiz e-10	*Ukubhala ngesandla	Ukubhala ngesandla	Ukubhala ngesandla	Ukubhala ngesandla	Ukubhala ngesandla
UTSHINTSHO: Izicengcelezo zentshukumo/ ingoma					
imiz e-15	Ukufunda: Ukufundelwa ngutitshala ngokuvakalayo	Ukufunda notitshala: Ingqiqo	Ukufunda notitshala: Isigama	Ukufunda notitshala: A. Ulwimi B. Ukuziqhelani-sa notyibiliko*	Ukufunda: Ukuphinda ujonge umsebenzi owenza wedwa
imiz e-15	Ulwimi lwesibini olongezelelweyo	*Ukubhala Ingqiqo	*Ukubhala Isigama	*Ukubhala Ulwimi	*Ukubhala eyedwa
UTSHINTSHO: Ukuzolula nokuzishukumisa. Amaqela aya emethini ngoFQ					
imiz e-15	FQ	FQ	FQ	FQ	FQ
imiz e-15	FQ	FQ	FQ	FQ	FQ
(imiz e-30 ehamba noFQ)	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa
imiz e-45	Ulwimi lwesibini olongezelelweyo				
iyure e-1 imiz e-25					
imiz e-30	*Ulwazi olusisiseko	*Ulwazi olusisiseko	*Ulwazi olusisiseko	*Ukuphinda ujonge umxholo Ulwazi olusisiseko	Incwadi yomsebenzi yeDBE iphepha le-ZB iphepha le-LK
UTSHINTSHO: Ukuziqhelanisa nokuphefumla, ukunikezela izixhobo					
imiz e-30	EzobuGcisa obubonwayo ULwazi lokuFun-da nokuBhala olubonwayo* / Oluphathekayo	EzobuGcisa obubonwayo Oluphathekayo	EzobuGcisa beqonga	EzobuGcisa beqonga	
UTSHINTSHO: Tshintsha iimpahla, yiya phandle, nika izixhobo zokwenza					
imiz e-25	Ukulungiselela ezemithambo (30 imiz)	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo

*Akuqukwanga kolu Cwangciso lwesifundo

4. Weekly timetable

Time per day	Monday	Tuesday	Wednesday	Thursday	Friday
10 min	Admin Period: Register/calendar/birthdays/announcements				
1h 30 min	MATHS BLOCK				
1h 35 min	LITERACY BLOCK				
15 min	Oral: News	Listening and Speaking	Listening and Speaking	Listening and Speaking	Oral: Review of week
TRANSITION: sharpen pencils, hand out books, hand exercises					
15 min	*Phonics	*Phonics	*Phonics	*Phonics	*Phonics
10 min	*Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
TRANSITION: Action rhyme/song					
15 min	Reading: Teacher Read aloud	Shared Reading: Comprehension	Shared Reading: Vocabulary	Shared Reading: A. Language B. Fluency practice*	Reading: Independent work review
15 min	E-classroom	*Writing: Comprehension	*Writing: Vocabulary	*Writing: Language	*Independent Writing
TRANSITION: Stretch and shake. Group moves to mat for GGR					
15 min	GGR	GGR	GGR	GGR	GGR
15 min	GGR	GGR	GGR	GGR	GGR
(30 mins parallel to GGR)	*Independent Work	*Independent Work	*Independent Work	*Independent Work	*Independent Work
35 min	EFAL BLOCK				
1h 25 min	LIFE SKILLS BLOCK				
30 min	*Beginning Knowledge & PSWB	*Beginning Knowledge & PSWB	*Beginning Knowledge & PSWB	Beginning Knowledge concept review	DBE Workbook LS page HL page
TRANSITION: breathing exercise, hand out materials					
30 min	Visual Arts Visual Literacy* /Practical	Visual Arts Practical	Performing Arts	Performing Arts	
TRANSITION: Change clothes, move outside, provide equipment					
25 min	PE set up	PE Activity stations	PE Activity stations	PE Activity stations	PE Activity stations

*Not included in these lesson plans

5. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Amanani ukuya kwi-100	Amanani ukuya kwi-100	Inani 100	Ubhalo olwandisiweyo nama-10	Ukuthelekisa nokucwangcisa amanani ukuya kwi-100	Uqukaniso
Iveki 2 Amanani ukuya kuma-500	Amanani amakhulu kune-100	Iziphindwa ze-10	Amanani ukuya kuma-500	Amanye amanani ukuya kuma-500	Uvavanyo noqukaniso
Iveki 3 Ukuthelekisa nokucwangcisa amanani ukuya kuma-500	Ukulandelelanisa nokuthelekisa amanani	Ukuthelekisa nokucwangcisa amanani	Ubhalo olwandisiweyo olunama-100	Ukudibanisa nokuthabatha iziphindwa ze-10	Uvavanyo noqukaniso
Iveki 4 Ukudibanisa	Ukudibanisa ngentloko	Izibalo zentloko – ukudibanisa okuwezayo	Ukudibanisa okudlula i-100	Ukudibanisa ngendlela yeekholam	Uvavanyo noqukaniso
Iveki 5 Ukuthabatha	Ukuthabatha ngentloko	Izibalo zentloko – ukuthabatha okunokuboleka	Ukuthabatha okudlula i-100 usebenzisa umgcamanani	Ukuthabatha usebenzisa indlela yeekholam	Uvavanyo noqukaniso
Iveki 6 Ukudibanisa nokuthabatha	Ukudibanisa nokuthabatha	Ukudibanisa usebenzisa indlela yeekholam	Ukuthabatha usebenzisa indlela yeekholamu	Ukudibanisa nokuthabatha usebenzisa iindlela zobuchule ezahlukeneyo	Uvavanyo noqukaniso
Iveki 7 Ubude	Imitha	Iisentimitha	Uqikelelo	Ukusebenza ngeeyunithi zobude	Uvavanyo noqukaniso
Iveki 8 Iingxaki zamanani nezinto ezine-3-D	Iingxaki zamagama zokudibanisa nokuthabatha	Iingxaki zamagama zokudibanisa nokuthabatha	Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)	Ukuchaza izinto ezine-3-D	Uvavanyo noqukaniso
Iveki 9 Izinto ezine-3-D	Ukwakha ngezinto ezine-3-D	Ukuthelekisa izinto ezine-3-D	Iimbuso zezinto ezine-3-D	Izinto ezine-3-D	Uqukaniso
Iveki 10 Uhlaziyo	Amanani ukuya kuma-500	Indawo nemilo, nobude	Iipatheni namanani ashiyiweyo	Ukudibanisa nokuthabatha	Ukudibanisa nokuthabatha

Inani, izibalo nolwalamano	Iipatheni, imisebenzi nealjebra	Umlinganiselo	Indawo neemilo	Uphatho lwedatha

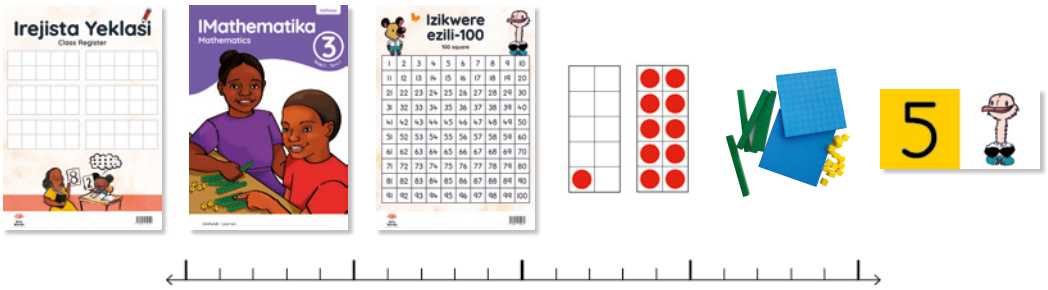
5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Numbers to 100	Numbers up to 100	The number 100	Expanded notation with 10s	Comparing and ordering numbers up to 100	Consolidation
Week 2 Numbers to 500	Numbers greater than 100	Multiples of 10	Numbers up to 500	More numbers up to 500	Assessment and consolidation
Week 3 Comparing and ordering numbers up to 500	Sequencing and comparing numbers	Comparing and ordering numbers	Expanded notation with 100s	Addition and subtraction of multiples of 10	Assessment and consolidation
Week 4 Addition	Mental maths – addition	Mental maths – addition with carrying	Addition over 100 using a number line	Addition using the column method	Assessment and consolidation
Week 5 Subtraction	Mental maths – subtraction	Mental maths – subtraction with borrowing	Subtraction over 100 using a number line	Subtraction using the column method	Assessment and consolidation
Week 6 Addition and subtraction	Addition and subtraction using the column method	Addition using the column method	Subtraction using the column method	Addition and subtraction using various strategies	Assessment and consolidation
Week 7 Length	Metres	Centimetres	Estimation	Working with units of length	Assessment and consolidation
Week 8 Word problems and 3-D objects	Addition and subtraction word problems	Addition and subtraction word problems	3-D objects – roll and slide	Describing 3-D objects	Assessment and consolidation
Week 9 3-D objects	Building with 3-D objects	Comparing 3-D objects	Faces of 3-D objects	3-D objects	Consolidation
Week 10 Revision	Numbers to 500	Space and shape and length	Patterns and missing numbers	Addition and subtraction	Addition and subtraction

Number, operations and relationships	Patterns, functions and algebra	Space and shape (geometry)	Measurement	Data Handling

Amanani ukuya kwi-100

	Izixhobo
Izibalo zentloko: Yenza ama-20 ngamakhadi amachokoza	amakhadi amachokoza katitshala
Umdlalo: Mangaphi ama-10? Mingaphi imivo?	iibloko zesiseko se-10



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani ukuya kwi-100	iLAB, iibloko zesiseko se-10, ipowusta yezikwere ze-100
2	Inani 100	iLAB, iibloko zesiseko se-10, ipowusta yezikwere ze-100, umgcamanani ongenanto
3	Ubhalo olwandisiweyo nama-10	iLAB, iibloko zesiseko se-10, oonotsheluza
4	Ukuthelekisa nokucwangcisa amanani ukuya kwi-100	iLAB, ipowusta yezikwere ze-100, umgcamanani ongenanto
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenza ngamanani ukuya kwi-100 ngaphandle kwengxaki.	
ukuthetha ngekhulu ngokwama-10, awazi namanani anokwahlulwa abe ngama-10 nemivo.	
ukubhala amanani esebenzisa ubhalo olwandisiweyo ngama-10 nemivo (oo-1).	
ukusebenzisa ulwazi lwabo lwexabiso lendawo ukuthelekisa amanani besebenzisa ama-10 nemivo.	

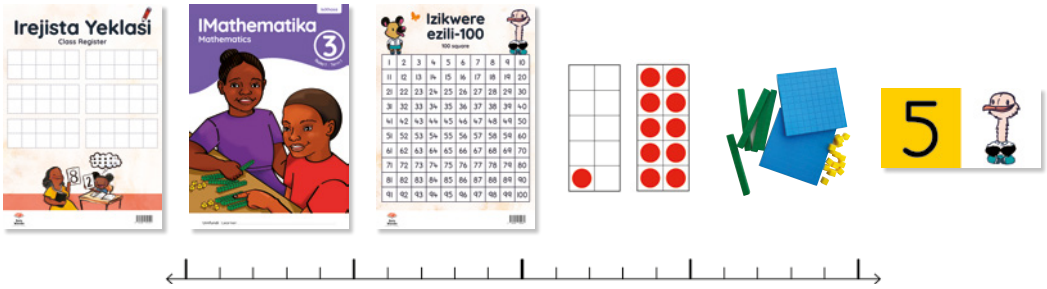
Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele yonke imihla abafundi abaseklasini yakho kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

Numbers to 100

	Resources
Mental Maths: Make 20 using dot cards	teacher dot cards
Game: How many 10s? How many 1s?	base 10 blocks



Day	Lesson activity	Lesson resources
1	Numbers up to 100	LAB, base 10 blocks, 100 square poster
2	The number 100	LAB, base 10 blocks, 100 square poster, blank number line
3	Expanded notation with 10s	LAB, base 10 blocks, flard cards
4	Comparing and ordering numbers up to 100	LAB, 100 square poster, blank number line
5	Consolidation	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 100.	
speak about 100 as ten 10s and know that numbers can be broken up into 10s and 1s.	
write numbers using expanded notation in 10s and 1s.	
apply their understanding of place value to compare numbers using 10s and 1s.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Amanani ukuya kwi-100

Izibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 ngokusebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze bakhe ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelwayo.

Umdlalo

Kulo mdlalo abafundi basebenzisa iibloko zesiseko se-10 ukuze bacalule amanani amivo mibini. Baza kukwazi ukubonisa nokuchaza ama-10 nemivo kwinani ngalinye babonise namanani besebenzisa iibloko zesiseko se-10.

Uphuhliso lwengqiqo

Kule veki sigxila kumanani ukuya kwi-100. Izifundo zale veki zihlaziya eminye yemisebenzi efundwe kwibanga lesi-2, ukusebenza ngamanani ukuya kwi-100 nokufumanisa ingqiqo yenani i-100. Siza kujolisa koku:

- ulwalamano phakathi kwemivo, ama-10 ne-100. Abafundi baza kubona bathethe ngamanani amivo mibini aboniswe ziibloko zesiseko se-10, oonotsheluza, kumgcamanani nakwisikwere se-100 besebenzisa iisimboli zamanani (amanani).
- ukubhala amanani kwizahlulo zomgcamanani (0-100) ukuze bawathelekise.
- ukubhala amanani amivo mibini ngobhalo olwandisiweyo besebenzisa ama-10 nemivo.
- ukulandelelanisa amanani uqale ngelona likhulu ukuya kwelona lincinci. Abafundi baza kucwangcisa baze bathelekise amanani besebenzisa isigama semathematika esifanelekileyo.

Into emayiqatshelwe kule veki

- Xa usebenza ngemiboniso eyahlukeneyo yamanani, abafundi baza kubethelela ukuqonda kwabo amanani nolwazi lwabo lwexabiso lendawo kumanani amakhulu. Olu lwazi luza kubanceda ekusebenziseni amanani ngendlela eyiyo kunjalonje bakwazi ukusebenza ngamanani.
- Imigcamanani ibaluleke ngokukodwa kuba ibonisa amanani ngemifanekiso. Qinisekisa ukuba abafundi bayakwazi ukubeka amanani kakuhle, ukuya phambili nokubuya umva kumgcamanani.
- Bakhuthaze ukuba bancokole ukuze baphuhlise isigama sabo semathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **imivo**, **amashumi**, **ikhulu elinye**, **ixabiso lendawo**, **likhulu kuna-**, **lincinci kuna-**, **lingaphezulu kuna-**, **lingaphantsi kuna-**, **liyalingana okanye lilingana na-**, **lelona likhulu**, **lelona lincinci**.

Numbers to 100

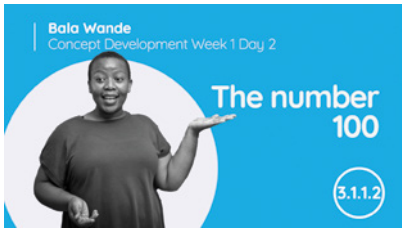
Mental Maths

This week we consolidate knowledge of the bonds of 20 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learner's understanding of their bonds of ten and additive relations.

Game

In this game, learners use base 10 blocks to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the base 10 blocks.

Conceptual development



This week we focus on numbers up to 100. The lessons this week revise some of what learners did in Grade 2, working with numbers up to 100 and establishing the concept of the number 100. We will focus on:

- the relationship between 1s, 10s and the number 100. Learners will see and talk about 2-digit numbers represented by base 10 blocks, flard cards, on a number line and 100 square and using number symbols.
- placing numbers on segments of a number line (0-100) to compare them.
- writing 2-digit numbers using 10s and 1s in expanded notation.
- arranging numbers from greatest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.

What to look out for this week

- When working with different representations of numbers, learners will consolidate their number sense and understanding of place value in bigger numbers. This knowledge is essential for them to be able to work efficiently with numbers and to do operations on numbers.
- Number lines are especially important as they are a diagrammatic representation. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **ones**, **tens**, **one hundred**, **place value**, **greater than**, **smaller than**, **more than**, **less than**, **equal to**, **greatest**, **smallest**.

IVEKI 1 • USUKU 1

Amanani ukuya kwi-100

IZIBALO ZENTLOKO MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

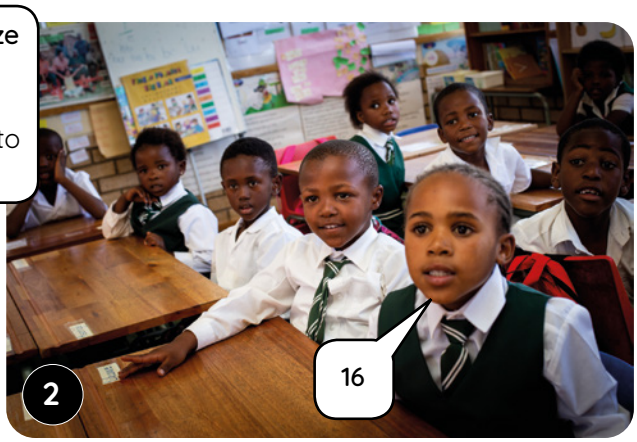
IZIBALO ZENTLOKO | MENTAL MATHS

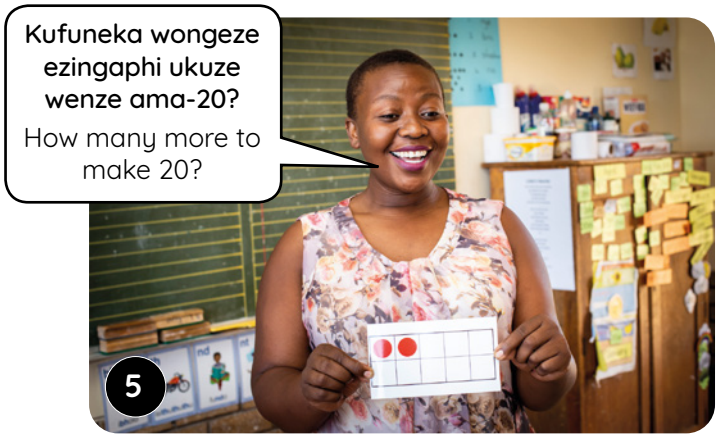
Abafundi basebenzisa amakhadi amachokoza ukuze babone ukuba kufuneka kongezwe ezingaphi ukwenza ama-20.

Learners use dot cards to see how many more are needed to make 20.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.





Numbers up to 100

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

23

16

99

41

72

81

34

68

25

77

Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks:

47

24

54

86

61

33

52

79

65

38

Usuku 3 Day 3

Gqibezela izivakalisi manani.
Bhala ama-10 nemivo.
Complete the number sentences.
Write the 10s and 1s.

26 = _____ + _____

41 = _____ + _____

39 = _____ + _____

24 = _____ + _____

61 = _____ + _____

57 = _____ + _____

78 = _____ + _____

89 = _____ + _____

25 = _____ + _____

92 = _____ + _____

Usuku 4 Day 4

Gqibezela izivakalisi manani.
Bhala ama-10 nemivo.
Complete the number sentences.
Write the 10s and 1s.

14 = _____ + _____

35 = _____ + _____

78 = _____ + _____

42 = _____ + _____

56 = _____ + _____

61 = _____ + _____

29 = _____ + _____

87 = _____ + _____

43 = _____ + _____

98 = _____ + _____

IVEKI 1 • USUKU 1

Amanani ukuya kwi-100

IZIBALO ZENTLOKO
MENTAL MATHS

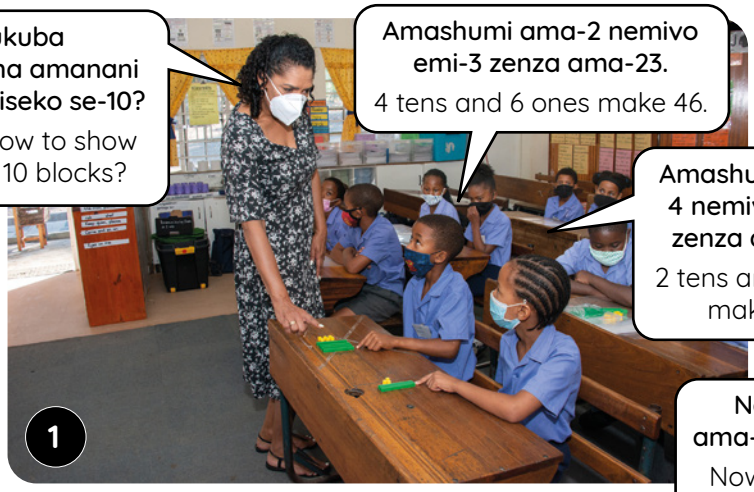
IIFEKTHI ZAMANANI UKUYA KUMA-20
NUMBER FACTS TO 20

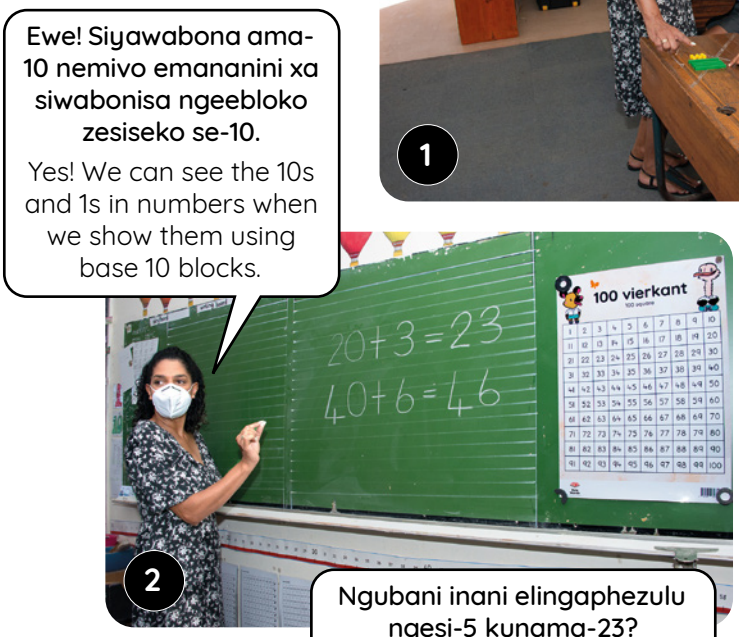
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

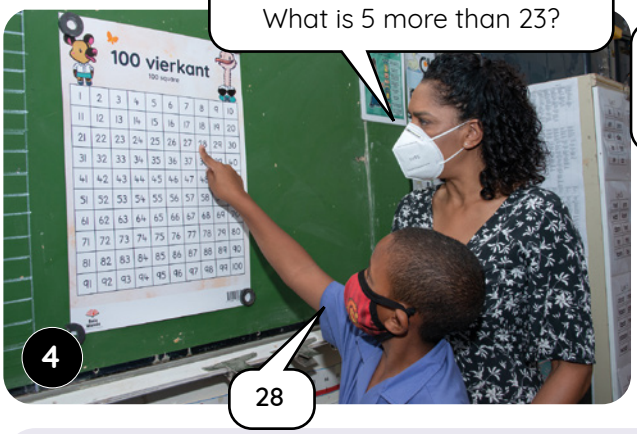
→ UMDLALO
GAME

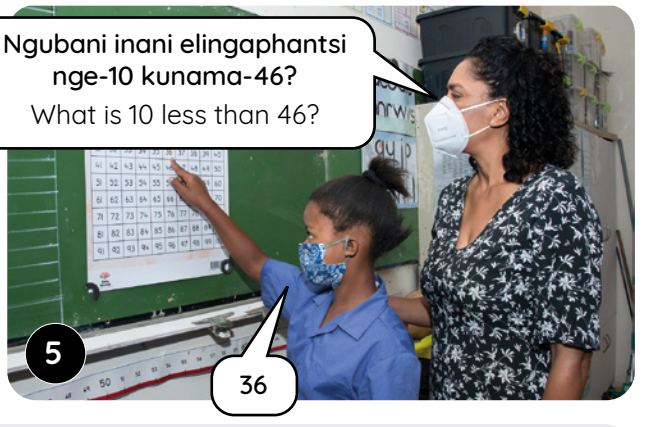
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









Phinda la manyathelo angasentla usebenzise amanani ahlukileyo. Emva koko nika abafundi ixesha (besebenza ngababini) lokwakha amanani besebenzisa iibloko zesiseko se-10 baze bachonge amanani ngokusebenzisa izikwere ze-100. Basenokufuna amanani amakhulu okanye amancinci kunamanani abawafumeneyo.

Repeat the steps above using different numbers. Then give learners time (in pairs) to make numbers using their base 10 blocks and identify numbers using their 100 squares. They can also find numbers bigger than or smaller than those they found.

Numbers up to 100

IVEKI • WEEK 1

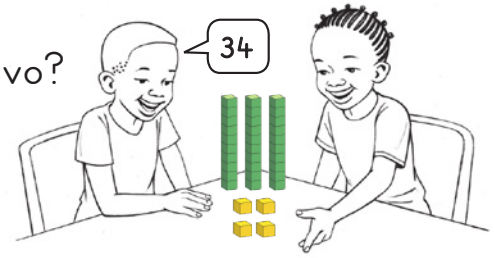
USUKU 1 • DAY 1

Amanani ukuya kwi-100
Numbers up to 100

IZIBALO ZENTLOKO MENTAL MATHS → IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Mangaphi ama-10? Mingaphi imivo?
Game: How many 10s? How many 1s?

- Sebenzani ngababini. Yakhani inani ngeebloko zenu.
  Work in pairs. Build a number using your blocks.
- Mangaphi ama-10? Mingaphi imivo?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?



1 Funa amanani afihlwe yimifanekiso.
Find the numbers that these objects are covering.

 50
 29
 99
 15
 8
 68
 93
 86
 33
 54
 42
 72

1	2	3	4	5	6	7		9	10
11									
21									
31									
41									
51									
61									
71									
81									
91									

2

IVEKI 1 • USUKU 1

Amanani ukuya kwi-100

2 Zalisa ngala manani:

Fill in all the numbers with:

amashumi ama-2 2 tens	amashumi ama-4 4 tens	imivo esi-7 7 ones
imivo emi-5 5 ones	amashumi asi-8 8 tens	imivo esi-9 9 ones

1	2	3	4	5	6	7	8	9	10
11				15		17		19	20
21	22	23	24	25	26	27	28	29	
31				35		37		39	40
41	42	43	44	45	46	47	48	49	
51				55		57		59	
61				65		67		69	
71				75		77		79	80
81	82	83	84	85	86	87	88	89	
91				95		97		99	

Sebenzisa iibloko zesiseko se-10 zikuncede ubhale izivakalisi manani.

Use your base 10 blocks to help you write these number sentences.

3 Bhala ama-10 nemivo.

Write the 10s and 1s.

flard cards will also work well here

18	=	10	+	8
56	=	50	+	6
21	=	20	+	1
48	=	40	+	8
99	=	90	+	9

43	=	40	+	3
27	=	20	+	7
74	=	70	+	4
68	=	60	+	8
39	=	30	+	9

The number 100

IZIBALO ZENTLOKO
MENTAL MATHS

IIFEKTHI ZAMANANI UKUYA KUMA-20
NUMBER FACTS TO 20

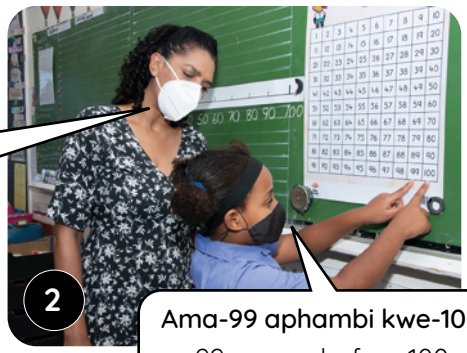
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Masibale ngama-10 siyokufika kwi-100.
Let's count in 10s to 100.

I-100 lelona nani likhulu kwisikwere se-100. Leliphi inani eliza phambi kwe-100?
100 is the biggest number on the 100 square. What number comes before 100?



2

Ama-99 aphambi kwe-100.
99 comes before 100.

Sebenzisa iibloko zakho zesiseko se-10 undibonise ukuba mangaphi ama-10 akwi-100.
Show me how many 10s in 100 using your base 10 blocks.

3

I-100 elinye lilingana nama-10 alishumi.
One 100 is equal to ten 10s.

Sebenzisa iibloko zakho zesiseko se-10 undibonise ukuba mingaphi imivo kwi-10.
Show me how many 1s in 10 using your base 10 blocks.

4

Imivo elishumi yenza i-10 elinye.
Ten 1s makes one 10.

Siyakwazi ukuthetha ngamanani sisebenzise ama-10 nemivo. Mangaphi ama-10 nemivo kuma-65?
We can talk about numbers using 10s and 1s. How many 10s and 1s in the number 65?

5

Amashumi ma-6, imivo mi-5.
6 tens and 5 ones.

Thetha ngenani i-100 nangamanye amanani ngokwama-10 nemivo. Qinisekisa ukuba abafundi bayaluqonda ulwalamano oluphakathi kwemivo, ama-10 ne-100. Luphuhliso olubalulekileyo olo ekuqondeni kwabo ixabiso lendawo. Banike amathuba aliqela okuthetha nawe kunye nabanye abafundi ngoku, bacacise ukuba bathetha ukuthini, besebenzisa iibloko zesiseko se-10.

Talk about the number 100 and other numbers in terms of 10s and 1s. Make sure learners understand the relationship between 1s, 10s and 100s. This is a key development in their understanding of place value. Give them opportunities to talk about it to you and to each other showing what they mean using base 10 blocks.

IVEKI 1 • USUKU 2

Inani 100

IVEKI • WEEK 1

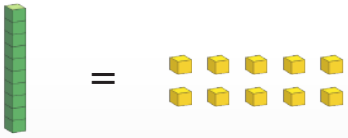
USUKU 2 • DAY 2

Inani i-100
The number 100

IZIBALO ZENTLOKO (MENTAL MATHS) | IIFEKTHI ZAMANANI UKUYA KUMA-20 (NUMBER FACTS TO 20) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

I-10 elinye lilingana nemivo elishumi. Siyakwazi ukubala ngama-10 nangemivo.

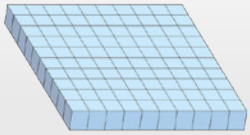
One 10 is equal to ten 1s. We can count in 10s and 1s.



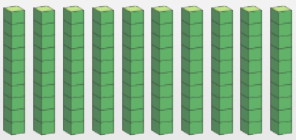
i-10 elinye
one 10

=

imivo elishumi
ten 1s



=



i-100 elinye
one 100

ama-10 alishumi
ten 10s

Ikhulu elinye lilingana nama-10 alishumi. Singasebenzisa ama-10 ukwenza i-100.

One 100 is equal to ten 10s. We can use 10s to make 100.

1 Zingaphi ezinokwenza i-100?

How much to make 100?

10 + 90 = 100	30 + 70 = 100	60 + 40 = 100
40 + 60 = 100	100 + 0 = 100	20 + 80 = 100
90 + 10 = 100	50 + 50 = 100	80 + 20 = 100
70 + 30 = 100	0 + 100 = 100	

2 Gqibezela izivakalisi manani.

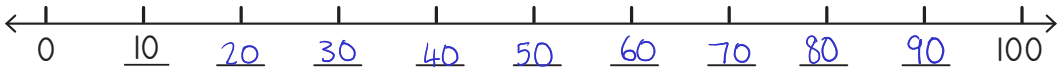
Complete the number sentences.

10 + 40 = 50	100 – 60 = 40	50 + 30 = 80
30 – 10 = 20	20 + 70 = 90	90 – 50 = 40
30 + 70 = 100	100 – 20 = 80	10 + 80 = 90
70 – 30 = 40	60 + 40 = 100	60 – 10 = 50

The number 100

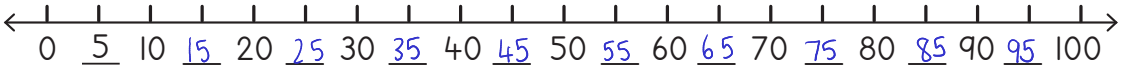
3 Bala ngama-10. Phawula umgcamanani.

Count in 10s. Label the number line.



4 Bala ngezi-5. Phawula umgcamanani.

Count in 5s. Label the number line.



5 Gqibezela izivakalisi manani.

Complete the number sentences.

10 + 5 = 15	30 – 5 = 25	40 + 5 = 45
70 – 5 = 65	80 + 5 = 85	50 – 5 = 45
60 + 10 = 70	80 – 5 = 75	95 + 5 = 100
100 – 5 = 95	85 + 15 = 100	100 – 50 = 50

6 Gqibezela ezi patheni zilandelayo.

Complete the following patterns.

67	68	69	70	71	72	73
40	50	60	70	80	90	100
83	84	85	86	87	88	89
100	99	98	97	96	95	94
90	80	70	60	50	40	30
43	42	41	40	39	38	37

IVEKI 1 • USUKU 3

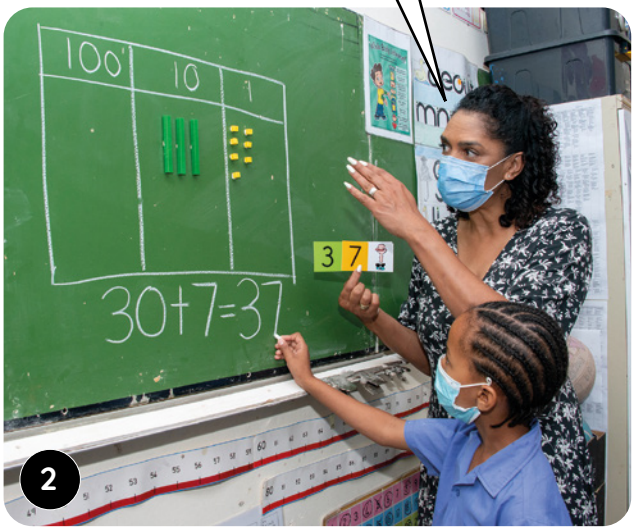
Ubhalo olwandisiweyo nama-10

IZIBALO ZENTLOKO (MENTAL MATHS) | IIFEKTHI ZAMANANI UKUYA KUMA-20 (NUMBER FACTS TO 20) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sebenzisa iibloko zakho zesiseko se-10 ubonise ama-37. Mangaphi ama-10? Mingaphi imivo?
Use your base 10 blocks to show 37. How many 10s? How many 1s?

Inani ama-37, ngama-30 nesi-7. Bhala ke ngoku isivakalisi manani seli nani.
Here is 37, which is 30 and 7. Write a number sentence for this.



Makhe sithelekise amanani ukuze sibone ukuba leliphi elona likhulu ileliphi elona lincinci. Mangaphi ama-10? Mingaphi imivo?
Let's compare these numbers to see which is the biggest and which is the smallest. How many 10s? How many 1s?

Ama-71 lelona nani likhulu! Linamashumi asi-7.
71 is the biggest! It has 7 tens.

i-16 lelona nani lincinci. Lineshumi eli-1.
16 is the smallest. It has 1 ten.

Phinda la manyathelo angasentla ukuze abafundi bafumane amathuba aliqela okubonisa nokuthelekisa amanani besebenzisa ubhalo olwandisiweyo ngama-10 nangemivo. Ngokwenza njalo basebenzisa bekwabethelela ulwazi lwabo lwexabiso lendawo. Abafundi kufuneka baqalise ukuziva bekhululekile benokuzithemba ekusebenziseni iibloko zesiseko se-10 noonotsheluza ukubonisa amanani.

Repeat the steps above to allow learners several opportunities to display and compare numbers using expanded notation in 10s and 1s. This applies and consolidates their understanding of place value. Learners should begin to be comfortable using base 10 blocks and flard cards to represent numbers.

Expanded notation with 10s

IVEKI • WEEK 1

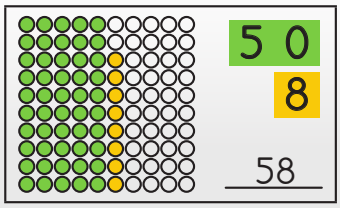
USUKU 3 • DAY 3

Ubhalo olwandisiweyo ngama-10
Expanded notation with 10s

IZIBALO ZENTLOKO MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

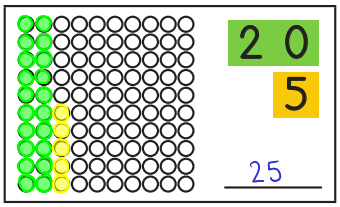
Ikholam enye inezangqa ezili-10. Sebenzisa imibala eyahlukileyo kuma-10 nakwimivo.

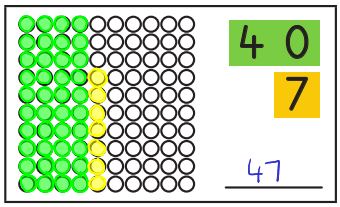
There are 10 circles in one column. Use a different colour for the 10s and the 1s.

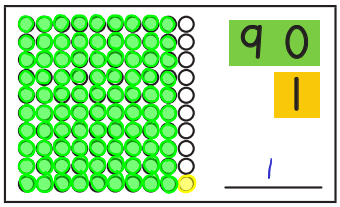


1 Fakela imibala kwizangqa uze ubhale inani.

Colour the circles and write the number.







2

	Mangaphi ama-10? How many 10s?	Mingaphi imivo? How many 1s?		Mangaphi ama-10? How many 10s?	Mingaphi imivo? How many 1s?
58	5	8	47	4	7
25	2	5	91	9	1
39	3	9	62	6	2
74	7	4	86	8	6

3 Bhala isivakalisi manani.

Write the number sentence.

60 8 — 60 + 8 = 68	80 6 — 80 + 6 = 86	50 3 — 50 + 3 = 53
70 1 — 70 + 1 = 71	90 5 — 90 + 5 = 95	60 9 — 60 + 9 = 69

IVEKI 1 • USUKU 3

Ubhalo olwandisiweyo nama-10

4 Leliphi inani? Biyela ngesangqa elona nani likhulu.
What number? Circle the biggest number.

208 28	402 42	204 24
108 18	801 81	808 88
503 53	301 31	305 35

5 Leliphi inani? Biyela ngesangqa elona nani lincinci.
What number? Circle the smallest number.

106 16	606 66	601 61
403 43	304 34	303 33
702 72	707 77	207 27

6 Mangaphi ama-10? Mingaphi imivo? Bhala isivakalisi manani negama lenani.
How many 10s? How many 1s? Write the number sentence and number name.

14 = 10 + 4	iishumi elinesine	fourteen
23 = 20 + 3	isiXhosa number names	twenty - three
32 = 30 + 2		thirty - two
51 = 50 + 1		fifty - one
87 = 80 + 7		eighty - seven
99 = 90 + 9		ninety - nine

Comparing and ordering numbers up to 100

IZIBALO ZENTLOKO MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

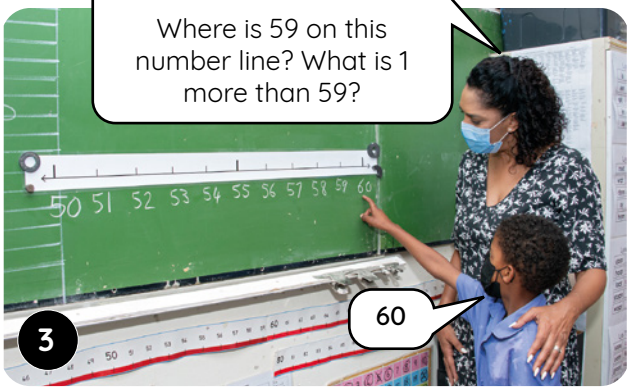
Masibeke la manani ngokulandelelana kwawo siqale ngelona lincinci siye kwelona likhulu. Senza njani?
Let's put these numbers in order from smallest to greatest. How do we do this?

1

Andawoni ama-59 kumgcamanani? Ngubani inani elingaphezulu ngo-1 kunama-59?
Where is 59 on this number line? What is 1 more than 59?

2

Ewe! Jonga ama-10 kuqala uze ujonge imivo emva koko.
Yes! Look at the 10s first and then the 1s.



3

60

Biza abafundi abohlukileyo baze kubeka la manani kumgcamanani: 59, 53, 57, 52, 54, 56, 55, 58. Bacacisele ngendlela abanokulifumana ngayo inani kwanendlela yokufumana amanani angaphezulu okanye angaphantsi ngo-1 okanye ngezi-2 kunenani elinikiweyo.

Call different learners to point to the numbers 59, 53, 57, 52, 54, 56, 55, 58 on the number line. Speak to them about how to find the number and how to find numbers that are 1 or 2 more/less than the given number.

Kanti ke siyakwazi ukufumana amanani kwisikwere se-100.
We can also find numbers in the 100 square!

4

Khangela ama-93 uze undibonise inani elingaphezulu ngezi-2 kunama-93.
Find 93 and show me 2 more than 93.

5

Ama-95 angaphezulu ngezi-2 kunama-93.
95 is 2 more than 93.

Yenza imigcamanani eyahlukileyo (umzekelo 30-40, 90-100, 60-70) ukuze unike abafundi amathuba aliqela okufaka amanani achanekileyo kumgcamanani nokubala amanani angaphezulu okanye angaphantsi ngo-1 okanye ngezi-2 kunenani elinikiweyo.

Draw different number line segments (such as 30-40, 90-100, 60-70) to provide multiple opportunities for learners to place numbers correctly on a number line and work out numbers 1 or 2 more/less than the given number.

IVEKI 1 • USUKU 4

Ukuthelekisa nokucwangcisa amanani ukuya kwi-100

IVEKI • WEEK 1

USUKU 4 • DAY 4

Ukuthelekisa nokucwangcisa amanani ukuya kwi-100

Comparing and ordering numbers up to 100

IZIBALO ZENTLOKO – MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KUMA-20 – NUMBER FACTS TO 20 → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Gqibezela iitheyibhile. Ungasebenzisa isikwere se-100 kwiphepha le-103 sikuncede ukuba uyathanda.

Complete the tables. Use the 100 square on page 103 if you need help.

1

	inani eliphambi kwama- the number before	inani eliza emva kwama- the number after		inani eliphambi kwama- the number before	inani eliza emva kwama- the number after
55	54	56	73	72	74
91	90	92	87	86	88

	lingaphezulu ngo-1 kunama- 1 more than	lingaphezulu ngezi-2 kunama- 2 more than	lingaphantsi ngo-1 kunama- 1 less than	lingaphantsi ngezi-2 kunama- 2 less than
67	68	69	66	65
42	43	44	41	40
38	39	40	37	36
36	37	38	35	34

Ngubani inani eliphakathi kwala?

What is the number between?

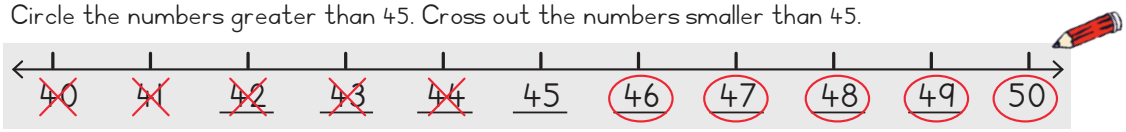
ama-56 nama-58 56 and 58	57	ama-37 nama-39 37 and 39	38
ama-42 nama-44 42 and 44	43	ama-85 nama-87 85 and 87	86

8

Comparing and ordering numbers up to 100

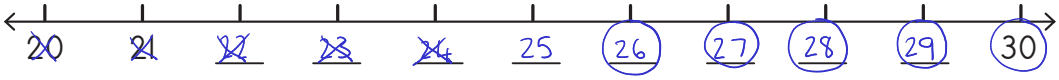
2 Biyela ngesangqa amanani angaphezulu kunama-45.
Beka u-X kumanani angaphantsi kunama-45.

Circle the numbers greater than 45. Cross out the numbers smaller than 45.



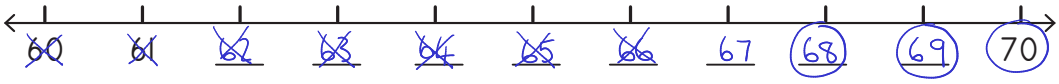
Biyela ngesangqa amanani angaphezulu kunama-25.
Beka u-X kumanani angaphantsi kunama-25.

Circle the numbers greater than 25. Cross out the numbers smaller than 25.



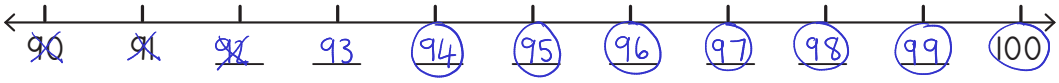
Biyela ngesangqa amanani angaphezulu kunama-67.
Beka u-X kumanani angaphantsi kunama-67.

Circle the numbers greater than 67. Cross out the numbers smaller than 67.



Biyela ngesangqa amanani angaphezulu kunama-93.
Beka u-X kumanani angaphantsi kunama-93.

Circle the numbers greater than 93. Cross out the numbers smaller than 93.



3 Cwangcisa amanani uqale ngelona lincinci uye kwelona likhulu.

Order the numbers from smallest to greatest.

69, 45, 78, 54	45, 54, 69, 78
91, 19, 99, 92	19, 91, 92, 99
33, 73, 13, 37	13, 33, 37, 73

4 Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.

Order the numbers from greatest to smallest.

69, 45, 78, 54	78, 69, 54, 45
91, 19, 99, 92	99, 92, 91, 19
33, 73, 13, 37	73, 37, 33, 13

IVEKI 1 • USUKU 5

Uqukaniso

IVEKI • WEEK 1

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ama-10 nemivo	10s and 1s
ixabiso lendawo	place value
Ama-67 ngama-10 amathandathu nemivo esixhenxe.	67 is six 10s and seven 1s.
i-10 yimivo elishumi.	10 is ten 1s.
i-100 ngamashumi ali-10.	100 is ten 10s.
likhulu kuna-, lincinci kuna-	greater than and smaller than
elona likhulu nelona lincinci	greatest and smallest

1 Sebenzisa isikwere se-100 ufakele amanani:

Use the 100 square to fill in all the numbers with:

isi-3 kwindawo yemivo. 3 in the 1s place.	u-1 kwindawo yama-10. 1 in the 10s place.
isi-4 kwindawo yemivo. 4 in the 1s place.	isi-5 kwindawo yama-10. 5 in the 10s place.
isi-8 kwindawo yemivo. 8 in the 1s place.	isi-9 kwindawo yama-10. 9 in the 10s place.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	
21		23	24				28		
31		33	34				38		
41		43	44				48		50
51	52	53	54	55	56	57	58	59	
61		63	64				68		
71		73	74				78		
81		83	84				88		90
91	92	93	94	95	96	97	98	99	

2

	Mangaphi ama-10? How many 10s?	Mingaphi imivo? How many 1s?		Mangaphi ama-10? How many 10s?	Mingaphi imivo? How many 1s?
24	2	4	55	5	5
79	7	9	92	9	2

Consolidation

3 Kufuneka ezingaphi ukuze wenze i-100?
How much to make 100?

Sebenzisa isikwere se-100, oonotsheluza okanye iibloko zakho zesiseko se-10 ukuba uyafuna.
Use your 100 square, flard cards or base 10 blocks if you want to.

20 + 80 = 100	50 + 50 = 100	80 + 20 = 100
90 + 10 = 100	70 + 30 = 100	100 + 0 = 100

4 Bhala isivakalisi manani ubonise ama-10 nemivo.
Write a number sentence to show 10s and 1s.

80 2 80 + 2 = 82	20 7 20 + 7 = 27	90 1 90 + 1 = 91
30 5 30 + 5 = 35	40 8 40 + 8 = 48	60 6 60 + 6 = 66

5 Gqibezela ezi patheni zilandelayo.
Complete the following patterns.

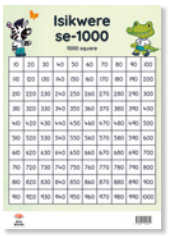
60	50	40	30	20	10	0
15	16	17	18	19	20	21

6 Mangaphi ama-10? Mingaphi imivo? Bhala isivakalisi manani negama lenani.
How many 10s? How many 1s? Write the number sentence and the number name.

39 = 30 + 9	amashumi amathathu anethoba	thirty nine
56 = 50 + 6	isiXhosa number names	fifty - six
71 = 70 + 1		seventy - one
42 = 40 + 2		forty - two
95 = 90 + 5		ninety - five
68 = 60 + 8		sixty - eight

Amanani ukuya kuma-500

	Izixhobo
Izibalo zentloko: Dibanisa uze uthabathe iziphindwa ze-10	azikho
Umdlalo: Likude kangakanani i-10 elilandelayo?	iibloko zesiseko se-10



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani amakhulu kune-100	iLAB, iibloko zesiseko se-10
2	Iziphindwa ze-10	iLAB, iibloko zesiseko se-10, isikwere se-1000
3	Amanani ukuya kuma-500	iLAB, oonotsheluza, iibloko zesiseko se-10
4	amanye amanani ukuya kuma-500	iLAB, iibloko zesiseko se-10
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenza ngokukhululekileyo ngamanani bade bafike kuma-500.	
ukusebenza ngeziphindwa ze-10 kumanani bade bafike kuma-500.	
ukuthetha ngama-100, ama-10 nemivo kumanani bade bafike kuma-500.	

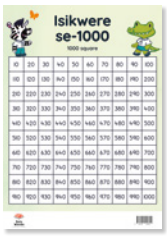
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani ukuya kuma-500

Uvavanyo oluthethwayo nolwenziwayo: Inani, iindlela zokubala nolwalamano – qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza ngamanani ukuya kuma-500

Numbers to 500

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: How far to the next 10?	base 10 blocks



Day	Lesson activity	Lesson resources
1	Numbers greater than 100	LAB, base 10 blocks
2	Multiples of 10	LAB, base 10 blocks, 1000 square
3	Numbers up to 500	LAB, flard cards, base 10 blocks
4	More numbers up to 500	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 500.	
work with **multiples** of 10 in numbers up to 500.	
speak about 100s, 10s and 1s in numbers up to 500.	

Assessment (see back pages of this guide)

Written assessment: Numbers to 500

Oral and practical assessment: Numbers, operations and relationships – observe learners to assess their ability to work with numbers up to 500

Amanani ukuya kuma-500

Izibalo zentloko

Kule veki siza kuziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi ukuya kwi-100. Utitshala ubhala amanani amivo mibini ebhodini aze anike umyalelo wokudibanisa nokuthabatha inani elithile lama-10. Yenza kubekho intsebenziswano ngokuyalela ababini ngexesha ukuba babize amanani amivo mibini namanani adityaniswayo /athatyathwayo. Bakhuthaze abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

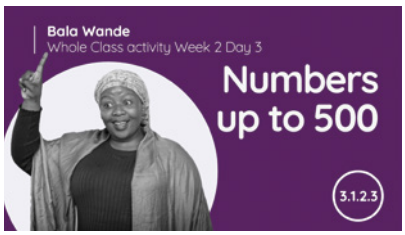
Umdlalo

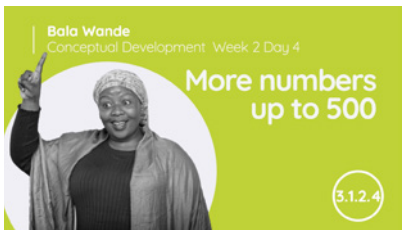
Kulo mdlalo abafundi babiza amanani baze bachaze amashumi awalandelayo. Abafundi baza kubala ukuba likude kangakanani ishumi elilandelayo. Kubalulekile ukuba abafundi bakwazi ukuchonga amashumi ngokukhawuleza nangempumelelo.

Uphuhliso lwengqiqo

Siza kugxila kumanani ukuya kuma-500 kule veki. Sakhela kumsebenzi owenziwe kwiveki ephelileyo (amanani ukuya kwi-100). Siza kujolisa koku:

- ukusebenza ngeziphindwa ze-10 ukuya kwi-100.
- ukusebenza ngeepatheni kwiziphindwa ze-10.
- ulwalamano phakathi kwama-100, ama-10 nemivo. Abafundi baza kubona, kwaye bathethe ngamanani amivo mi-3 ukuya kuma-500 aboniswa ngeebloko zesiseko se-10, oonotsheluza, isikwere se-1000 nangeesimboli zamanani.





Into emayiqatshelwe kule veki

- Imiboniso abaza kusebenza ngayo abafundi iyafana neyangaphambili, nangona kusetyenziswa isikwere se-1000 kule veki. Bancedise abafundi ekunxulumaniseni isikwere se-100 nesikwere se-1000. Oku kunxulumanisa (iziphindwa ze-10) kuza kubethelela ulwazi lwabo lwamanani kwanokuqonda ixabiso lendawo. Baqwalasele ukuze uqaphele ukuba benza unxulumaniso oluchanekileyo phakathi kweeyunithi ezibalwayo, nokuba bayakwazi ukwahlula nokuchonga ama-100, ama-10 nemivo.
- Bakhuthaze abafundi bancokole ukuze baphuhlise isigama sabo semathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **iziphindwa**, **imivo**, ama-10, **ama-100**, **ixabiso lendawo**.

Numbers to 500

Mental Maths

This week we will practice adding and subtracting multiples of ten up to 100. Write different 2-digit numbers on the board and call out an instruction to add or subtract a certain number of 10s. Make this more interactive by asking pairs of learners to call out the 2-digit numbers and the numbers to add/ subtract. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

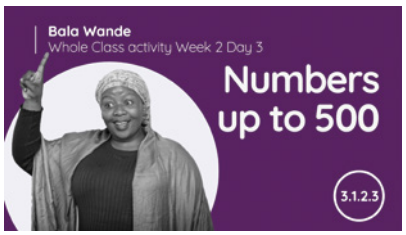
Game

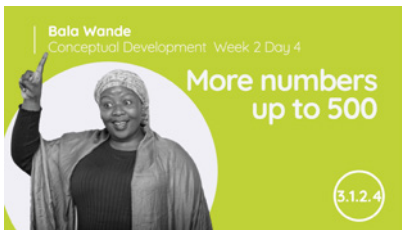
In this game, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to be able to identify tens quickly and efficiently.

Concept development

This week we focus on numbers up to 500. We build on work done in the previous week (numbers up to 100). We will focus on:

- working with multiples of 10 to build up to hundreds.
- working with patterns in multiples of 10.
- the relationship between 100s, 10s and 1s. Learners will see and talk about 3-digit numbers up to 500 represented by base 10 blocks, flard cards, a 1000 square and using number symbols.





What to look out for this week

- The representations that learners will work with are the same as before, but this week, the 1000 square is used. Help learners to make connections between the 100 square and the 1000 square. Making the link (multiples of 10) will further consolidate their number sense and understanding of place value. Watch carefully that learners are making the necessary connections between the units being counted and that they can start to differentiate between and identify 100s, 10s and 1s.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **multiples**, **1s**, **10s**, **100s**, **place value.**

Amanani angaphezulu kune-100

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

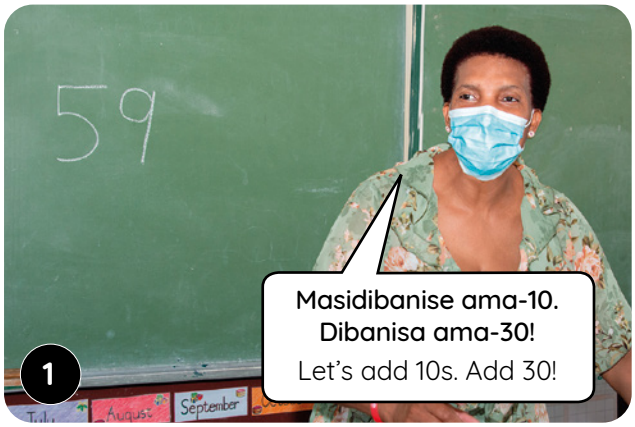
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

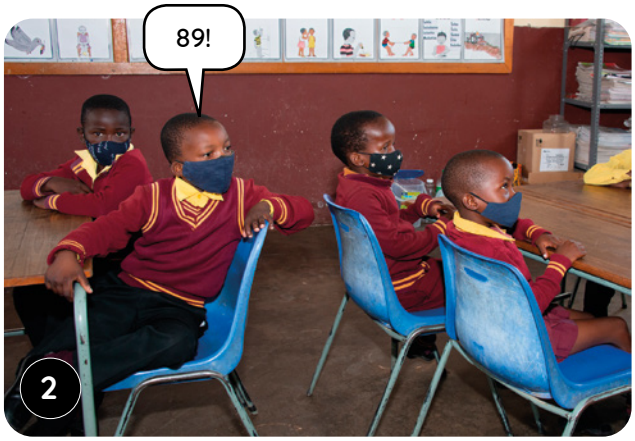
→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi kwinani elinikiweyo.
Learners practice adding and subtracting multiples of ten to and from a given number.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.





Numbers greater than 100

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10:
Show with flard cards and base 10 blocks:

132

421

399

214

257

418

143

286

428

307

Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10:
Show with flard cards and base 10 blocks:

174

422

425

368

163

133

255

371

256

413

Usuku 3 Day 3

Gqibezela izivakalisi manani. Bhala ama-100, ama-10 nemivo.
Complete the number sentences. Write the 100s, 10s and 1s.

235 = _____ + _____ + _____

416 = _____ + _____ + _____

391 = _____ + _____ + _____

142 = _____ + _____ + _____

221 = _____ + _____ + _____

373 = _____ + _____ + _____

438 = _____ + _____ + _____

249 = _____ + _____ + _____

154 = _____ + _____ + _____

425 = _____ + _____ + _____

Usuku 4 Day 4

Gqibezela izivakalisi manani. Bhala ama-100, ama-10 nemivo.
Complete the number sentences. Write the 100s, 10s and 1s.

345 = _____ + _____ + _____

115 = _____ + _____ + _____

468 = _____ + _____ + _____

272 = _____ + _____ + _____

326 = _____ + _____ + _____

311 = _____ + _____ + _____

189 = _____ + _____ + _____

347 = _____ + _____ + _____

434 = _____ + _____ + _____

218 = _____ + _____ + _____

IVEKI 2 • USUKU 1

Amanani angaphezulu kune-100

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sineendidi ezi-3 zeebloko zesiseko se-10 – ama-100, ama-10 nemivo.
We have 3 types of base 10 blocks – 100s, 10s and 1s.

1


2

Kuthatha ithuba elide ukubala izinto nganye nganye. Sibala ngokukhawuleza xa sisenza ama-10.
It takes a long time to count things one by one. We can count more quickly by making 10s.

Kunjalo! Mangaphi ama-10 kwi-100?
Yes! And how many 10s in 100?


3

Mingaphi imivo kwi-10?
How many 1s in 10?

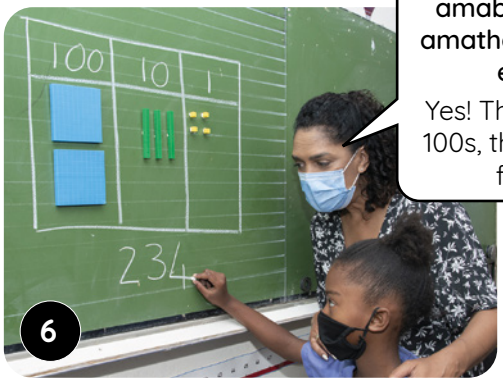
10!

4

Alishumi ama-10 kwi-100!
Ten 10s in 100!

Ewe! Siyakwazi ukubonisa amanani ngeebloko zesiseko se-10. Ngubani eli nani ndilibonise apha?
Yes! We can show numbers using base 10 blocks. What number have I shown here?

5



6

Ewe! Sinama-100 amabini, ama-10 amathathu nemivo emine.
Yes! There are two 100s, three 10s and four 1s.

Yenza imizekelo eliqela efana nalo ungasentla unike abafundi amathuba okuchonga amanani amivo mi-3. Abafundi kufuneka babize amanani ngokupheleleyo nangokuchanekileyo. Bakhuthaze babize amanani abawabonayo besebenzisa ama-100, ama-10 nemivo.

Work through many more examples like the one above to provide opportunities for learners to identify 3-digit numbers. They must name the numbers fully and correctly. Encourage them to name the numbers they see using 100s, 10s and 1s.

Numbers greater than 100

IVEKI • WEEK 2

USUKU 1 • DAY 1

Amanani angaphezulu kune-100
Numbers greater than 100

IZIBALO ZENTLOKO
MENTAL MATHS

DIBANISA UZE UTHABATHE IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

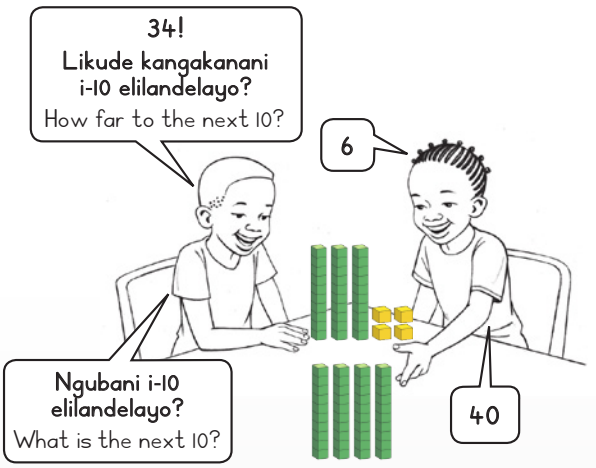
→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

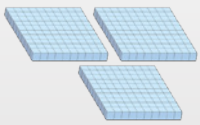
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

Umdlalo: Likude kangakanani i-10 elilandelayo?
Game: How far to the next 10?

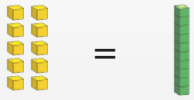
- Sebenzani ngababini.
  Work in pairs.
- Khetha inani.
  Choose a number.
- Ngubani i-10 elilandelayo?
  What is the next 10?
- Likude kangakanani i-10 elilandelayo?
  How far to the next 10?
- Phinda kwakhona!
  Do it again!



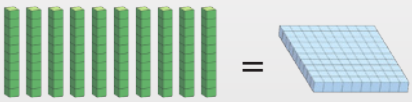
Xa imivo ingekho ubhala uziro/iqanda kwindawo yemivo.
If there are no 1s, write a zero in the 1s place.

amakhulu hundreds	amashumi tens	imivo ones
		
3	2	0
300 + 20 + 0 = 320		

amakhulu amathathu anamashumi amabini
three hundred and twenty



imivo elishumi = i-10 elinye
ten 1s = one 10



ama-10 alishumi = i-100 elinye
ten 10s = one 100

1 Bonisa la manani ngeebloko zesiseko se-10.
Show these numbers using base 10 blocks.

137	423	110	495	356	299

12

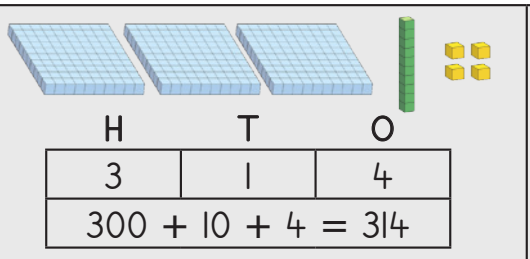
Amanani angaphezulu kune-100

2 Bhala inani.

Write the number.

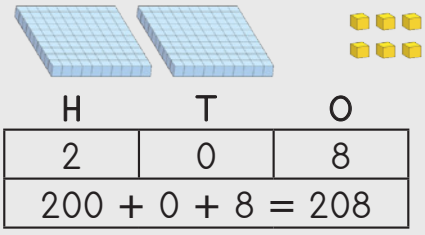
Xa ungenawo ama-10 bhala uziro endaweni yama-10.

Remember, if there are no 10s, write a zero in the 10s place.



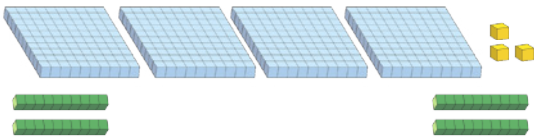
H	T	O
3	1	4

300 + 10 + 4 = 314



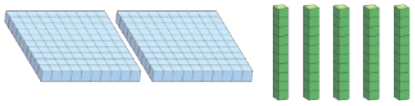
H	T	O
2	0	8

200 + 0 + 8 = 208



H	T	O
4	4	3

400 + 40 + 3 = 443

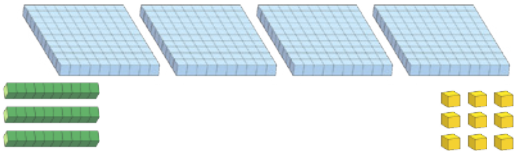


H	T	O
2	5	0

200 + 50 + 0 = 250

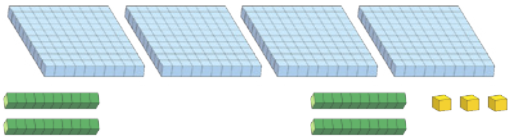
H	T	O
1	1	2

100 + 10 + 2 = 112



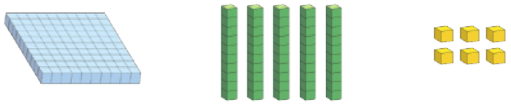
H	T	O
4	3	9

400 + 30 + 9 = 439



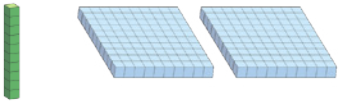
H	T	O
4	4	3

400 + 40 + 3 = 443



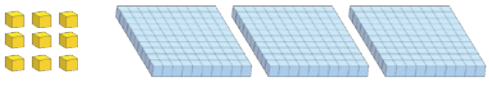
H	T	O
1	5	6

100 + 50 + 6 = 156



H	T	O
2	1	0

200 + 10 + 0 = 210



H	T	O
3	0	9

300 + 0 + 9 = 309

Multiples of 10

IZIBALO ZENTLOKO
MENTAL MATHS

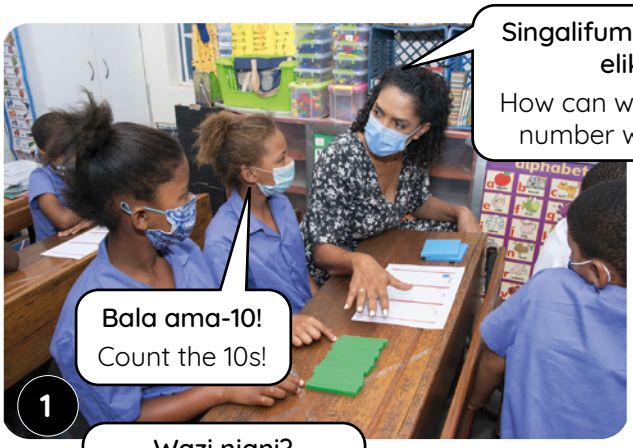
UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

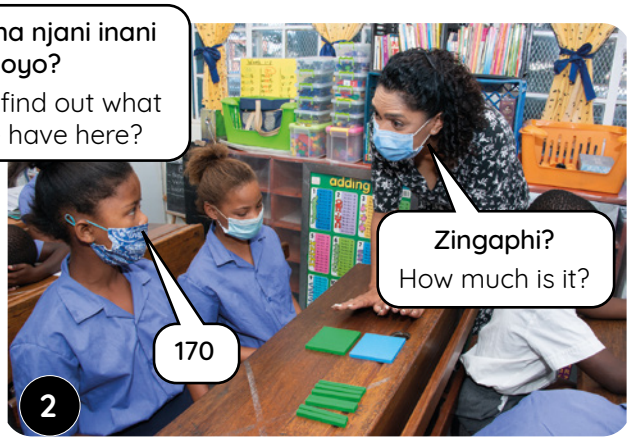
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Nika abafundi amathuba aliqela okusebenza ngeziphindwa ze-10 nokutshintshisa amashumi ali-10 nge-100 elinye. Abafundi mabasebenzise isikwere se-1 000 xa besenza imisebenzi yaseklasini.

Provide multiple opportunities for learners to work with multiples of 10 and to exchange ten 10s for one 100. Learners should use the 1000 square when they do the classwork activities.

IVEKI • WEEK 2

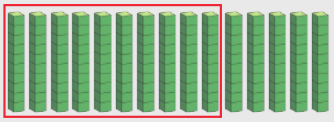
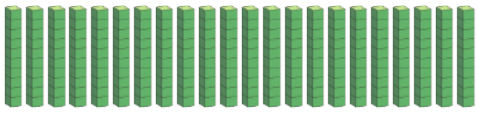
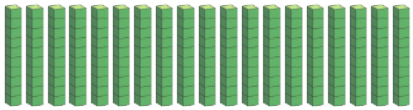
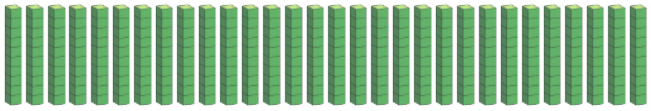
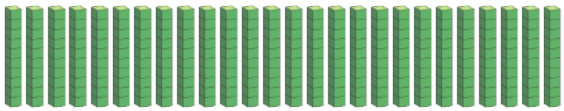
USUKU 2 • DAY 2

Iziphindwa ze-10

Multiples of 10

IZIBALO ZENTLOKO
MENTAL MATHS
DIBANISA UZE UTHABATHE IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10
→ UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Ask learners to describe the pattern in the two columns

	Mangaphi ama-10? How many 10s?	Ngubani inani? What number?
	15	150
	22	220
	19	190
	30	300
	26	260

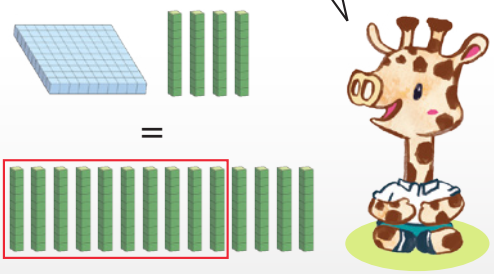
2 Mangaphi amashumi?

How many tens?

	amashumi tens
140	14
320	32
490	49
280	28
430	43
370	37

Bonisa amanani ngeebloko zesiseko se-10. Uza kubona ukuba i-140 ngamashumi ali-14.

Show the numbers using base 10 blocks. You can see 140 is 14 tens.



Multiples of 10

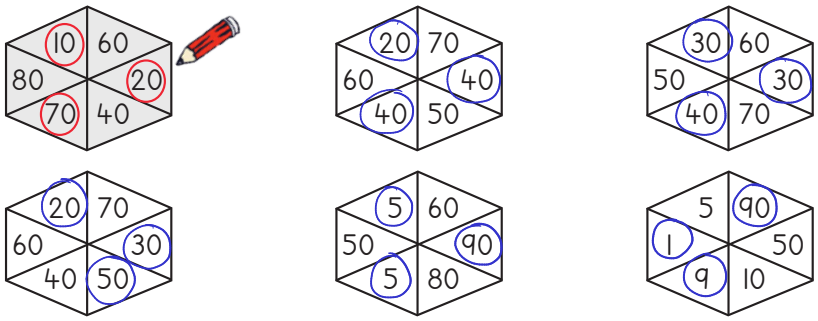
3 Zingaphi eziza kwenza i-100?

How much to make 100?

80 + 20 = 100	60 + 40 = 100	40 + 60 = 100
50 + 50 = 100	10 + 90 = 100	30 + 70 = 100
20 + 80 = 100	90 + 10 = 100	70 + 30 = 100

4 Kwimilo nganye biyela ngesangqa amanani ama-3 enza i-100 xa edibene.

Circle 3 numbers that add up to 100 in each shape.



5 Gqibezela iipatheni zama-10.

Complete the 10s patterns.

110, 120, 130, 140, 150, 160, 170, 180

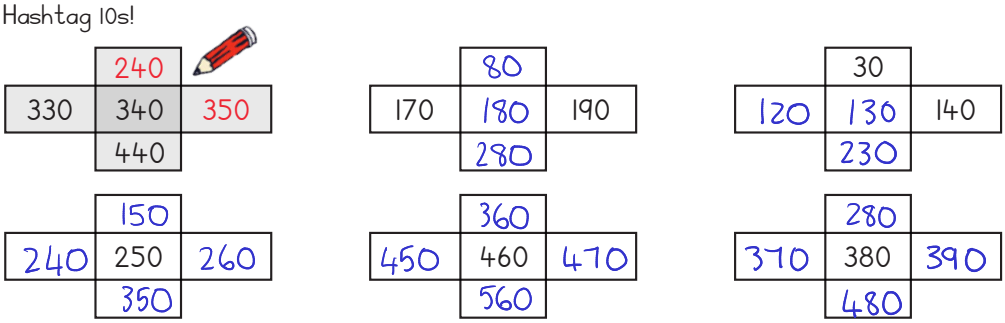
340, 350, 360, 370, 380, 390, 400, 410

230, 220, 210, 200, 190, 180, 170, 160

300, 290, 280, 270, 260, 250, 240, 230

6 Heshthegi ama-10!

Hashtag 10s!



IVEKI 2 • USUKU 3

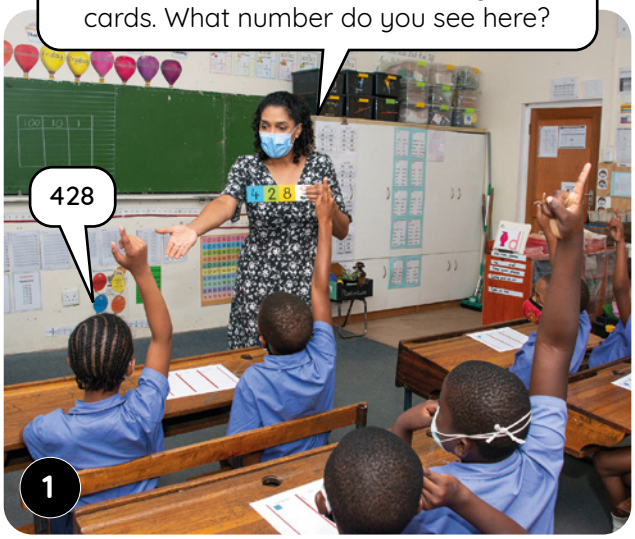
Amanani ukuya kuma-500

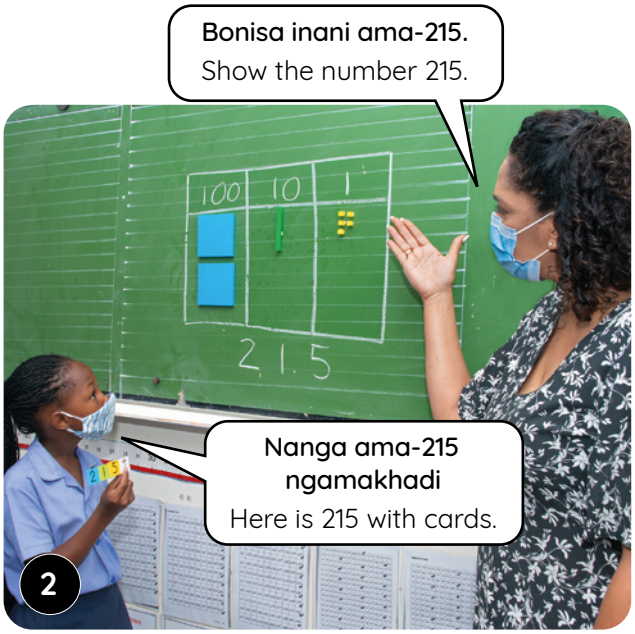
IZIBALO ZENTLOKO
MENTAL MATHS

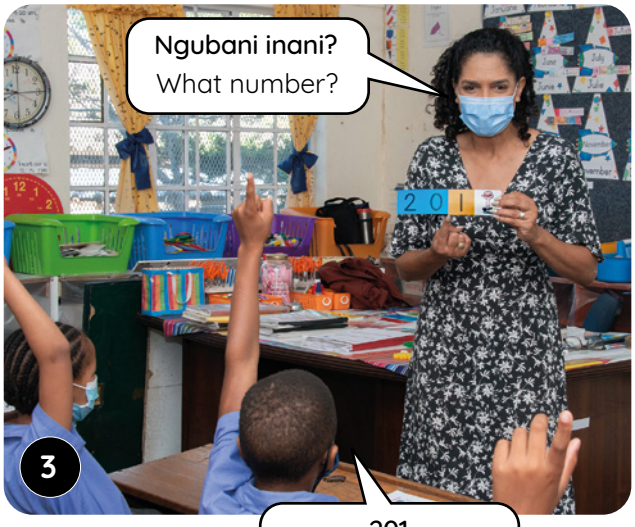
UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

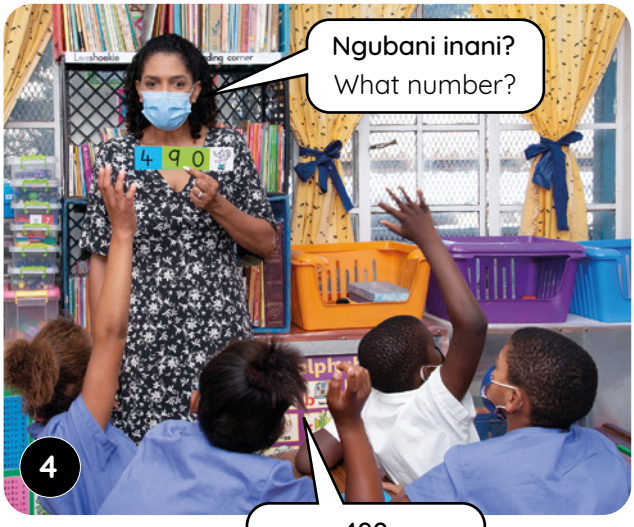
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









201
Awekho ama-10!
There are no 10s!

490
Ayikho imivo!
There are no 1s!

Nika abafundi amathuba aliqela okuchonga nokuxela amanani amivo mi-3 besebenzisa oonotsheluza. Bonisa amanani anooziro kwiindawo zama-10 nemivo ukuze abafundi bazi ukuba kuyenzeka ukuba kubekho uziro endaweni engenamashumi okanye imivo.

Provide multiple opportunities for learners to identify and name 3-digit numbers using flard cards. Show numbers with zeros in the 10s and 1s places as well to familiarise learners with the possibility that there can be a zero as a place holder in a number which has no 10s or 1s.

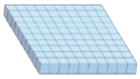
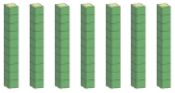
Day 3 Numbers up to 500

IVEKI • WEEK 2

USUKU 3 • DAY 3

Amanani ukuya kuma-500
Numbers up to 500

IZIBALO ZENTLOKO
MENTAL MATHS
DIBANISA UZE UTHABATHE IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10
→ UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

amakhulu hundreds	amashumi tens	imivo ones
		
1 0 0	7 0	6

Singasebenzisa noonotsheluza ukubonisa amanani amivo mi-3. Jonga indlela esibonisa ngayo inani i-176.

We can use flard cards to show 3-digit numbers. Look at how to show the number 176.

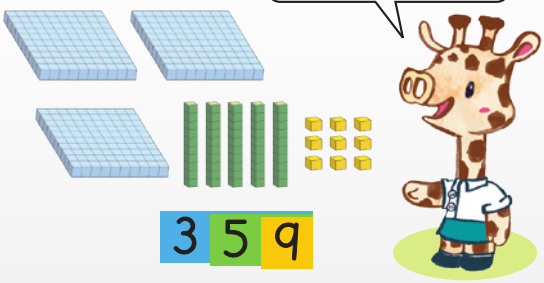
H	T	O
1	7	6
100 + 70 + 6 = 176		

1 Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

421	115	297
426	352	283

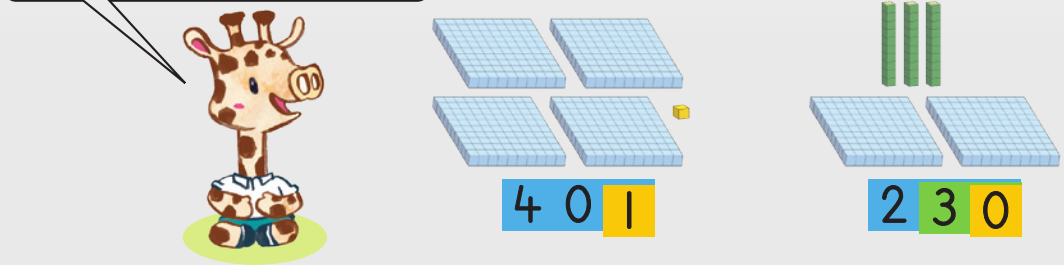
Wenza ngolu hlobo! Bonisa ama-359.

This is how you do it! Show 359.



Bonisa ama-401 nama-230. Uqaphele ooziro kwindawo yama-10 neyemivo.

Show 401 and 230. Look out for zeros in the 10s and 1s place.



2 Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

101	250	405	208	360	500

Amanani ukuya kuma-500

3 Bhala inani.

Write the number.

5 1 0 0 2 0 H T O 1 2 5 100 + 20 + 5 = 125	2 0 0 8 9 0 H T O 2 9 8 200 + 90 + 8 = 298	7 0 4 0 0 2 H T O 4 7 2 400 + 70 + 2 = 472
2 0 0 5 H T O 2 0 5 200 + 0 + 5 = 205	4 1 0 0 H T O 1 0 4 100 + 0 + 4 = 104	8 2 0 0 H T O 2 0 8 200 + 0 + 8 = 208
1 0 1 0 0 H T O 1 1 0 100 + 10 + 0 = 110	6 0 3 0 0 H T O 3 6 0 300 + 60 + 0 = 360	4 0 0 9 0 H T O 4 9 0 400 + 90 + 0 = 490

4 Biyela amanani athi xa edityanisiwe enze inani elingasentla.

Circle the numbers that add up to the number at the top.

2 3 1 300 200 30 20 2 1	4 2 5 5 40 20 4 500 400	2 7 0 20 7 2 70 200 700
3 1 5 100 300 50 30 10 5	1 0 6 60 100 6 0 10 1	4 0 3 300 400 30 40 10 3
2 6 1 600 200 20 60 1 2	3 9 5 50 90 900 500 300 5	2 0 7 200 70 2 20 7 700

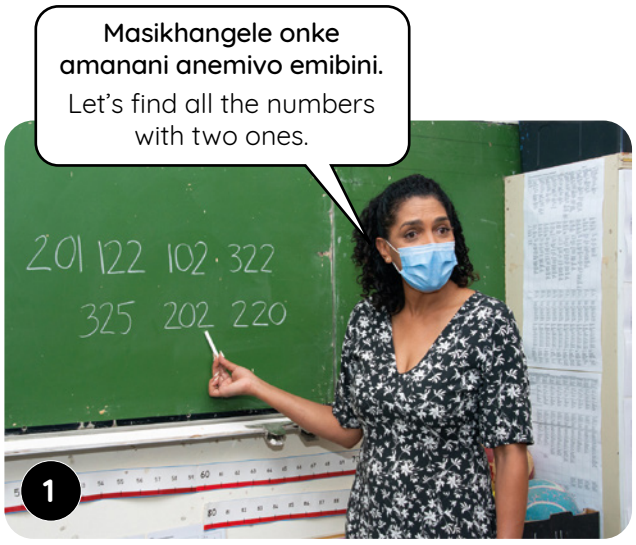
More numbers up to 500

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Zinike ixesha lokuxoxa ngawo onke amanani akumsebenzi wokuqala. Mingaphi imivo ekhoyo? Qinisekisa ukuba abafundi bayakwazi ukusebenzisa itheyibhile yexabiso lendawo.

Take time to discuss all the numbers in the first activity. How many 1s are there? Make sure learners know how to use the place value table.

Bakhuthaze abafundi basebenzise itheyibhile yexabiso lendawo ukuze kube lula ukuchonga ama-100, ama-10 nemivo kwinani elinikiweyo. Banike ixesha elaneleyo lokusebenza kunye ngemizekelo phambi kokuba umntu ngamnye asebenze yedwa.

Encourage learners to use a place value table to make it easier to identify the 100s, 10s and 1s in a given number. Allow ample opportunities for learners to work through examples together before moving on to the independent work.

Amanye amanani ukuya kuma-500

IVEKI • WEEK 2

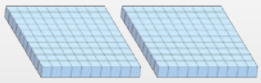
USUKU 4 • DAY 4

Amanye amanani ukuya kuma-500

More numbers up to 500

IZIBALO ZENTLOKO — MENTAL MATHS: DIBANISA UZE UTHABATHE IZIPHINDWA ZE-10 — ADD AND SUBTRACT MULTIPLES OF 10 → UMDLALO — GAME → UPHUHLISO LWENGQIQO — CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA — WORKSHEETS

Awekho ama-10.
Indawo ithathwa nguziro.
There are no 10s. Zero holds the place.

amakhulu hundreds	amashumi tens	imivo ones
		
2	0	1
200 + 0 + 1 = 201		

imivo eli-10 = ishumi eli-1
10 ones = 1 ten

amashumi ali-10 = ikhulu eli-1
10 tens = 1 hundred

amakhulu amabini anaye
two hundred and one

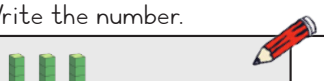
1 Bonisa inani ngeebloko zesiseko se-10.

Show the number using base 10 blocks.

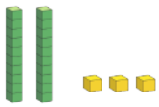
305	220	355	409	184	506

2 Bhala inani.

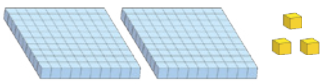
Write the number.



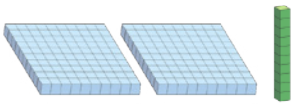
H	T	O
0	3	2
0 + 30 + 2 = 32		



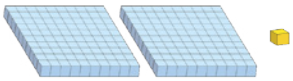
H	T	O
0	2	3
0+20+3 = 23		



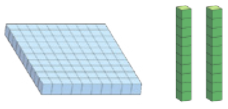
H	T	O
2	0	3
200+0+3 = 203		



H	T	O
2	1	0
200 + 10 +0 = 210		



H	T	O
2	0	1
200+0+1 = 201		

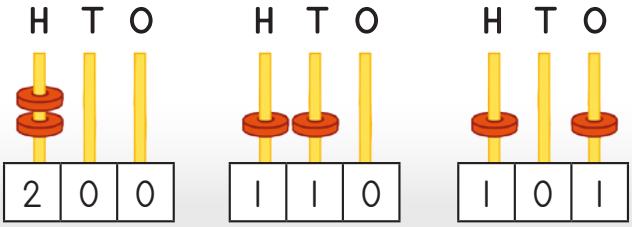


H	T	O
1	2	0
100+20+0 = 120		

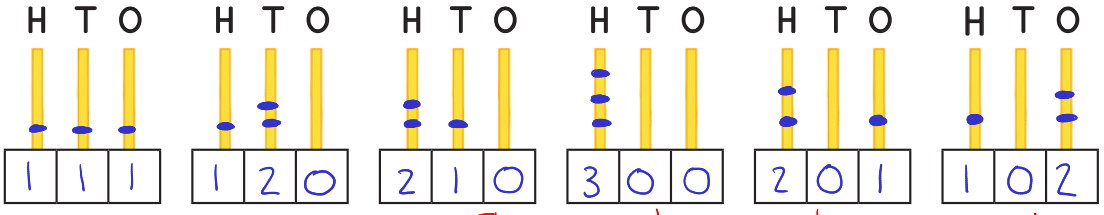
More numbers up to 500

3 Biyela ngesangqa amanani achanekileyo kumgca ngamnye.
Circle the suitable numbers in each row.

Kukho amakhulu amathathu. There are three hundreds.	130	(310)	403	103	(318)	133	(301)
Akukho makhulu. There are zero hundreds.	500	100	(80)	(99)	401	(75)	109
Ayikho imivo. There are zero ones.	301	(400)	(410)	(320)	(20)	101	202
Kukho umvo omnye. There is one one.	(101)	(11)	110	100	(1)	(111)	112
Awekho amashumi. There are zero tens.	(400)	410	(301)	(205)	210	10	(101)
Kukho amakhulu ama-2 nemivo emi-2. There are 2 hundreds and 2 ones.	122	(202)	422	(292)	422	(252)	(212)



4 Ngawaphi amanani amivo mi-3 anokwenziwa ngeeringi ezi-3? Zoba uze ubhale inani.
Which 3-digit numbers can you make using 3 rings? Draw and write the number.



5 Dibanisa okanye thabatha.
These numbers may be in any order
Add or subtract.

427 + 7 = 434	217 + 10 = 227	232 – 11 = 221
335 – 6 = 329	337 – 27 = 310	346 + 9 = 355

IVEKI • WEEK 2

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ama-100, ama-10 nemivo	100s, 10s and 1s
ixabiso lendawo	place value
i-10 yimivo eli-10.	10 is ten 1s.
i-100 ngama-10 alishumi.	100 is ten 10s.
Ama-295 ngama-100 amabini, ama-10 asithoba nemivo emihlanu.	295 is two 100s, nine 10s and five 1s.
Iziphindwa ze-10 li-10, ama-20, ama-30 …	Multiples of 10 are 10, 20, 30 …

1 Bonisa ngeebloko zesiseko se-10 noonotsheluza.
Show with base 10-blocks and flard cards.

133	331	313	205
250	400	490	409

Qwalasela ixabiso lendawo lenani ngalinye kwinani elinikiweyo. Qinisekisa ukuba uthatha inani elichanekileyo lama-100, lama-10 nelemivo. Sebenzani ngababini.

Look carefully at the place value of each digit in the number. Make sure you put out the correct number of 100s, 10s and 1s. Work in pairs!

2 Heshthegi ama-10!
Hashtag 10s!

	70	
160	170	180
	210	

	220	
310	320	330
	420	

	340	
430	440	450
	540	

	60	
150	160	170
	260	

	180	
270	280	290
	380	

	290	
380	390	400
	490	

	30	
120	130	140
	230	

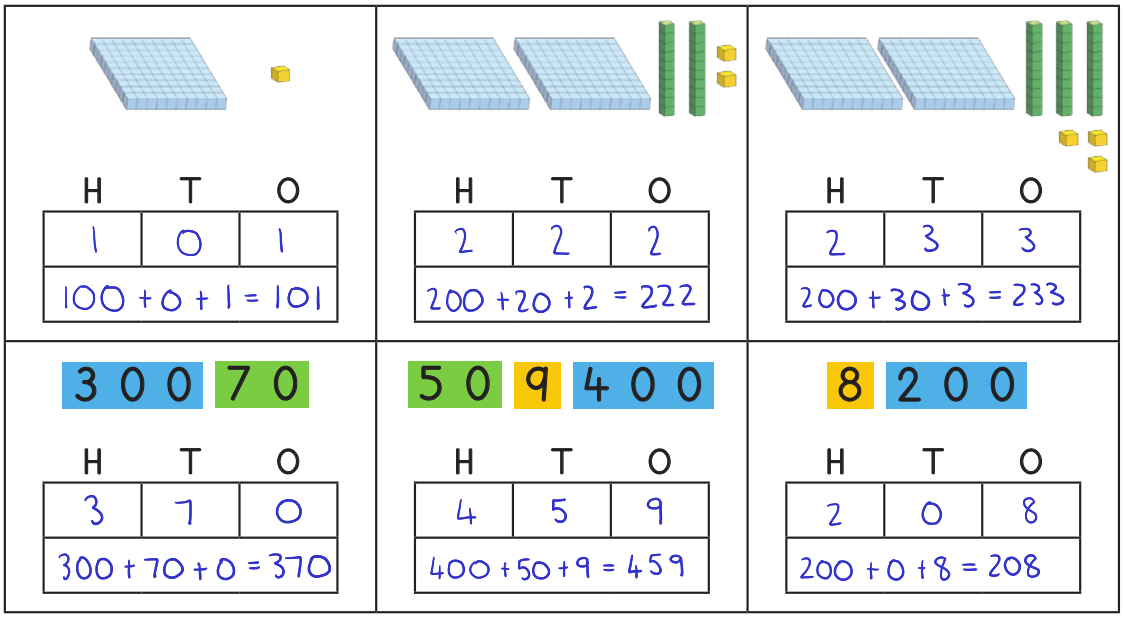
	120	
210	220	230
	320	

	260	
350	360	370
	460	

Assessment and consolidation

3 Bhala inani.

Write the number.



H	T	O
1	0	1

100 + 0 + 1 = 101

H	T	O
2	2	2

200 + 20 + 2 = 222

H	T	O
2	3	3

200 + 30 + 3 = 233

300 70

H	T	O
3	7	0

300 + 70 + 0 = 370

500 9 400

H	T	O
4	5	9

400 + 50 + 9 = 459

8 200

H	T	O
2	0	8

200 + 0 + 8 = 208

4 Gqibezela iipatheni ze-10.

Complete the patterns of 10.

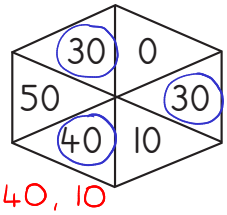
220, 230, 240, 250, 260, 270, 280, 290

340, 330, 320, 310, 300, 290, 280, 270

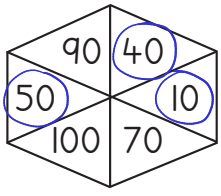
380, 390, 400, 410, 420, 430, 440, 450

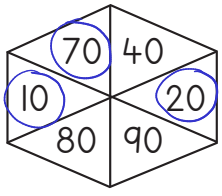
5 Biyela kwimilo nganye amanani ama-3 athi xa edityanisiwe enze i-100.

Circle 3 numbers that add up to 100 in each shape.



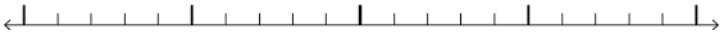
50, 40, 10 also correct





Ukuthelekisa nokucwangcisa amanani ukuya kuma-500

	Izixhobo
Izibalo zentloko: Ndibonise inani!	oonotsheluza (bootitshala nabafundi)
Umdlalo: Mangaphi ama-10? Mingaphi imivo?	oonotsheluza

Usuku	**Umsebenzi wesifundo**	**Izixhobo zezifundo**
1	Ukulandelelanisa nokuthelekisa amanani	iLAB, umgcamanani ongenanto
2	Ukuthelekisa nokucwangcisa amanani	iLAB, iibloko zesiseko se-10
3	Ubhalo olwandisiweyo nama-100	iLAB, iibloko zesiseko se-10, oonotsheluza
4	Ukudibanisa nokuthabatha iziphindwa ze-10	iLAB, iibloko zesiseko se-10
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

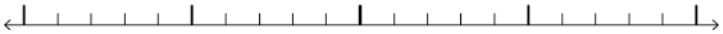
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lwabo lwexabiso lendawo ukuze bathelekise amanani ukuya kuma-500.	
ukusebenza ngokukhululekileyo ngamanani ukuya kuma-500.	
ukuthetha ngama-100, ama-10 nemivo kumanani ukuya kuma-500.	
ukubhala amanani besebenzisa ubhalo olwandisiweyo kuma-100, ama-10 nakwimivo.	
ukusebenza ngeziphindwa ze-10.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukuthelekisa nokucwangcisa amanani

Comparing and ordering numbers up to 500

	Resources
Mental Maths: Show me a number!	flard cards (teacher and learner)
Game: How many 10s? How many 1s?	flard cards

Day	Lesson activity	Lesson resources
1	Sequencing and comparing numbers	LAB, blank number line
2	Comparing and ordering numbers	LAB, base 10 blocks
3	Expanded notation with 100s	LAB, base 10 blocks, flard cards
4	Addition and subtraction of multiples of 10	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
apply their understanding of place value to compare numbers up to 500.	
work comfortably with numbers up to 500.	
speak about 100s, 10s and 1s in numbers up to 500.	
write numbers using expanded notation in 100s, 10s and 1s.	
work with multiples of 10.	

Assessment (see back pages of this guide)

Written assessment: Comparing and ordering numbers

Ukuthelekisa nokucwangcisa amanani ukuya kuma-500

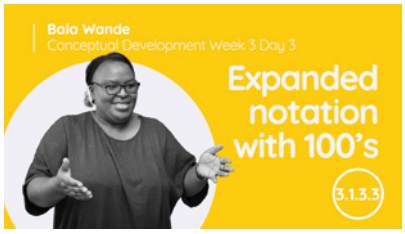
Izibalo zentloko

Kule veki sigxila ekuchongeni ama-100, 10 nemivo kumanani amivo mithathu. Utitshala uza kubonisa abafundi ama-100, 10 nemivo ngoonotsheluza, baze abafundi babize elo nani. Kungenjalo, utitshala uza kukhwaza inani aze ayalele abafundi baveze elo nani besebenzisa oonotsheluza babo.

Umdlalo

Kulo mdlalo abafundi bacazulula amanani amivo mibini. Kufuneka babonise kwaye bachonge ama-10 nemivo kwinani ngalinye baze babonise loo manani ngoonotsheluza. Yandisa uluhlu lwamanani lube ngamanani amivo mi-3 xa abafundi bedlala ngobuchule ngamanani amivo mi-2.

Uphuhliso lwengqiqo



Kule veki sigxila ekuthelekiseni nasekucwangciseni amanani ukuya kuma-500. Siza kusebenza ngamanani ukuya kuma-500 sidlulela ngaphaya kwe-100, ebelifundiswe kule veki iphelileyo. Siza kujolisa koku:

- kulwalamano phakathi kwemivo, ama-10 nama-100 ngeli xa sisebenza nemiboniso yamanani eyahlukeneyo.
- ukulandelelanisa nokuthelekisa amanani kumgcamanani nakwezinye iimeko.
- ukubhala amanani amivo mi-3 besebenzisa ama-100, ama-10 nemivo kubhalo olwandisiweyo nokudibanisa iziphindwa ze-10.
- ukusebenza ngeziphindwa ze-10.

Into emayiqatshelwe kule veki

- Qhubeka nokuqwalasela abafundi ukuze uqaphele ukuba bayalubethelela ulwazi lwabo lwexabiso lendawo kumanani afika kuma-500, abandakanya ama-100, ama-10 nemivo.
- Kule veki kusetyenziswa imigcamanani ukuthelekisa amanani nokubonisa iziphindwa ze-10. Qinisekisa ukuba abafundi bayakwazi ukubeka amanani, ukuya phambili nokubuya umva kumgcamanani.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **imivo**, **ama-10**, **ama-100**, **ixabiso lendawo**, **inkulu kuna-**, **incinci kuna-**, **ingaphezulu kuna-**, **ingaphantsi kuna-**, **ayalingana**, **lelona likhulu**, **lelona lincinci.**

Comparing and ordering numbers up to 500

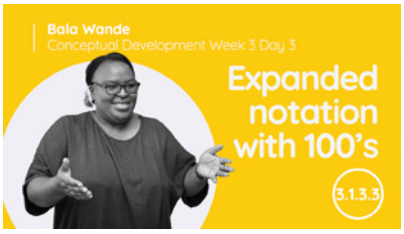
Mental Maths

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using flard cards, and the learners will call out the number. Alternatively, call out a number and tell learners to show it using their flard cards.

Game

In this game, learners deconstruct 2-digit numbers. They must show and identify the 10s and 1s in each number and represent the numbers using the flard cards. Extend the number range to 3-digit numbers when learners are playing fluently with 2-digit numbers.

Concept development



This week we focus on comparing and ordering numbers up to 500. We will work with numbers up to 500 going beyond the number 100 which was introduced in the previous week. We will focus on:

- the relationship between 1s, 10s and 100s while working with various representations of numbers.
- sequencing and comparing numbers on number lines and in other contexts.
- writing 3-digit numbers using 100s, 10s and 1s in expanded notation and adding multiples of 10.
- working with multiples of 10.

What to look out for this week

- Continue observing learners closely to see that they are consolidating their knowledge and understanding of place value in numbers up to 500, involving 100s, 10s and 1s.
- Number lines are used this week to compare numbers and show multiples of 10. Make sure that learners know how to place numbers correctly and move forwards and backwards on a number line.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **1s**, **10s**, **100s**, **place value**, **bigger/greater than**, **smaller than**, **more than**, **less than**, **equal to**, **biggest/greatest**, **smallest**.

Ukulandelelanisa nokuthelekisa amanani

IZIBALO ZENTLOKO (MENTAL MATHS) — NDIBONISE INANI (OONOTSHELUZA) (SHOW ME A NUMBER (FLARD CARDS)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

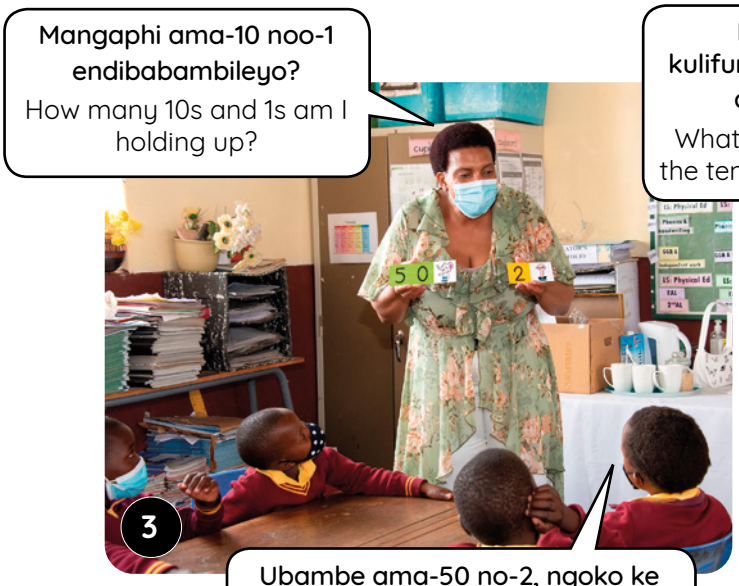
IZIBALO ZENTLOKO | MENTAL MATHS

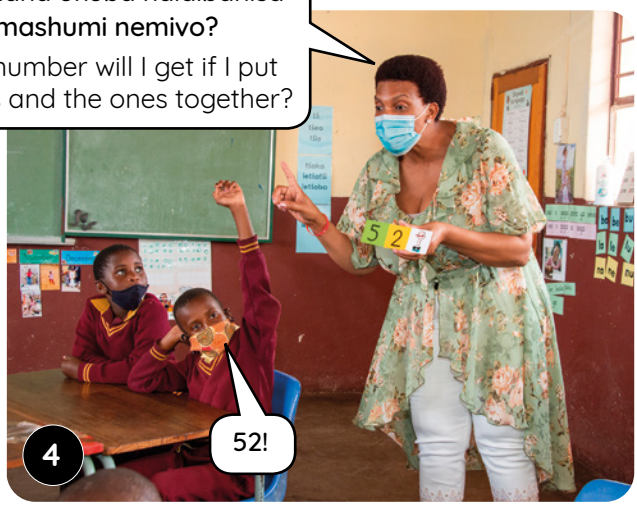
Sebenzisa oonotsheluza ekwakheni amanani nasekuthetheni ngama-10 nemivo (oono-1).

Use flard cards to make numbers and to talk about 10s and 1s.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.





Sequencing and comparing numbers

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

43 + 36 = _____

35 + 44 = _____

61 + 24 = _____

18 + 51 = _____

52 + 34 = _____

65 – 14 = _____

95 – 61 = _____

39 – 27 = _____

87 – 54 = _____

55 – 11 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

71 + 22 = _____

14 + 85 = _____

37 + 32 = _____

52 + 43 = _____

22 + 52 = _____

96 – 65 = _____

39 – 16 = _____

48 – 36 = _____

83 – 52 = _____

75 – 44 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

43 + 32 = _____

18 + 71 = _____

62 + 25 = _____

54 + 33 = _____

71 + 18 = _____

85 – 41 = _____

35 – 23 = _____

59 – 37 = _____

87 – 54 = _____

96 – 60 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

61 + 26 = _____

24 + 45 = _____

37 + 32 = _____

12 + 73 = _____

54 + 41 = _____

95 – 61 = _____

79 – 27 = _____

39 – 25 = _____

56 – 44 = _____

82 – 61 = _____

Ukulandelelanisa nokuthelekisa amanani

IZIBALO ZENTLOKO
MENTAL MATHS

NDIBONISE INANI (OONOTSHELUZA)
SHOW ME A NUMBER (FLARD CARDS)

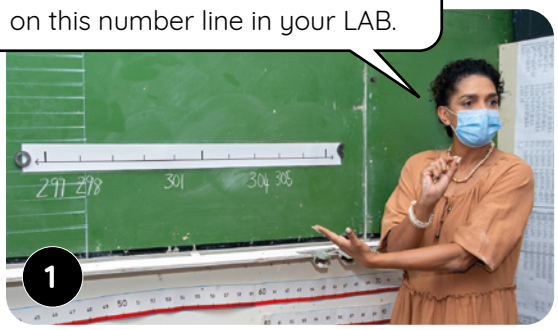
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

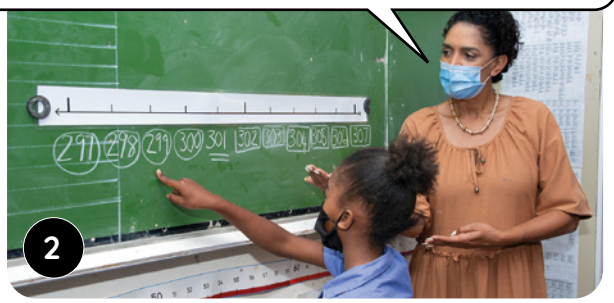
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bhala iileyibhile zamanani akumgcamanani kwiLAB yakho.
Write the labels for all the numbers on this number line in your LAB.



1

Biyela ngesangqa amanani angaphantsi kwama-301 uze ubiyele amanani amakhulu ngerekthengile.
Circle the numbers less than 301 and draw a rectangle around the bigger numbers.

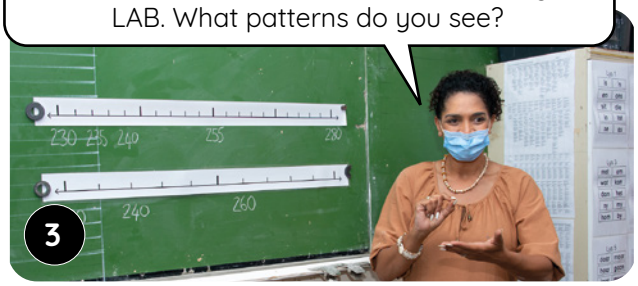


2

Xoxani ngendlela amanani aye ekhula ngayo xa usiya ngasekunene, aze anciphe ngokuncipha xa usiya ngasekhohlo. Nika abafundi ithuba lokuchonga amanani amakhulu namancinci kunama-301. Phinda oku ngamanye amanani akumgcamanani (umzekelo, 234-244, 100-209, 458-468).

Discuss the way numbers get bigger on a number line when you go to the right, and smaller when you go to the left. Let learners identify the numbers bigger and smaller than 301. Repeat with other numbers on the number line (for example, 234-244; 199-209, 458-468).

Bhala iileyibhile zale migcamanani kwiLAB yakho. Zeziphi iipatheni ozibonayo?
Write the labels for these number lines in your LAB. What patterns do you see?



3

Iphawulwe ngama-10 nangezi-5.
They are labelled in 10s and in 5s.


4

Leliphi inani eliza emva kwama-250 ileliphi inani eliza phambi kwama-280?
What number comes after 250 and what number comes before 280?

5

Ama-255 aza phambi kwama-250.
255 comes after 250.

Ama-270 aza phambi kwama-280.
270 comes before 280.

Abafundi kufuneka bafumane amathuba aliqela okuziqhelisa ulandelelwaniso nothelekiso lwamanani akuluhlu oluphezulu ukuya kuma-500. Nika abafundi amathuba aliqela okuphawula nokuthelekisa imigcamanani uze ubakhuthaze bathethe ngezinto abazisebenzisayo xa bethelekisa amanani.

Learners need a lot of practice with sequencing and comparing numbers in the higher number range to 500. Provide multiple opportunities for them to label and compare number lines and encourage them to talk about what they use to compare the numbers.

Sequencing and comparing numbers

IVEKI • WEEK 3

USUKU 1 • DAY 1

Ukulandelelanisa nokuthelekisa amanani
Sequencing and comparing numbers

IZIBALO ZENTLOKO – MENTAL MATHS → NDIBONISE INANI (OONOTSHELUZA) – SHOW ME A NUMBER (FLARD CARDS) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Umdlalo: Mangaphi ama-10? Mingaphi imivo?
Game: How many 10s? How many 1s?

- Veza inani usebenzise oonotsheluza manani.
  Show the number using your flard cards.
- Mangaphi ama-10? Mingaphi imivo?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?
- Khawuzame ngama-100, ama-10 nemivo.
  Try it with 100s, 10s and 1s.

1 Gqibezela ukufakela amanani kwimigcamanani.
Complete the numbering of the number lines.

297 298 299 300 301 302 303 304 305 306 307

230 235 240 245 250 255 260 265 270 275 280

2 Kumgca ngamnye biyela ngesangqa elona nani lincinci uze ubiyele ngerekthengile elona nani likhulu.
In each row, draw a circle around the smallest number and a rectangle around the biggest one.

165	38	59	132	209	170	62
83	114	162	58	91	136	108
148	161	94	138	183	115	149
190	172	128	176	118	127	104
82	103	64	152	37	117	135
167	127	119	191	146	163	185

Ukulandelelanisa nokuthelekisa amanani

3 Fakela amanani ugqibezele le migcamanani.
Complete the numbering of the number lines.

291 292 293 294 295 296 297 298 299 300 301

105 110 115 120 125 130 135 140 145 150 155

350 351 352 353 354 355 356 357 358 359 360

220 230 240 250 260 270 280 290 300 310 320

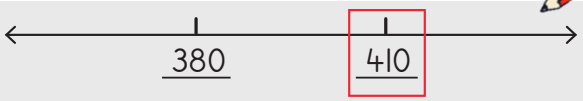
412 413 414 415 416 417 418 419 420 421 422

370 380 390 400 410 420 430 440 450 460 470

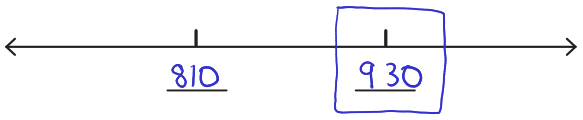
285 290 295 300 305 310 315 320 325 330 335

4 Leliphi inani elikhulu? Libonise kumgcamanani.
Which number is bigger? Show it on the number line.

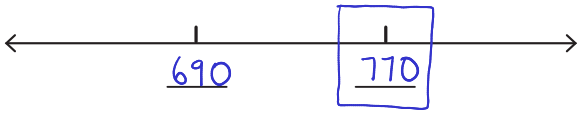
410 okanye or 380



810 okanye or 930



770 okanye or 690



5 Landelelanisa amanani uqale ngelona lincinci uye kwelona likhulu.
Write these numbers in order from smallest to biggest.

305, 350, 335	305, 335, 350	480, 88, 189	88, 189, 480
209, 219, 129	129, 209, 219	89, 98, 88	88, 89, 98

Comparing and ordering numbers

IZIBALO ZENTLOKO
MENTAL MATHS

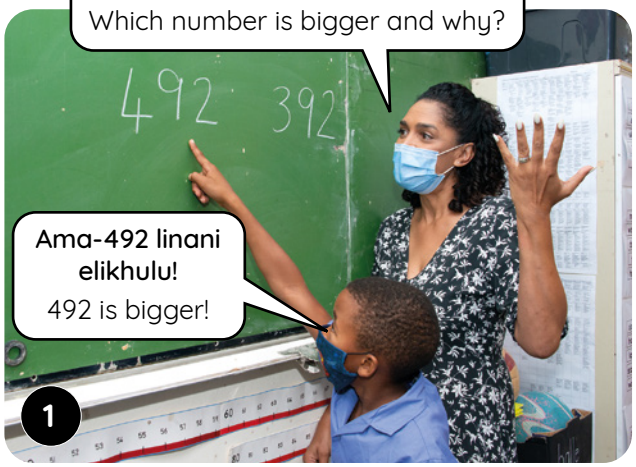
NDIBONISE INANI (OONOTSHELUZA)
SHOW ME A NUMBER (FLARD CARDS)

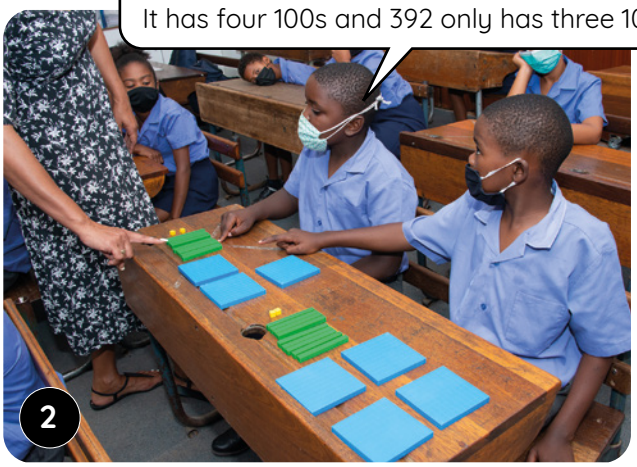
→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT

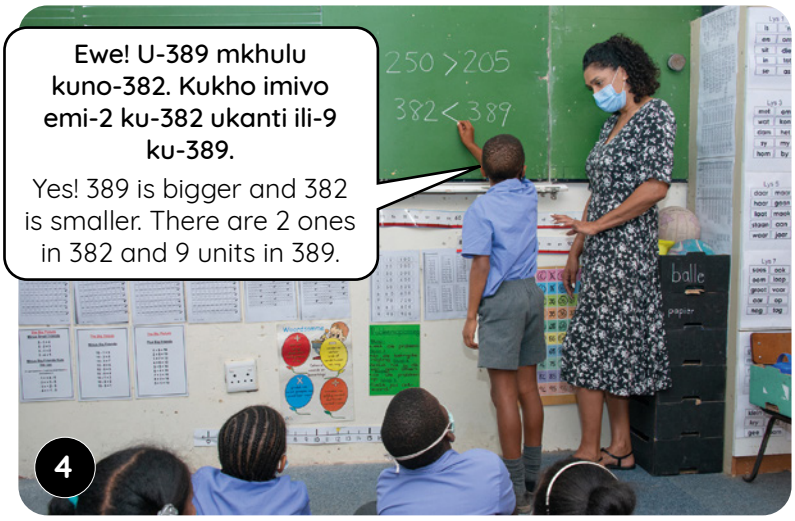
→ **UMDLALO**
GAME

→ **AMAPHEPHA OKUSEBENZELA**
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







Nika abafundi amathuba aliqela okuthelekisa nokucwangcisa amanani akuluhlu olufikelela kuma-500. Bakhuthaze ukuba bathethe ngothelekiso phakathi kwama-100, ama-10 nemivo ngeli xa besenza njalo.

Provide multiple opportunities for learners to compare and order numbers in the range up to 500. Encourage them to talk about the comparisons between 100s, 10s and 1s as they do so.

IVEKI • WEEK 3

USUKU 2 • DAY 2

Ukuthelekisa nokucwangcisa amanani
Comparing and ordering numbers

IZIBALO ZENTLOKO – MENTAL MATHS → NDIBONISE INANI (OONOTSHELUZA) – SHOW ME A NUMBER (FLARD CARDS) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1

	100	10	1
379	3	7	9
101	1	0	1
290	2	9	0
38	0	3	8
493	4	9	3
70	0	7	0
405	4	0	5
211	2	1	1
300	3	0	0

Bonisa la manani ngeebloko zesiseko se-10. Mangaphi ama-100, ama-10 nemivo?

Show these numbers with base 10 blocks. How many 100s, 10s and 1s?

2 Fakela iimpawu ezichanekileyo.

Fill in the correct signs.

> likhulu kuna- greater than	< lincinci kuna- less than	= ayalingana equal to
100 > 90	380 = 380	31 < 44
101 < 110	430 > 423	46 < 360
398 = 398	253 > 252	375 > 357
411 > 390	156 < 266	500 = 500
257 > 157	180 < 210	478 > 200

Comparing and ordering numbers

3 Bala ngemivo. Leliphi inani eliza phambi okanye emva kwala?
Count in 1s. Which number comes before and after?

239	240	241
122	123	124
448	449	450
401	402	403
416	417	418
151	152	153
295	296	297
404	405	406
218	219	220
349	350	351
118	119	120
451	452	453
390	391	392
476	477	478
374	375	376
395	396	397
311	312	313
475	476	477
107	108	109
213	214	215
478	479	480

4 Bhala amanani uqale ngelona likhulu uye kwelona lincinci.
Write in order from biggest to smallest.

434, 444, 344	444, 434, 344
77, 78, 87	87, 78, 77
333, 404, 440	440, 404, 333
289, 298, 288	298, 289, 288
180, 280, 99	280, 180, 99

Ubhalo olwandisiweyo olunama-100

IZIBALO ZENTLOKO
MENTAL MATHS

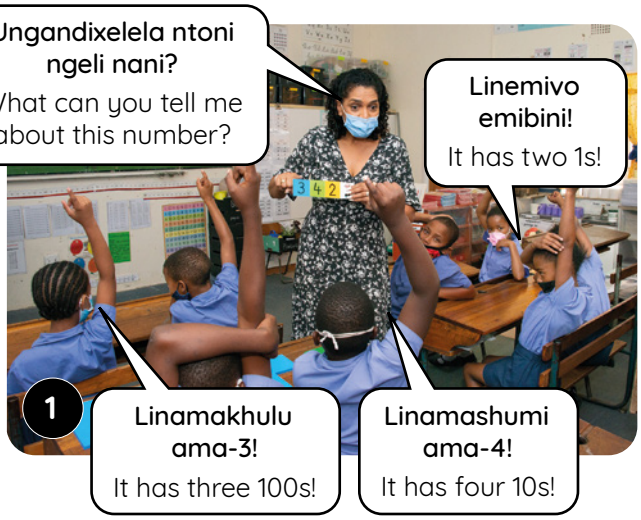
NDIBONISE INANI (OONOTSHELUZA)
SHOW ME A NUMBER (FLARD CARDS)

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

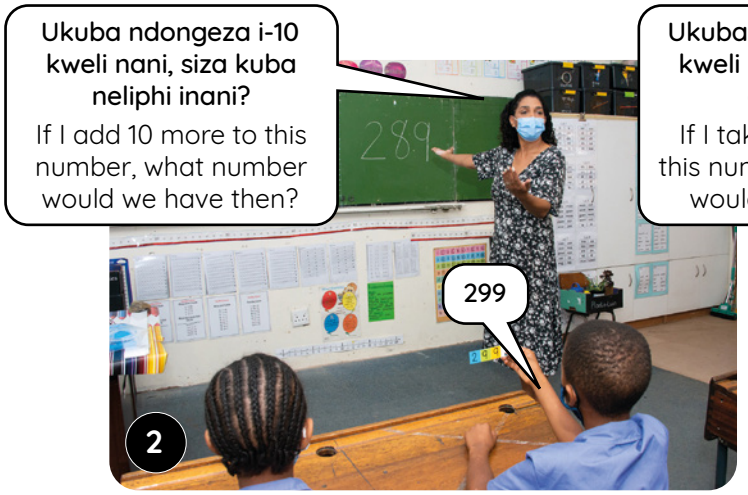
AMAPHEPHA OKUSEBENZELA
WORKSHEETS

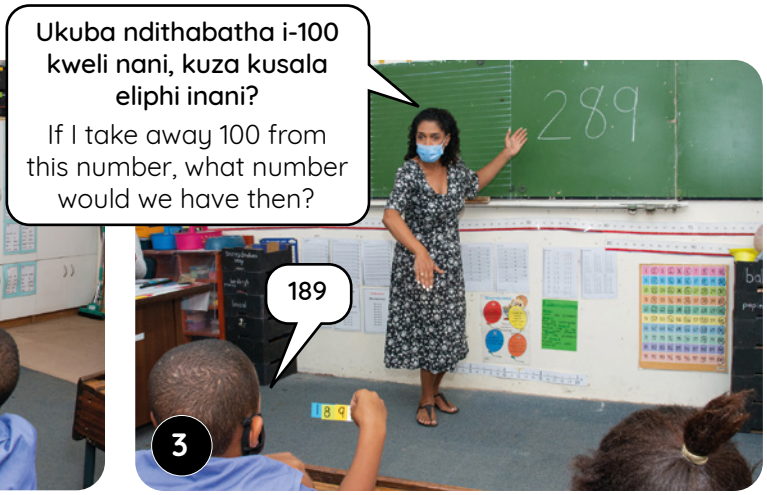
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

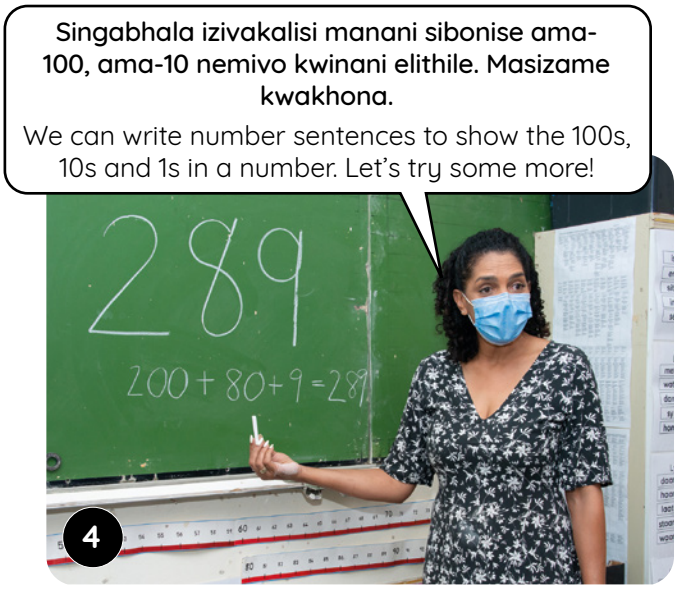


Biza amanani aliqela amivo mithathu uze ucele abafundi bawabonise ngeebloko zesiseko se-10 nangoonotsheluza. Nika abafundi ithuba lokuthetha ngamanani ngokwama-100, ama-10 nangemivo. Sebenzisa amanani anoziro kwindawo yama-10 neyemivo.

Call out several three-digit numbers and ask learners to show them with base 10 blocks and flard cards. Give learners opportunities to speak about the numbers in terms of 100s, 10s and 1s. Include numbers with zero in the 10s and 1s places.







Ixabiso lendawo lingabhida ngenxa yoko kufuneka abafundi bafumane amathuba okuthetha ngabakuqondayo ngalo baze basebenze ngalo. Ukubhala amanani ngobalo olwandisiweyo kuxhasa ulwazi lwabo lwama-100, ama-10 nemivo. Bakhuthaze abafundi banike izizathu ngeempendulo zabo.

Place value can be confusing so learners need many opportunities to verbalise their understanding of it and work with it. Writing numbers in expanded notation supports their knowledge of 100s, 10s and 1s in numbers. Encourage learners to give reasons for their answers.

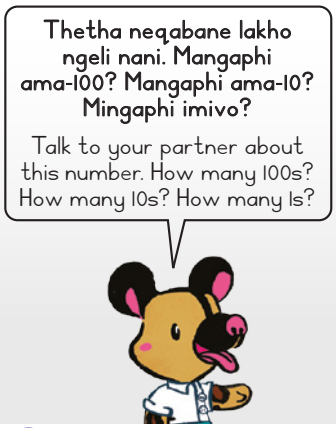
Expanded notation with 100s

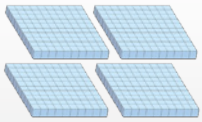
IVEKI • WEEK 3

USUKU 3 • DAY 3

Ubhalo olwandisiweyo nama-100
Expanded notation with 100s

IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (OONOTSHELUZA) (SHOW ME A NUMBER (FLARD CARDS)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)



amakhulu hundreds	amashumi tens	imivo ones
		
4	5	9

4 5 9

400 + 50 + 9 = 459

1 Bhala izivakalisi manani.

Write the number sentences.

2 6 8 200 + 60 + 8 = 268	3 8 6 300 + 80 + 6 = 386	1 5 3 100 + 50 + 3 = 153
4 7 1 400 + 70 + 1 = 471	2 9 5 200 + 90 + 5 = 295	3 6 9 300 + 60 + 9 = 369

2

	Mangaphi ama-100? How many 100s?	Mangaphi ama-10? How many 10s?	Mingaphi imivo? How many 1s?
358	3	5	8
205	2	0	5
394	3	9	4
174	1	7	4
437	4	3	7
291	2	9	1
460	4	6	0
186	1	8	6

26

Ubhalo olwandisiweyo olunama-100

3 Biyela ngesangqa elona nani likhulu.
Circle the biggest number.

309	400	299
18	81	88
53	31	35

4 Biyela ngesangqa elona nani lincinci.
Circle the smallest number.

301	210	201
433	334	339
172	177	127

5 Mangaphi ama-10? Mingaphi imivo? Bhala isivakalisi manani negama lenani.
How many 10s? How many 1s? Write the number sentence and the number name.

Thelekisa amanani usebenzise iibloko zesiseko se-10 ukuba ukwenza njalo kuyakunceda ubone umahluko.
Use your base 10 blocks to compare numbers if it helps you see the difference.

127 = 100 + 20 + 7	ikhulu elinamashumi amabini anesixhenxe one hundred and twenty seven
203 = 200 + 0 + 3	two hundred and three
352 = 300 + 50 + 2	three hundred and fifty-two
450 = 400 + 50 + 0	four hundred and fifty
146 = 100 + 40 + 6	one hundred and forty-six
299 = 200 + 90 + 9	two hundred and ninety-nine

Addition and subtraction of multiples of 10

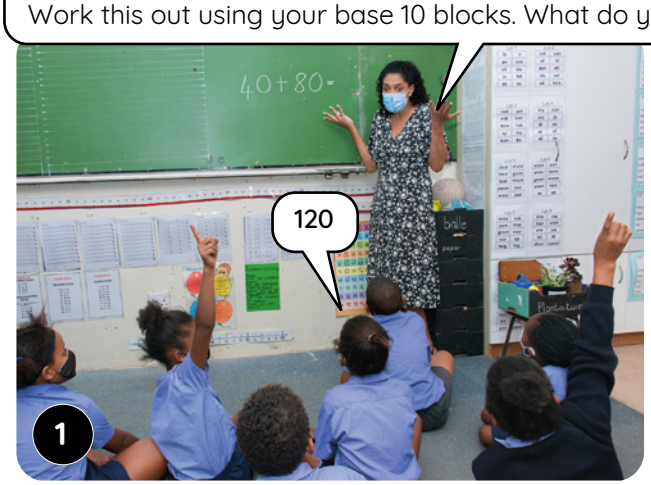
IZIBALO ZENTLOKO
MENTAL MATHS

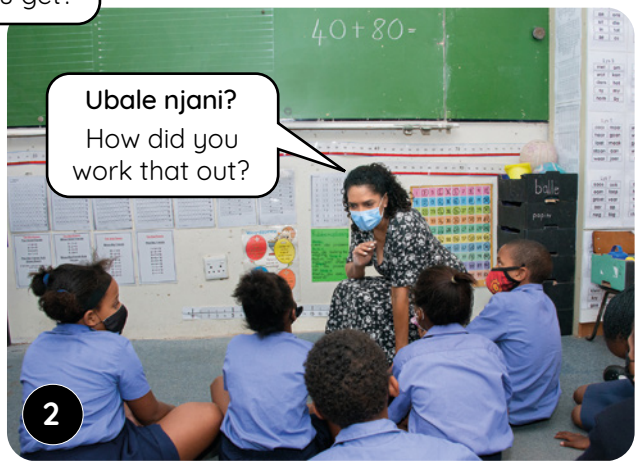
NDIBONISE INANI (OONOTSHELUZA)
SHOW ME A NUMBER (FLARD CARDS)

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bala usebenzise iibloko zesiseko se-10. Ufumana ntoni?
Work this out using your base 10 blocks. What do you get?





Ndibeke iibloko zamashumi ama-4 nezamashumi asi-8. Ndifumene iibloko zamashumi ali-12 ezilingana ne-120.
I put 4 tens and 8 tens blocks. I had 12 tens blocks which is the same as 120.

Zinaphi izivakalisi manani onokuzibhala xa usebenzisa ama-40, ama-80 ne-120?
How many number sentences can you write using 40, 80 and 120?

Xa abafundi bedibanisa naxa bethabatha iziphindwa ze-10, babethelela ulwazi lwabo lwamanani nolwexabiso lendawo. Bakwafunda indlela yokusebenza ngama-10. Banike imizekelo emininzi kwaye ubakhuthaze ukuba bathethe ngento abayenzayo xa besebenza ngamanani.

When learners add and subtract multiples of 10, they consolidate their number sense and knowledge of place value. They learn how to work with 10s. Provide many examples and encourage them to talk about what they are doing when they operate on numbers.

IVEKI • WEEK 3

USUKU 4 • DAY 4

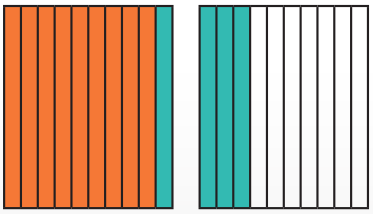
Ukudibanisa nokuthabatha iziphindwa ze-10

Addition and subtraction of multiples of 10

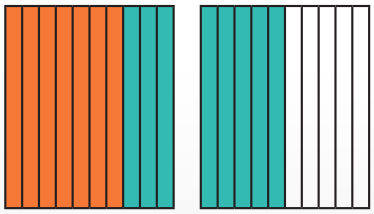
IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (OONOTSHELUZA) (SHOW ME A NUMBER (FLARD CARDS)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Qaphela ukuba sisebenza njani ngama-10. Singawelela ngaphaya kwe-100 sisebenzisa ama-10. Singabhala izivakalisi manani ezi-4!

Look at how we work with 10s. We can bridge 100 using 10s. We can write 4 number sentences!



90 + 40 = 130
130 – 40 = 90
40 + 90 = 130
130 – 90 = 40



70 + 80 = 150
150 – 80 = 70
80 + 70 = 150
150 – 70 = 80

1 Bonisa ngeebloko zesiseko se-10. Bhala izivakalisi manani.

Show with base 10 blocks. Write the number sentences.

80 + 50 = 130 130 – 50 = 80 50 + 80 = 130 130 – 80 = 50	60 + 70 = 130 130 – 70 = 60 70 + 60 = 130 130 – 60 = 70

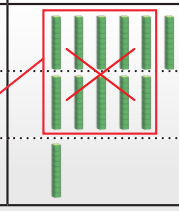
2 Dibanisa okanye thabatha.

Add or subtract.

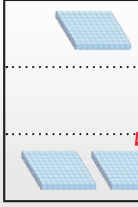
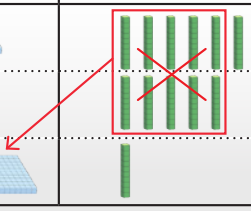
90 + 20 = 110	110 – 20 = 90	70 + 70 = 140
90 + 50 = 140	110 – 50 = 60	60 + 90 = 150
80 + 60 = 140	120 – 60 = 60	40 + 80 = 120
80 + 70 = 150	120 – 80 = 40	140 – 50 = 90
60 + 60 = 120	130 – 60 = 70	150 – 60 = 90
60 + 50 = 110	130 – 70 = 60	160 – 90 = 70

Addition and subtraction of multiples of 10

60 + 50 = 110

amakhulu hundreds	amashumi tens	imivo ones
		

160 + 50 = 210

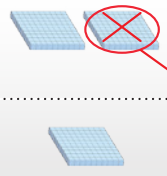
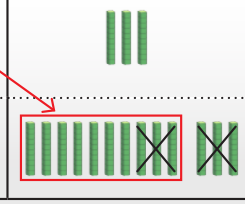
amakhulu hundreds	amashumi tens	imivo ones
		

3 Dibanisa.

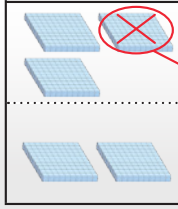
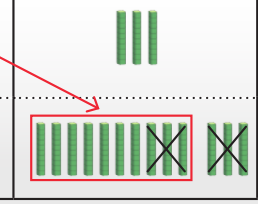
Add. Look at pattern from L to R

60 + 70 = 130	160 + 70 = 230	260 + 70 = 330
70 + 80 = 150	170 + 80 = 250	270 + 80 = 350
180 + 90 = 270	280 + 90 = 370	380 + 90 = 470

230 – 60 = 170

amakhulu hundreds	amashumi tens	imivo ones
		

330 – 60 = 270

amakhulu hundreds	amashumi tens	imivo ones
		

4 Thabatha.

Subtract.

110 – 30 = 80	210 – 30 = 180	310 – 30 = 280
170 – 80 = 90	270 – 80 = 190	370 – 80 = 290
250 – 60 = 190	350 – 60 = 290	450 – 60 = 390

IVEKI • WEEK 3

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iziphindwa ze-10	multiples of 10
thelekisa	compare
cwangcisa	order
liza phambi okanye liza emva	comes before and comes after
likhulu kuna- okanye lincinci kuna-	greater than or smaller than
elona likhulu ukuya kwelona lincinci	biggest to smallest
elona lincinci ukuya kwelona likhulu	smallest to biggest

1 Bhala izivakalisi manani.
Write the number sentences.

197 100 + 90 + 7 = 197	258 200 + 50 + 8 = 258	325 300 + 20 + 5 = 325
423 400 + 20 + 3 = 423	345 300 + 40 + 5 = 345	417 400 + 10 + 7 = 417
207 200 + 7 = 207	190 100 + 90 = 190	405 400 + 5 = 405

2 Bhala la manani uqale ngelona lincinci uye kwelona likhulu.
Write in order from smallest to biggest.

59, 50, 90	50, 59, 90	111, 110, 101	101, 110, 111
266, 246, 426	246, 266, 426	340, 430, 304	304, 340, 430
409, 194, 149	149, 194, 409	500, 409, 499	409, 499, 500

30

Assessment and consolidation

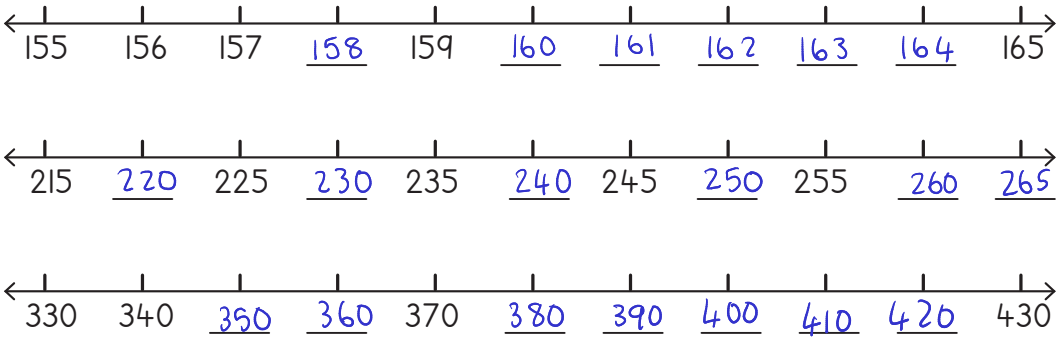
3 Bonisa amanani ngeebloko zesiseko se-10. Mangaphi ama-100, ama-10 nemivo?

Show the numbers with base 10 blocks. How many 100s, 10s and 1s?

	100	10	1
195	1	9	5
270	2	7	0
403	4	0	3
20	0	2	0
322	3	2	2

4 Fakela amanani kwimigcamanani.

Complete the numbering of the number lines.



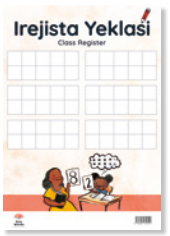
5 Dibanisa okanye thabatha.

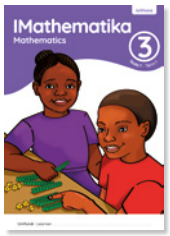
Add or subtract.

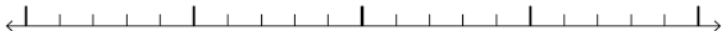
450 + 40 = 490	300 – 30 = 270	240 + 60 = 300
360 + 40 = 400	400 – 60 = 340	110 + 80 = 190
490 + 10 = 500	400 – 40 = 360	300 – 90 = 210

Ukudibanisa

	Izixhobo
Izibalo zentloko: Ndibonise inani!	iibloko zesiseko se-10 zikatitshala nezabafundi
Umdlalo: Leliphi inani?	iibloko zesiseko se-10





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa ngentloko	iLAB, iibloko zesiseko se-10
2	Ukudibanisa ngentloko okunokuweza	iLAB, iibloko zesiseko se-10
3	Ukudibanisa okudlulayo kwi-100 kusetyenziswa umgcamanani	iLAB, umgcamanani ongenanto
4	Ukudibanisa okudlulayo kwi-100 kusetyenziswa indlela yeekholam	iLAB, iibloko zesiseko se-10
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

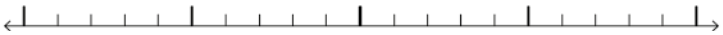
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukudibanisa amanani anomvo o-1 okanye amivo mi-2 kumanani anomvo o-1 okanye emi-2 besebenzisa iibloko zesiseko se-10 neqhinga lengqondo bengaweleli ngaphaya kweshumi.	
ukunakana ukuba umsebenzi obhaliweyo weengxaki zokudibanisa ungarekhodwa ngokusebenzisa iikholam okanye amanye amacebo.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukudibanisa

Addition

	Resources
Mental Maths: Show me a number!	teacher and learner base 10 blocks
Game: What number?	base 10 blocks



Day	Lesson activity	Lesson resources
1	Mental addition	LAB, base 10 blocks
2	Mental addition with carrying	LAB, base 10 blocks
3	Addition over 100 using a number line	LAB, blank number line
4	Addition over 100 using the column method	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add 1- or 2-digit numbers to 1- or 2-digit numbers using base 10 blocks and mental strategies, without bridging the tens.	
recognise that the written working for addition problems can be recorded using columns or other strategies.	

Assessment (see back pages of this guide)

Written assessment: Addition

Ukudibanisa

Izibalo zentloko

Kule veki sijolisa ekuchongeni ama-100, 10 nemivo kumanani amivo mi-3. Bonisa abafundi ama-100, 10 noo-1 ngokusebenzisa iibloko zesiseko se-10, uze ubayalele ukuba babize elo nani. Kungenjalo, biza inani baze abafundi balibonise ngeebloko zabo zesiseko se-10.

Umdlalo

Kule veki abafundi baza kudlala umdlalo othi Leliphi inani? besebenzisa iibloko zesiseko se-10. Umfundi omnye uza kwakha inani elimivo mi-3 aze omnye alixele. Xa bewakhile la manani, mabathethe ngamanani abawabonisileyo – mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo? Kufuneka banikane amathuba okubiza nokubonisa inani.

Uphuhliso lwengqiqo

Abafundi baza kusombulula iingxaki zokudibanisa besebenzisa iibloko zesiseko se-10 ukuze babethelele izibalo zentloko nolwazi lweengxaki ezingaweleli ngaphaya kweshumi. Banike ithuba lokuziqhelisa ukusombulua iingxaki ngokudibanisa ama-10 nemivo, babale ngokukhawuleza nangempumelelo. Siza kugxila koku:

- ukudibanisa amanani anomvo o-1 namivo mi-2 bengaweleli ngaphaya kweshumi, besebenzisa iibloko zesiseko se-10 neminye imiboniso.
- ukuqonda ukuba umsebenzi obhaliweyo weengxaki zokudibanisa ungagcinwa ngokusebenzisa iikholam namanye amacebo, kusakhelwa kumsebenzi owenziwe kwiBanga lesi-2.

Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 yimiboniso yemathematika ephathekayo neluncedo kwaye ukusetyenziswa kwazo kunceda abafundi babe nombono wezibalo eziquka ama-100, ama-10 nemivo. Bakhuthaze abafundi bathethe ngeendlela abazisebenzisa ngayo iibloko xa bedibanisa. Ukukwazi ukuthetha ngezisombululo nokuthethelela iindlela zokubala kubaluleke kakhulu kuphuhliso lolwazi lwemathematika. Abafundi kufuneka bakwazi ukudibanisa ngokukhululekileyo bengawelelanga ngaphaya kwe-10.
- Isigama esibalulekileyo: ama-**100**, **ama-10**, **imivo**, **ukudibanisa**, **ukuthabatha**, **isivakalisi manani.**

Addition

Mental Maths

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using base 10 blocks and tell them to call out the number. Alternatively, call out a number, and the learners can show it with their base 10 blocks.

Game

This week learners play the game What number? using base 10 blocks. One learner makes a 3-digit number and the other one names it. When they have built the number, let them talk about what they have shown – how many 100s? how many 10s? how many 1s? They must take turns to call and show numbers.

Concept development

Learners will solve addition problems using base 10 blocks in order to consolidate their mental maths and understanding of problems that do not bridge ten. Get them to practice solving problems by adding 10s and 1s, working quickly and efficiently. We will focus on:

- adding 1- and 2-digit numbers without bridging the tens, using base 10 blocks and other representations.
- recognising that written work for addition problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage learners to talk about how they use the blocks when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add comfortably without bridging 10.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**
-

Ukudibanisa ngentloko

IZIBALO ZENTLOKO (MENTAL MATHS) | NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

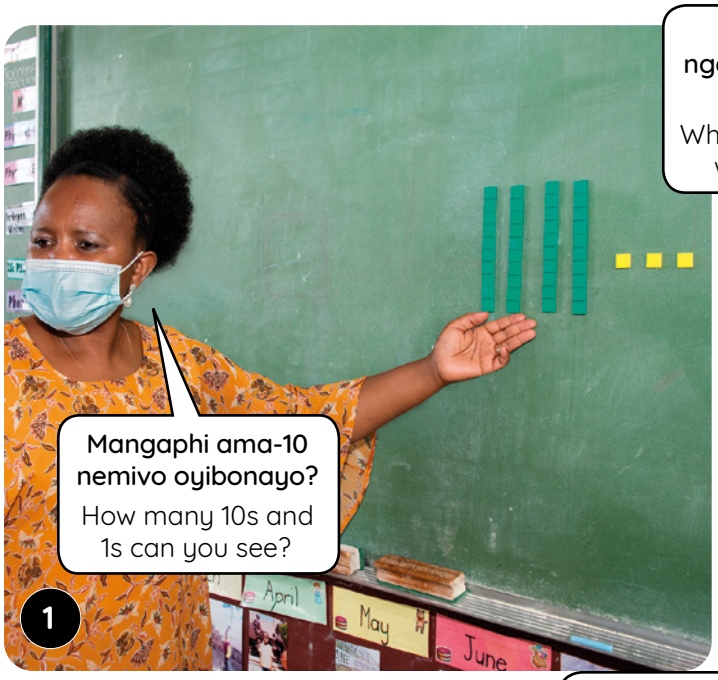
IZIBALO ZENTLOKO | MENTAL MATHS

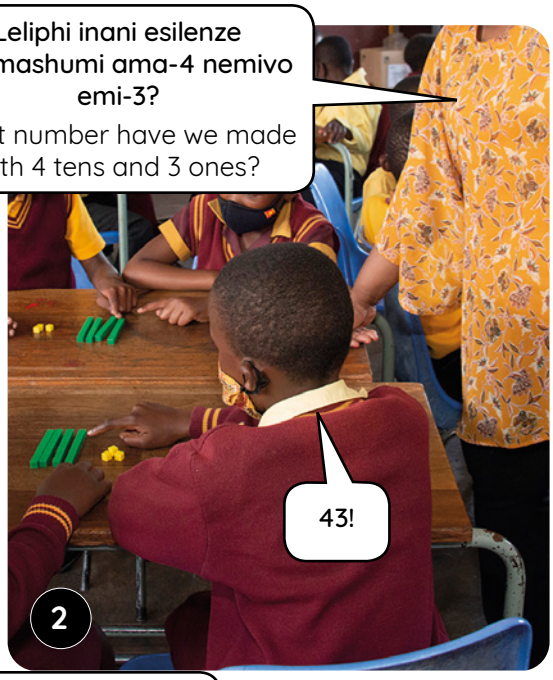
Sebenzisa iibloko zesiseko se-10 wakhe amanani, uthethe ngama-10 nemivo.

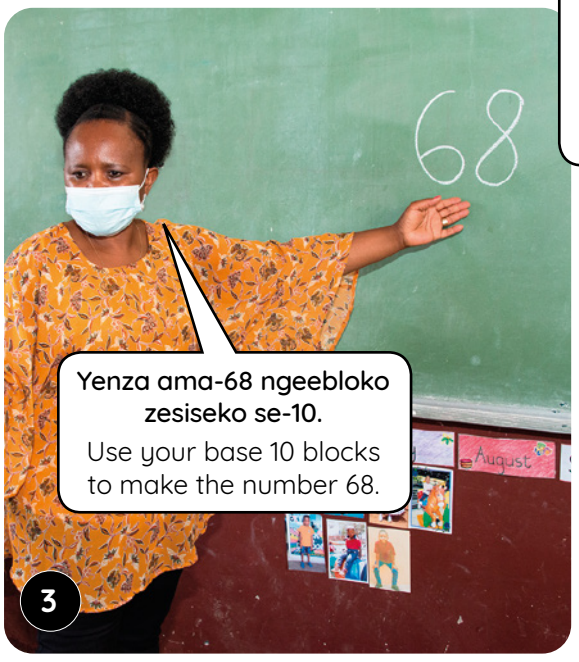
Use base 10 blocks to make numbers and to talk about 10s and 1s.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.







Mental addition

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

26 + 50 = _____

40 + 12 = _____

31 + 20 = _____

30 + 21 = _____

52 + 10 = _____

10 + 30 = _____

28 + 11 = _____

70 + 20 = _____

55 + 40 = _____

10 + 50 = _____

Usuku 2 Day 2

Dibanisa.
Add.

50 + 47 = _____

71 + 10 = _____

20 + 42 = _____

61 + 30 = _____

40 + 31 = _____

15 + 40 = _____

30 + 43 = _____

64 + 10 = _____

30 + 30 = _____

92 + 30 = _____

Usuku 3 Day 3

Dibanisa.
Add.

36 + 42 = _____

43 + 45 = _____

35 + 22 = _____

54 + 34 = _____

12 + 76 = _____

44 + 34 = _____

71 + 27 = _____

42 + 17 = _____

63 + 33 = _____

51 + 42 = _____

Usuku 4 Day 4

Dibanisa.
Add.

63 + 34 = _____

46 + 12 = _____

53 + 26 = _____

11 + 65 = _____

38 + 21 = _____

71 + 16 = _____

52 + 15 = _____

27 + 52 = _____

83 + 14 = _____

21 + 66 = _____

Ukudibanisa ngentloko

IZIBALO ZENTLOKO (MENTAL MATHS) | NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

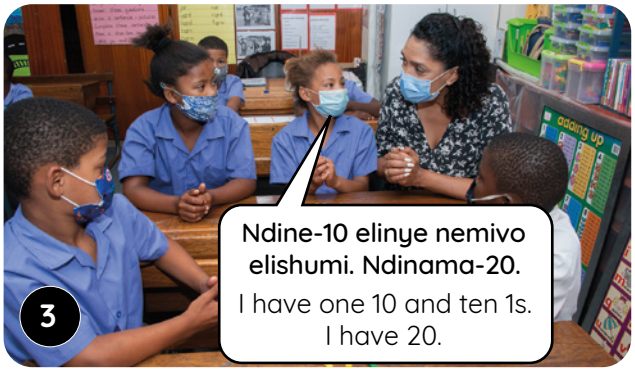
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sithini isiphumo kwaye usifumene njani?
What is the answer and how did you get it?

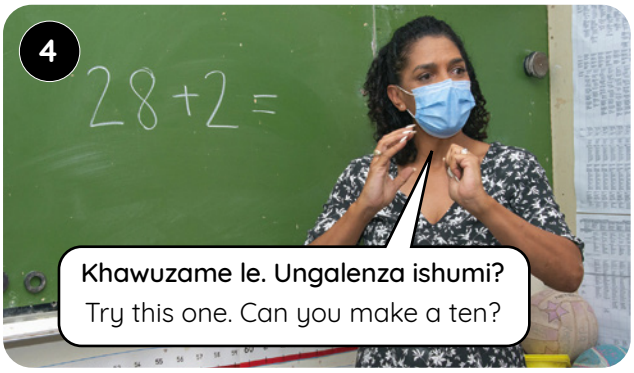
Ndibalile! Ndifumene ama-20.
I counted! I got 20.

Ndiyazi ukuba 6 + 4 li-10, ngoko ke isiphumo ngama-20.
I know 6 + 4 is 10, so the answer is 20.

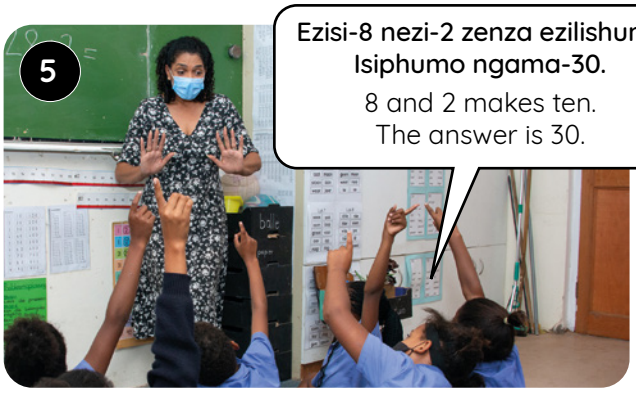
Kunjalo, ukuba udibanisa imivo – ufumana ntoni?
Yes, if you put the ones together – what do you get?



Ndine-10 elinye nemivo elishumi. Ndinama-20.
I have one 10 and ten 1s. I have 20.



Khawuzame le. Ungalenza ishumi?
Try this one. Can you make a ten?



Ezisi-8 nezi-2 zenza ezilishumi. Isiphumo ngama-30.
8 and 2 makes ten. The answer is 30.

Ukwenza ishumi (okanye isiphindwa se-10) liqhinga lezentloko abanokuziqhelisa lona abafundi kunjalo nje babe ziincutshe. Ukwenza njalo kuya kubanceda xa besenza izibalo zamanani amakhulu. Bakhuthaze abafundi ukuba balazi eli qhinga.

Making a ten (or a multiple of 10) is a mental strategy learners can practice and become very good at. This will help them when they work on calculations with bigger numbers. Encourage learners to become fluent in this strategy.

Mental addition

IVEKI • WEEK 4

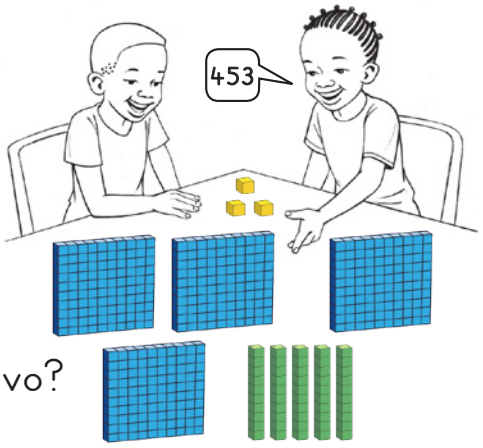
USUKU 1 • DAY 1

Ukudibanisa ngentloko
Mental addition

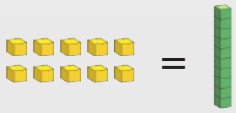
IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: Leliphi inani?
Game: What number?

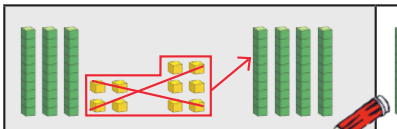
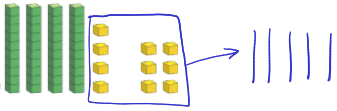
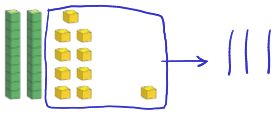
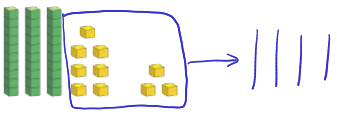
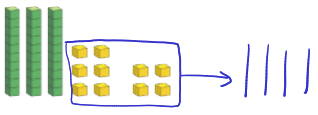
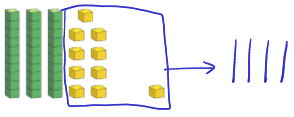
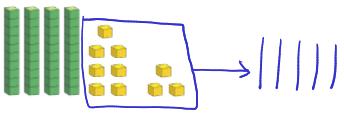
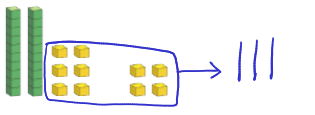
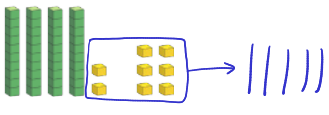
- Sebenzani ngababini. Yakhani inani ngeebloko zenu.
  Work in pairs. Build the number using your blocks.
- Leliphi inani?
  What number?
- Mangaphi ama-100s? Mangaphi ama-10? Mingaphi imivo?
  How many 100s? How many 10s? How many 1s?



Bala ngentloko rhoqo ukuba unakho. Ungazisebenzisa iibloko xa ufuna. Ukhumbule ukuba imivo elishumi yenza i-10 elinye.
Always work in your head if you can. Use blocks if you need to. Remember ten 1s makes one 10.



1 Dibanisa ngokuhlela oo-1.
Add by grouping the 1s.

 34 + 6 = 40	 44 + 6 = 50	 29 + 1 = 30
 37 + 3 = 40	 36 + 4 = 40	 39 + 1 = 40
 47 + 3 = 50	 26 + 4 = 30	 42 + 8 = 50

Ukudibanisa ngentloko

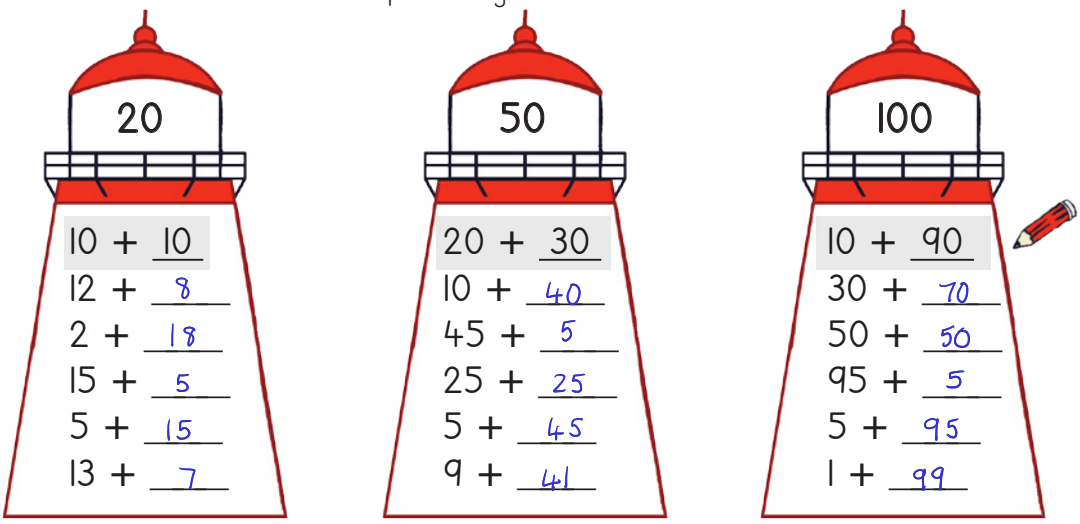
2 Dibanisa.

Add.

37 + 3 = 40	46 + 4 = 50	41 + 9 = 50
71 + 9 = 80	21 + 9 = 30	37 + 3 = 40
82 + 8 = 90	74 + 6 = 80	28 + 2 = 30
55 + 5 = 60	38 + 2 = 40	65 + 5 = 70
63 + 7 = 70	57 + 3 = 60	84 + 6 = 90

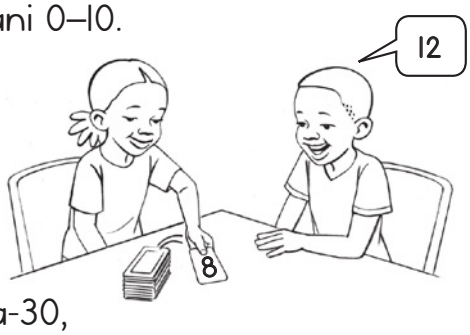
3 Dibanisa ukuze wenze inani eliphezu kwendlu ekhanyisayo.

Add to make the number at the top of the lighthouse.



Umdlalo: IMaths ekhawulezayo ngamakhadi – dibanisa
Game: Fast maths with cards – add

- Yenza isicuku ngamakhadi amanani 0–10.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye.
  Flip one card.
- Kufuneka ezingaphi ukuze wenze ama-20?
  How much to make 20?
- Bala ngokukhawuleza! Yenza ama-30, ama-40, ama-50, ama-60, ama-90 okanye i-100.
  Work fast! Make 30, 40, 50, 60, 90 or 100.



Mental addition with carrying

IZIBALO ZENTLOKO
MENTAL MATHS

NDIBONISE INANI (IIBLOKO)
SHOW ME A NUMBER (BLOCKS)

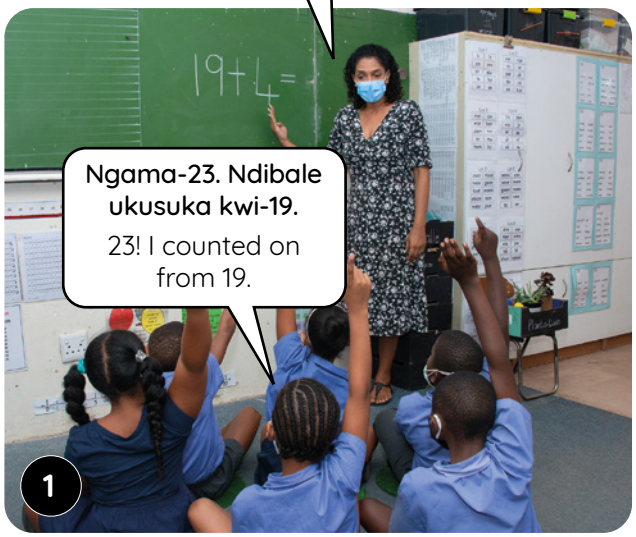
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

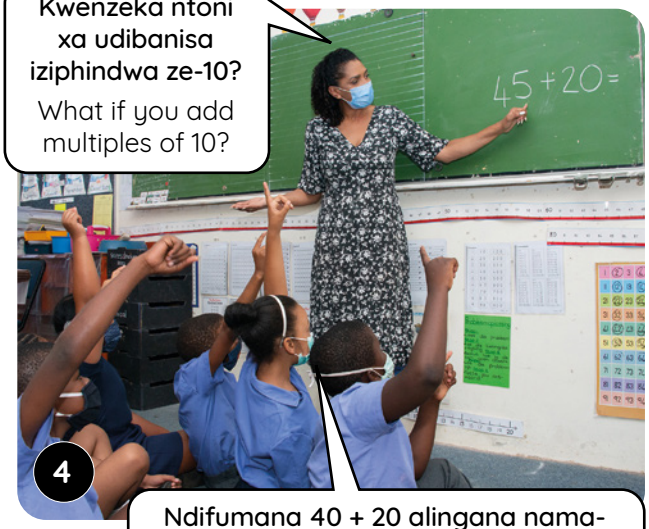
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ngubani isiphumo kwaye usifumene njani?
What is the answer and how did you get it?



Wenza njani xa usebenzisa iibloko zakho?
How can you do it using your blocks?

Kwenzeka ntoni xa udibanisa iziphindwa ze-10?
What if you add multiples of 10?



Namhlanje abafundi bafunde indlela yokusebenzisa iqhinga lokwenza ishumi libancede xa bebala ngentloko izibalo eziwelela ngaphaya kweshumi. Bakhuthaze abafundi bafune indlela yokwenza ishumi ukuze kube lula ukwenza izibalo zokudibanisa ngamanani.

Today learners have seen how to use the strategy of making a ten to help them when working on mental calculations that bridge ten. Encourage learners to look for how to make a ten to help them simplify addition calculations with numbers.

IVEKI • WEEK 4

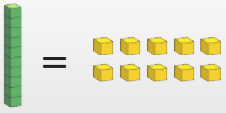
USUKU 2 • DAY 2

Ukudibanisa ngentloko okunokuweza
Mental addition with carrying

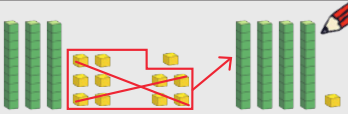
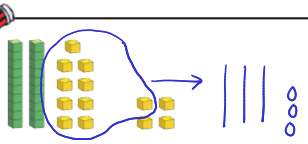
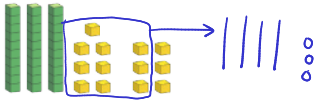
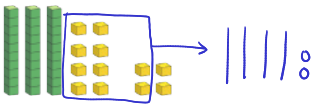
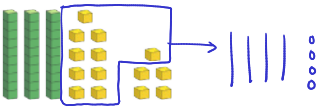
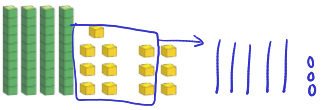
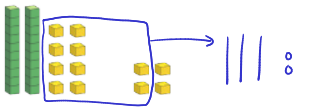
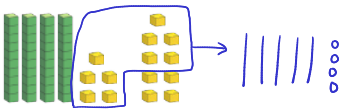
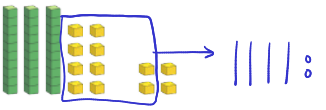
IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Bala ngentloko ukuba uyakwazi. Ungazisebenzisa iibloko xa ufuna. Ukhumbule ukuba imivo elishumi yenza i-10 elinye.

Always work in your head if you can. Use blocks if you need to. Remember ten 1s make one 10.



1 Dibanisa ngokuhlela oo-1.
Add by grouping the 1s.

 36 + 5 = 41	 29 + 4 = 33	 37 + 6 = 43
 38 + 4 = 42	 39 + 5 = 44	 47 + 6 = 53
 28 + 4 = 32	 45 + 9 = 54	 38 + 4 = 42

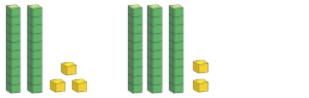
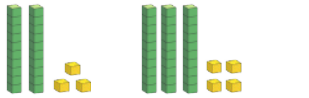
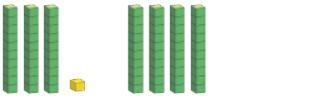
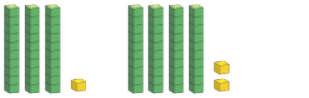
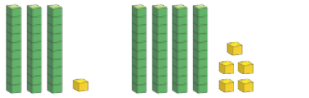
2 Dibanisa.
Add.

9 + 3 = 12	6 + 6 = 12	25 + 5 = 30	27 + 6 = 33
8 + 5 = 13	7 + 7 = 14	26 + 6 = 32	28 + 7 = 35
7 + 8 = 15	8 + 8 = 16	27 + 7 = 34	29 + 8 = 37
9 + 6 = 15	9 + 9 = 18	28 + 8 = 36	29 + 9 = 38

Mental addition with carrying

3 Dibanisa. Bhala izivakalisi manani.

Add. Write the number sentences.

 23 + 30 = 53	 23 + 32 = 55	 23 + 34 = 57
 31 + 40 = 71	 31 + 42 = 73	 31 + 45 = 76

4 Dibanisa.

Add.

9 + 20 = 29	9 + 40 = 49	9 + 50 = 59	9 + 60 = 69
17 + 20 = 37	17 + 30 = 47	17 + 40 = 57	17 + 60 = 77
24 + 20 = 44	24 + 30 = 54	24 + 40 = 64	24 + 50 = 74
38 + 10 = 48	38 + 20 = 58	38 + 30 = 68	38 + 40 = 78

5 Sombulula. Bhala unobumba ezantsi kwesiphumo.

Solve. Write the letter below the answer. *Teacher check and adapt this if necessary

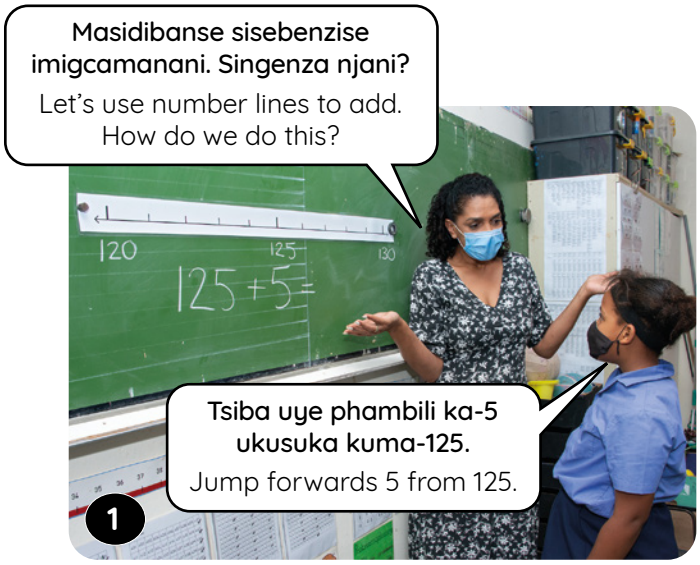
~~29 + 3 = 14~~ 21 − 7 = 14 A	22 − 6 = 16 N	18 + 5 = 23 I
24 − 5 = 19 J	19 + 2 = 21 A	21 − 7 = 32 L
17 + 7 = 24 T	23 − 8 = 15 E	26 + 8 = 34 B
31 − 3 = 28 I	25 + 8 = 33 M	32 − 6 = 26 Y
29 + 2 = 31 H	35 − 8 = 27 A	38 + 2 = 40 O
33 − 4 = 29 T		

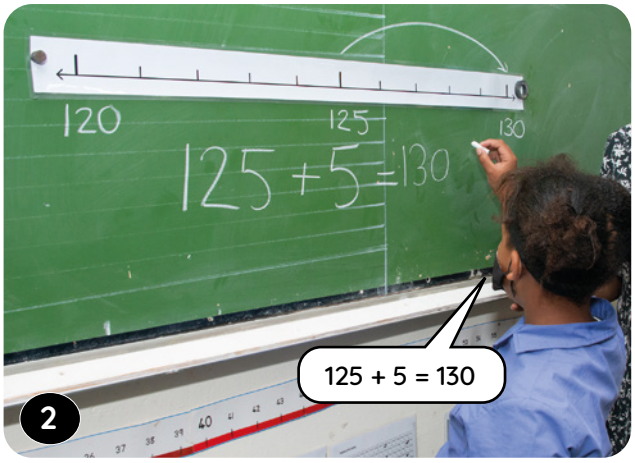
14	15	16	19	21	23	24	26	27	28	29	31	32	33	34	40
A	E	N	J	A	I	T	Y	A	I	T	H	L	M	B	O

Ukudibanisa okudlula i-100 kumgcamanani

IZIBALO ZENTLOKO (MENTAL MATHS) | NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

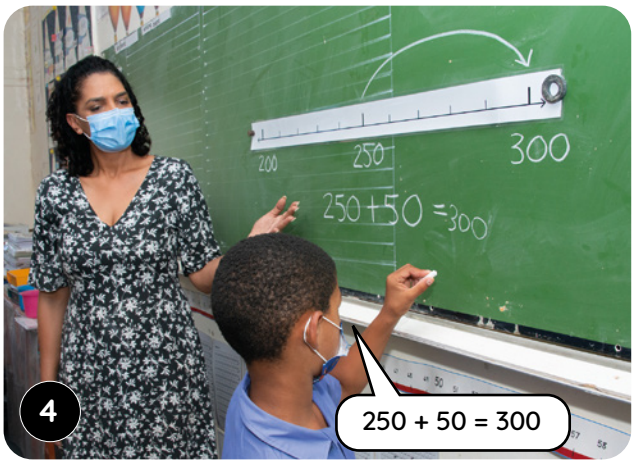
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Nika imizekelo eliqela yokufika kwi-10 kumgca manani kuluhlu lwamanani asuka kwi-100 ukuya kuma-500.

Provide several examples of getting to 10 on a number line in the number range 100 to 500.



Nika abafundi amathuba aliqela okusebenzisa umgcamanani ukudibanisa imivo nama-10. Ukwenza njalo kuya kwenza bakwazi ukuthetha ngendlela yokwenza i-10 kuluhlu lwamanani aphezulu (ukutsiba ngemivo nangama-10) aza kubanceda babale ngentloko amanani amakhulu kune-100.

Provide multiple opportunities to learners to use number lines to add 1s and 10s. This will enable them to generalise the make-a-10 method in a higher number range (jumping in 1s and 10s) which will help them work mentally with numbers bigger than 100.

Addition over 100 using a number line

IVEKI • WEEK 4

USUKU 3 • DAY 3

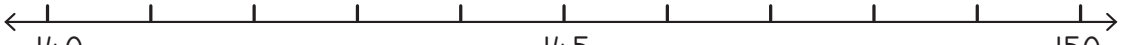
Ukudibanisa okudlula kwi-100 usebenzisa umgcamanani
Addition over 100 using a number line

IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

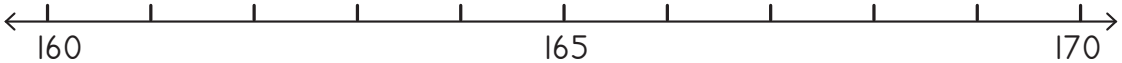
I-10 lizele.
A 10 is filled up.

Thelekisa: 125 + 5 = 130
Compare: 25 + 5 = 30

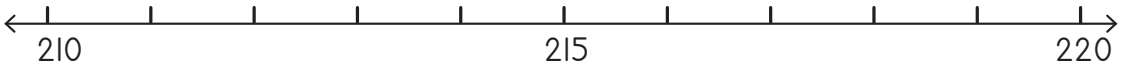
1 Dibanisa. Sebenzisa umgcamanani.
Add. Use the number line.



142 + 6 = 148	143 + 7 = 150	145 + 4 = 149	144 + 6 = 150



161 + 4 = 165	164 + 6 = 170	165 + 5 = 170	168 + 1 = 169



217 + 3 = 220	210 + 7 = 217	211 + 6 = 217	216 + 4 = 220

2 Dibanisa.
Add.

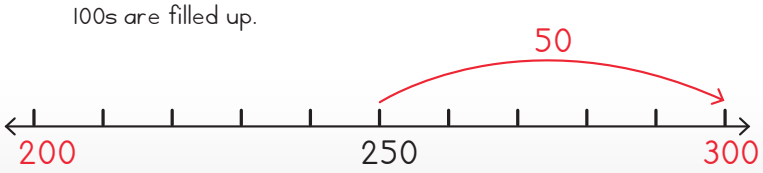
Ask learners to predict the next question using the pattern, e.g.

35 + 5 = 40	62 + 8 = 70	31 + 9 = 40	77 + 3 = 80
135 + 5 = 140	162 + 8 = 170	131 + 9 = 140	177 + 3 = 180
235 + 5 = 240	262 + 8 = 270	231 + 9 = 240	277 + 3 = 280
335 + 5 = ____	362 + 8 = ____	331 + 9 = ____	377 + ____ = 380

Ukudibanisa okudlula i-100 kumgcamanani

Amakhulu azele.

100s are filled up.

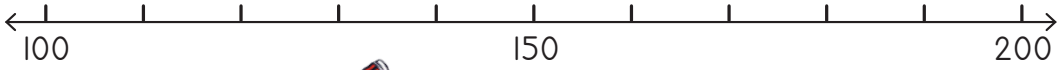


Thelekisa: 250 + 50 = 300

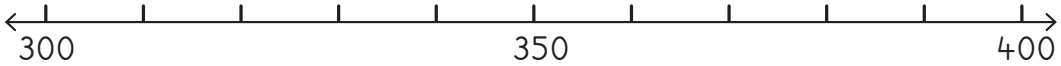
Compare: 50 + 50 = 100

3 Dibanisa. Sebenzisa umgcamanani.

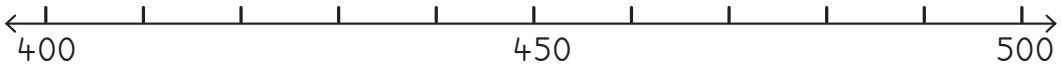
Add. Use the number line.



170 + 30 = 200	150 + 50 = 200	110 + 90 = 200
140 + 60 = 200	150 + 50 = 200	160 + 40 = 200



340 + 30 = 370	330 + 40 = 370	350 + 40 = 390
390 + 10 = 400	360 + 20 = 380	350 + 50 = 400



450 + 50 = 500	410 + 40 = 450	440 + 50 = 490
450 + 30 = 480	470 + 30 = 500	430 + 70 = 500

4 Dibanisa.

Add.

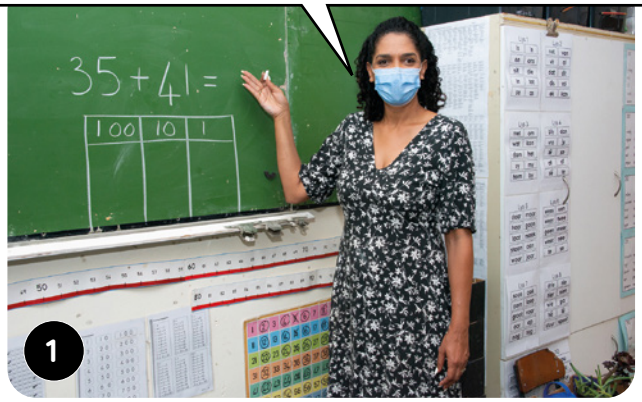
80 + 20 = 100	20 + 60 = 80	60 + 40 = 100
70 + 30 = 100	140 + 50 = 190	260 + 40 = 300

Addition using the column method

IZIBALO ZENTLOKO (MENTAL MATHS) | NDIBONISE INANI (IIBLOKO) (SHOW ME A NUMBER (BLOCKS)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yethu yexabiso lendawo. Singenza ntoni?
Let's add using our place value table. What do we do?



1

Singadibanisa ama-10 nemivo ngeebloko zethu kwitheyibhile yexabiso lendawo.
We can add 10s and 1s using our blocks on the place value table.


2


3

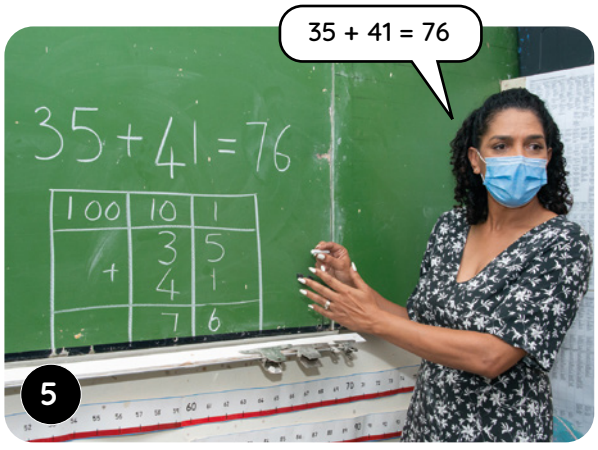
Amashumi ama-3 nemivo emi-5 enza ama-35.
3 tens and 5 ones is 35.

Amashumi ama-4 nomvo o-1 enza ama-41.
4 tens and 1 one is 41.


4

Ndidibanisa imivo ze ndidibanise amashumi. Ndifumana imivo emi-6 namashumi asi-7. Ngama-76 zizonke.
I add the ones and I add the tens. I get 6 ones and 7 tens altogether. That is 76.

35 + 41 = 76



5

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukudibanisa ama-10 nemivo basebenzise iibloko zesiseko se-10 netheyibhile yexabiso lendawo, bangaweli ngaphaya kwe-10. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheybhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 nemivo.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using base 10 blocks and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Ukudibanisa ngendlela yeekholam

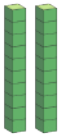
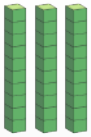
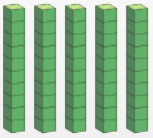
IVEKI • WEEK 4

USUKU 4 • DAY 4

Ukudibanisa ngendlela yeekholam
Addition using the column method

IZIBALO ZENTLOKO – MENTAL MATHS → NDIBONISE INANI (IIBLOKO) – SHOW ME A NUMBER (BLOCKS) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

26 + 33 = 59

			amashumi tens	imivo ones
Ama-26 ayafana nama-20 nesi-6. 26 is the same as 20 and 6.			2	6
Ukudibanisa ama-33 kuyafana nokudibanisa ama-30 nesi-3. Adding 33 is the same as adding 30 and 3.			+ 3	3
Masidibanise ama-10 noo-1. Let's add 10s and 1s. 			5	9

Amashumi ama-2 namashumi ama-3 enza amashumi ama-5.
Imivo emi-6 nemivo emi-3 yenza imivo esi-9.
Ndinama-59 zizonke.

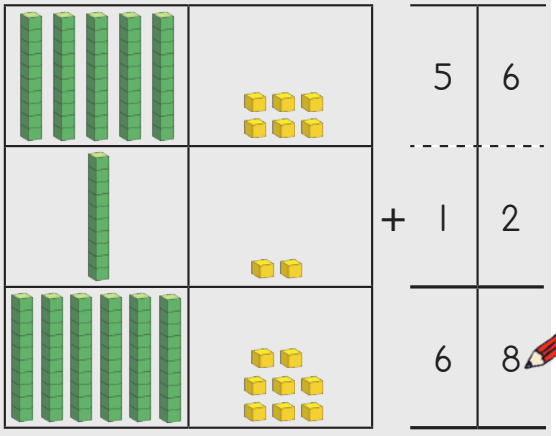
2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.

1 Dibanisa usebenzise iibloko.
Add using blocks.

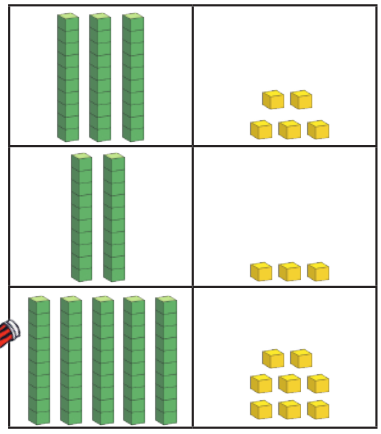
47 + 32 = 79	51 + 22 = 73	25 + 46 = 71
31 + 61 = 92	83 + 22 = 105	54 + 13 = 67

Addition using the column method

2 Dibanisa.
Add.



	5	6
+	1	2
	6	8



	3	5
+	2	3
	5	8

3 Dibanisa. Sebenzisa iibloko zakho.
Add. Use your blocks.

26 + 13 = 39

	amashumi tens	imivo ones
	2	6
+	1	3
	3	9

25 + 51 = 76

	amashumi tens	imivo ones
	2	5
+	5	1
	7	6

22 + 32 = 54

	amashumi tens	imivo ones
	2	2
+	3	2
	5	4

36 + 11 = 47

	amashumi tens	imivo ones
	3	6
+	1	1
	4	7

33 + 52 = 85

	amashumi tens	imivo ones
	3	3
+	5	2
	8	5

34 + 45 = 79

	amashumi tens	imivo ones
	3	4
+	4	5
	7	9

42 + 34 = 76

	amashumi tens	imivo ones
	4	2
+	3	4
	7	6

55 + 24 = 79

	amashumi tens	imivo ones
	5	5
+	2	4
	7	9

61 + 38 = 99

	amashumi tens	imivo ones
	6	1
+	3	8
	9	9

IVEKI • WEEK 4

USUKU 5 • DAY 5

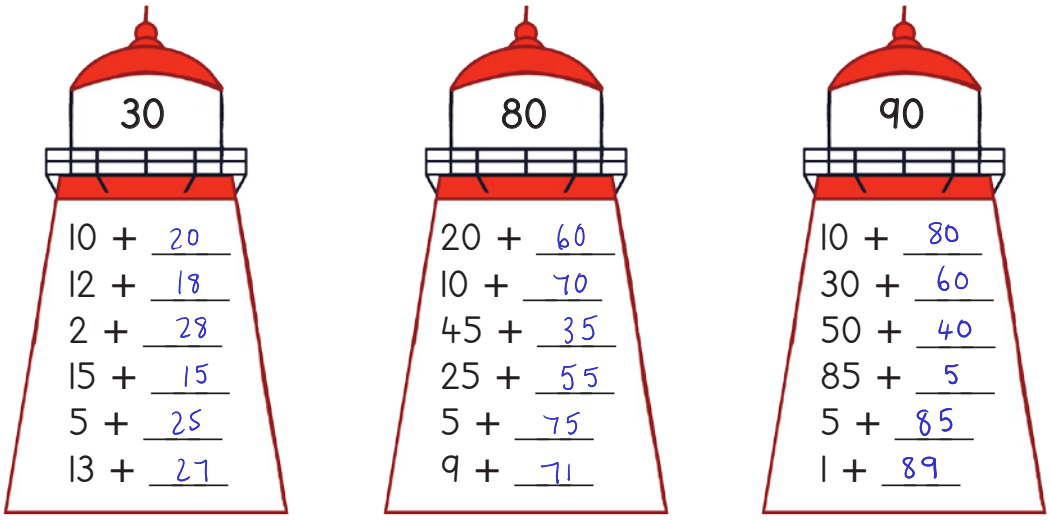
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
yenza i-10	make a 10
Imivo elishumi iyafana ne-10 elinye.	Ten ones is the same as one 10.
isivakalisi manani	number sentence
dibanisa	add
Dibanisa iziphindwa ze-10.	Add multiples of 10.
Ama-10 alishumi ayafana ne-100 elinye.	Ten 10s is the same as one 100.
Zalisa ama-100.	Fill the 100s.

1 Dibanisa ukuze wenze inani eliphezu kwendlu ekhanyisayo.
Add to make the number at the top of the lighthouse.



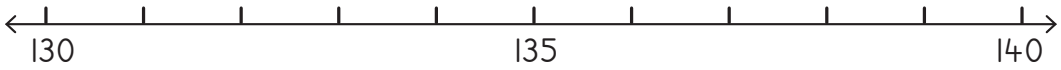
2 Dibanisa.
Add.

235 + 5 = 240	142 + 7 = 149	333 + 7 = 340
178 + 2 = 180	330 + 50 = 380	260 + 40 = 300

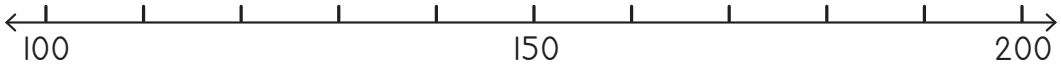
Assessment and consolidation

3 Dibanisa ngomgcamanani.

Add using the number line.



130 + 10 = 140	134 + 5 = 139	134 + 6 = 140
130 + 7 = 140	132 + 8 = 140	136 + 4 = 140



120 + 30 = 150	150 + 10 = 160	160 + 40 = 200
180 + 20 = 200	160 + 30 = 190	130 + 70 = 200

4 Dibanisa.

Add.

14 + 52 = 66

amashumi tens	imivo ones
1	4
+ 5	2
6	6

65 + 24 = 89

amashumi tens	imivo ones
6	5
+ 2	4
8	9

33 + 56 = 89

amashumi tens	imivo ones
3	3
+ 5	6
8	9

34 + 31 = 65

amashumi tens	imivo ones
3	4
+ 3	1
6	5

67 + 22 = 89

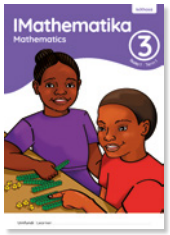
amashumi tens	imivo ones
6	7
+ 2	2
8	9

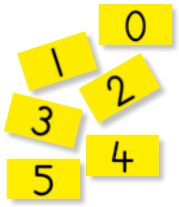
81 + 12 = 93

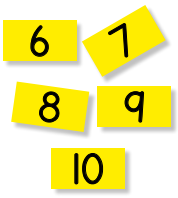
amashumi tens	imivo ones
8	1
+ 1	2
9	3

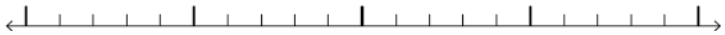
Ukuthabatha

	Izixhobo
Izibalo zentloko: Ndinike elingaphezulu	oonotsheluza
Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha	amakhadi amanani abafundi 0-10







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthabatha ngentloko	iLAB, iibloko zesiseko se-10
2	Ukuthabatha ngentloko okunokuboleka	iLAB, iibloko zesiseko se-10
3	Ukuthabatha okudlulela ngaphaya kwe-100 kusetyenziswa umgcamanani	iLAB, umgcamanani ongenanto
4	Ukuthabatha usebenzisa indlela yeekholam	iLAB, iibloko zesiseko se-10
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

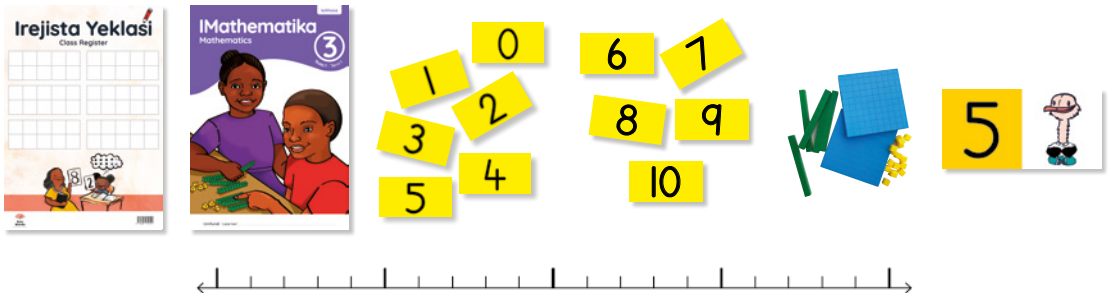
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuthabatha amanani anomvo o-1 okanye amivo mi-2 kumanani anomvo o-1 okanye emi-2 besebenzisa iibloko zesiseko se-10 neqhinga lengqondo bengaweleli ngaphaya kweshumi.	
ukunakana ukuba umsebenzi obhaliweyo weengxaki zokuthabatha ungarekhodwa ngokusebenzisa iikholam okanye amanye amacebo.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukuthabatha

Subtraction

	Resources
Mental Maths: Give me more than…	flard cards
Game: Fast maths with cards – subtract!	learner number cards 0-10



Day	Lesson activity	Lesson resources
1	Mental subtraction	LAB, base 10 blocks
2	Mental subtraction with borrowing	LAB, base 10 blocks
3	Subtraction over 100 using a number line	LAB, blank number line
4	Subtraction using the column method	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
subtract 1- or 2-digit numbers to or from 1- or 2-digit numbers, using base 10 blocks and mental strategies, without bridging tens.	
recognise that the written working for subtraction problems can be recorded using columns or other strategies.	

Assessment (see back pages of this guide)

Written assessment: Subtraction

Ukuthabatha

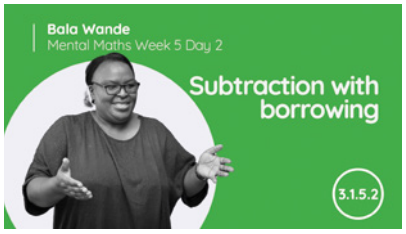
Izibalo zentloko

Kule veki, kwizibalo zentloko, sigxila kwiingqiqo ezingokungaphezulu kunenye. Utitshala uza kubonisa amanani amivo mi-2 namivo mi-3 ngoonotsheluza bakhe, ze abafundi babonise inani elingaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10 besebenzisa ababo oonotsheluza. Oonotsheluza banceda abafundi ekuphuhliseni ulwazi lwabo lwamanani – basebenzisa amakhadi xa besakha amanani enziwe ngemivo, ngama-10 nangama-100. Thetha nabo ngamanani abawakhayo.

Umdlalo

Kule veki siza kudlala umdlalo othi iMaths ekhawulezayo ngamakhadi – thabatha! Abafundi baza kuziqhelisa ukusombulula iingxaki ngokukhawuleza ngokukhumbula iibhondi zamanani. Kufuneka bathabathe kumanani ahlukileyo (ama-50, 60, 70, 80, 90 okanye i-100). Kubalulekile ukuba abafundi bakwazi ukusombulula iingxaki ngempumelelo ukuze babe nesiseko esiluqilima seengxaki eziqatha kwixesha elizayo.

Uphuhliso lwengqiqo



Abafundi baza kusombulula iingxaki besebenzisa iibloko zesiseko se-10. Baza kubethelela izibalo zentloko nolwazi lweengxaki ezingaweleli ngaphaya kweshumi. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokuthabatha ama-10 nemivo ukuze babale ngokukhawuleza nangempumelelo. Siza kujolisa koku:

- ukuthabatha amanani anomvo o-1 namivo mi-2, bengaweleli ngaphaya kweshumi, besebenzisa iibloko zesiseko se-10 neminye imiboniso.
- ukuqonda ukuba umsebenzi obhaliweyo weengxaki zokuthabatha ungagcinwa ngokusebenzisa iikholam namanye amacebo, kusakhelwa kumsebenzi owenziwe kwiBanga lesi-2.

Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 yimiboniso yemathematika ephathekayo neluncedo kwaye ukusetyenziswa kwazo kunceda abafundi babe nombono wezibalo eziquka ama-100, ama-10 nemivo. Bakhuthaze abafundi bathethe ngeendlela abazisebenzisa ngayo iibloko xa bethabatha. Ukukwazi ukuthetha ngezisombululo nokuthethelela iindlela zokubala kubaluleke kakhulu kuphuhliso lolwazi lwemathematika. Abafundi kufuneka bakwazi ukuthabatha ngokukhululekileyo bengawelanga ngaphaya kwe-10.
- Isigama esibalulekileyo: **ama-100**, **ama-10**, **imivo**, **ukudibanisa**, **ukuthabatha**, **isivakalisi manani**

Subtraction

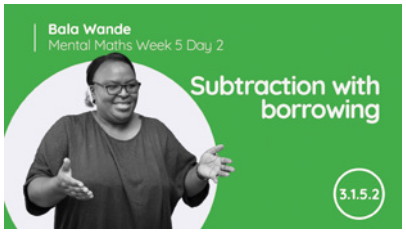
Mental Maths

This week we focus on the concepts of more than in Mental Maths. The teacher will show a 2- or 3-digit number using your flard card and learners must show a number 1, 2, 3, 4, 5 or 10 more using their flard cards. The flard cards allow learners to develop their number sense – they work with cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game

This week we will play Fast maths with cards – subtract! Learners will practice solving problems quickly by recalling number facts. They must subtract from different numbers (50, 60, 70, 80, 90 or 100). It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

Concept development



Learners will solve subtraction problems using base 10 blocks. Learners will consolidate their mental maths and understanding of problems that do not bridge ten. Learners will practice solving problems by subtracting 10s and 1s, so as to work quickly and efficiently. We will focus on:

- subtracting 1- and 2-digit numbers without bridging the tens, using base 10 blocks and other representations.
- recognising that written work for subtraction problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage learners to talk about how they use the blocks when they subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to subtract comfortably without bridging 10.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**

Ukuthabatha ngentloko

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA MORE THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa oonotsheluza ubonise amanani angaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10.

Use flard cards to show 1, 2, 3, 4, 5 or 10 more.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.

Veza elingaphezulu ngezi-2.
Show me 2 more.

1

Ama-78 angaphezulu ngezi-2 kunama-76.
78 is 2 more than 76.

2

Ndibonise elingaphezulu ngezi-4.
Show me 4 more.

3

Ama-369 angaphezulu ngezi-4 kunama-365.
369 is 4 more than 365.

4

Mental subtraction

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

86 – 50 = _____

45 – 10 = _____

39 – 20 = _____

64 – 60 = _____

52 – 30 = _____

99 – 30 = _____

28 – 10 = _____

67 – 40 = _____

59 – 10 = _____

79 – 50 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

59 – 40 = _____

77 – 30 = _____

24 – 10 = _____

61 – 50 = _____

45 – 30 = _____

89 – 20 = _____

39 – 10 = _____

64 – 10 = _____

37 – 20 = _____

92 – 30 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

66 – 40 = _____

83 – 70 = _____

35 – 20 = _____

54 – 30 = _____

92 – 10 = _____

46 – 30 = _____

71 – 50 = _____

22 – 10 = _____

63 – 30 = _____

51 – 40 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

63 – 30 = _____

84 – 10 = _____

45 – 20 = _____

91 – 60 = _____

32 – 20 = _____

61 – 46 = _____

52 –50= _____

77 – 50 = _____

93 – 70 = _____

31 – 10 = _____

Ukuthabatha ngentloko

IZIBALO ZENTLOKO (MENTAL MATHS) — LINGAPHEZULU KUNA (MORE THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ithini impendulo kwaye uyifumene njani?
What is the answer and how did you get it?

1

Uzisebenzise njani iibloko zakho?
How can you do it using your blocks?

Nditshintshise i-10 ngemivo elishumi.
I exchange a 10 for ten 1s.

2

Ndishiyekelwe ngama-26.
I am left with 26.

3

Khawuzame le.
Try this one.

4

Ukuya kwi-10 (okanye iziphindwa ze-10) liqhinga lengqondo abanokuziqhelisa lona abafundi kwaye babe nobuchule. Oku kuya kubanceda xa bebala ngamanani amakhulu. Bakhuthaze abafundi ukuze balazi eli qhinga.

Getting to 10 (or a multiple of 10) is a mental strategy learners can practice and become very good at. This will help them when they work on calculations with bigger numbers. Encourage learners to become fluent in this strategy.

Mental subtraction

IVEKI • WEEK 5

USUKU 1 • DAY 1

Ukuthabatha ngentloko
Mental subtraction

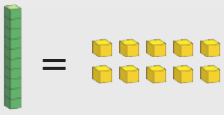
IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA- MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha
Game: Fast maths with cards – subtract

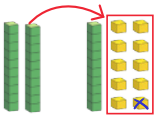
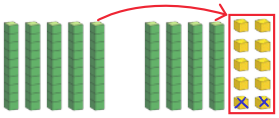
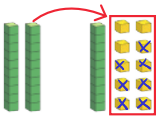
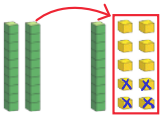
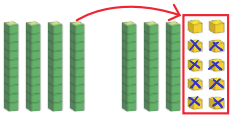
- Yenza isicuku ngamakhadi amanani 0–10.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye.
  Flip one card.
- Thabatha kuma-50.
  Subtract from 50.
- Khawuthabathe ke ngoku kuma-60, 70, 80, 90 nakwi-100.
  Next subtract from 60, 70, 80, 90 and 100.

Bala ngentloko ngalo lonke ixesha ukuba uyakwazi. Sebenzisa iibloko xa kukho imfuneko. Tshintshisa i-10 elinye ngemivo elishumi.

Always work in your head if you can. Use blocks if you need to. Exchange one 10 for ten 1s.



1 Thabatha ngokutshintshisela ngeshumi elinye.
Subtract by exchanging one ten.

 40 – 6 = 34	 30 – 5 = 25	 20 – 1 = 19
 50 – 2 = 48	 20 – 7 = 13	 60 – 4 = 56
 30 – 4 = 26	 20 – 4 = 16	 40 – 8 = 32

Ukuthabatha ngentloko

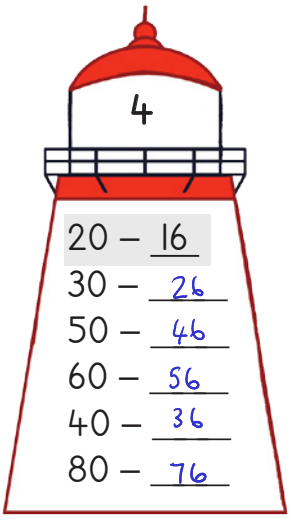
2 Thabatha.

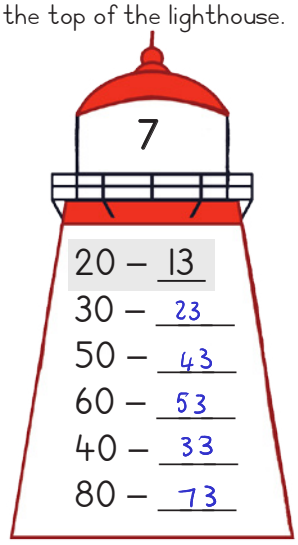
Subtract.

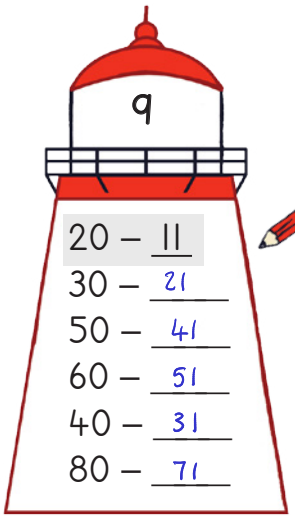
10 – 2 = 8	10 – 3 = 7	10 – 6 = 4
20 – 2 = 18	20 – 3 = 17	20 – 6 = 14
30 – 4 = 26	30 – 7 = 23	30 – 1 = 29
40 – 4 = 36	40 – 7 = 33	40 – 1 = 39
50 – 5 = 45	50 – 4 = 46	50 – 8 = 42
60 – 5 = 55	60 – 4 = 56	60 – 8 = 52

3 Thabatha ukuze wenze inani eliphezu kwendlu ekhanyisayo.

Subtract to make the number at the top of the lighthouse.

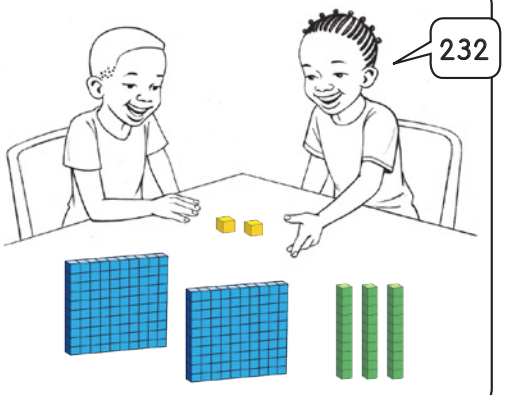






Umdlalo: Leliphi inani?
Game: What number?

- Sebenzani ngababini. Yakhani inani ngeebloko zenu.
  Work in pairs. Build the number using your blocks.
- Leliphi inani?
  What number?
- Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?
  How many 100s? How many 10s? How many 1s?



Mental subtraction with borrowing

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA MORE THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

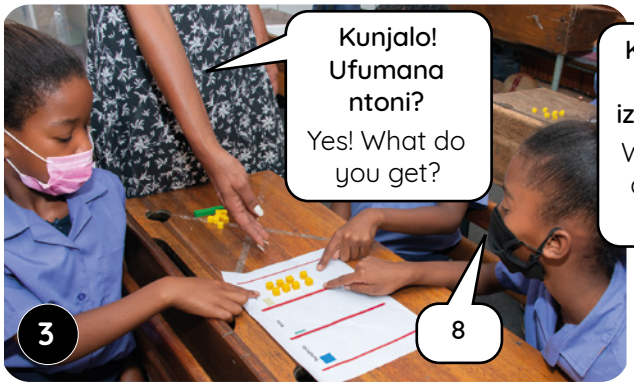
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ithini impendulo kwaye uyifumene njani?
What is the answer and how did you get it?

Sisi-8! Ndibale ndabuya umva ukusuka kwi-17.
8! I counted back from 17.

Ungenza njani ngeebloko zakho?
How can you do it using your blocks?

Ndingatshintshisa i-10 ngemivo elishumi. Emva koko ndithabathe ezisi-9.
I can exchange the 10 for ten 1s. Then I can take away 9.



Namhlanje abafundi bafunde indlela yokusebenzisa iqhinga lokufika kwishumi libancede xa besenza izibalo zentloko eziwelela ngaphaya kweshumi. Bakhuthaze bafune indlela yokufikelela kwishumi ibancede ekwenzeni lula izibalo zokuthabatha ngamanani.

Today learners have seen how to use the strategy of getting to a ten to help them when working on mental calculations that bridge ten. Encourage them to look for the way to get to ten to help them simplify subtraction calculations with numbers.

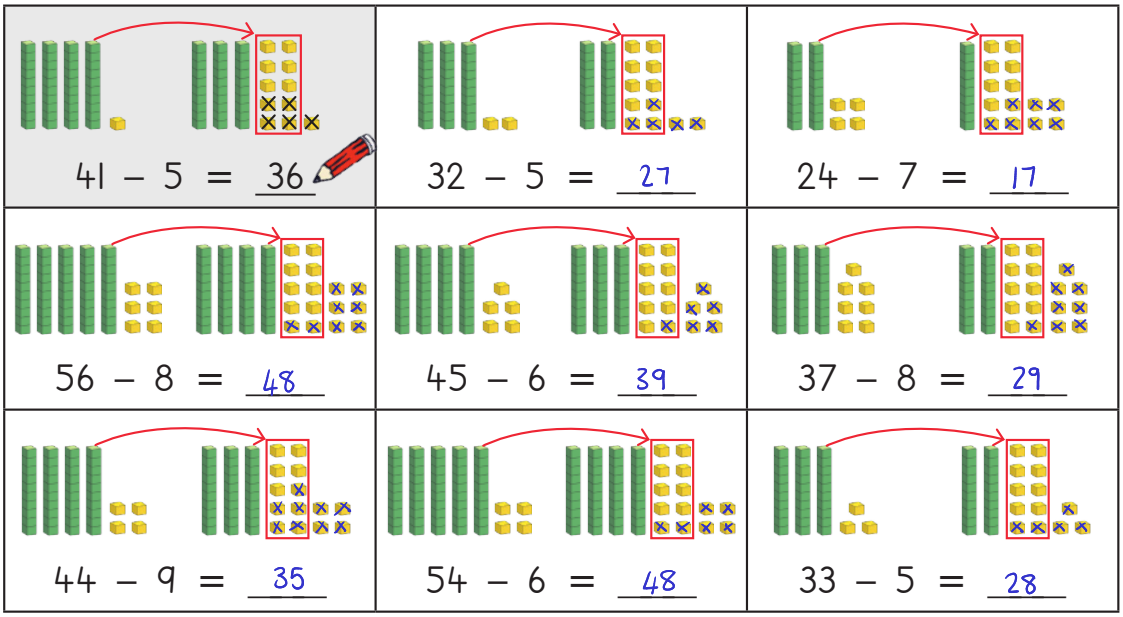
IVEKI • WEEK 5

USUKU 2 • DAY 2

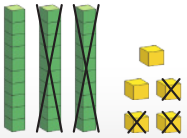
Ukuthabatha ngentloko okunokuboleka
Mental subtraction with borrowing

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA- MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Thabatha ngokutshintshisela ngeshumi elinye.
Subtract by exchanging one ten.



Qala ngokuthabatha imivo wandule ukuthabatha ama-10.
First subtract the 1s and then subtract the 10s.



35 – 23 = 12

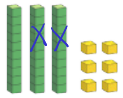
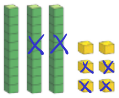
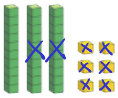
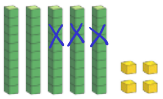
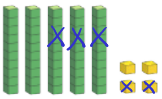
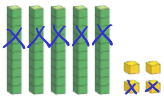
2 Thabatha.
Subtract.

12 – 4 = 8	11 – 7 = 4	30 – 5 = 25	42 – 4 = 38
11 – 5 = 6	12 – 8 = 4	32 – 6 = 26	43 – 5 = 38
13 – 6 = 7	13 – 7 = 6	34 – 7 = 27	44 – 7 = 37
15 – 8 = 7	14 – 8 = 6	36 – 8 = 28	52 – 5 = 47

Mental subtraction with borrowing

3 Thabatha

Subtract.

 36 – 20 = 16	 36 – 24 = 12	 36 – 26 = 10
 54 – 30 = 24	 54 – 32 = 22	 54 – 52 = 2

4

39 – 20 = 19	49 – 40 = 9	69 – 50 = 19	69 – 60 = 9
47 – 20 = 37	57 – 30 = 27	67 – 40 = 27	77 – 60 = 17
54 – 20 = 34	54 – 40 = 14	74 – 40 = 34	74 – 50 = 24

5 Thabatha. Fakela umbala kwimpendulo ekwigridi.

Subtract. Colour the answer on the grid.

25 – 20 = 5
36 – 30 = 6
26 – 12 = 14
39 – 22 = 17
44 – 21 = 23
83 – 32 = 51
94 – 34 = 60
75 – 13 = 62
99 – 30 = 69
95 – 22 = 73

59 – 31 = 18
46 – 14 = 32
59 – 20 = 39
64 – 23 = 41
92 – 42 = 50
89 – 11 = 78
98 – 14 = 84
99 – 12 = 87
100 – 5 = 95
104 – 8 = 96

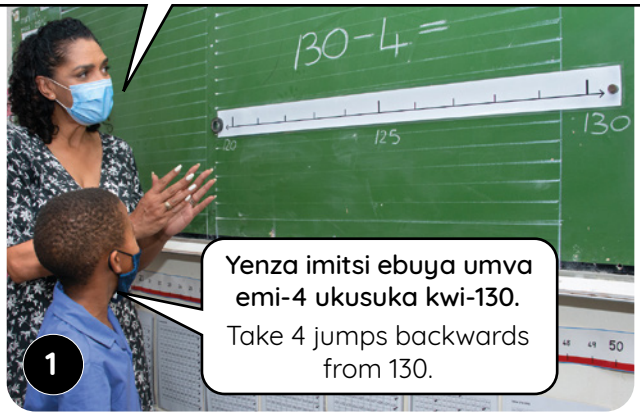
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

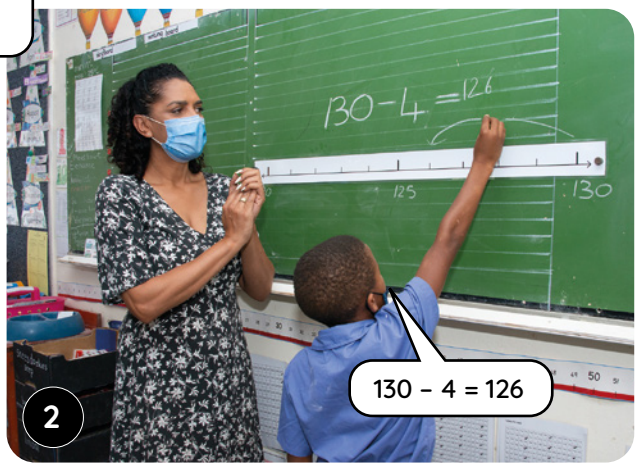
Ukuthabatha okudlula i-100 usebenzisa umgcamanani

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA MORE THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masithabathe sisebenzise umgcamanani. Singenza njani?
Let's use number lines to subtract. How do we do this?

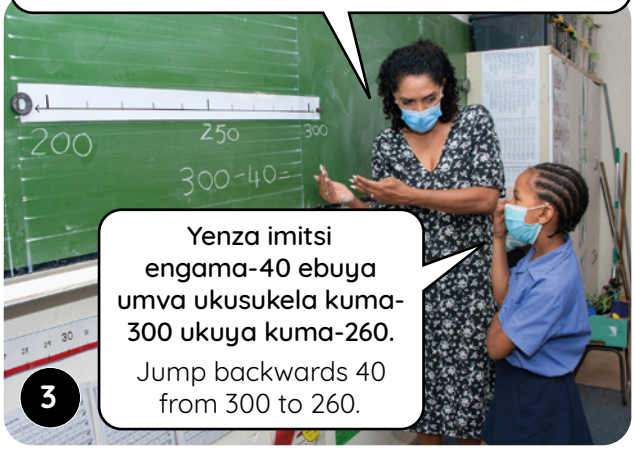


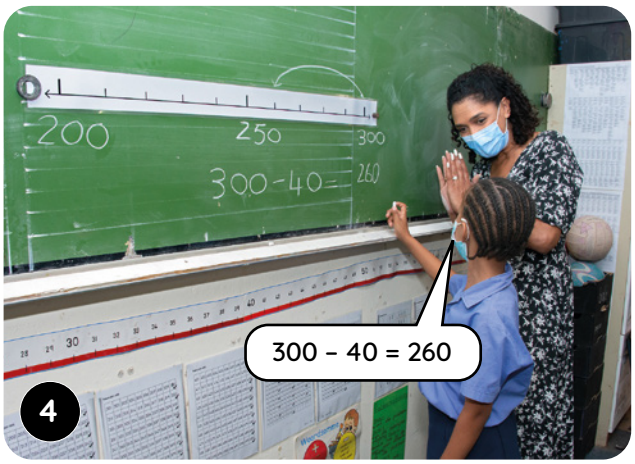


Nika imizekelo eliqela yokuthabatha kwi-10 elizeleyo kumgcamanani, kuluhlu lwamanani asuka kwi-100 ukuya kuma-500.

Provide several examples of subtracting from a full 10 on a number line in the number range 100 to 500.

Masitsibe ngokwama-10! Sikwenza njani oko?
Now let's jump in 10s! How do we do this?





Nika abafundi amathuba aliqela abandakanya imigcamanani xa uthabatha amanani amancinci kumanani amakhulu. Bala ukusuka kumashumi azeleyo nokusuka kumakhulu. Oku kunganceda abafundi babale ngentloko ngamanani amakhulu kune-100.

Provide multiple opportunities that involve using number lines to subtract small numbers from bigger numbers. Work from full tens and from hundreds. This can help learners to work mentally with numbers bigger than 100.

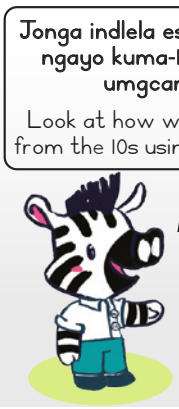
Subtraction over 100 using a number line

IVEKI • WEEK 5

USUKU 3 • DAY 3

Ukuthabatha okudlula i-100 usebenzisa umgcamanani
Subtraction over 100 using a number line

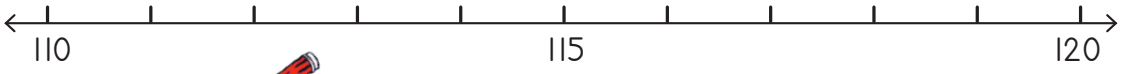
IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHEZULU KUNA- (MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)



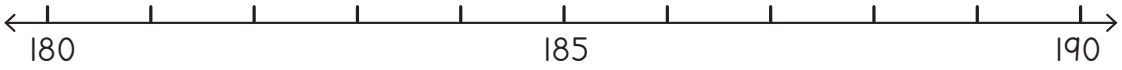
Thabatha kwi-10 elizeleyo.
Subtract from a full 10.

Thelekisa: 130 – 4 = 126
Compare: 30 – 4 = 26

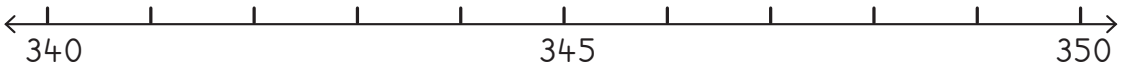
1 Thabatha. Sebenzisa umgcamanani.
Subtract. Use the number line.



120 – 6 = 114	120 – 2 = 118	120 – 1 = 119	120 – 10 = 110



190 – 3 = 187	190 – 5 = 185	190 – 8 = 182	190 – 5 = 185

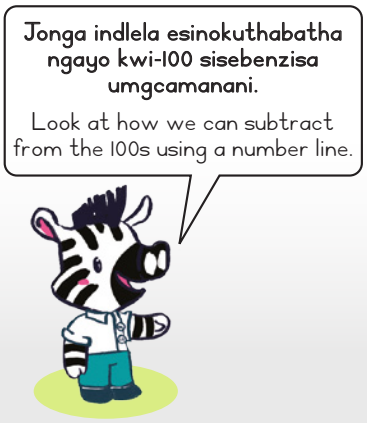


350 – 1 = 349	350 – 10 = 340	350 – 4 = 346	350 – 8 = 342

2 Thabatha.
Subtract.

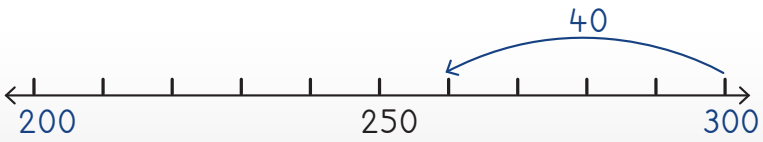
40 – 5 = 35	60 – 8 = 52	30 – 2 = 28	80 – 3 = 77
140 – 5 = 135	160 – 8 = 152	130 – 2 = 128	180 – 3 = 177
240 – 5 = 235	260 – 8 = 252	230 – 2 = 228	280 – 3 = 277

Ukuthabatha okudlula i-100 usebenzisa umgcamanani



Thabatha kuma-100.

Subtract from the 100s.

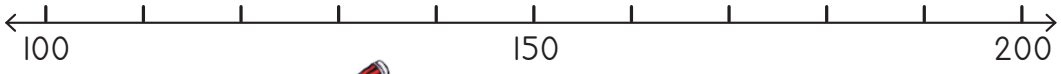


Thelekisa: 300 – 40 = 260

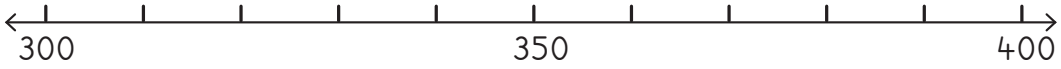
Compare: 100 – 40 = 60

3 Thabatha. Sebenzisa umgcamanani.

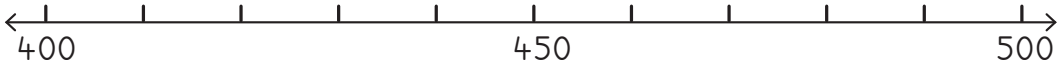
Subtract. Use the number line.



200 – 30 = 170	200 – 20 = 180	200 – 80 = 220
200 – 10 = 190	160 – 30 = 130	160 – 60 = 100



400 – 60 = 340	400 – 50 = 350	400 – 10 = 390
400 – 100 = 300	400 – 30 = 370	380 – 80 = 300



500 – 90 = 410	500 – 30 = 470	500 – 70 = 430
500 – 60 = 440	450 – 40 = 410	450 – 50 = 400

4 Thabatha.

Subtract.

100 – 20 = 80	100 – 60 = 40	200 – 40 = 160
200 – 50 = 150	200 – 40 = 160	300 – 40 = 260

Subtraction using the column method

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHEZULU KUNA MORE THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masithabathe sisebenzise itheyibhile yexabiso lendawo. Singenza ntoni?

Let's subtract using our place value table. What can we do?

Singathabatha ama-10 nemivo sisebenzise iibloko ezikwitheyibhile yexabiso lendawo.

We can subtract 10s and 1s using our blocks on the place value table.

Ubunama-86 waze wathabatha ama-33. Yenza ngeebloko zakho.

You have 86 and you have to take 33 away. Do it with your blocks.

Ndiqala ngokubeka ecaleni ama-86. Ukuze ndithabathe ama-33 kufuneka ndisuse amashumi ama-3 nemivo emi-3.

First, I put out 86. Then to subtract 33, I need to take away 3 tens and 3 ones.

Ndithatha imivo emi-3 kwimivo emi-6 namashumi ama-3 kumashumi asi-8. Ndishiyekelwa ngamashumi ama-5 nemivo emi-3.

I take away 3 ones from the 6 ones and 3 tens from the 8 tens. I am left with 5 tens and 3 ones.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukuthabatha ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo, bangaweleli ngaphaya kwe-10. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheyibhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 nemivo.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using base 10 blocks and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

IVEKI • WEEK 5

USUKU 4 • DAY 4

Ukuthabatha usebenzisa indlela yeekholam
Subtraction using the column method

IZIBALO ZENTLOKO MENTAL MATHS → LINGAPHEZULU KUNA- MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

49 – 21 = 28

	amashumi tens	imivo ones
Ama-49 ayafana nama-40 nesi-9. 49 is the same as 40 and 9.	4	9
Masithabathe ama-21. Now let's subtract 21.	– 2	1
	2	8

Kwimivo esi-9 uthabatha umvo o-1 kushiyeke imivo esi-8. Kumashumi ama-4 uthabatha amashumi ama-2 kushiyeke amashumi ama-2. Amashumi ama-2 nemivo esi-8 enza ama-28.

9 ones take away 1 one leaves 8 ones.
4 tens take away 2 tens leaves 2 tens.
2 tens and 8 ones makes 28.

1 Thabatha usebenzise iibloko.
Subtract using blocks.

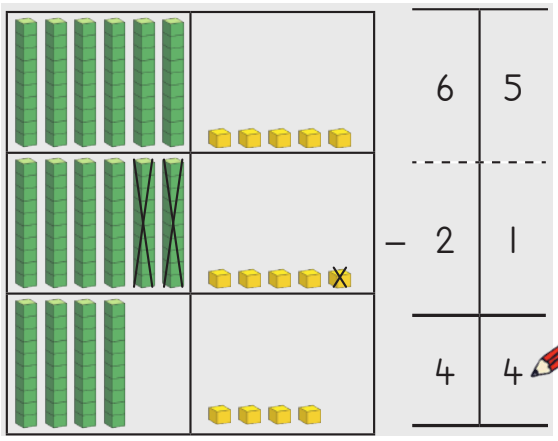
58 – 16 = 42	49 – 23 = 26	68 – 37 = 31
36 – 13 = 23	74 – 21 = 53	94 – 42 = 52
84 – 12 = 72	38 – 17 = 21	36 – 15 = 21

48

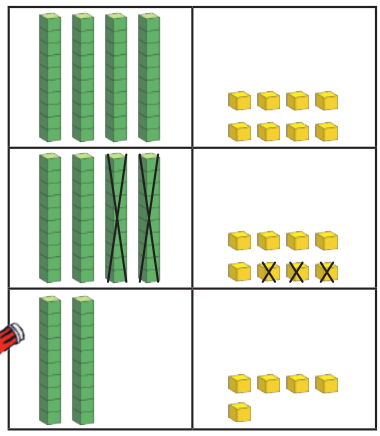
Subtraction using the column method

2 Thabatha.

Subtract.



	6	5
–	2	1
	4	4



	4	8
–	2	3
	2	5

3 Thabatha. Sebenzisa iibloko zakho.

Subtract. Use your blocks.

26 – 13 = ____

	amashumi tens	imivo ones
	2	6
–	1	3
	3	9

35 – 11 = ____

	amashumi tens	imivo ones
	3	5
–	1	1
	2	4

47 – 25 = ____

	amashumi tens	imivo ones
	4	7
–	2	5
	2	2

36 – 11 = ____

	amashumi tens	imivo ones
	3	6
–	1	1
	2	5

43 – 22 = ____

	amashumi tens	imivo ones
	4	3
–	2	2
	2	1

58 – 45 = ____

	amashumi tens	imivo ones
	5	8
–	4	5
	1	3

49 – 34 = ____

	amashumi tens	imivo ones
	4	9
–	3	4
	1	5

65 – 24 = ____

	amashumi tens	imivo ones
	6	5
–	2	4
	4	1

89 – 38 = ____

	amashumi tens	imivo ones
	8	9
–	3	8
	5	1

IVEKI • WEEK 5

USUKU 5 • DAY 5

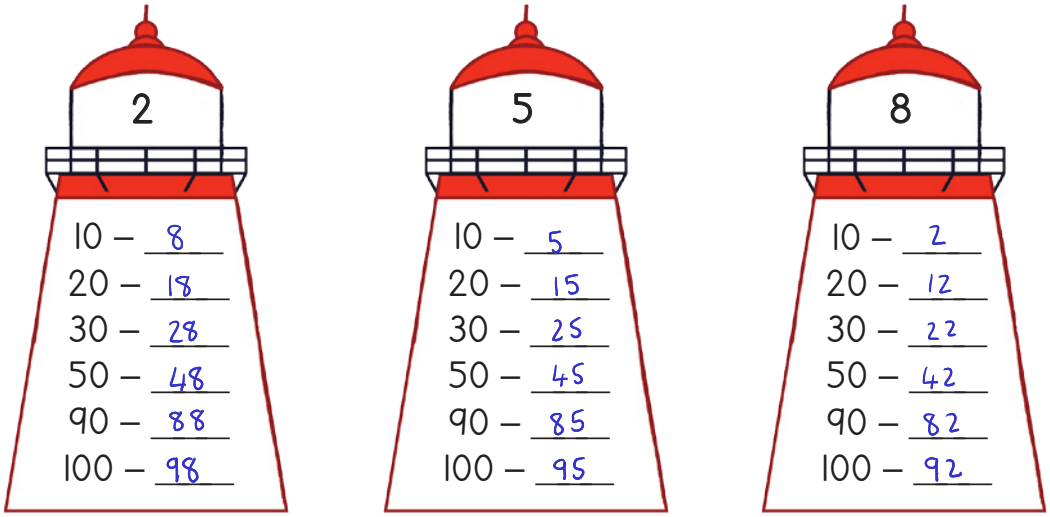
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

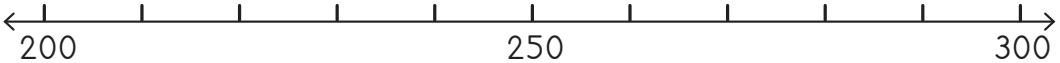
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Imivo elishumi iyafana ne-10 elinye.	Ten 1s is the same as one 10.
isivakalisi manani	number sentence
thabatha	subtract
thabatha iziphindwa ze-10	subtract multiples of 10
Ama-10 alishumi ayafana ne-100 elinye.	Ten 10s is the same as one 100.
thabatha kuma-10	subtract from the 10s
thabatha kuma-100	subtract from the 100s

1 Thabatha ukuze wenze inani eliphezu kwendlu ekhanyisayo.
Subtract to make the number at the top of the lighthouse.



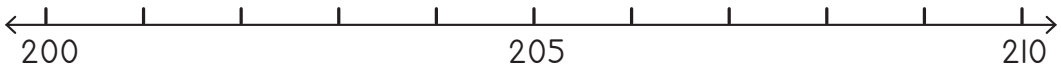
2 Thabatha usebenzise umgcamanani.
Subtract using the number line.



300 – 40 = 260	280 – 80 = 200	300 – 70 = 230

50

Assessment and consolidation



210 – 5 = 205	205 – 5 = 200	208 – 4 = 204
210 – 10 = 200	209 – 6 = 203	210 – 7 = 203

3 Thabatha.

Subtract.

240 – 5 = 235	140 – 7 = 133	340 – 7 = 333
180 – 9 = 171	500 – 50 = 450	200 – 40 = 160

4 Thabatha.

Subtract.

74 – 51 = ____

amashumi tens	imivo ones
7	4
– 5	1
2	3

93 – 53 = ____

amashumi tens	imivo ones
9	3
– 5	3
4	0

56 – 24 = ____

amashumi tens	imivo ones
5	6
– 2	4
3	2

85 – 44 = ____

amashumi tens	imivo ones
8	5
– 4	4
4	1

68 – 31 = ____

amashumi tens	imivo ones
6	8
– 3	1
3	7

29 – 19 = ____

amashumi tens	imivo ones
2	9
– 1	9
1	0

35 – 22 = ____

amashumi tens	imivo ones
3	5
– 2	2
1	3

44 – 23 = ____

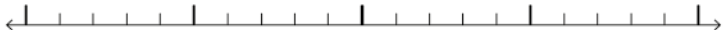
amashumi tens	imivo ones
4	4
– 2	3
2	1

63 – 52 = ____

amashumi tens	imivo ones
6	3
– 5	2
1	1

Ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: Ndinike elingaphantsi ...	oonotsheluza
Umdlalo: Leliphi inani?	oonotsheluza

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa nokuthabatha usebenzisa indlela yeekholam	iLAB, iibloko zesiseko se-10
2	Ukudibanisa usebenzisa indlela yeekholam	iLAB, iibloko zesiseko se-10
3	Ukuthabatha usebenzisa indlela yeekholam	iLAB, iibloko zesiseko se-10
4	Ukudibanisa nokuthabatha usebenzisa iindlela zobuchule ezahlukileyo	iLAB, iibloko zesiseko se-10, umgcamanani ongenanto
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukudibanisa nokuthabatha amanani amvo mnye namivo mi-2 kumanani amvo mnye okanye amivo mi-2 besebenzisa iibloko zesiseko se-10 nobuchule bengqondo (bengaweleli ngaphaya kwe-10).	
ukudibanisa nokuthabatha amanani amvo mnye namivo mi-2 kumanani amvo mnye okanye amivo mi-2 besebenzisa ubuchule bengqondo, iibloko zesiseko se-10 nemigcamanani (bewelela ngaphaya kwe-10).	
ukuqonda ukuba umsebenzi obhalwayo weengxaki zokudibanisa nezokuthabatha ungabhalwa ngokweekholam okanye ngezinye iindlela zobuchule.	

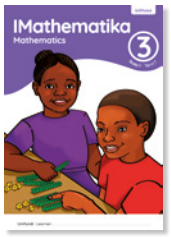
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

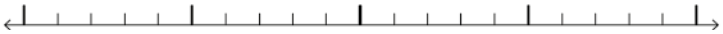
Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Addition and subtraction

	Resources
Mental Maths: Give me less than...	flard cards
Game: What number?	flard cards





Day	Lesson activity	Lesson resources
1	Addition and subtraction using the column method	LAB, base 10 blocks
2	Addition using the column method	LAB, base 10 blocks
3	Subtraction using the column method	LAB, base 10 blocks
4	Addition and subtraction using various strategies	LAB, base 10 blocks, blank number line
5	Consolidation and assessment for learning	LAB

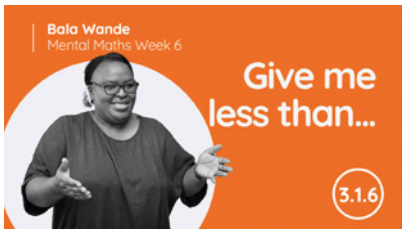
After this week the learner should be able to:	✓
add and subtract 1 or 2-digit numbers to or from 1 or 2-digit numbers using base 10 blocks and mental strategies (no bridging 10).	
add and subtract 1 or 2-digit numbers to or from 1 or 2-digit numbers using mental strategies, base 10 blocks and number lines (bridging 10).	
recognise that the written working for addition and subtraction problems can be recorded using columns or other strategies.	

Assessment (see back pages of this guide)

Written assessment: Addition and subtraction problems and number sentences

Ukudibanisa nokuthabatha

Izibalo zentloko



Kwizibalo zentloko zale veki siza kugxila kwiingqiqo zenani elingaphantsi kunelinye. Utitshala uza kubonisa inani elimivo mi-2 okanye elimivo mi-3 esebenzisa oonotsheluza, ze abafundi babonise amanani angaphantsi ngo-1, 2, 3, 4, 5, okanye nge-10 besebenzisa ababo oonotsheluza. Oonotsheluza banceda abafundi ekuphuhliseni ukuqonda kwabo amanani ngeli xesha besebenza ngamakhadi, besakha amanani enziwa ngemivo, ama-10 nama-100. Thetha nabo ngamanani abawakhileyo.

Umdlalo

Kule veki abafundi badlala umdlalo othi Leliphi inani? besebenzisa oonotsheluza. Umfundi wakha inani elimivo mi-3 aze omnye alixele. Bakuba bewakhile amanani, banike ithuba lokuthetha ngamanani abawabonisileyo – mangaphi ama-100? mangaphi ama-10? mingaphi imivo? Thetha nabo ngamanani abawenzileyo.

Uphuhliso lwengqiqo

Abafundi baza kusombulula iingxaki zokudibanisa nokuthabatha besebenzisa iibloko zesiseko se-10. Baza kubethelela izibalo zentloko, ukuqonda iingxaki ezingaweleli ngaphaya kweshumi phambi kokuba badlulele kweziwelela ngaphaya kweshumi. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokudibanisa okanye ukuthabatha ama-10 nemivo, ukuze babale ngokukhawuleza nangempumelelo. Siza kugxila koku:

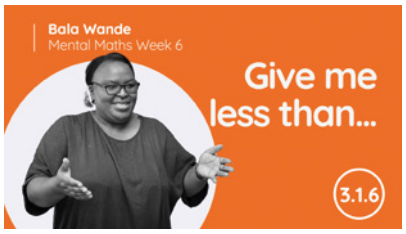
- ukudibanisa nokuthabatha amanani amvo mnye namivo mi-2 kumanani amivo mi-2 okanye amivo mi-3 bewelela okanye bengaweleli ngaphaya kwe-10, besebenzisa iibloko zesiseko se-10 neminye imiboniso.
- ukuqonda ukuba umsebenzi obhaliweyo weengxaki zokudibanisa nezokuthabatha ungabhalwa ngokweekholam okanye ngezinye iindlela zobuchule, kusakhelwa kumsebenzi owenziwe kwiBanga lesi-2.

Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 ziyimiboniso yemathematika ephathekayo neluncedo kwaye ukuzisebenzisa kunceda abafundi babe nombono wezibalo eziquka ama-100, ama-10 nemivo. Bakhuthaze ukuba bathethe ngeendlela abazisebenzisa ngayo xa bedibanisa naxa bethabatha. Ukwazi kwabo ukuthetha ngezisombululo nokuthethelela iindlela abazisebenzisayo kubaluleke kakhulu kuphuhliso lolwazi lwemathematika. Abafundi kufuneka bakwazi ukudibanisa nokuthabatha lula bengaweleli ngaphaya kwe-10. Bakwafunda indlela yokuwelela ngaphaya kwe-10 xa besebenza ngamanani amakhulu kule veki – bakhuthaze ukuba basebenze ngeebloko ukuze bancedise uphuhliso lolu lwazi.
- Isigama esibalulekileyo sesi: **ama-100**, **ama-10**, **imivo**, **ukudibanisa**, **ukuthabatha**, **isivakalisi manani**

Addition and subtraction

Mental Maths



This week we focus on the concept of less than in Mental Maths. The teacher will show a 2- or 3-digit number using her flard card and learners must show a number 1, 2, 3, 4, 5 or 10 less using their flard cards. The flard cards allow learners to develop their number sense while they work with the cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game

This week learners play the game What number? using flard cards. One learner makes a 3-digit number and the other one names it. When they have built the number, let them talk about what they have shown – how many 100s? how many 10s? how many 1s? They should take turns to call and show numbers.

Concept development

Learners will solve addition and subtraction problems using base 10 blocks. Learners will consolidate their mental maths and understanding of problems that do not bridge ten, before attempting problems that bridge the ten. Learners will practice solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. We will focus on:

- adding and subtracting 1- and 2-digit numbers to or from 2- and 3-digit numbers, without (and with) bridging the tens, using base 10 blocks and other representations.
- recognising that written work for addition and subtraction problems can be recorded using columns or other strategies, building on work done in Grade 2.

What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations that involve 100s, 10s and 1s. Encourage them to talk about how they use the blocks when they add and subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add and subtract comfortably without bridging 10. They also learn how to bridge 10 when working with bigger numbers this term – encourage them to work with blocks to support this development of knowledge.
- Important vocabulary: **100s**, **10s**, **1s**, **addition**, **subtraction**, **number sentence**

Ukudibanisa nokuthabatha usebenzisa indlela yeekholam

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Bonisa ngoonotsheluza amanani angaphantsi ngo-1, 2, 3, 4, 5 okanye nge-10.

Use flard cards to show 1, 2, 3, 4, 5 or 10 less.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.

Veza elingaphantsi ngesi-3.
Show me 3 less.

1

Ama-80 angaphantsi ngesi-3 kunama-83.
80 is 3 less than 83.

2

Veza elingaphantsi nge-10.
Show me 10 less.

3

Ama-489 angaphantsi nge-10 kunama-499.
489 is 10 less than 499.

4

Addition and subtraction using the column method

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

126 + 10 = _____

140 + 20 = _____

311 + 40 = _____

320 + 30 = _____

252 + 50 = _____

210 + 20 = _____

185 + 10 = _____

370 + 30 = _____

225 + 40 = _____

103 + 50 = _____

Usuku 2 Day 2

Dibanisa.
Add.

250 + 14 = _____

101 + 11 = _____

203 + 41 = _____

361 + 32 = _____

400 + 34 = _____

151 + 44 = _____

300 + 24 = _____

254 + 12 = _____

350 + 43 = _____

200 + 17 = _____

Usuku 3 Day 3

Dibanisa.
Add.

232 + 14 = _____

413 + 24 = _____

335 + 22 = _____

254 + 34 = _____

127 + 73 = _____

423 + 34 = _____

221 + 17 = _____

332 + 41 = _____

230 + 30 = _____

111 + 44 = _____

Usuku 4 Day 4

Dibanisa.
Add.

103 + 34 = _____

426 + 11 = _____

253 + 12 = _____

111 + 63 = _____

338 + 21 = _____

210 + 11 = _____

302 + 21 = _____

421 + 15 = _____

113 + 21 = _____

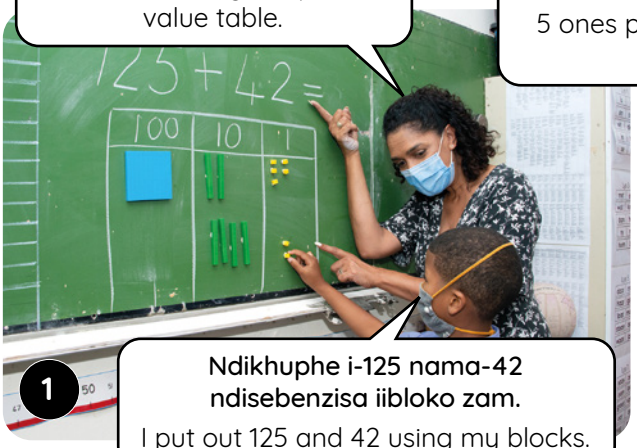
421 + 50 = _____

Ukudibanisa nokuthabatha usebenzisa indlela yeekholam

IZIBALO ZENTLOKO
MENTAL MATHS
LINGAPHANTSI KUNA
LESS THAN
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yexabiso lendawo.
Let's add using the place value table.



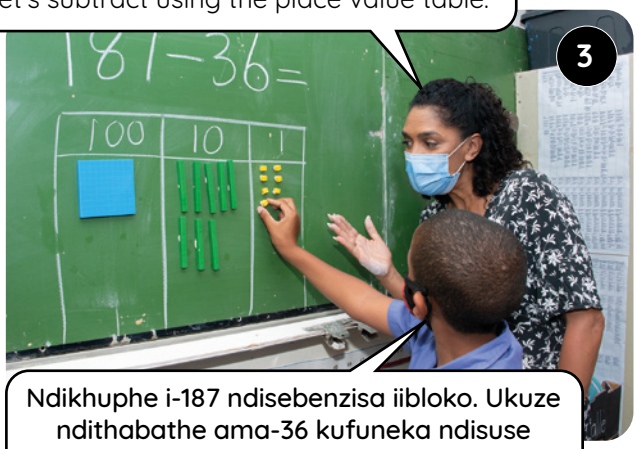
1

Ndikhuphe i-125 nama-42 ndisebenzisa iibloko zam.
I put out 125 and 42 using my blocks.

Imivo emi-5 edibene nemivo emi-2 yenza imivo esi-7. Amashumi ama-2 adibene namashumi ama-4 enza amashumi ama-6. Dibanisa ke ngoku ne-100 elinye. Ndine-167 zizonke.
5 ones plus 2 ones is 7 ones. 2 tens plus 4 tens is 6 tens. Then add the 100. I have 167 altogether.

2

Masithabathe sisebenzise itheyibhile yexabiso lendawo.
Let's subtract using the place value table.



3

Ndikhuphe i-187 ndisebenzisa iibloko. Ukuze ndithabathe ama-36 kufuneka ndisuse imivo emi-6 namashumi ama-3.
I put out 187 using my blocks. To subtract 36, I need to take away 6 ones and 3 tens.

4

Ndithabatha imivo emi-6 kwimivo esi-7. Kushiyeka umvo o-1. Ndithatha amashumi ama-3 kumashumi asi-8. Ndishiyekelwa ngamashumi ama-5. Ndisene- 100. Kushiyeka i-151.
I take away 6 ones from the 7 ones. That leaves 1 one. I take away 3 tens from the 8 tens which leaves 5 tens. I still have 100. I have 151 left.

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokudibanisa nokuthabatha ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Thetha nabo ngendlela ebanceda ngayo itheyibhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 nemivo.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 10s and 1s using base 10 blocks and the place value table. Talk to them about how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Addition and subtraction using the column method

IVEKI • WEEK 6

USUKU 1 • DAY 1

Ukudibanisa nokuthabatha usebenzisa indlela yeekholam
Addition and subtraction using the column method

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA- LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Leliphi inani?
Game: What number?

- Veza inani usebenzise oonotsheluza manani.
  Show the number using your flard cards.
- Leliphi inani?
  What number?
- Mangaphi amakhulu? Mangaphi ama-10? Mingaphi imivo?
  How many 100s? How many 10s? How many 1s?

H	T	O

Jonga izibalo ezikwiikholam. Ungalibali ukudibanisa imivo kuqala uze ulandele ngama-10. Ufumana ntoni?
Look at the working in the columns. Remember to add the 1s first, then the 10s. What do you get?

H	T	O
1	5	6
+	1	2
1	6	8

H	T	O

Jonga izibalo ezikwiikholam. Ungalibali ukuthabatha imivo kuqala uze ulandele ngama-10. Kushiyeka ntoni?
Look at the working in the columns. Remember to subtract the 1s first, then the 10s. What is left?

H	T	O
1	3	5
−	2	3
1	1	2

52

Ukudibanisa nokuthabatha usebenzisa indlela yeekholam

1 Dibanisa uze uthabathe usebenzise iibloko.

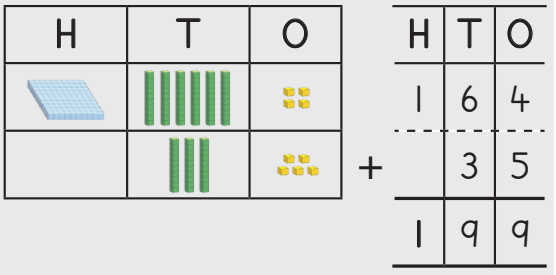
Add and subtract using blocks.

133 + 24 = 157	156 + 41 = 115	127 + 62 = 65
187 – 56 = 131	165 – 32 = 133	138 – 32 = 106

2 Dibanisa.

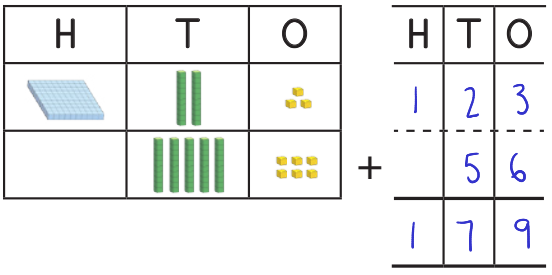
Add.

164 + 35 = 199



H	T	O
1	6	4
	3	5
1	9	9

123 + 56 = ____

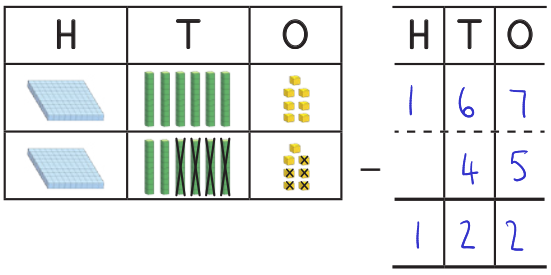


H	T	O
1	2	3
	5	6
1	7	9

3 Thabatha.

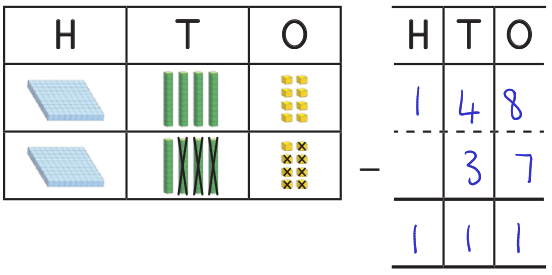
Subtract.

167 – 45 = ____



H	T	O
1	6	7
	4	5
1	2	2

148 – 37 = ____



H	T	O
1	4	8
	3	7
1	1	1

4 Dibanisa usebenzise iibloko.

Add using blocks.

153 + 45 = ___

H	T	O
1	5	3
	4	5
1	9	8

166 + 12 = ___

H	T	O
1	6	6
	1	2
1	7	8

5 Thabatha usebenzise iibloko.

Subtract using blocks.

124 – 12 = ___

H	T	O
1	2	4
	1	2
1	1	2

155 – 43 = ___

H	T	O
1	5	5
	4	3
1	1	2

Addition using the column method

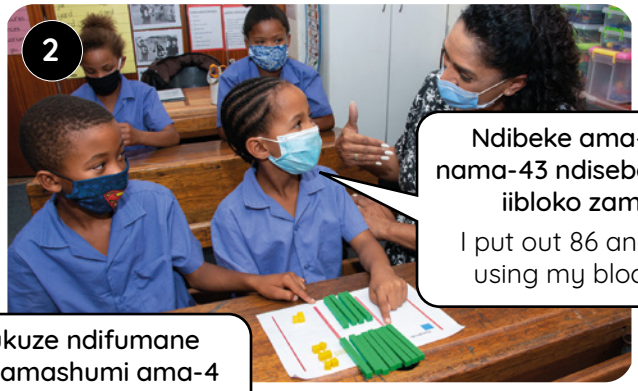
IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Masidibanise sisebenzise itheyibhile yexabiso lendawo.

Let's add using the place value table.



2

Ndibeke ama-86 nama-43 ndisebenzisa iibloko zam.

I put out 86 and 43 using my blocks.

Ndidibanisa imivo emi-6 nemivo emi-3 ukuze ndifumane imivo eli-9. Ndidibanisa amashumi asi-8 namashumi ama-4 ukuze ndifumane amashumi ali-12. Ngoko ke ndinamashumi ali-12 nemivo eli-9 zizonke.

I add 6 ones and 3 ones to get 9 ones. I add 8 tens and 4 tens to get 12 tens. So, I have 12 tens and 9 ones altogether.

Wazi ntoni ngamashumi ali-12?

What do you know about 12 tens?

3

Amashumi ali-12 ayafana nekhulu eli-1 namashumi ama-2.

12 tens is the same as 1 hundred and 2 tens.

4

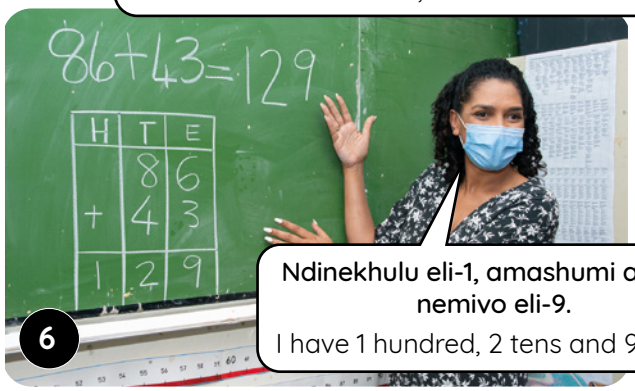
Uchanile! Singatshintshiselana senze ikhulu elinye. Unangaphi zizonke?

Correct! We can exchange and make 1 hundred. How much do you have altogether?

Ndinekhulu eli-1, amashumi ama-2 nemivo eli-9.

I have 1 hundred, 2 tens and 9 ones.

5



6

Ndinekhulu eli-1, amashumi ama-2 nemivo eli-9.

I have 1 hundred, 2 tens and 9 ones.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukudibanisa ama-100, ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Banike amathuba okubona ukuba maxa wambi kufuneka batshintshise amashumi ali-10 ngekhulu eli-1.

Allow learners multiple opportunities to solve problems that involve adding 100s, 10s and 1s using base 10 blocks and a place value table. Provide opportunities for them to see that there are times when they must exchange 10 tens for 1 hundred.

Ukudibanisa usebenzisa indlela yeekholam

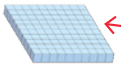
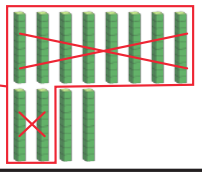
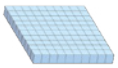
IVEKI • WEEK 6

USUKU 2 • DAY 2

Ukudibanisa usebenzisa indlela yeekholam
Addition using the column method

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHANTSI KUNA- (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

86 + 43 = 129

H	T	O
		
		

	H	T	O
		8	6
+		4	3
	1	2	9

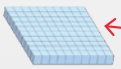
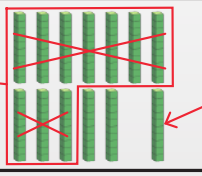
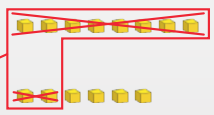
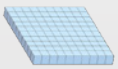
Nditshintshise ngamashumi ali-10. Ndifumene ikhulu eli-1. Ndine-129 zidibene.

I exchanged 10 tens for 1 hundred. I have 129 altogether.

Ndingatshintshisa ama-10 nemivo. Jonga kulo mzekelo.

I can exchange 10s and 1s! Look at this example.

78 + 56 = 134

H	T	O
		
		

	H	T	O
		1 7	8
+		5	6
	1	3	4

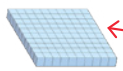
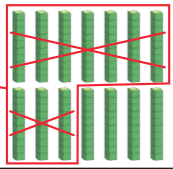
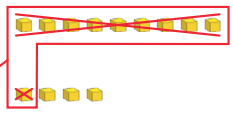
54

Addition using the column method

1 Dibanisa.

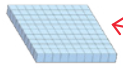
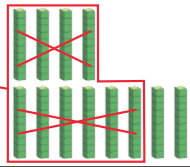
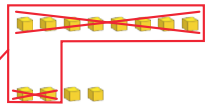
Add.

79 + 74 = ____

H	T	O
		

	H	T	O
	1	1 7	9
+		7	4
	1	5	3

48 + 84 = ____

H	T	O
		

	H	T	O
	1	1 4	8
+		8	4
	1	3	2

2 Dibanisa usebenzise iibloko.

Add using blocks.

57 + 81 = 138	85 + 33 = 118	91 + 46 = 137	64 + 72 = 136
56 + 75 = 131	84 + 47 = 131	39 + 84 = 123	67 + 58 = 125

3 Dibanisa. Sebenzisa iibloko zakho.

Add. Use your blocks.

39 + 78 = ___

	H	T	O
	1	1 3	9
+		7	8
	1	1	7

43 + 99 = ___

	H	T	O
	1	1 4	3
+		9	9
	1	4	2

65 + 89 = ___

	H	T	O
	1	1 6	5
+		8	9
	1	5	4

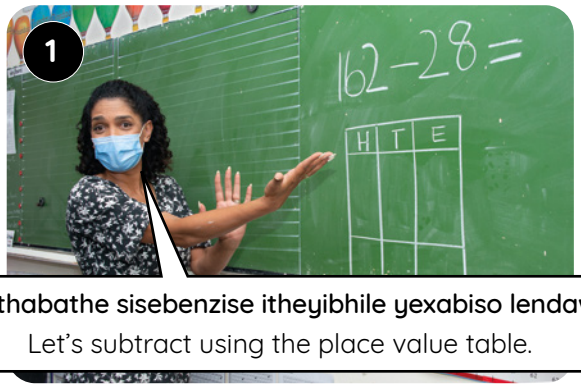
74 + 59 = ___

	H	T	O
	1	1 7	4
+		5	9
	1	3	3

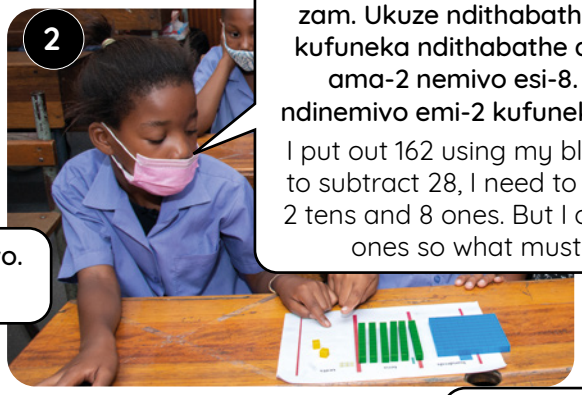
Ukuthabatha usebenzisa indlela yeekholamu

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

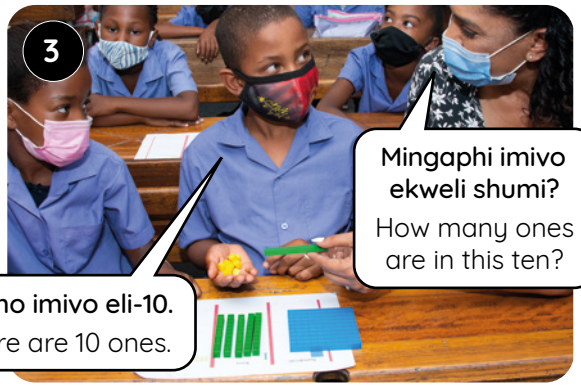
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Masithabathe sisebenzise itheyibhile yexabiso lendawo.
Let's subtract using the place value table.

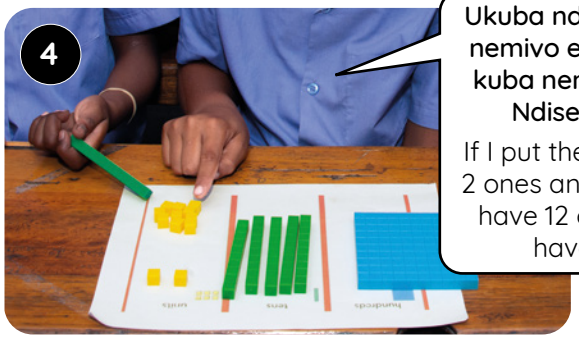


Ndikhuphe i-162 ndisebenzisa iibloko zam. Ukuze ndithabathe ama-28 kufuneka ndithabathe amashumi ama-2 nemivo esi-8. Kodwa ndinemivo emi-2 kufuneka ndithini?
I put out 162 using my blocks. Then to subtract 28, I need to take away 2 tens and 8 ones. But I only have 2 ones so what must I do?



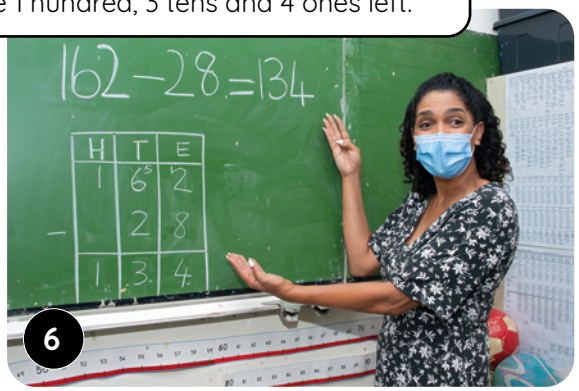
Mingaphi imivo ekweli shumi?
How many ones are in this ten?

Kukho imivo eli-10.
There are 10 ones.



Ukuba ndiyidibanisa nemivo emi-2 ndiza kuba nemivo eli-12. Ndisene-100.
If I put them with the 2 ones and then I will have 12 ones. I still have 100.

Ndinemivo eli-12. Ukuba ndithatha imivo esi-8 ndisalelwa yimivo emi-4. Ndinamashumi ama-5 ngoku. Ukuba ndithatha amashumi ama-2 ndisalelwa ngamashumi ama-3. Ndisalelwa likhulu eli-1, amashumi ama-3 nemivo emi-4.
I have 12 ones. If I take away 8 ones, I have 4 ones left. I have 5 tens now. If I take away 2 tens, I have 3 ten left. I have 1 hundred, 3 tens and 4 ones left.



Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukuthabatha ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Banike amathuba ukuze babone ukuba maxa wambi kufuneka batshintshise ikhulu eli-1 ngamashumi ali-10.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using base 10 blocks and the place value table. Provide opportunities for them to see that there are times when they must exchange 1 hundred for 10 tens.

Subtraction using the column method

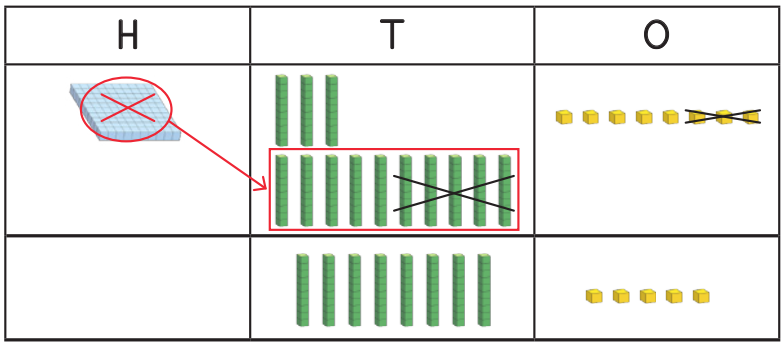
IVEKI • WEEK 6

USUKU 3 • DAY 3

Ukuthabatha usebenzisa indlela yeekholam
Subtraction using the column method

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHANTSI KUNA- (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

138 – 53 = 85

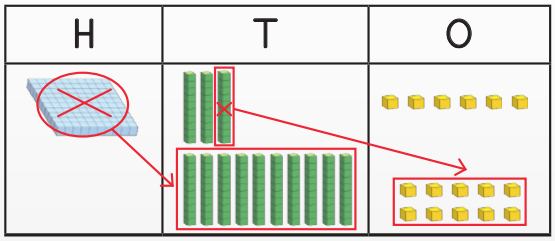


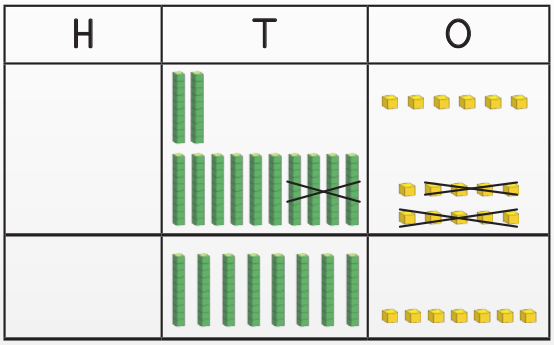
	H	T	O
	~~1~~	13	8
–		5	3
		8	5

Nditshintshise ikhulu eli-1 ngamashumi ali-10. Ngoku ndinamashumi ali-13. Ndithabatha amashumi ama-5.

I exchanged 1 hundred for 10 tens. I have 13 tens now. I subtract 5 tens.

136 – 49 = 87





Nditshintshise ikhulu eli-1 ngamashumi ali-10. Ngoku ndinamashumi ali-13. Nditshintshise ishumi eli-1 ngemivo eli-10. Ngoku ngoku ndinemivo eli-16.

I exchanged 1 hundred for 10 tens. I have 13 tens now. I exchanged 1 ten for 10 ones. I have 16 ones now.

	H	T	O
	~~1~~	12 ~~3~~	16
–		4	9
		8	7

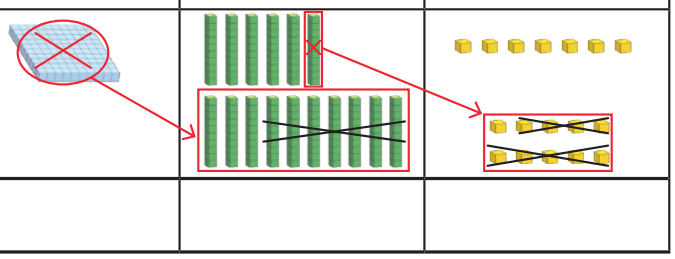
Ukuthabatha usebenzisa indlela yeekholamu

1 Thabatha.

Subtract.

167 – 79 = ____

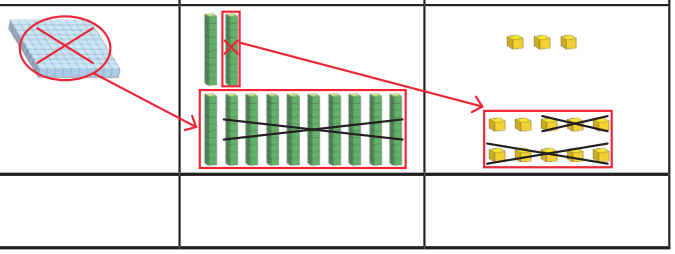
H	T	O



	H	T	O
	✗	15 ~~6~~	1 7
–		7	9
		8	8

123 – 98 = ____

H	T	O



	H	T	O
	✗	11 ~~2~~	1 3
–		9	8
		2	5

2 Thabatha usebenzise iibloko.

Subtract using blocks.

114 – 52 = 62	135 – 56 = 79	168 – 87 = 81	136 – 63 = 73
124 – 45 = 79	131 – 64 = 67	164 – 87 = 77	142 – 75 = 67

3 Thabatha. Sebenzisa iibloko zakho.

Subtract. Use your blocks.

167 – 85 = ___

	H	T	O
	✗	16	7
–		8	5
		8	2

148 – 72 = ___

	H	T	E
	✗	14	8
–		7	2
		7	6

152 – 62 = ___

	H	T	O
	✗	15	2
–		6	2
		9	0

126 – 47 = ___

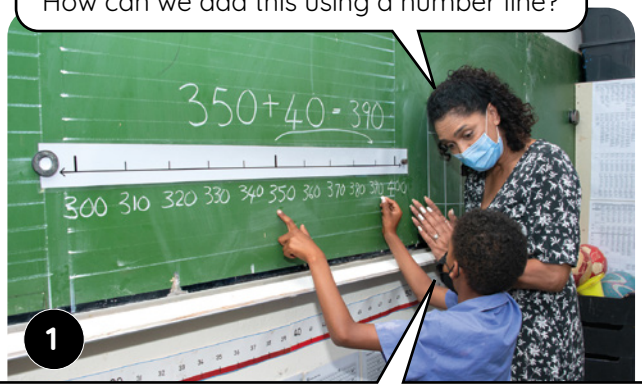
	H	T	O
	✗	11 2	16
–		4	7
		7	9

Addition and subtraction using various strategies

IZIBALO ZENTLOKO (MENTAL MATHS) LINGAPHANTSI KUNA (LESS THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singadibanisa njani ngomgcamanani?
How can we add this using a number line?



1

Ukuba nditsibela phambili imitsi emi-4 yama-10 ukusukela kuma-350, ndima kuma-390.
If I jump 4 jumps of 10 forwards from 350, I land on 390.

Singawusebenzisa njani umgcamanani xa sithabatha?
How can we subtract using a number line?

2

Ukuba nditsibele ngasemva imitsi engama-60 ukusuka kuma-360, ndiwela kuma-300.
If I jump backwards 60 from 360, I land on 300.

Singadibanisa njani ngeebloko ze sibhale ngokweekholam?
How can we add this using blocks and writing in columns?

Ndidibanisa ngeebloko zam. Ndibhala ngolu hlobo. Ndifumana i-189.
I use my blocks to add. I write it like this. I get 189.

Singathabatha njani ngeebloko ze sibhale ngokweekholam?
How can we subtract this using blocks and writing in columns?

Ndithabatha ngeebloko zam. Ndibhala ngolu hlobo. Ndifumana i-125.
I use my blocks to subtract. I write it like this. I get 125.

Nika abafundi amathuba aliqela okudibanisa nokuthabatha ngemigcamanani nangeebloko. Ukwenza imitsi kumgcamanani kuya kunceda abafundi bakwazi ukubala ngentloko besebenzisa amanani amakhulu kune-100. Ukusebenza ngeekholam yindlela esebenzayo nenceda abafundi ekusebenziseni itheyibhile yexabiso lendawo ukubonisa abakubhalayo.

Provide multiple opportunities to learners to use number lines and blocks to add and subtract. Jumping on a number line is a useful semi-concrete activity that will help learners to work mentally with numbers bigger than 100. Working in columns is efficient and helps learners to use place value to structure what they write.

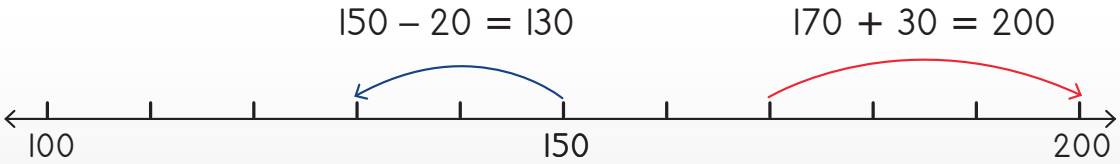
Ukudibanisa nokuthabatha usebenzisa iindlela zobuchule ezahlukeneyo

IVEKI • WEEK 6

USUKU 4 • DAY 4

Ukudibanisa nokuthabatha usebenzisa iindlela zobuchule ezahlukeneyo Addition and subtraction using various strategies

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA- LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

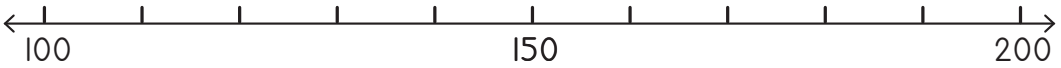


Dibanaisa uze uthabathe usebenzisa umgcamanani.
Xa uthabatha, uya ngasekhohlo.
Xa udibanisa uya ngasekunene.

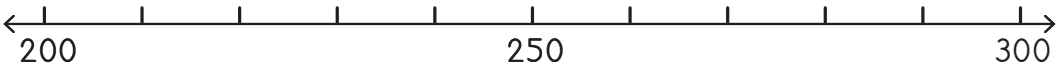
Add and subtract using a number line.
To subtract, move left
To add, move right.

1 Dibanisa usebenzise umgcamanani.

Add using the number line.



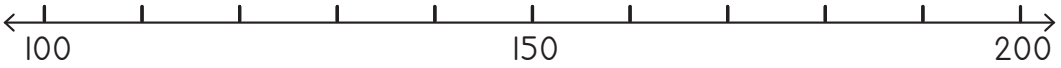
100 + 50 = 150	150 + 50 = 200	180 + 20 = 200



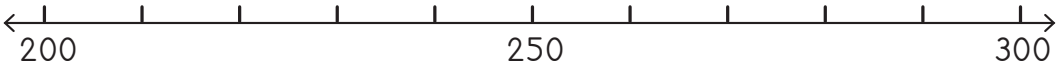
200 + 20 = 220	210 + 90 = 300	240 + 40 = 280

2 Thabatha usebenzise umgcamanani.

Subtract using the number line.



190 – 30 = 160	170 – 70 = 100	200 – 60 = 140



290 – 80 = 210	230 – 30 = 200	300 – 100 = 200

Addition and subtraction using various strategies

Ungabhala amanani kwiikholam ngolu hlobo. Ungadibanisa okanye uthabathe.

You can write numbers in columns like this. You can add or subtract.

	1	2	4
+		5	3
	1	7	7

	1	7	8
−		2	6
	1	5	2

3 Bhala amanani kwiikholam uze udibanise.

Write the numbers in columns and add.

113 + 35 = ____

	1	1	3
+		3	5
	1	4	8

182 + 25 = ____

	1'	8	2
+		2	5
	2	0	7

156 + 31 = ____

	1	5	6
+		3	1
	1	8	7

127 + 52 = ____

	1	2	7
+		5	2
	1	7	9

161 + 17 = ____

	1	6	1
+		1	7
	1	7	8

124 + 75 = ____

	1	2	4
+		7	5
	1	9	9

4 Bhala amanani kwiikholam uze thabathe.

Write the numbers in columns and subtract.

153 − 42 = ____

	1	5	3
−		4	2
	1	1	1

186 − 64 = ____

	1	8	6
−		6	4
	1	2	2

178 − 43 = ____

	1	7	8
−		4	3
	1	3	5

169 − 55 = ____

	1	6	9
−		5	5
	1	1	4

148 − 36 = ____

	1	4	8
−		3	6
	1	1	2

195 − 81 = ____

	1	9	5
−		8	1
	1	1	4

IVEKI • WEEK 6

USUKU 5 • DAY 5

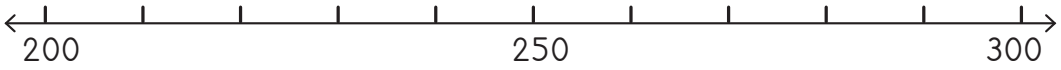
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

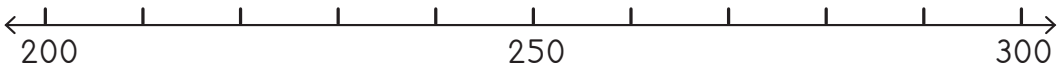
NgesiXhosa sithi:	In English we say:
Imivo eli-10 iyafana neshumi eli-1.	Ten 1s is the same as one 10.
Ama-10 alishumi ayafana ne-100 elinye.	Ten 10s is the same as one 100.
isivakalisi manani	number sentence
dibanisa uze uthabathe	add and subtract
Yenza imitsi kumgcamanani.	Make jumps on a number line.
Sebenzisa iibloko ekubaleni ngemivo, ngamashumi nangamakhulu.	Use blocks to work with 1s, 10s and 100s.

1 Dibanisa ngomgcamanani.
Add using the number line.



200 + 40 = 240	220 + 80 = 300	240 + 20 = 260

2 Thabatha ngomgcamanani.
Subtract using the number line.



290 – 40 = 250	280 – 60 = 220	300 – 40 = 260
300 – 50 = 250	300 – 60 = 240	260 – 20 = 240

3 Dibanisa okanye thabatha.
Add or subtract.

240 + 50 = 290	230 + 70 = 300	220 + 80 = 300
300 – 50 = 250	300 – 40 = 260	300 – 90 = 210

Assessment and consolidation

160 + 30 = 190	340 + 40 = 380	420 + 80 = 500
400 – 80 = 320	500 – 90 = 410	200 – 30 = 170

4 Dibanisa.

Add.

76 + 62 = ____

	1	7	6
+		6	2
	1	3	8

43 + 91 = ____

	1	4	3
+		9	1
	1	3	4

154 + 25 = ____

	1	5	4
+		2	5
	1	7	9

45 + 82 = ____

	1	4	5
+		8	2
	1	2	7

34 + 72 = ____

	1	3	4
+		7	2
	1	0	6

168 + 31 = ____

	1	6	8
+		3	1
	1	9	9

5 Thabatha.

Subtract.

174 – 93 = ____

	X	1 7	4
–		9	3
		8	1

156 – 84 = ____

	X	1 5	6
–		8	4
		7	2

141 – 26 = ____

	1	3 ~~4~~	1 1
–		2	6
	1	1	5

147 – 65 = ____

	X	1 4	7
–		6	5
		8	2

139 – 56 = ____

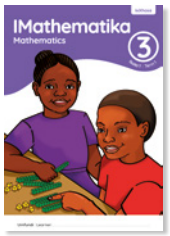
	X	1 3	9
–		5	6
		8	3

162 – 38 = ____

	1	5 ~~6~~	1 2
–		3	8
	1	2	4

Ubude

	Izixhobo
Izibalo zentloko: Fizz Pop – ukwahlula kubini	azikho
Umdlalo: 1, 2, 3 Veza – thelekisa	oonotsheluza bamanani




Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	limitha	iLAB, 1 m yerula esongwayo, iteyiphu yokulinganisela
2	lisentimitha	iLAB, 1 m yerula esongwayo
3	Uqikelelo lobude	iLAB, 1 m yerula esongwayo, iteyiphu yokulinganisela, umtya
4	Ukusebenza ngeeyunithi zobude	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuqikelela, ukulinganisela nokurekhodisha ubude ngeemitha neesentimitha.	
ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobude.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Umlinganiselo – Ubude

Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Qaphela abafundi ukuze uvavanye izakhono zabo zokulinganisa ubude.

Length

	Resources
Mental Maths: Fizz Pop – halving	none
Game: 1 2 3 Show – compare	flard cards


Day	Lesson activity	Lesson resources
1	Metres	LAB, 1 m fold up ruler, tape measure
2	Centimetres	LAB, 1 m fold up ruler
3	Estimation of length	LAB, 1 m fold up ruler, tape measure, string
4	Working with units of length	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Estimate, measure and record lengths in metres and centimetres.	
Solve word problems involving units of length.	

Assessment (see back pages of this guide)

Written assessment: Measurement – Length

Oral and practical assessment: Measurement – Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems.

Ubude

Izibalo zentloko

Kule veki siza kudlala umdlalo uFizz Pop kwakhona, sijolise ekwahluleni kubini. Kubalulekile ukuba abafundi baziqhelise ukwahlula kubini ukuze babe nobuchule bokusebenzisa le ndlela yokubala. Ukuqonda ngokukuko ukwahlula kubini kubalulekile xa abafundi beqala ukufunda ngamaqhezu.

Umdlalo

Kule veki sidlala umdlalo othi 1 2 3 Veza – thelekisa. Lo mdlalo unika abafundi ithuba lokuthelekisa amanani amivo mi-2 baze bachaze ukuba leliphi inani elikhulu ileliphi elincinci. Bobabini abafundi baveza amanani amivo mi-2 ngoonotsheluza bamanani. Bathetha ngokuba lelikabani inani elikhulu nokuba lelikabani elincinci. Lo mdlalo ubethelela ingqiqo yamanani.

Uphuhliso lwengqiqo

Kumsebenzi wale veki ongobude, abafundi baza kuhlaziya ukulinganisela ngeemitha nangeesentimitha. Baza kuqaphela iimitha neesentimitha njengeeyunithi ezisemgangathweni zokulinganisela baze bazisebenzise kwimisebenzi engokuqikelela nokulinganisela. Baza kwenza neengxaki zokudibanisa nokuthabatha besebenzisa iimitha neesentimitha. Kule veki sigxila koku:

- ukuqikelela, ukulinganisela nokurekhodisha ubude ngeemitha neesentimitha.
- ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobude.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde ukuba ukuqikelela kukuthelekelela okusekelwe kulwazi. Kubalulekile ukuba basebenzise ulwazi olukhoyo ukuze ukuthelekelela kwabo kusekelwe elwazini. Olu lwazi lubanceda bakwazi ukuba noluvo ngokufaneleka koqikelelo lwabo, nto leyo iyinxalenye okanye inyathelo elibalulekileyo lale nkqubo.
- Bakhuthaze abafundi bancokole ngobunzima ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **ubude**, **iyunithi esemgangathweni**, **uthelekiso**, **inde kuna-**, **imfutshane kuna-**, **ibanzi kuna-**, **ububanzi**, **imitha**, **rekhodisha**, **linganisela**, **umlinganiselo**, **ukuphakama**, **ukuya phambili**, **ukubuya umva**, **bala**, **qikelela**, **ingqikelelo**, **iimitha**, **iisentimitha**, **thelekisa**

Length

Mental Maths

This week we play Fizz Pop again, with a focus on halving. It is important that learners practice halving and become efficient at using this calculation strategy. An understanding of halving is necessary as learners begin to learn about fractions.

Game

This week we play the game 1 2 3 show – compare. The game provides opportunities for the learners to compare 2-digit numbers and say which number is greater and which is smaller. Both learners show a 2-digit number using flard cards. They talk to each other about whose number is greater and whose is smaller. This game consolidates number concept.

Concept development

In this week's work on length, learners revise measuring in metres and centimetres. They will recognise metres and centimetres as standard units of measurement and use them in estimating and measuring activities. They also work on addition and subtraction problems using metres and centimetres. This week we focus on:

- estimating, measuring and recording lengths in metres and centimetres.
- solving word problems involving units of length.

What to look out for this week

- It is important that learners understand that estimation is making an informed guess. It is essential that they use known information so that their guess can be informed. This known information helps them to judge the reasonableness of their estimation, which is a necessary part of the process.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **length**, **standard unit**, **comparison**, **longer**, **shorter**, **taller**, **wider**, **width**, **metre**, **record**, **measure**, **measurement**, **height**, **forwards**, **backwards**, **calculate**, **estimate**, **estimation**, **metres**, **centimetres**, **compare**

Iimitha

IZIBALO ZENTLOKO
MENTAL MATHS
LINGAPHANTSI KUNA
LESS THAN
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

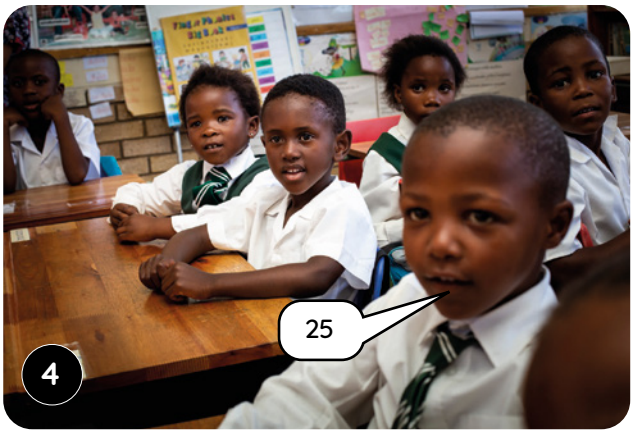
IZIBALO ZENTLOKO | MENTAL MATHS

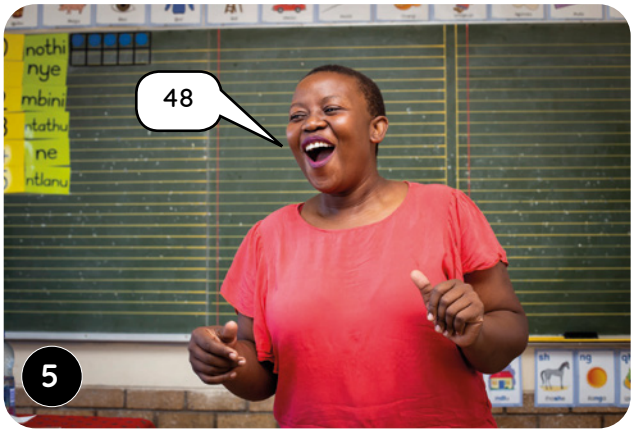
Dlalani uFizz Pop ukuze niziqhelise ukwahlula kubini.

Play Fizz Pop to practise halving.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.





Metres

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

136 + 10 = _____

352 + 20 = _____

481 + 40 = _____

620 + 30 = _____

858 + 50 = _____

910 + 20 = _____

176 + 10 = _____

470 + 30 = _____

335 + 40 = _____

204 + 50 = _____

Usuku 2 Day 2

Dibanisa.
Add.

340 + 15 = _____

201 + 12 = _____

505 + 43 = _____

161 + 31 = _____

600 + 36 = _____

261 + 47 = _____

500 + 25 = _____

156 + 13 = _____

450 + 42 = _____

300 + 18 = _____

Usuku 3 Day 3

Dibanisa.
Add.

242 + 44 = _____

323 + 34 = _____

445 + 12 = _____

554 + 24 = _____

627 + 63 = _____

333 + 14 = _____

421 + 37 = _____

542 + 51 = _____

120 + 20 = _____

222 + 64 = _____

Usuku 4 Day 4

Dibanisa.
Add.

203 + 44 = _____

326 + 51 = _____

453 + 22 = _____

511 + 33 = _____

638 + 61 = _____

110 + 51 = _____

202 + 11 = _____

321 + 25 = _____

413 + 31 = _____

521 + 60 = _____

Iimitha

IZIBALO ZENTLOKO (MENTAL MATHS) — LINGAPHANTSI KUNA (LESS THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

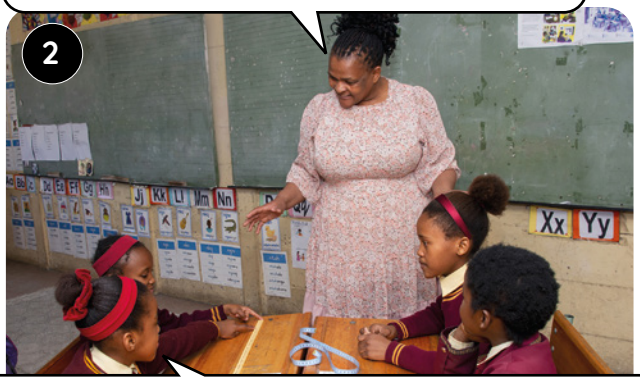
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yeyiphi iyunithi yokulinganisela endinokuyisebenzisa ukulinganisela olu cango?
What unit of measurement should I use to measure this door?

Kutheni kufuneka ndisebenzise iimitha ingabi ziisentimitha ukulinganisela ucango?
Why would I use metres and not centimetres to measure the door?

1

2



Kufuneka usebenzise iimitha ukuze ulinganisele olu cango.
You need to use metres to measure the door.

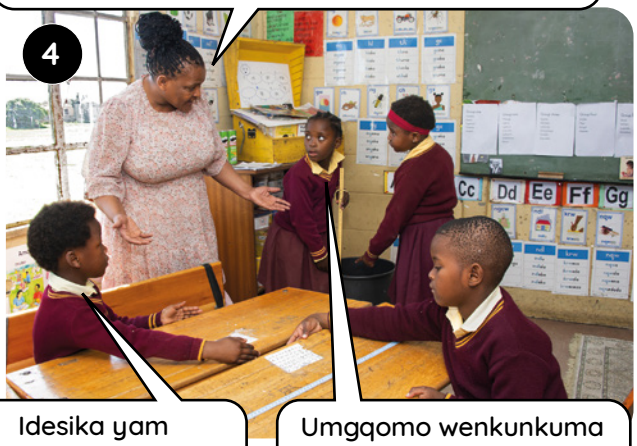
Sisebenzisa iimitha xa silinganisela izinto ezinde ze sisebenzise iisentimitha xa silinganisela izinto ezimfutshane.
We use metres to measure things that are longer and centimetres to measure things that are shorter.

Yintoni oyibonayo ende kunemitha e-1?
What can you see that is longer than 1 metre?

Yintoni oyibonayo emfutshane kune-1 m?
What can you see that is shorter than 1 metre?

3

4



Itafile katitshala inde kunemitha e-1.
Teacher's desk is longer than 1 m!

Ibhodi inde kunemitha e-1.
The board is longer than 1 m!

Idesika yam imfutshane kune-1 m.
My desk is shorter than 1 m!

Umgqomo wenkunkuma mfutshane kune-1 m.
The rubbish bin is shorter than 1 m!

Nika abafundi amathuba aliqela okulinganisela izinto ezikhoyo ngerula okanye ngeteyiphu yokulinganisela (ngaphakathi eklasini okanye ngaphandle). Kufuneka abafundi bakhangele izinto ezinde nezimfutshane kunemitha, nezinto ezilingana nemitha.

Provide opportunities for the learners to measure objects using the ruler or the tape measure (inside or outside the classroom). Learners should find items that are longer and shorter than a metre and items that are the same length as a metre.

Metres

IVEKI • WEEK 7

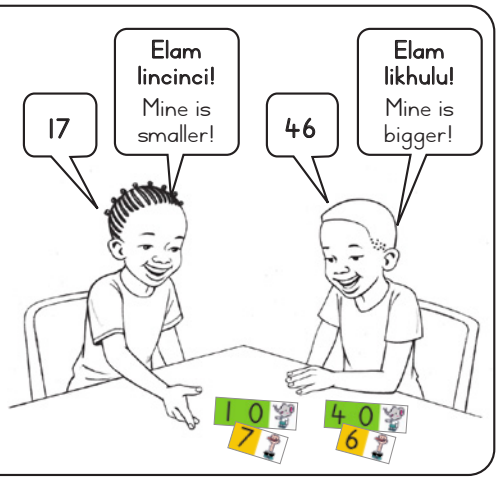
USUKU 1 • DAY 1

limitha
Metres

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHANTSI KUNA- (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: 1, 2, 3 Veza – thelekisa!
Game: 1, 2, 3 Show – compare!

- Sebenzani ngababini. Veza inani ngoonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Leliphi elincinci? Kangakanani?
  Which one is smaller? How much?
- Phinda kwakhona!
  Do it again!



1 Phawula ibhokisi ubonise ukuba ngowuphi umgca omfutshane.
Tick the box to show which line is shorter.

☑ _____

☐ _____

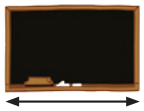
Phawula ibhokisi ubonise ukuba ngowuphi umgca omde.
Tick the box to show which line is longer.

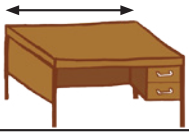
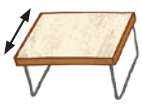
☐ _____

☑ _____

2 Linganisela ngeeyunithi ozinikiweyo.
Measure using the given units.

Learners will measure and complete the task

	8	6	7
			
			

62

Iimitha

3 Funa izinto ezikhoyo eklasini ezi-3 ezimfutshane kune-1 m. Gqibezela le theyibhile.

Find 3 objects in the class that are shorter than 1 m. Complete the table.

Khumbula ukuba u-m = imitha ze u-cm = sentimitha.

Remember that m = metre and cm = centimetre.

	into ekhoyo object	umlinganiselo wobude measurement of length
1	eg. chair	_____ cm
2	chart	_____ cm
3	desk	_____ cm

learners measure and fill in

4 Funa izinto ezi-3 ezikhoyo eklasini ezinde kune-1 m. Gqibezela itheyibhile.

Find 3 objects in the class that are longer than 1 m. Complete the table.

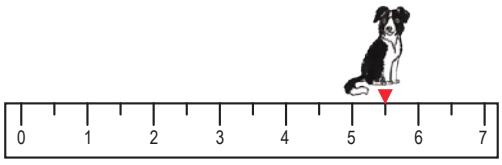
	into ekhoyo object	umlinganiselo wobude measurement of length
1	eg. teacher's table	_____ m
2	cupboard	_____ m
3	door	_____ m

5 Phendula imibuzo ngeemitha.

Answer the questions in metres.

Ihambe iimitha ezingaphi inja?

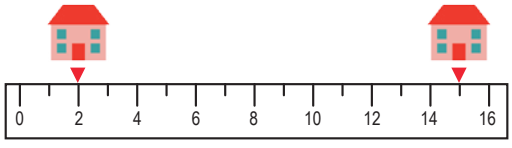
How many metres did the dog travel?



$5\frac{1}{2}$ m

Zingaphi iimitha ukusuka endlwini yam ukuya kweyakho?

How many metres from my house to your house?



$14\frac{1}{2}$ m

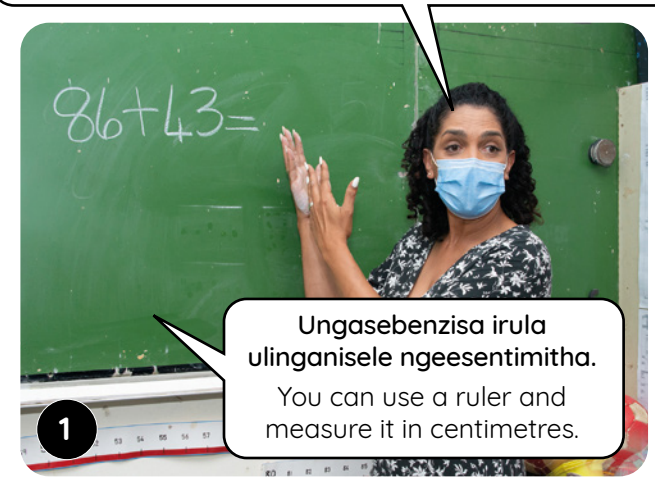
Centimetres

IZIBALO ZENTLOKO
MENTAL MATHS
LINGAPHANTSI KUNA
LESS THAN
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndenze ntoni ukuba ndifuna ukulinganisela lo mgca?
What do I do if I want to measure this line?

Ndiyibeke phi irula ukuze ndiqale ukulinganisela?
Where do I put the ruler to start measuring?



1

Ungasebenzisa irula ulinganisele ngeesentimitha.
You can use a ruler and measure it in centimetres.

2

Ndibhala unothi kanye ekuqaleni komgca.
I put the zero at the very start of the line.

Kunjalo! Mde kangakanani lo mgca?
That's right! How long is this line?

Yintoni oyibonayo ocinga ukuba ingamfutshane kunama-25 cm?
What can you see that you think will be shorter than 25 cm?

3

Lo mgca mde kanganage-25 cm.
This line is 25 cm long.

4

Ububanzi bencwadi yam bufutshane kunama-25 cm.
The width of my book is shorter than 25 cm!

Ipenisile yam imfutshane kunama-25 cm.
My pencil is shorter than 25cm!

Nika abafundi amathuba aliqela okulinganisela izinto ngerula okanye ngeteyiphu yokulinganisela. Bakhuthaze ukuba baxoxe ngendlela abayisebenzisa ngayo irula nokuba bathelekise imilinganiselo yabo.

Provide opportunities for the learners to measure objects using the ruler or the tape measure. Encourage them to discuss how they use the ruler and to compare their measurements.

IVEKI • WEEK 7

USUKU 2 • DAY 2

lisentimitha
Centimetres

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA- LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

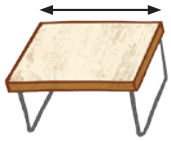
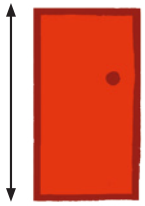
1 Krwela imigca ngerula.
Use a ruler to draw the lines.

10 cm _____

7 cm _____

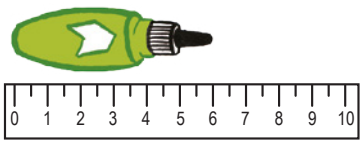
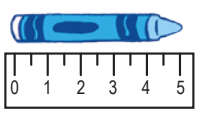
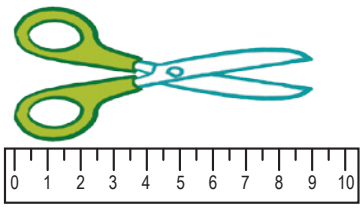
15 cm _____

2 Ungazilinganisela ngeemitha okanye ngeesentimitha ezi zinto?
Would you measure these in metres or centimetres?

	cm				
					

learners will measure and fill in

3 Linganisela izinto zesikolo.
Measure the school items.

	3 cm		6 cm
	5 cm		9 cm

Centimetres

4 Linganisela imigca ngerula.
Use a ruler to measure the lines.

	$1\frac{1}{2}$ cm		2 cm
	$3\frac{1}{2}$ cm		$4\frac{1}{2}$ cm
	1 cm		$2\frac{1}{2}$ cm

5 Funa eklasini izinto ezi-3 ezimfutshane kune-10 cm.
Gqibezela itheyibhile.
Find 3 objects in the class that are shorter than 10 cm. Complete the table.

	into ekhoyo object	umlinganiselo wobude measurement of length
1	eg. pencil case	
2	crayon	
3	eraser	

learners will measure

6 Funa eklasini izinto ezi-3 ezinde kune-10 cm.
Gqibezela itheyibhile.
Find 3 objects in the class that are longer than 10cm. Complete the table.

	into ekhoyo object	umlinganiselo wobude measurement of length
1	eg. book	
2	ruler	
3	lunch box	

Uqikelelo lobude

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kuthetha ntoni ukuqikelela?
What does estimation mean?

1

Ukuqikelela okanye ingqikelelo kuthetha ukuba uthelekelela ubude ungakhange ulinganisele.
Estimation means that you guess how long something is without measuring.

Kufuneka ukuthelekelela kwethu kusekelwe elwazini. Ukuba le rula inde kangange-1 m (100 cm) ucinga ukuba mde kangakanani lo mtya?
We must make an **informed** guess. If this ruler is 1 m (100 cm) long, how long do you think my string is?


2

Lo mtya mfutshane kunerula. Ndicinga ukuba unobude obungama-80 cm.
The string is shorter than the ruler. I think it is 80 cm long.

Masilinganisele lo mtya ukuze sikhangele ukuba uqikelelo lwakho lusondele kangakanani na.
Let's measure the string to check how close your estimation is.


3

Isijungqe somtya side kangange-70 cm. Bendisondele kakhulu. Umahluko li-10 cm kuphela.
The piece of string is actually 70 cm long. I was quite close! The difference is 10 cm.

Qinisekisa ukuba abafundi baqala baqikelele baze balinganisele into nganye ngenjongo yokuziqhelisa ukusebenzisa ulwazi olukhoyo ekwenzeni uqikelelo olufanelekileyo.

Watch that learners estimate and then measure each thing so that they practise using known information to make reasonable estimations.

Estimation of length

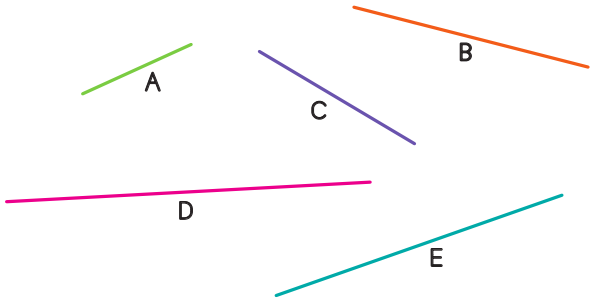
IVEKI • WEEK 7

USUKU 3 • DAY 3

Uqikelelo
Estimation

IZIBALO ZENTLOKO (MENTAL MATHS) → LINGAPHANTSI KUNA- (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Linganisela imigca.
Measure the lines.



A = 2 cm

B = $3\frac{1}{2}$ cm

C = $2\frac{1}{2}$ cm

D = 5 cm

E = $4\frac{1}{2}$ cm

Umgca D ngowona mde.

Line D is the longest.

Umgca A ngowona mfutshane.

Line A is the shortest.

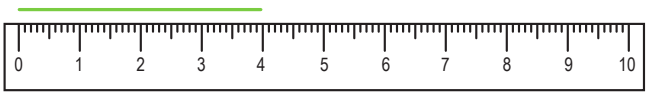
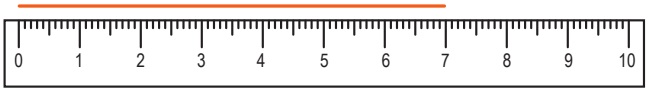
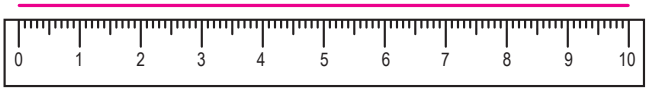
Umahluko phakathi kuka-A no-B zi$1\frac{1}{2}$ cm.

The difference between A and B is $1\frac{1}{2}$ cm.

Umahluko phakathi kuka-D no-C zi$2\frac{1}{2}$ cm.

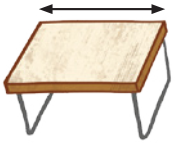
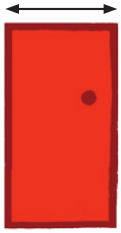
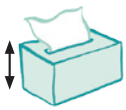
The difference between D and C is $2\frac{1}{2}$ cm.

2 Buthini ubude bemigca enemibala?
What is the length of the coloured lines?

	4 cm
	7 cm
	10 cm

Uqikelelo lobude

3 Qala ngokuqikela wandule ukulinganisela. Gqibezela itheyibhile.
First estimate, then measure. Complete the table.

	qikelela estimate	linganisela measure	umahluko phakathi koqikelelo nomlinganiselo difference between estimation and measurement
———	learners will fill in their own estimates	$3\frac{1}{2}$ cm	learners will complete this
—		2 cm	
		$4\frac{1}{2}$ cm	
		$29\frac{1}{2}$ cm	
		21 cm	
		learners will measure and fill in	
			
		$\frac{1}{2}$ cm	
		$1\frac{1}{2}$ cm	

Working with units of length

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UPhinda unezijungqe ezisi-7 zeeribhoni. Isijungqe ngasinye side kangange-5 m. Zinobude obungakanani iiribhoni zizonke?

Phinda has 7 pieces of ribbon. Each piece of ribbon is 5 m long. What is the total length of the ribbons?

1

Kufuneka wenze ntoni ukuze ufumane isiphumo?

What do you need to do to find out the answer?

2

Kufuneka ndiphindaphinde. Unezijunge ezisi-7, isijungqe ngasinye sinobude obungange-5 m. UPhinda uneribhoni engama-35 m ubude.

I must multiply. She has 7 pieces and each piece is 5 m in length so Phinda has 35 m of ribbon.

UNtando uhamba umgama ongama-48 m. Uyanqumama qho emva kwe-6 m. Unqumama kangaphi uNtando?

Ntando walks 48 m. He stops every 6 m. How many times does Ntando stop?

3

Kufuneka ndahlule ama-48 m abe ngamaqela e-6 m. 48 ÷ 6 = Ngoko ke, uNtando unqumama kasi-8.

I need to divide 48 m into groups of 6 m. 48 ÷ 6 = 8 so Ntando stops 8 times.

Nika abafundi iingxaki zamagama ezahlukileyo zokudibanisa, ukuthabatha, uphindaphindo nezolwahlulo ezibandakanya iiyunithi zobude abanokuzisombulula. Bakhumbuze ukuba banike iimpendulo ngokwemeko yengxaki.

Provide a variety of addition, subtraction, multiplication and division word problems involving units of length for learners to solve. Remind them to give their answers in the context of the problem.

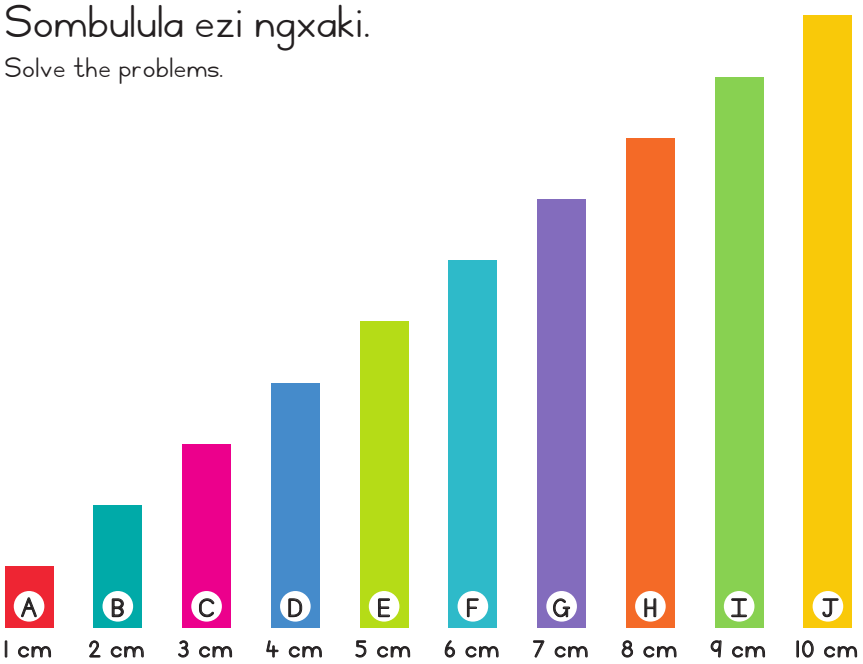
IVEKI • WEEK 7

USUKU 4 • DAY 4

Ukusebenza ngeeyunithi zobude
Working with units of length

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA- LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Sombulula ezi ngxaki.
Solve the problems.



A + F 1cm + 6cm = 7cm

J + D 10 cm + 4 cm = 14 cm

E + H 5cm + 8 cm = 13 cm

B + I 2cm + 9 cm = 11cm

F + G 6 cm + 7cm = 13cm

B + E + H 2cm + 5cm + 8cm = 15 cm

A + F + J 1cm + 6cm + 10cm = 17 cm

2 Bala.
Calculate.

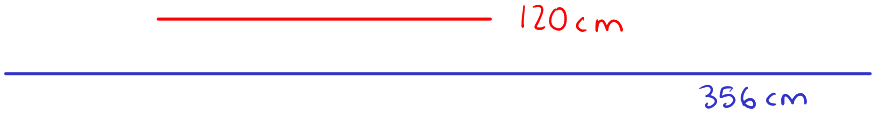
64 cm – 23 cm = 41cm	100 cm – 84 cm = 16cm
43 cm + 43 cm = 86cm	29 cm + 53 cm = 82cm

Working with units of length

3 Sombulula ezi ngxaki.
Solve the problems.

UThandeka unewulu ebomvu eli-120 cm. Unewulu ezuba engama-356 cm. Ingakanani iwulu anayo iyonke?
Thandeka has 120 cm of red wool. She has 356 cm of blue wool. How much wool does she have altogether?

Zoba.
Draw.



isivakalisi manani number sentence	Isiphumo. Answer.
120 cm + 356 cm = ____	476cm of wool

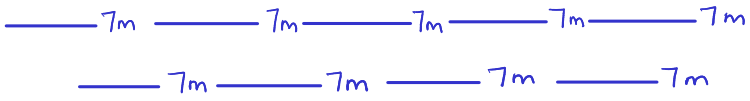
UBheki uphosa iibhola kude kangange-25 m. UMandla yena uphosa ibhola kude kangange-13 m. Yintoni umahluko phakathi kobude obuphosiweyo?
Bheki throws a ball 25 m. Mandla throws a ball 13 m. What is the difference in the distance thrown?

Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.
25m – 13m = ____	12m difference

UNosipho ubaleka ngamandla umgama ongange-7 m. Ubaleka lo mgama kasi-9. Ubaleke umgama ongakanani uNosipho?
Nosipho does 7 m sprints. She sprints 9 times. How far does Nosipho sprint?

Zoba.
Draw.



accept any suitable drawing

isivakalisi manani (or 9 x 7m) number sentence	Isiphumo. Answer.
7m x 9 = ____	63 m

IVEKI • WEEK 7

USUKU 5 • DAY 5

Uqukaniso
Consolidation

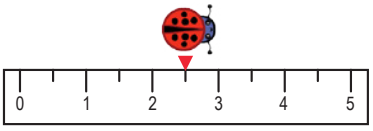
IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
linganisela	measure
iimitha	metres
iisentimitha	centimetres
qikelela	estimate
thelekisa	compare
umahluko	difference

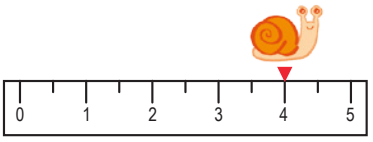
1 Phendula imibuzo.
Answer the questions.

Uhambe umgama ongakanani ubhantom?
How far did the ladybird move?



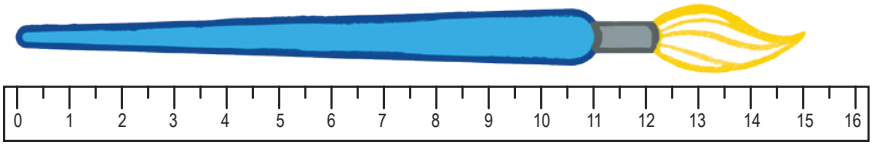
2 1/2 m

Luhambe umgama ongakanani unwabu?
How far did the snail move?



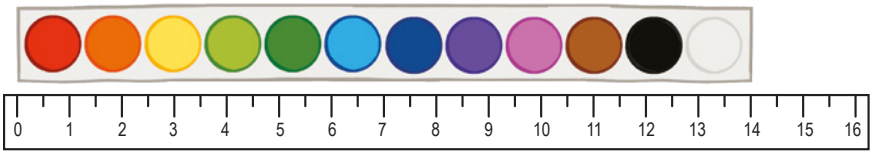
4 m

Inde kangakanani ibrashi yokupeyinta?
How long is the paintbrush?



15 cm

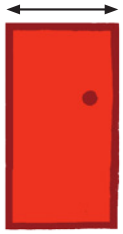
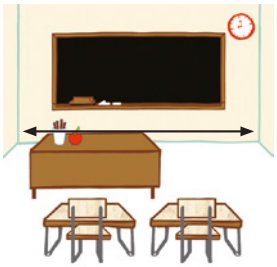
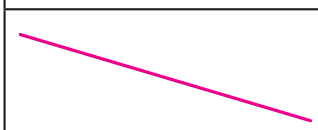
Inde kangakanani ibhokisi yeepenyinti?
How long is the paint box?



14 cm

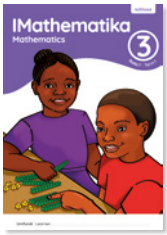
Assessment and consolidation

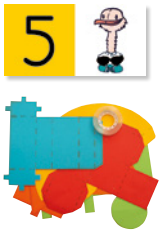
2 Gqibezela itheyibhile.
Complete the table.

	qikelela estimate	linganisela measure	umahluko phakathi koqikelelo nomlinganiselo difference between estimation and measurement
	learners' own answers	learners will measure and fill in	learners will calculate the difference
			
			
		$3\frac{1}{2}$ cm	
		$2\frac{1}{2}$ cm	
		$4\frac{1}{2}$ cm	
			

Iingxaki zamagama nezinto ezinemilinganiselo emi-3 (3-D)

	Izixhobo
Izibalo zentloko: Ndinike elingaphezulu kuno-1, 2, 3, 4, 5, 10	oonotsheluza bamanani bakatitshala nababafundi
Umdlalo: IMaths ekhawulezayo ngamakhadi nedayisi – lingaphezulu ngo-1, 2, 3, 4, 5 okanye ngesi-6	oonotsheluza bamanani babafundi nedayisi



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Iingxaki zamagama zokudibanisa nokuthabatha	iLAB, ipowusta yemali, imali yokudlala
2	Iingxaki zamagama zokudibanisa nokuthabatha	iLAB
3	Izinto ezine-3-D – eziqengqelekayo nezitybilikayo	iLAB, ingqokelela yezinto ezine-3-D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-3-D
4	Ukuchaza izinto ezine-3-D	iLAB, ipowusta yezinto ezine-3-D, iinethi zeemilo ezine-3-D
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lwangaphambili ekusombululeni iingxaki zamagama zokudibanisa nokuthabatha.	
ukuchaza nokuthelekisa iimpawu zezinto ezine-3-D.	

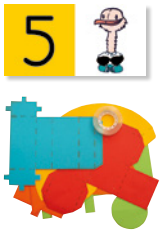
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Indawo nemilo nokuphathwa kwedatha

Uvavanyo oluthethwayo nolwenziwayo: Indawo nemilo – Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga, ukuthiya nokuchaza izinto ezine-3-D

Word problems and 3-D objects

	Resources
Mental Maths: Give me more than 1, 2, 3, 4, 5, 10	teacher and learner flard cards
Game: Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 more	learner flard cards and dice

Day	Lesson activity	Lesson resources
1	Addition and subtraction word problems	LAB, money poster, play money
2	Addition and subtraction word problems	LAB
3	3-D objects – roll and slide	LAB, an assortment of 3-D objects (balls, boxes and cylinders), 3-D objects poster
4	Describing 3-D objects	LAB, 3-D objects poster, 3-D shape nets
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
draw on previous knowledge to solve addition and subtraction word problems.	
describe and compare the characteristics of 3-D objects.	

Assessment (see back pages of this guide)

Written assessment: Space and shape and data handling

Oral and practical assessment: Space and shape – Observe learners to assess their ability to identify, name and characterise 3-D objects.

Iingxaki zamagama nezinto ezinemilinganiselo emi-3 (3-D)

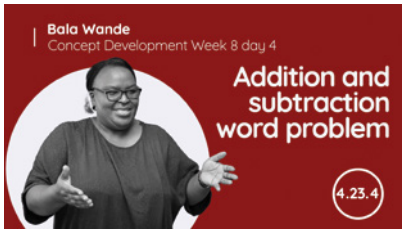
Izibalo zentloko

Kule veki, kwizibalo zentloko, sigxila kwiingqiqo ezingokungaphezulu kunenye. Utitshala uza kuveza amanani amivo mi-2 namivo mi-3 ngoonotsheluza bakhe, ze abafundi baveze inani elingaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10 ngababo oonotsheluza. Oonotsheluza banceda abafundi ekuphuhliseni ulwazi lwabo lwamanani – basebenzisa amakhadi xa besakha amanani enziwe ngemivo, ngama-10 nangama-100. Thetha nabo ngamanani abawakhayo.

Umdlalo

Kule veki sidlala umdlalo othi iMaths ekhawulezayo ngamakhadi nedayisi – lingaphezulu ngo-1, 2, 3, 4, 5 okanye ngesi-6! Lo mdlalo unika abafundi amathuba okudibanisa u-1, 2, 3, 4, 5 okanye isi-6 enanini. Umfundi omnye uveza inani elinemivo emi-2 okanye emi-3 ngoonotsheluza. Omnye umfundi uphosa idayisi aze adibanise u-1, 2, 3, 4, 5 okanye isi-6 kwinani eliveziweyo. Lo mdlalo uza kunceda abafundi baziqhelise ukudibanisa amanani amvo-mnye ngokukhawuleza nangokulula.

Uphuhliso lwengqiqo



Kumsebenzi wale veki ongeengxaki zamagama nezinto ezikhoyo ezinemilinganiselo emi-3, abafundi bayaqhubeka nokuziqhelisa ukudibanisa nokuthabatha phambi kokugqithela kwizinto ezine-3-D. Baza kubethelela ulwazi lwabo lokudibanisa nokuthabatha xa besenza imisebenzi eyahlukileyo yeengxaki zamagama. Bakwaxoxa ngeempawu zezinto ezine-3-D ezahlukileyo baze bajonge ukuba ziyaqengqeleka na okanye ziyatyibilika. Kule veki sijolisa koku:

- ukusebenzisa ulwazi lwangaphambili ukusombulula iingxaki zamagama zokudibanisa nokuthabatha.
- ukuchaza nokuthelekisa iimpawu zezinto ezikhoyo ezine-3-D.

Into emayiqatshelwe kule veki

- Njengoko kule veki sigxila ekubetheleleni ulwazi lwangaphambili, lithuba elihle lokusombulula iingxaki ezibandakanya ubunzima, ubude nemali.
- Kubaluleke kakhulu ukuba abafundi basebenze ngeemilo zokwenyani xa bethetha ngeempawu zazo ukuze bazibonele ngokwabo. Ukuba akunazimilo zaneleyo zokunika onke amaqela abafundi iiseti, kufuneka ubabonise ngeemilo onazo ubanike ithuba lokuza ngaphambili ukuze bazibone baziphathe nokuziphatha xa kufuneka benze njalo.
- Bakhuthaze abafundi ukuba bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **bala**, **dibanisa**, **kunye**, **ukudibanisa**, **zidibene okanye zizonke**, **zilingana**, **thabatha**, **susa**, **umahluko**, **qinisekisa**, **iimilo ezine-2D**, **izinto ezine-3-D**, **iimilo zebhola**, **iingqukamba**, **iimilo zebhokisi**, **iiprizimu**, **iisilinda**, **iiphiramidi**, **iikhowuni**, **umphezulu ogobileyo**, **qengqeleka**, **tyibilika**, **icala**, **umphezulu omcaba**, **ityhubhu**, **iprizimu eyirekthengile**, **ubuso**, **ngaphezulu kuna-**, **ngaphantsi kuna-**

Word problems and 3-D objects

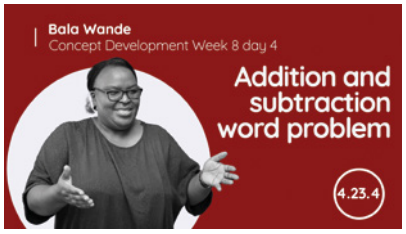
Mental Maths

This week we focus on the concept of more than in Mental Maths. Show a 2- or 3-digit number using your flard cards and learners then show a number that is 1, 2, 3, 4, 5 or 10 more using their flard cards. The flard cards allow learners to develop their number sense – they work with cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game

This week we play the game Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 more than! The game provides opportunities for the learners to add 1, 2, 3, 4, 5 or 6 to a number. One learner shows a 2- or 3-digit number using flard cards. The other learner throws a dice and must add 1, 2, 3, 4, 5 or 6 to the number that is shown. This game will help learners to practice adding single-digit numbers quickly and easily.

Concept development



In this week's work on word problems and 3-D objects, learners continue practising addition and subtraction before moving on to 3-D objects. They will reinforce their knowledge of addition and subtraction as they practise a variety of word problems. They also discuss the characteristics of different 3-D objects and look at whether they slide or roll. This week we focus on:

- drawing on previous knowledge to solve addition and subtraction word problems.
- describing and comparing the characteristics of 3-D objects.

What to look out for this week

- As this week focuses on reinforcing previous learning, it is a good opportunity for learners to solve problems involving mass, length, and money.
- It is vitally important that the learners work with real shapes when they are talking about the characteristics of those shapes, so that they can see these things for themselves. If you do not have enough shapes to give all the groups of learners a set, you should demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **calculate**, **add**, **and**, **addition**, **altogether**, **equals**, **subtract**, **take away**, **difference**, **check**, **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**, **more than**, **less than**

Iingxaki zamagama zokudibanisa nokuthabatha

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE ELINGAPHEZULU KUNO GIVE ME MORE THAN → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Veza ngoonotsheluza amanani angaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10.

Use flard cards to show 1, 2, 3, 4, 5 or 10 more.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.

Veza elingaphezulu ngezi-2.
Show me 2 more.

1

Ama-78 angaphezulu ngezi-2 kunama-76.
78 is 2 more than 76.

2

Ndibonise elingaphezulu ngezi-4.
Show me 4 more.

3

Ama-369 angaphezulu ngezi-4 kunama-365.
369 is 4 more than 365.

4

Addition and subtraction word problems

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

75 – 41 = _____

56 – 22 = _____

28 – 14 = _____

82 – 61 = _____

67 – 30 = _____

89 – 40 = _____

38 – 20 = _____

56 – 30 = _____

69 – 50 = _____

98 – 60 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

92 – 60 = _____

68 – 40 = _____

35 – 10 = _____

72 – 30 = _____

56 – 20 = _____

78 – 50 = _____

24 – 10 = _____

93 – 70 = _____

35 – 20 = _____

88 – 80 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

74 – 50 = _____

88 – 60 = _____

43 – 30 = _____

65 – 40 = _____

56 – 20 = _____

97 – 80 = _____

24 – 10 = _____

36 – 20 = _____

47 – 30 = _____

69 – 60 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

72 – 60 = _____

96 – 70 = _____

54 – 30 = _____

81 – 50 = _____

22 – 10 = _____

34 – 21 = _____

49 – 40= _____

68 – 50 = _____

91 – 80 = _____

75 – 30 = _____

Iingxaki zamagama zokudibanisa nokuthabatha

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE ELINGAPHEZULU KUNO GIVE ME MORE THAN → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UThandeka uthenge incwadi, ibhola nebhayisekile. Incwadi ixabise ama-R33, ibhola ixabise ama-R27 yaze ibhayisekile yaxabisa ama-R51. Liyimalini ityala lakhe?

Thandeka bought a book, a ball and a bicycle. The book cost R33, the ball cost R27 and the bicycle cost R51. How much money did she owe?

Kufuneka sidibanise. R33 + R27 + R51 = R111.

We need to add. R33 + R27 + R51 = R111

Ukuba uThandeka uhlawule imali ngobunjalo bayo nqo, uza kusebenzisa eyiphi imali engamaphepha neziphi iingqekembe zemali?

So, if Thandeka paid with the exact amount, what notes and coins could she use?

Angasebenzisa i-R100 eliphepha ne-R10 eliphepha ne-R1 eyingqekembe.

She could use a R100 note, a R10 note and a R1 coin.

Kanti ke ebenakho nokusebenzisa ii-R50 ezingamaphepha ezimbini, ii-R5 ezimbini eziziingqekembe ne-R1 eyingqekembe.

She could also use two R50 notes, two R5 coins and a R1 coin.

Ukuba uThandeka une-R150, uza kufumana itshintshi yamalini ukuba uzithenga zontathu ezi zinto?

If Thandeka has R150, how much change will she get if she buys all three items?

Kufuneka sithabathe. Uza kushiyekelwa ngama-R39.

We need to subtract. She will get R39 change.

Phinda la manyathelo ngezinye iingxaki zokudibanisa nokuthabatha. Bakhuthaze abafundi ukuba bacinge ngamaqhinga abanokuwasebenzisa ekusombululeni iingxaki. Bayeke bamane bejonga kwipowusta yemali kwaye bayisebenzise imali xa kuyimfuneko.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems. Allow learners to refer to the money poster and to use the money if needed.

Addition and subtraction word problems

IVEKI • WEEK 8

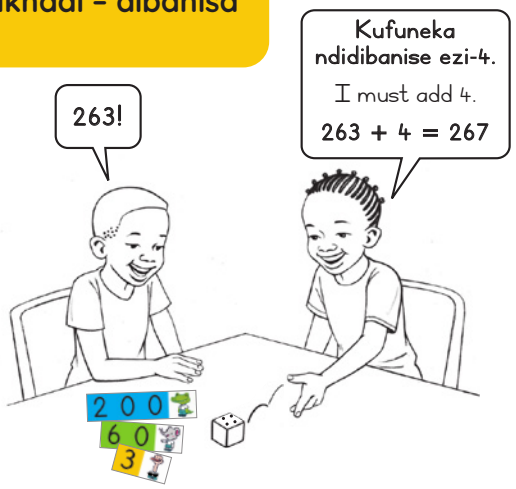
USUKU 1 • DAY 1

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: Imaths ekhawulezayo ngamakhadi – dibanisa
Game: Fast maths with cards – add

- Dlalani ngababini.
  Play in pairs.
- Veza inani usebenzise oonotsheluza bakho.
  Show a number using your flard cards.
- Phosa idayisi – dibanisa!
  Throw a dice – add!
- Phinda kwakhona!
  Do it again!



1 Sombulula.
Solve.

UMandla uthenga isonka nobisi evenkileni. Isonka sixabisa i-R1,40, ubisi lona luxabisa i-R2,30. Uchitha malini iyonke?
Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?

R1,40 + R2,30 = R3,70

Ibhayisekile enye ixabisa ama-R320. Ziza kuxabisa malini iibhayisekile ezimbini?
One bicycle costs R320. How much will two bicycles cost?

R320 + R320 = R640 or R320 x 2 = R640

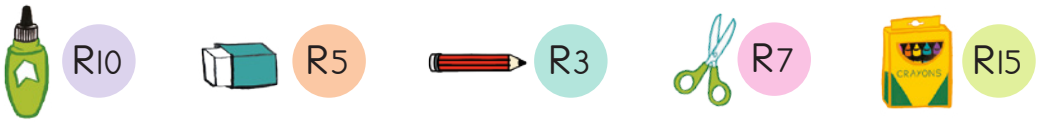
UNkanyiso uthenge iibhulukhwe ezimfutshane ezine ngama-R55 inye. Uza kufumana itshintshi yamalini kuma-R300?
Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?

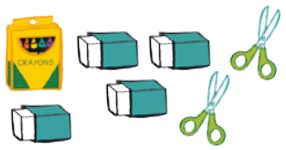
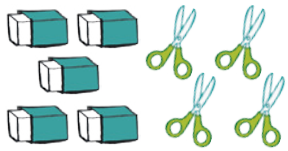
R55 x 4 = R220 or R55 + R55 + R55 + R55 = R220

R300 - R220 = R80

2 Yimalini itshintshi ukuba ubhatala nge-R100?

How much change if you pay with R100?



uthenga you buy	ixabiso lilonke total cost	itshintshi change
	R10 + R10 + R10 + R15 + R5 = R50	R100 – R50 = R50
	R7 + R3 + R3 + R3 + R3 + R10 = R26	R100 – R26 = R74
	R15 + R5 + R5 + R5 + R5 + R7 + R7 = R49	R100 – R49 = R51
	R10 + R10 + R10 + R10 + R3 + R3 + R15 + R15 = R76	R100 – R76 = R24
	R5 + R5 + R5 + R5 + R5 + R7 + R7 + R7 + R7 = R53	R100 – R53 = R47
	R3 × 9 = R27 or repeated addition	R100 – R27 = R73
	R15 + R15 + R15 + R15 + R7 + R7 = R74	R100 – R74 = R26
	R10 + R10 + R15 + R15 + R5 + R5 + R3 + R3 + R7 + R7 = R80	R100 – R80 = R20

Addition and subtraction word problems

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNtobe unezijungqe ezibini zentambo. Esinye side kangange-153 cm, esinye singama-429 cm ubude. Zide kangakanani ezi ntambo xa zidityanisiwe?

Ntobe has 2 pieces of rope. One is 153 cm long and the other is 429 cm long. How long are both pieces altogether?

Ukuba uNtobe usebenzise ubude besijungqe esinye ukuze abonise ubude obungama-287 cm, sesiphi isijungqe aza kusisebenzisa?

If Ntobe had to use one of her lengths of rope to show a length of 287 cm, which piece would she use?

Kufuneka sidibanise ubude bezijungqe zozibini.

153 cm + 429 cm = 582 cm

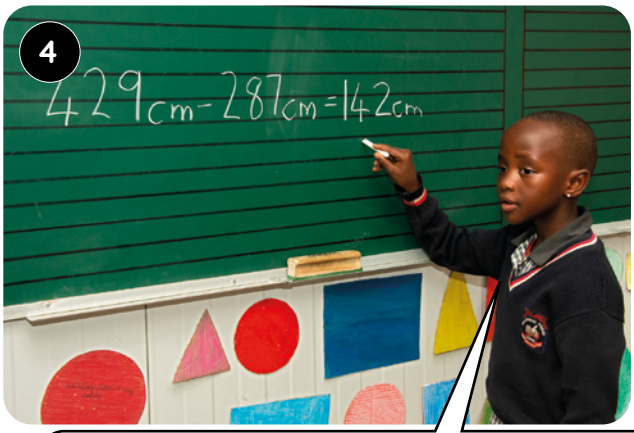
We need to add the two lengths together.

Kuza kufuneka asebenzise isijungqe esinobude obungama-429 cm kuba esinye isijungqe sifutshane kakhulu.

She would have to use the 429 cm rope because the other one is too short.

Ukuba uNtobe usika isijungqe esingama-287 kwintambo engama-429 ubude, uza kushiyekelwa sisijungqe eside kangakanani?

If Ntobe cuts a 287 cm piece off her 429 cm rope, how much rope would she have left over?



Singathabatha.
Uza kushiyekelwa yintambo engange-142 cm.

429 cm – 287 cm = 142 cm.

We can subtract.
She would have 142 cm left over.

Phinda la manyathelo nangezinye iingxaki zokudibanisa nokuthabatha. Bakhuthaze abafundi ukuba bacinge ngamaqhinga abanokuwasebenzisa ekusombululeni ezo ngxaki.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems.

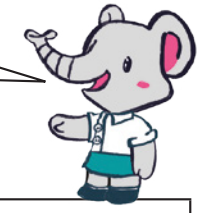
IVEKI • WEEK 8

USUKU 2 • DAY 2

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

IZIBALO ZENTLOKO (MENTAL MATHS) — NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Ndine-R150. Zeziphi izinto endinokuzithenga evenkileni? Dwelisa izinto zibe ne onokukhetha kuzo.
I have R150. Which items can I buy from the shop? List four options.



1	Ndingathenga ihempe, ushoti, ikephusi nejini. I can buy a shirt, shorts, a cap and jeans.
2	jersey, jeans, cap and t-shirt – R150
3	shorts, t-shirt, cap and jeans – R125
4	jeans, shorts, jersey – R130

Let learners write the total amount

2 Dibanisa.
Add.

125 + 53 = 178	801 + 154 = 955	564 + 132 = 696
331 + 208 = 539	75 + 717 = 792	664 + 87 = 751

3 Ndine-15 kg yomgubo. Umhlobo wam une-12 kg yeswekile. Umnakwethu yena une-35 kg yeetapile. Zinobunzima obungakanani zizonke ezi zinto?
I have 15 kg of flour. My friend has 12 kg of sugar. My brother has 35 kg of potatoes. How much do all the ingredients weigh altogether?

15 kg + 12 kg + 35 kg = 62 kg

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Addition and subtraction word problems

4 UFana uthenga i-625 g yesivundisi. Upha uMandla i-134 g. Singakanani isivundisi sikaFana esiseleyo?

Fana buys 625 g of compost. He gives 134 g to Mandla. How much compost does Fana have left?

625 g – 134 g = 491 g

5 UNosipho uneentambo ezi-5 ezinobude obahlukileyo. Intambo nganye inobude bayo obungama-35 m, 29 m, 45 m, 11 m, nama-52 m. Buyintoni ubude bezi ntambo budibene?

Nosipho has 5 lengths of rope. The ropes measure 35 m, 29 m, 45 m, 11 m and 52 m. What is the total length of the ropes?

35m + 29 m + 45m + 11m + 52m = 172m

6 UNtando une-R130. Uthenga ithoyi yokudlala nge-R37, incwadana nge-R16, ibhola nge-R11 nejezi nge-R54. Ziyimalini zizonke ezi zinto?

Ntando has R130. He buys a toy for R37, a notebook for R16, a ball for R11 and a jersey for R54. What is the total cost of his items?

R37 + R16 + R11 + R54 = R118

Uza kufumnana itshintshi yamalini?

How much change will he get?

R130 – R118 = R12

7 UThandekile une-R200. Uthenga isikuta nge-R113, ibhokisi yeetshokolethi nge-R27 nencwadi nge-R45. Zixabisa malini zizonke ezi zinto?

Thandekile has R200. She buys a scooter for R113, a bar of chocolate for R27 and a book for R45. What is the total cost of her items?

R113 + R27 + R45 = R185

Uza kufumnana itshintshi yamalini?

How much change will she get?

R200 – R185 = R15

Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)

IZIBALO ZENTLOKO
MENTAL MATHS

NDINIKE ELINGAPHEZULU KUNO
GIVE ME MORE THAN

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zeziphi izinto ocinga ukuba ziyaqengqeleka?
Which of the objects do you think you can roll?

Kuthiwa ziingqakumba!
They are called spheres!

Izinto ezimile okwebhola ziyaqengqeleka kuba zigobile.
The ball-shaped objects can roll because they are curved.

Zeziphi izinto ocinga ukuba ziyatyibilika?
Which of the objects do you think you can slide?

Zona kuthiwa ziiprizimu!
Those are called prisms!

Izinto ezimile okwebhokisi ziyatyibilika kuba zinamacala amcaba.
The box-shaped objects can slide because they have flat sides.

Zeziphi izinto ocinga ukuba zinokuqengqeleka ziphinde zityibilike?
Which of the objects do you think you can slide and roll?

Ziisilinda!
Cylinders!

Iisilinda ziyakwazi ukuqengqeleka nokutyibilika kuba zinamacala agobileyo namcaba.
Cylinders can slide and roll because they have both curved and flat faces.

Nika abafundi amathuba okuqengqelana nokutyibilikiselana izinto ezikhoyo. Bakhuthaze baxoxe ngezinto abaziqaphelayo ngezi zinto zombini nendawo ezikuyo.

Provide opportunities for learners to slide or roll objects to each other. Encourage them to discuss what they notice about both the objects and their movement.

3-D objects (roll and slide)

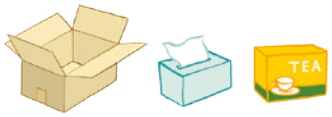
IVEKI • WEEK 8

USUKU 3 • DAY 3

Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)
3-D objects (roll and slide)

IZIBALO ZENTLOKO (MENTAL MATHS) — NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Jonga imiphezulu yezi zinto. Bhala uxele ukuba imiphezulu yazo imcaba na okanye igobile.
Look at the surfaces of the objects. Write down whether the surfaces are flat or curved.

izinto ezikhoyo objects	imiphezulu emcaba okanye egobileyo flat or curved surfaces
iibhola balls 	curved
iibhokisi boxes 	flat
iisilinda cylinders 	curved
iiphiramidi pyramids 	flat
iikhowuni cones 	curved

2 Phendula le mibuzo.
Answer the questions.

into ekhoyo object	imiphezulu emcaba / egobileyo? flat surfaces / curved surfaces?	iyaqengqeleka / iyatyibilika? roll / slide?
	egobileyo curved	qengqeleka roll
	flat	slide
	curved	roll

Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)

3 Khangela izinto ezikhoyo eklasini ezine-3-D. Zisebenzise ekuzaliseni le theyibhile.

Look around the classroom for 3-D objects. Use these to fill in the table below.

Zoba into ekhoyo. Draw the object.	imiphezulu emcaba / egobileyo / imiphezulu emcaba negobileyo flat surfaces / curved surfaces / flat and curved surfaces	iyaqengqeleka / iyatyibilika / iyaqengqeleka ityibilike roll / slide / roll and slide
Learners will use objects in the classroom, e.g. dustbin	flat surfaces	slide

Describing 3-D objects

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

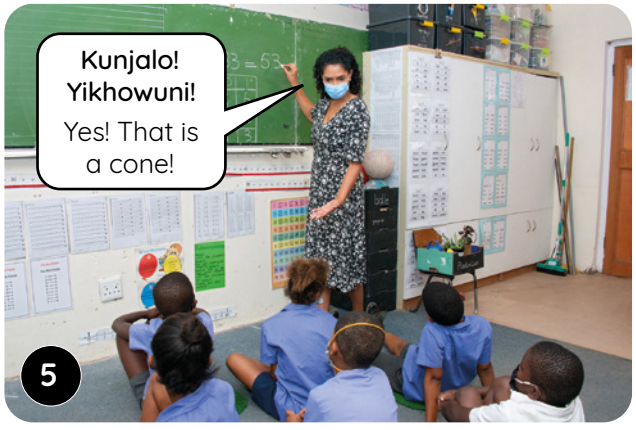
Faka isandla sakho engxoweni uve into ibe nye.
Put your hand in the bag and feel one object.

Ndiva into enamacala agobileyo. Yibhola.
I feel an object that has curved sides. It is a ball.

Ewe! Elinye igama lebhola yingqakumba.
Yes! Another name for a ball is a sphere.

Ndiva into enamacala amcaba yonke. Onke amacala avakala ngokufanayo, ngoko ke ndicinga ukuba yityhubhu.
I feel an object that has flat sides all around. All the sides feel about the same, so I think it is a cube.

Ndiva into enomphantsi omcaba nangqukuva ze ibe tsolo phezulu oku kwekhowuni yeayisikhrimu.
I feel an object that has a round, flat bottom and it comes up to a point like an ice cream cone.



Kunjalo! Yikhowuni!
Yes! That is a cone!

Nika abafundi amathuba okuphatha bazive zonke izinto ezine-3-D ezisengxoweni. Sebenzisa eli thuba ukusebenzisa amagama achanekileyo kwezi zinto zine-3-D: ingqakumba, iprizimu eluxande/ eyirekthengile, isilinda, iphiramidi, ikhowuni, iityhubhu. Thetha ngeempawu zazo.

Provide opportunities for learners to feel all the 3-D objects in the bag. Use this opportunity to use the correct terms for the 3-D objects: sphere, rectangular prism, cylinder, pyramid, cone, cube. Speak about their characteristics.

Ukuchaza izinto ezine-3-D

IVEKI • WEEK 8

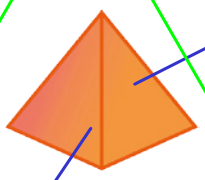
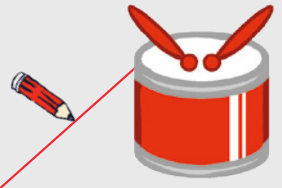
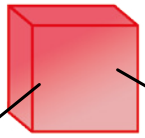
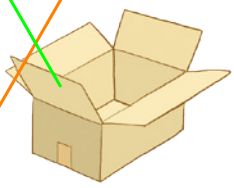
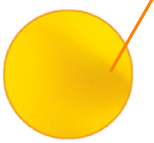
USUKU 4 • DAY 4

Ukuchaza izinto ezine-3-D
Describing 3-D objects

IZIBALO ZENTLOKO (MENTAL MATHS) → NDINIKE ELINGAPHEZULU KUNO (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Krwela imigca utshatise izinto nezinto ezichanekileyo ezine-3-D.

Draw lines to match the objects to the correct 3-D object.

isilinda cylinder		
ikhowuni cone		
iprizimu eyirekthengile rectangular prism		
iphiramidi pyramid		
ityhubhu cube		
ingqakumba sphere		

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Describing 3-D objects

2 Sebenzisa amagama akuvimba wamagama uthiye izinto ezine-3-D.

Use the words from the word bank to name the 3-D objects.

ingqakumba sphere	**iprizimu eyirekthengile** rectangular prism	**isilinda** cylinder	**iphiramidi** pyramid	**ikhowuni** cone	**ityhubhu** cube

			
cylinder	rectangular prism	cube	rectangular prism
			
triangular prism	cube	sphere	cone
			
sphere	cone	triangular prism	cylinder

3 **Zingaphi iimilo ozibonayo? Thetha nomhlobo wakho.**

How many shapes do you see? Talk to your friend.

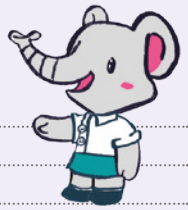
IVEKI • WEEK 8

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!



NgesiXhosa sithi:	In English we say:
umphezulu omcaba	flat surface
umphezulu ogobileyo	curved surface
ikhowuni	cone
iprizimu	prism
ityhubhu	cube

1 UNtando uthenga umgubo ongama-500 g. Upha uThandi ama-350 g. Ungakanani umgubo kaNtando oshiyekileyo.
Ntando buys 500 g of flour. He gives 350 g to Thandi. How much flour does Ntando have left?

500g − 350g = 150g

2 UFana uthenga amalaphu anemibala ebomvu, ezuba, eluhlaza namthubi. Ilaphu elibomvu lide kangange-79 m, elizuba kangange-64 m, eliluhlaza kangange-53 m ze elimthubi libe nobude obungama-88 m. Bungakanani ubude bala malaphu xa budibene?
Fana buys red, blue, green and yellow fabric. The red fabric is 79 m, the blue is 64 m, the green is 53 m and the yellow is 88 m. What is the total length of all the fabric?

79 m + 64m + 53m + 88 m = 284 m

3 UPhindi une-R200. Uthenga iibhutsi zesoka nge-R68, izikhuseli-mbande nge-R23 neeglavu zikanopali nge-R41. Zixabisa malini izinto azithengileyo zizonke, kwaye uza kufumana itshintshi yamalini?
Phindi has R200. She buys soccer boots for R68, shin pads for R23 and goalie gloves for R41. What is the total cost of her items and how much change will she get?

R68 + R23 + R41 = R132 R200 − R132 = R68

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Assessment and consolidation

4

ingqakumba sphere	iprizimu eyirekthengile rectangular prism	isilinda cylinder	iphiramidi pyramid	ikhowuni cone	ityhubhu cube

Thiya ezi zinto amagama ezinto ezine-3-D.

Name these objects as 3-D objects.

					
rectangular prism	cube	cylinder	sphere	pyramid	cone
					
cylinder	cone	cube	rectangular prism	cylinder	sphere

5 Zoba umfanekiso ngezinto ezine-3-D.

Draw a picture using 3-D objects.

any suitable picture using 3D objects

izinto ezine-3-D

	Izixhobo
Izibalo zentloko: Ndinike inani elingaphantsi ngo-1, 2, 3, 4, 5 okanye elingaphantsi nge-10	oonotsheluza bakatitshala nababafundi
Umdlalo: IMaths ekhawulezayo ngamakhadi nedayisi: lingaphantsi ngo-1, 2, 3, 4, okanye ngesi-5	oonotsheluza babafundi nedayisi.

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukwakha ngezinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3-D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-3-D
2	Ukuthelekisa izinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3-D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-3-D, iinethi zeemilo ezine-3-D
3	Iimbuso zezinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3-D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-3-D, iinethi zeemilo ezine-3-D, iphepha elingasebenziyo
4	Izinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3-D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-3-D
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukwakha nokuchitha imifuziselo ye-3-D ngezinto ezine-3-D.	
ukuchaza iimpawu zezinto ezine-3-D.	
ukunakana iimilo ezine-2D ezisetyenziswe ekwenzeni iimbuso zezinto ezine-3-D.	

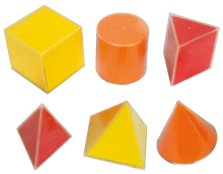
Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele yonke imihla abafundi abaseklasini yakho kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

3-D objects

	Resources
Mental Maths: Give me less than: 1, 2, 3, 4, 5 or 10 less	teacher and learner flard cards
Game: Fast maths with cards and dice: 2, 3, 4 or 5 less	learner flard cards and dice



Day	Lesson activity	Lesson resources
1	Building with 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), 3-D objects poster
2	Comparing 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), 3-D objects poster, 3-D shape nets
3	Faces of 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), 3-D objects poster, 3-D shape nets, scrap paper
4	3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), 3-D objects poster
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
construct and deconstruct 3-D models using 3-D objects.	
identify the characteristics of 3-D objects.	
recognise the 2-D shapes used to make up the faces of 3-D objects.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Izinto ezine-3-D

Izibalo zentloko

Kwizibalo zentloko zale veki siza kugxila kwiingqiqo zenani elingaphantsi kunelinye. Utitshala uza kuveza inani elimivo emi-2 okanye elimivo emi-3 esebenzisa oonotsheluza, ze abafundi baveze amanani angaphantsi ngo-1, 2, 3, 4, 5, okanye nge-10 besebenzisa ababo oonotsheluza. Oonotsheluza banceda abafundi ekuphuhliseni ukuqonda kwabo amanani ngeli xesha besebenza ngamakhadi, besakha amanani enziwa ngemivo, ama-10 nama-100. Thetha nabo ngamanani abawakhileyo.

Umdlalo

Kule veki sidlala umdlalo othi iMaths ekhawulezayo ngamakhadi nedayisi: lingaphantsi ngo-1, 2, 3, 4, 5 okanye ngesi-6! Lo mdlalo unika abafundi amathuba okuthabatha u-1, 2, 3, 4, okanye isi-5 kwinani elithile. Umfundi omnye uveza inani elinemivo emi-2 okanye emi-3 ngoonotsheluza. Omnye umfundi uphosa idayisi aze athabathe u-1, 2, 3, 4, 5 okanye isi-6 kwelo nani livelileyo. Lo mdlalo uza kunceda abafundi baziqhelise ukuthabatha amanani anomvo omnye ngokukhawuleza nalula.

Uphuhliso lwengqiqo

Kumsebenzi wale veki wezinto ezine-3-D, abafundi babethelela ulwazi lwabo lweempawu zezinto ezine-3-D. Baxoxa ngeembuso zezinto ezikhoyo ezine-3-D, bachaze iimilo ezine-2-D ezenza ezi mbuso. Kwakhona basebenzisa izinto ezine-3-D ukwakha nokuchitha imifanekiso becinga ngezinto ezenza ukuba zizinze.
Kule veki siza kugxila koku:

- ukwakha nokuchitha imifanekiso ye-3-D besebenzisa izinto ezine-3-D.
- ukuchaza iimpawu zezinto ezine-3-D.
- ukunakana iimilo ezine-2-D ezisetyenziswe ekwenzeni iimbuso zezinto ezine-3-D.

Into emayiqatshelwe kule veki

- Bakhuthaze abafundi ukuba baziphathe ezi zinto zine-3-D xa befunda ngeempawu zazo. Ukuba akukho zimilo zaneleyo zokunika onke amaqela, babonise ngeemilo zakho ubavumele ukuba beze ngaphambili eklasini ukuze baziphathe bazive xa kufuneka benze njalo.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **iimilo ezine-2D**, **izinto ezikhoyo ezine-3-D**, **iimilo zeebhola**, **ingqakumba**, **iimilo zeebhokisi**, **iiprizimu**, **iisilinda**, **iiphiramidi**, **iikhowuni**, **umphezulu ogobileyo**, **iyaqengqeleka**, **iyatyibilika**, **umphezulu omcaba**, **ityhubhu**, **iiprizimu ezizirekthengile**, **ubuso**

3-D objects

Mental Maths

This week we focus on the concept of less than in Mental Maths. Show the class a 2- or 3-digit number using your flard cards and tell learners to show a number 1, 2, 3, 4, 5 or 10 less using their flard cards. The flard cards allow learners to develop their number sense while they work with them to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game

This week we play the game Fast maths with cards and dice: 1, 2, 3, 4, 5 or 6 less than! The game provides opportunities for the learners to subtract 1, 2, 3, 4 or 5 from a number. One learner shows a 2- or 3-digit number using flard cards. The other learner throws a dice and must subtract 1, 2, 3, 4, 5 or 6 from the number that is shown. This game will help learners to practice subtracting single digit numbers quickly and easily.

Concept development

In this week's work on 3-D objects, learners consolidate their knowledge of the characteristics of 3-D objects. They discuss the faces of the 3-D objects and identify the 2-D shapes that make up these faces. They also use 3-D objects to construct and deconstruct models, thinking about what makes items balance. This week we focus on:

- constructing and deconstructing 3-D models using 3-D objects.
- identifying the characteristics of 3-D objects.
- recognising the 2-D shapes used to make up the faces of 3-D objects.

What to look out for this week

- Encourage learners to actively handle real 3-D objects as they learn about their characteristics. If you do not have enough shapes to give all the groups of learners a set, demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**

Ukwakha ngezinto ezine-3-D

IZIBALO ZENTLOKO (MENTAL MATHS) — NDINIKE INANI ELINGAPHANTSI (GIVE ME LESS THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

IZIBALO ZENTLOKO | MENTAL MATHS

Veza ngoonotsheluza amanani angaphantsi ngo-1, 2, 3, 4, 5 okanye nge-10.

Use flard cards to show 1, 2, 3, 4, 5 or 10 less.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.

Veza elingaphantsi ngesi-3.
Show me 3 less.

1

Ama-80 angaphantsi ngesi-3 kunama-83.
80 is 3 less than 83.

2

Veza elingaphantsi nge-10.
Show me 10 less.

3

Ama-489 angaphantsi nge-10 kunama-499.
489 is 10 less than 499.

4

Building with 3-D objects

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

146 + 372 = _____

452 + 246 = _____

668 + 121 = _____

533 + 465 = _____

758 + 250 = _____

420 + 366 = _____

277 + 721 = _____

154 + 643 = _____

331 + 567 = _____

204 + 704 = _____

Usuku 2 Day 2

Dibanisa.
Add.

742 + 151 = _____

205 + 644 = _____

509 + 430 = _____

175 + 821 = _____

600 + 288 = _____

263 + 111 = _____

549 + 250 = _____

156 + 442 = _____

381 + 318 = _____

642 + 184 = _____

Usuku 3 Day 3

Dibanisa.
Add.

252 + 144 = _____

344 + 534 = _____

471 + 222 = _____

692 + 303 = _____

537 + 461 = _____

111 + 888 = _____

231 + 437 = _____

542 + 551 = _____

320 + 350 = _____

661 + 222 = _____

Usuku 4 Day 4

Dibanisa.
Add.

213 + 266 = _____

461 + 436 = _____

553 + 112 = _____

678 + 321 = _____

341 + 555 = _____

241 + 251 = _____

511 + 411 = _____

432 + 234 = _____

612 + 331 = _____

521 + 160 = _____

Ukwakha ngezinto ezine-3-D

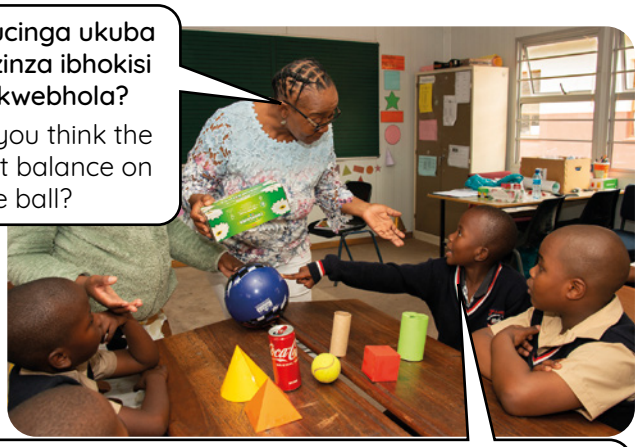
IZIBALO ZENTLOKO (MENTAL MATHS) — NDINIKE INANI ELINGAPHANTSI (GIVE ME LESS THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ucinga ukuba ndingakwazi ukuzinzisa ibhokisi phezu kwebhola?
Do you think I can get the box to balance on the ball?

Hayi – iya kuwa ibhokisi.
No – the box will fall off.

Kutheni ucinga ukuba ayinakuzinza ibhokisi phezu kwebhola?
Why do you think the box won't balance on the ball?



Ibhola inamacala angqukuva. Ukuba ndibeka ibhokisi phezu kwayo, iya kuqengqeleka ibhola iwe ibhokisi.
The ball has curved sides. If I try put the box on top of it, the ball will roll and the box will fall.

Ucinga ukuba kuya kwenzeka ntoni ukuba ndibeka ibhola phezu kwebhokisi?
What do you think will happen if I try put the ball on top of the box?

Ibhokisi inamacala amcaba ngoko ke ayisayi kushukuma. Ingangaqengqeleki ibhola ukuba ndinononophelo.
The box has flat sides so it will stay still. The ball might not roll off if I am careful.

Ungakwazi ukufumana enye into ene-3-D enokuzinza ngcono phezu kwebhokisi?
Can you see a different 3-D object that would balance better on the box?

Ungabeka iphiramidi phezu kwebhokisi. Inompantsi omcaba ngoko ke iya kuhlala kakuhle phezu kwebhokisi.
You could put the pyramid on top of the box. It has a flat bottom so it will stay on the box.

Phinda la manyathelo angasentla ngezinto ezahlukileyo ezine-3-D. Bakhuthaze abafundi ukuba bazakhele imifuziselo/imifanekiso, ngeenjongo zokubona ukuba yeyiphi ezinza kakuhle. Bancede abafundi bachaze ukuba kutheni kulula nje ukwakha ngezinye izinto kodwa akunjalo ngezinye.

Repeat the steps above with a variety of 3-D objects. Encourage the learners to construct models for themselves, testing to see what balances well. Help them identify why it is possible to create constructions with some objects and not with others.

Building with 3-D objects

IVEKI • WEEK 9

USUKU 1 • DAY 1

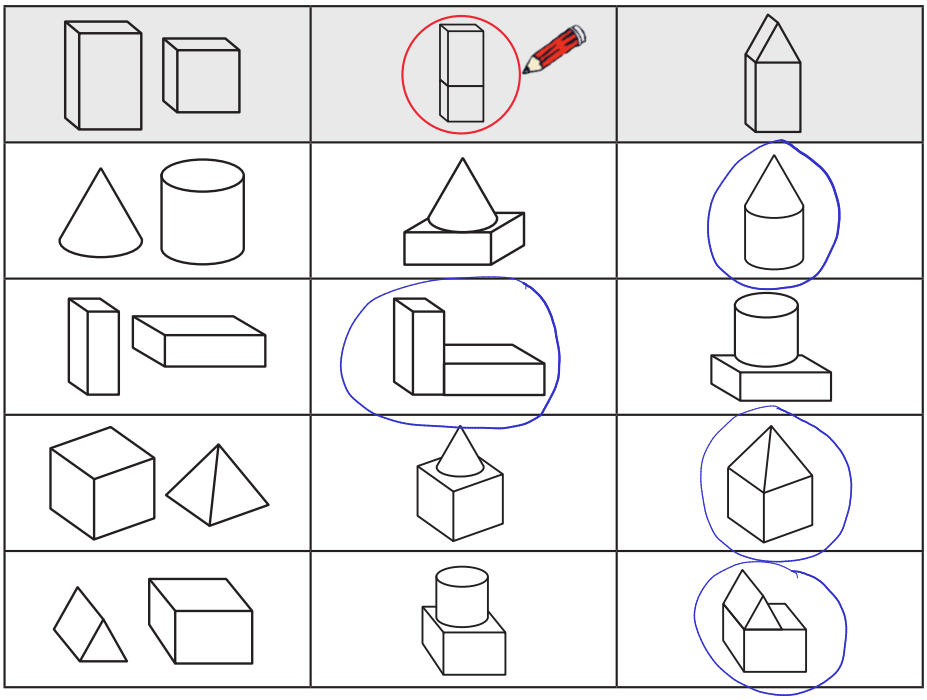
Ukwakha ngezinto ezine-3-D
Building with 3-D objects

IZIBALO ZENTLOKO – MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI – GIVE ME LESS THAN → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Umdlalo: Imaths ekhawulezayo ngamaKhadi – thabatha
Game: Fast maths with cards – subtract

- Dlalani ngababini.
  Play in pairs.
- Veza inani ngoonotsheluza bakho.
  Show a number using your flard cards.
- Phosa idayisi – thabatha!
  Throw a dice – subtract!
- Phinda kwakhona!
  Do it again!

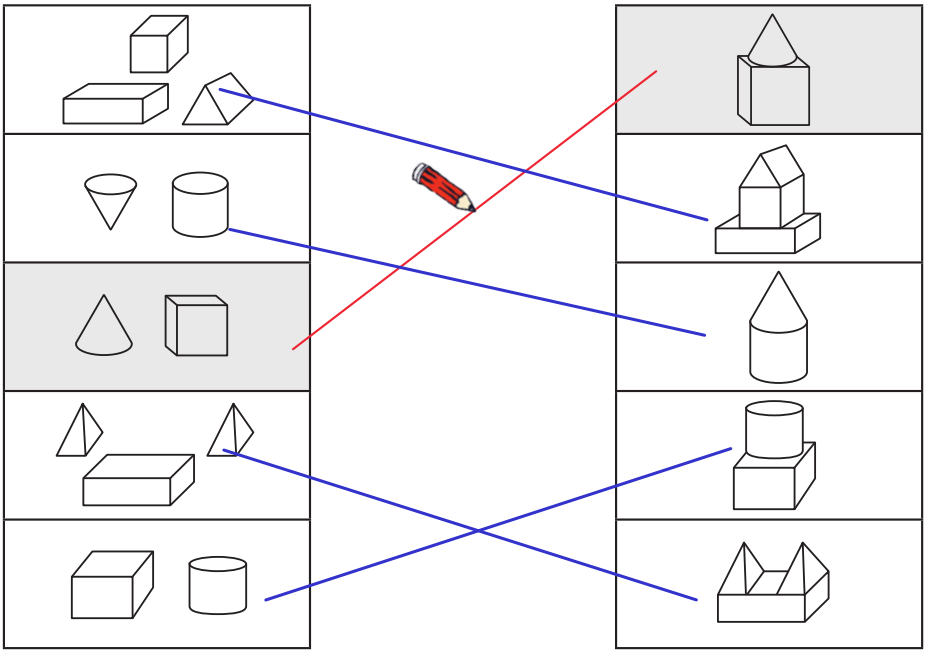
1 Biyela ngesangqa izakhiwo ezinokwakhiwa ngezinto ezine-3-D kwikholamu yokuqala.
Circle the constructions that can be built using the two 3-D objects in the first column.



Ukwakha ngezinto ezine-3-D

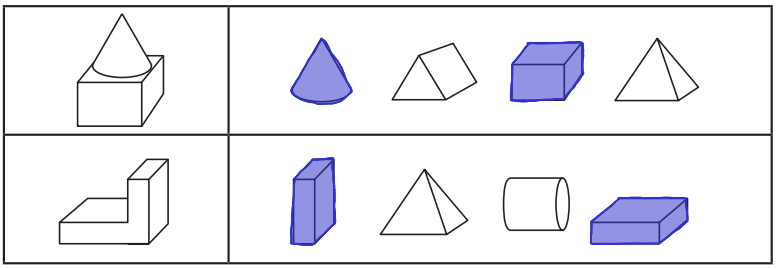
2 Tshatisa into ene-3-D nesakhiwo esichanekileyo.

Match the 3-D objects to the correct construction.



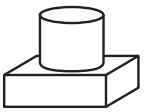
3 Fakela umbala kwizinto ezine-3-D ezenza isakhiwo ngasinye.

Colour the 3-D objects that make up each construction.



4 Zeziphi izinto ezine-3-D ozibonayo? Bhala amagama azo.

What 3-D objects can you see? Write the names.

		
ikhowuni cone	cone	cylinder
ityhubhu cube	cylinder	rectangular prism

Comparing 3-D objects

IZIBALO ZENTLOKO (MENTAL MATHS) NDINIKE INANI ELINGAPHANTSI (GIVE ME LESS THAN) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yakha izinto ezine-3-D ngeenethi. Thetha neqabane lakho. Lixelele ukuba imilo nganye ineembuso ezingaphi.
Build your 3-D objects using nets! Talk to your partner. Tell them how many faces each object has.

Nika abafundi ixesha elaneleyo lokwakha izinto ezine-3-D. Kufuneka bathethe ngazo ngeli xesha bazakhayo, besebenzisa ulwimi lwemathematika.

Give the learners time to build their 3-D objects. They should talk about the objects while they build, using mathematical language.

Jonga ikhowuni nesilinda. Zifana njani?
Look at the cone and the cylinder. How are they the same?

Zombini zinemiphezulu emcaba negobileyo.
Both objects have flat and curved surfaces.

Zahluke ngantoni ezi zinto?
What is different about these objects?

Ikhowuni inecala elinye elitsolo, kodwa yona isilinda inamacala amabini amcaba.
The cone has one pointy end but both ends of the cylinder are flat.

Isilinda inemiphezulu emcaba emibini, ikhowuni inomphezulu omcaba omnye.
The cylinder has two flat surfaces but the cone has one flat surface.

Phinda la manyathelo angasentla nezinye izinto ezine-3-D, uzithelekise ngokweempawu zazo. Khuthaza abafundi ukuba baxoxe ngezinto ezifana okanye ezahluke ngazo izinto ezimbini ngexesha. Umzekelo, ityhubhu neprizimu eyirekthengile; ikhowuni nephiramidi; ikhowuni nengqakumba; ityhubhu nephiramidi; ingqakumba neprizimu eyirekthengile.

Repeat the steps above with other 3-D objects, comparing them according to their characteristics. Encourage learners to discuss the similarities and differences between pairs of objects such as a cube and a rectangular prism, a cone and a pyramid, a cone and a sphere, a cube and pyramid, or a sphere and a rectangular prism.

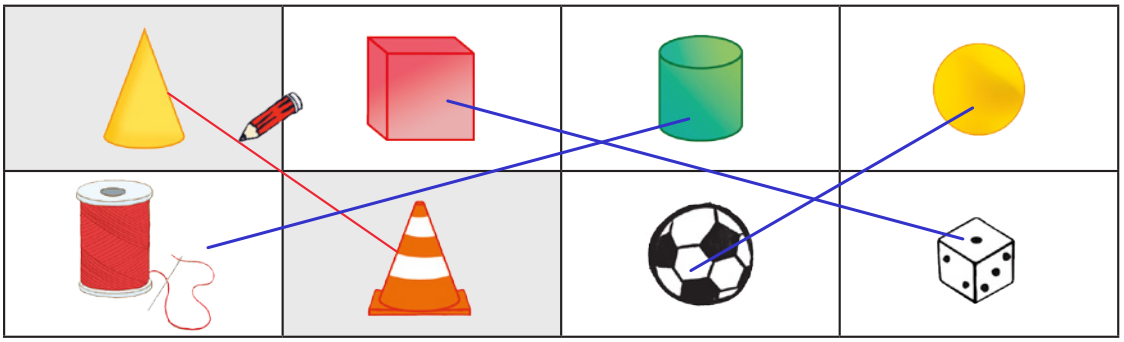
IVEKI • WEEK 9

USUKU 2 • DAY 2

Ukuthelekisa izinto ezine-3-D
Comparing 3-D objects

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE INANI ELINGAPHANTSI (GIVE ME LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Tshatisa izinto ezine-3-D ngokukrwela imigca.
Draw lines to match the 3-D objects.



2 Phawula iisilinda, iibhokisi neebhola ezingasezantsi.
Label the cylinders, boxes and balls below.

3 Khangela eklasini into onokuyizoba kwibhokisi nganye.
Look around the classroom and find an object to draw in each box.

ibhola ball	ibhokisi box	isilinda cylinder
learners will draw their own items ball	pens	dustbin

Comparing 3-D objects

4 Biyela impendulo echanekileyo.

Circle the correct answer.

Itumato imile okwebhola /okwebhokisi /okwesilinda.

A tomato is a ball / box / cylinder shape.

Iglasi yokusela imile okwebhola / okwebhokisi / okwesilinda.

A drinking glass is a ball / box / cylinder shape.

Incwadi imile okwebhola / okwebhokisi / okwesilinda.

A book is a ball / box / cylinder shape.

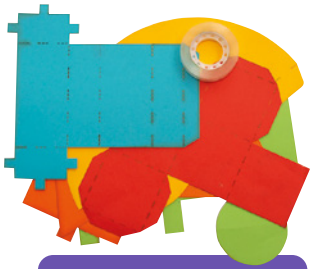
5 Biyela echanekileyo kwinto nganye.

Circle the correct choices for each object.

isilinda cylinder	ikhowuni cone	ingqakumba sphere
		
uhlobo lomphezulu kind of surface		
umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved	umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved	umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved
iqengqeleka njani how it rolls		
kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction	kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction	kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction

Imilo emcaba iyasongeka yenze umfanekiso obizwa ngokuba yinethi. Thetha neqabane lakho ngezinto ozenzileyo usebenzisa iinethi namhlanje.

A flat shape that can fold up to make a solid figure is called a net. Talk to your partner about the objects you made using nets today.



Iimbuso zezinto ezine-3-D

IZIBALO ZENTLOKO
MENTAL MATHS

NDINIKE INANI ELINGAPHANTSI
GIVE ME LESS THAN

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uqaphela ntoni ngale milo ine-3-D?
What do you notice about this 3-D object?

Ineembuso ezimcaba ezilinganayo. Ndibala iimbuso ezi-6.
It has flat faces that are all the same size. I can count 6 faces.

Zimile njani ezi mbuso?
What shape are the faces?

Ezi mbuso zimile okwezikwere.
The faces are square-shaped.

Uqaphela ntoni ngale milo ine-3-D?
What do you notice about this 3-D object?

Nayo iinembuso ezimcaba kodwa azilingani zonke. Kukho iimbuso ezincinci ezi-2 neembuso ezinkulu ezi-4.
It also has flat faces but they're not all the same size. There are 2 smaller faces, and 4 bigger faces.

Zimile njani ezi mbuso?
What shape are the faces?

Obu buso buyirekthengile. Elinye icala lisisikwere.
This face is a rectangle. The other face is a square.

Phinda la manyathelo angasentla ngezinye izinto ezine-3-D. Nceda abafundi bachonge iimilo ezine-2D ezahlukileyo ezenza ezi mbuso zeemilo ezine-3-D.

Repeat the steps above with the other 3-D objects. Help learners to identify the different 2-D shapes that make up the faces of the 3-D objects.

Faces of 3-D objects

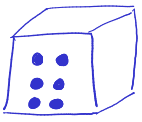
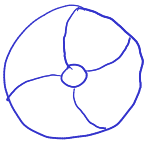
IVEKI • WEEK 9

USUKU 3 • DAY 3

limbuso zezinto ezikhoyo ezine-3-D
Faces of 3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

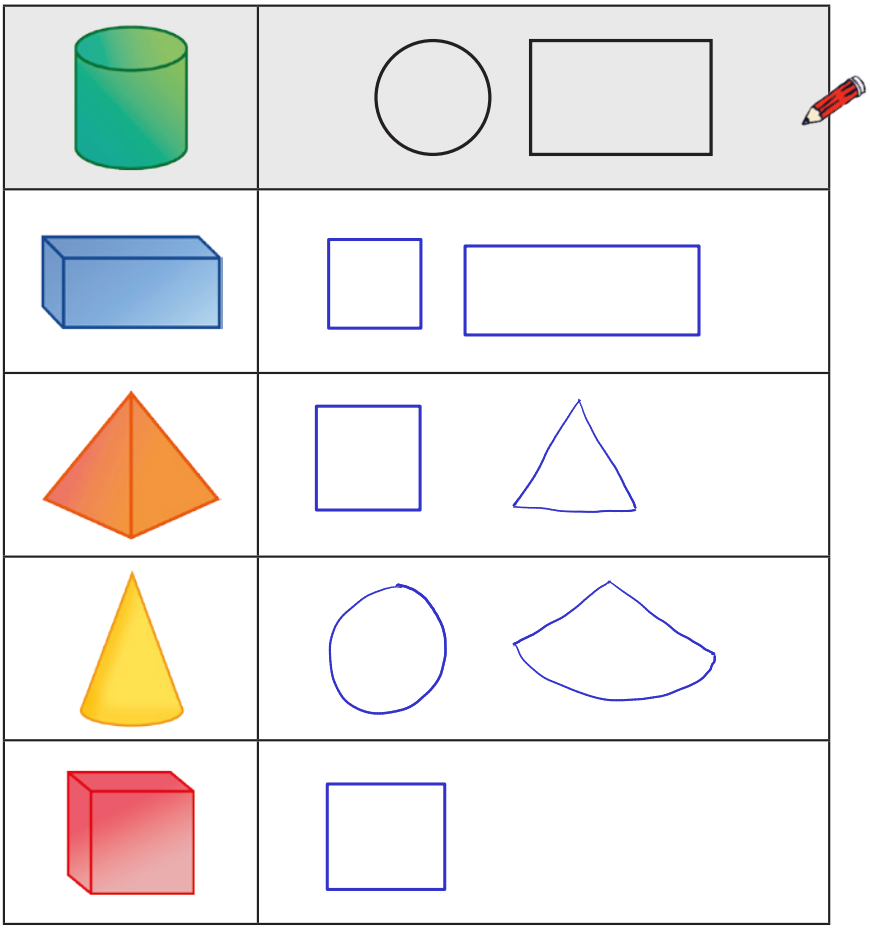
1 Zoba umzekelo wento ekhoyo ene-3-D.
Draw an example of each 3-D object.

	Thiya igama imilo ene-3-D. Name the 3-D object.	Umzekelo wokwenyani. Real life example.
	iprizim eyirekthengile rectangular prism	
	cube	
	sphere	
	cylinder	
	cone	
	pyramid	

Iimbuso zezinto ezine-3-D

2 Zoba iimilo ezine-2-D ezenza iimilo ezine-3-D.

Draw the 2-D shapes that make up the 3-D objects.



3 Zoba umfanekiso ngezinto ezine-3-D neemilo ezine-2-D.

Draw a picture using 3-D objects and 2-D shapes.

any suitable picture using 2D and 3D shapes

3-D objects

IZIBALO ZENTLOKO
MENTAL MATHS

NDINIKE INANI ELINGAPHANTSI
GIVE ME LESS THAN

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

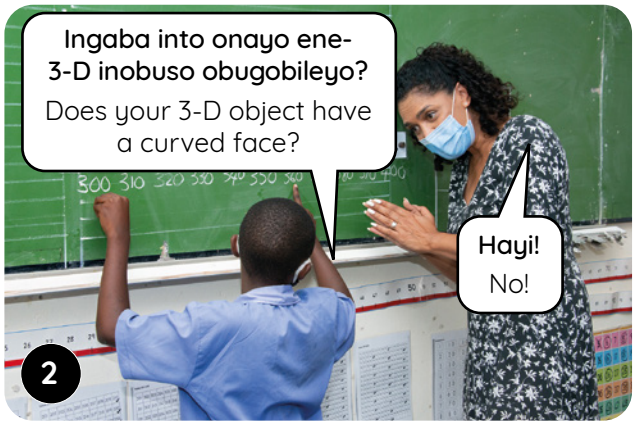
UMDLALO
GAME →

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Siza kudlala umdlalo apho uza kuqashisela into ene-3-D esesandleni sam. Ungandibuza imibuzo, kodwa impendulo yam iphelela ku-ewe okanye ku-hayi.

We're going to play a game where you try to guess the 3-D object in my hand. You can ask me questions, but I'm only allowed to answer yes or no.



Ingaba into onayo ene-3-D inobuso obugobileyo?

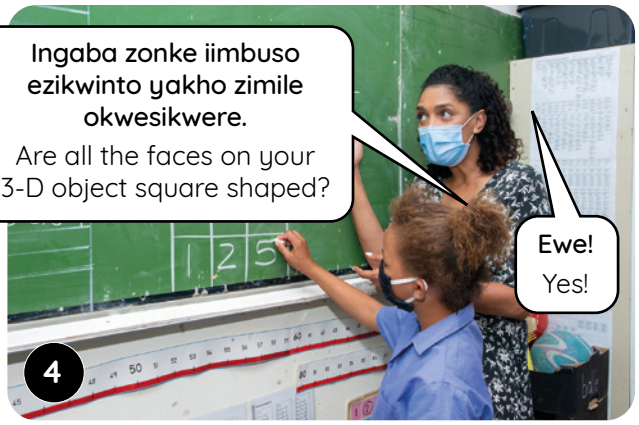
Does your 3-D object have a curved face?

Hayi!
No!

Ingaba zonke iimbuso ezikwinto onayo ene-3-D ziyalingana?

Are all the faces on your 3-D object the same size?

Ewe!
Yes!



Ingaba zonke iimbuso ezikwinto yakho zimile okwesikwere.

Are all the faces on your 3-D object square shaped?

Ewe!
Yes!

Ingaba yityhubhu?

Is it a cube?

Ewe. Lithuba lakho ke ngoku – yiza ufake isandla sakho engxoweni.

Yes! Now it's your turn – come up and put your hand in the bag.

Dlalani umdlalo ngezinto ezine-3-D. Nceda abafundi bafumanise izinto ezikhoyo ngokubuza imibuzo engeempawu zezo zinto. Qinisekisa ukuba umbuzo ngamnye umalunga nophawu olunye ngexesha.

Play the game with all the 3-D objects. Help the learners to determine the objects by asking questions about the characteristics of the items. Make sure your questions ask about one characteristic at a time.

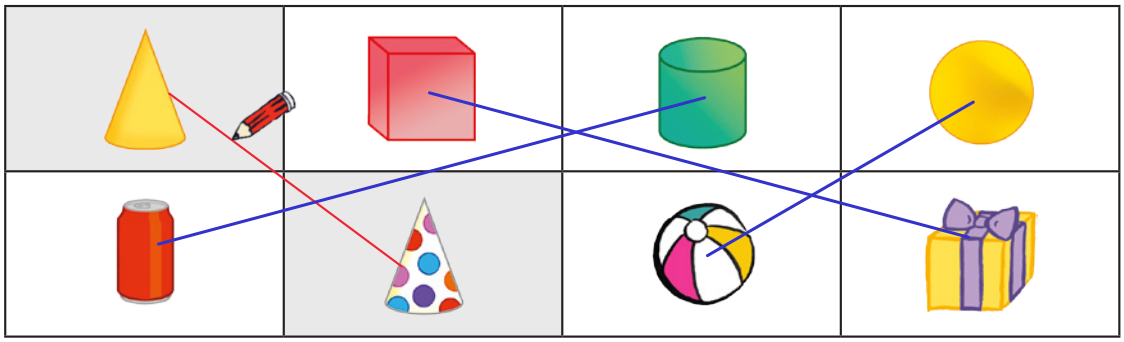
IVEKI • WEEK 9

USUKU 4 • DAY 4

Izinto ezine-3-D
3-D objects

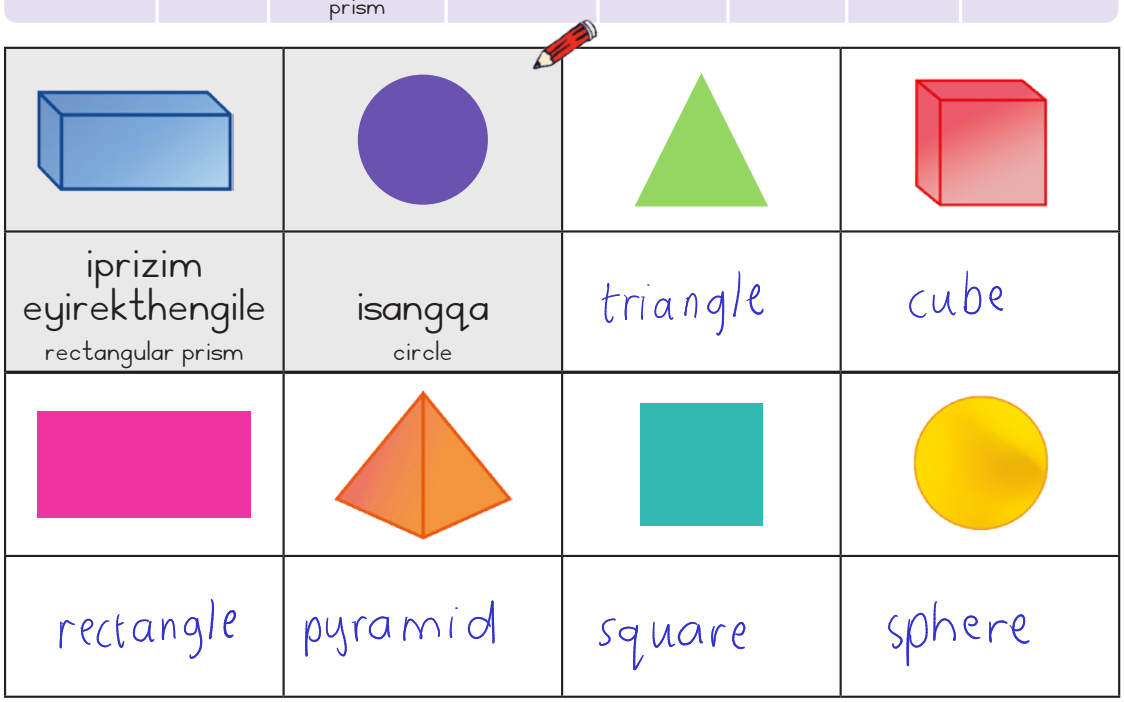
IZIBALO ZENTLOKO (MENTAL MATHS) NDINIKE INANI ELINGAPHANTSI (GIVE ME LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Krwela imigca utshatise nezinto ezine-3-D.
Draw lines to match the 3-D objects.



2 Bhala amagama ezi zinto neemilo endaweni echanekileyo ngezantsi.
Write the names of these objects and shapes in the right place below.

ingqakumba (sphere)	isangqa (circle)	iprizim eyirekthengile (rectangular prism)	irekthengile (rectangle)	iphiramidi (pyramid)	ityhubhu (cube)	isikwere (square)	unxantathu (triangle)

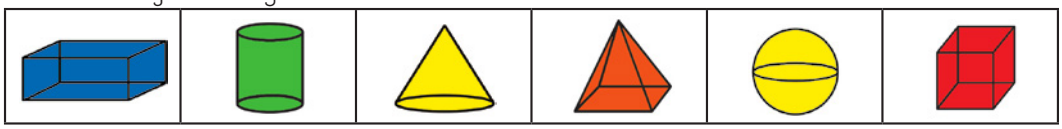


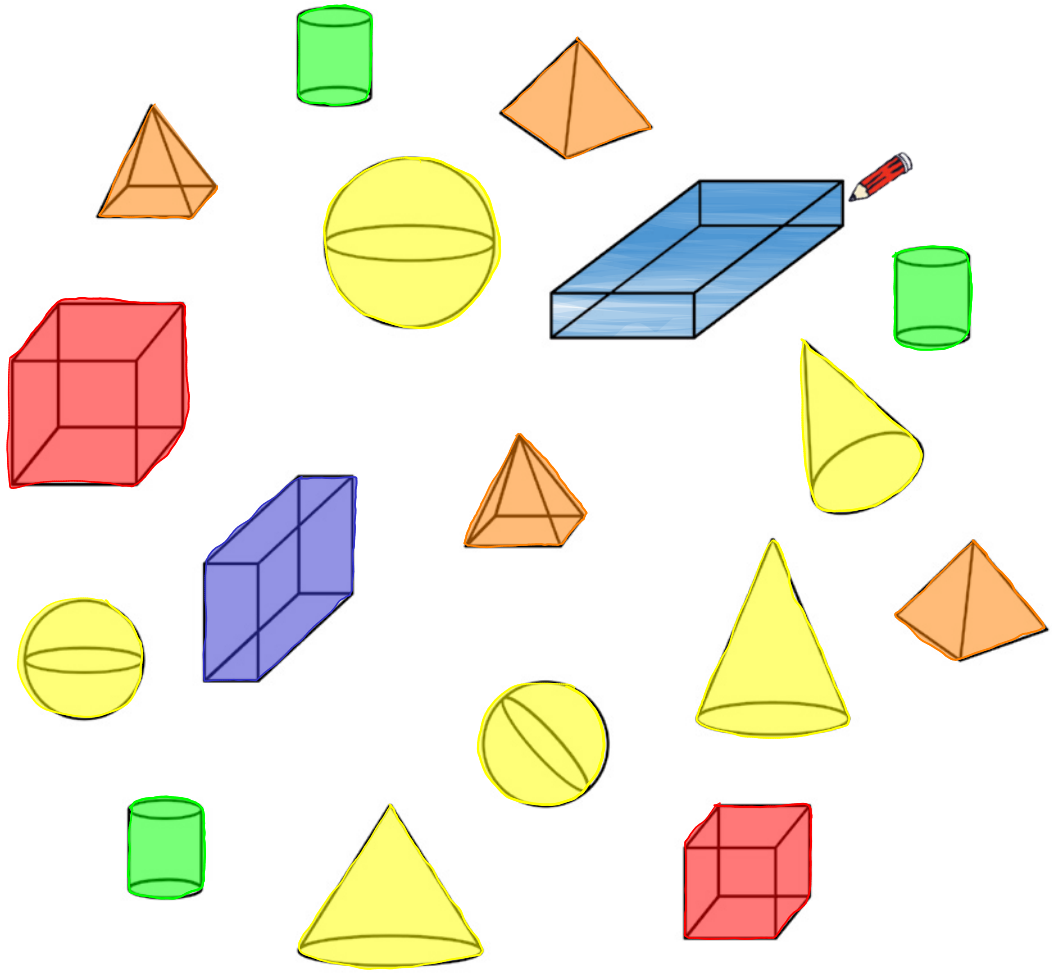
iprizim eyirekthengile rectangular prism	isangqa circle	triangle	cube
rectangle	pyramid	square	sphere

3-D objects

3 Fakela umbala kwezi zinto usebenzise le mibala.

Colour the objects using these colours.





4 Bhala amagama ezinto ezine-3-D ozaziyo.

Write the names of the 3-D objects you know.

cube	cone	pyramid
cylinder	sphere	rectangular prism

IVEKI • WEEK 9

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

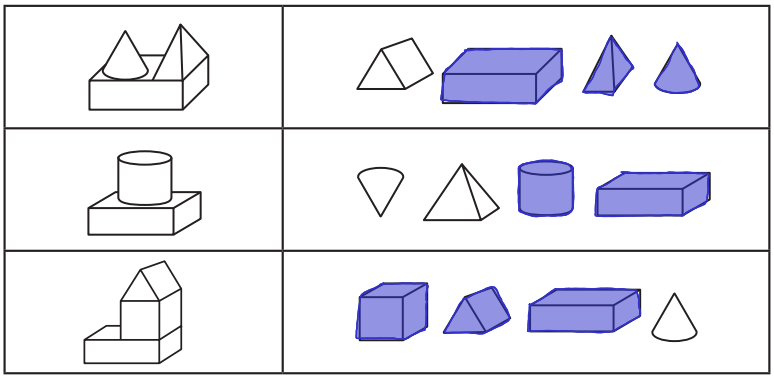
Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iimbuso	faces
iprizimu	prism
iphiramidi	pyramid
isilinda	cylinder
isakhiwo/ulwakhiwo	construction
yakha	build

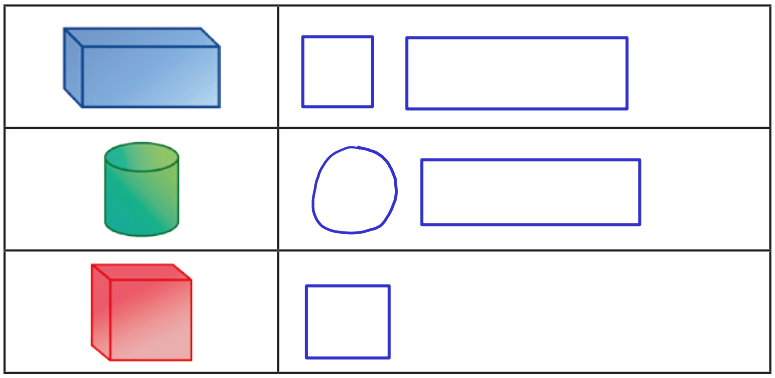
1 Fakela umbala kwizinto ezine-3-D ezenza isakhiwo ngasinye.

Colour the 3-D objects that make up each construction.



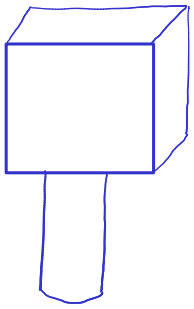
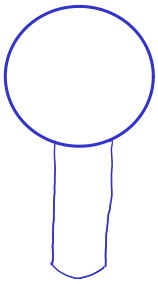
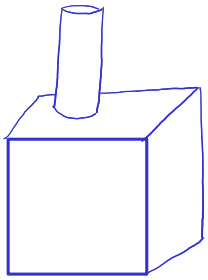
2 Zoba iimilo ezine-2-D ezenza izinto ezine-3-D.

Draw the 2-D shapes that make up the 3-D objects.



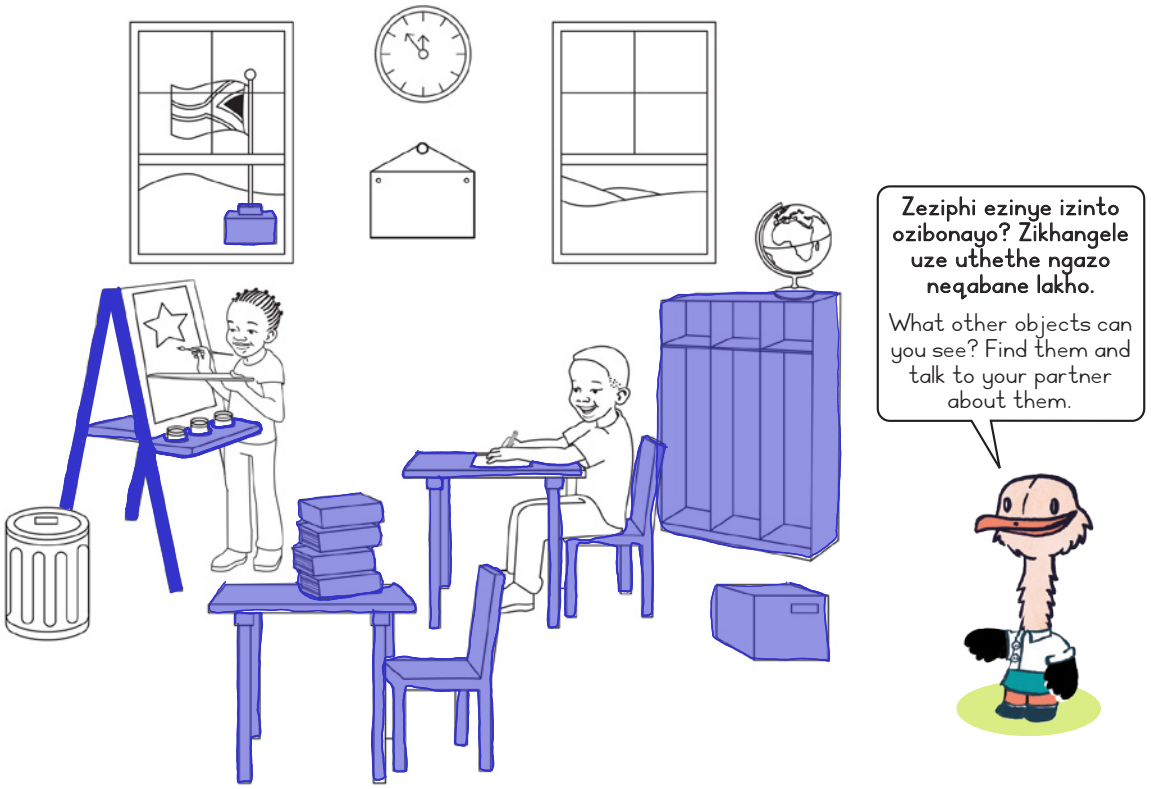
3 Zoba imifanekiso.

Draw the pictures.

ityhubhu ezinze phezu kwesilinda a cube balancing on a cylinder	ingqakumba ezinze phezu kwesilinda a sphere balancing on a cylinder	isilinda ezinze phezu kwetyhubhu a cylinder balancing on a cube
		

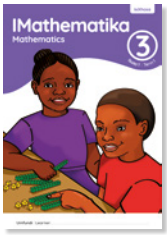
4 Fakela umbala ozuba kwiiprizimu eziziirekthengile.

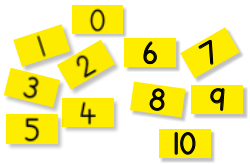
Colour the rectangular prisms blue.



Uhlaziyo

	Izixhobo
Izibalo zentloko: Imiguqulwa	azikho
Umdlalo: IMaths ekhawulezayo ngamakhadi – Dibanisa uze uthabathe	amakhadi amanani 0-10 abafundi





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani ukuya kuma-500	iLAB
2	Indawo nemilo, nobude	iLAB
3	Iipatheni namanani ashiyiweyo	iLAB
4	Ukudibanisa nokuthabatha	iLAB
5	Ukudibanisa nokuthabatha	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenza ngokuzithemba ngamanani ukuya kuma-500.	
ukufumana amanani ashiyiweyo, ukwandisa nokugqibezela iipatheni ukuya kuma-500.	
ukudibanisa nokuthabatha amanani amvo mnye namivo mi-2 besebenzisa iindlela zobuchule ezahlukeneyo kuquka nendlela yeekholam.	

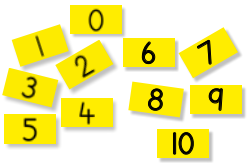
Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

Revision

	Resources
Mental Maths: Inverse operations	none
Game: Fast maths with cards – add and subtract!	learner number cards 0-10



Day	Lesson activity	Lesson resources
1	Numbers to 500	LAB
2	Space and shape, and length	LAB
3	Patterns and missing numbers.	LAB
4	Addition and subtraction	LAB
5	Addition and subtraction	LAB

After this week the learner should be able to:	✓
work comfortably with numbers up to 500.	
find missing numbers, extend and complete patterns up to 500.	
add and subtract 1- and 2-digit numbers using various strategies including the column method.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Uhlaziyo

Izibalo zentloko

Kule veki siza kuziqhelisa ukubhala izivakalisi manani zokudibanisa nezokuthabatha. Siza kusebenzisa itheyibhile yamanani ukuze sincede abafundi bachonge ulwalamano **lwemiguqulwa** phakathi kwamanani. Kubalulekile ukuba abafundi baqonde ukuba bangabhala izivakalisi manani zokudibanisa nokuthabatha ngokusebenzisa amanani akwitheyibhile yamanani.

Umdlalo

Kule veki siza kudlala umdlalo iMaths ekhawulezayo ngamakhadi – dibanisa uze uthabathe! Abafundi baza kuziqhelisa ukusombulula iingxaki ngokukhawuleza ngokukhumbula iibhondi zamanani. Kufuneka abafundi badibanise baze bathabathe kumanani ahlukeneyo. Kubalulekile ukuba abafundi bakwazi ukusombulula iingxaki ezilula ngempumelelo ukuze babe nesiseko esiluqilima ukulungiselela iingxaki eziqatha kwixesha elizayo.

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule. Siza kujolisa koku:

Usuku 1 Ukusebenza ngamanani ukuya kuma-500

Abafundi kufuneka bakwazi ukusebenzisa iibloko zesiseko se-10 noonotsheluza nokucinga ngexabiso lendawo (imivo, ama-10, ama-100) kumanani aphela kuma-500. Ulwazi olunzulu lwamanani lunceda abafundi bakwazi ukuwasebenzisa kakuhle xa besenza imisebenzi yemathematika.

Usuku 2 Indawo nemilo, nobude

Ngolu suku abafundi bafumana amathuba okusebenza ngezinto ezine-3-D ukuze babethelele ulwazi lwabo lwengqiqo yokulinganisela ubude.

Usuku 3 Ukufumana amanani okugqibezela ipatheni okanye umboniso

Oku kukhulisa ulwazi lomfundi nokuqonda ukusombulula ingxaki yenani elingaziwayo, hayi isiphumo nje. Ngokwenza njalo abafundi baphuhlisa ingqiqo yabo yokusombulula ii-ikhwezhini.

Usuku 4 Ukusebenza ngezibalo zokudibanisa nokuthabatha kuluhlu lwamanani oluphela kuma-500

Imisetyenzana ekusuku lwesi-4 ifuna abafundi basebenzise iindlela zobuchule zengqondo nemigcamanani. Imisetyenzana enxulumene nemigcamanani iboniswa kuluhlu lwamanani aphezulu, elungelelaniswe neepatheni zamanani.

Usuku 5 Ukusebenza ngezibalo zokudibanisa nokuthabatha kuluhlu lwamanani oluphela kuma-200

Imisebenzi ekusuku lwesi-5 ifuna abafundi basebenzise ubuchule bengqondo neebloko zesiseko seshumi (ukuba kuyimfuneko ukwenza njalo)

Revision

Mental Maths

This week we will practice writing addition and subtraction number sentences. We will use a number table to help learners identify the **inverse relationship** between numbers. It is important that learners recognise they can write addition and subtraction number sentences from the numbers in the number table.

Game

This week we will play Fast maths with cards – add and subtract! Learners will practice solving problems quickly by recalling number facts. The learners should add to and subtract from different numbers. It is important for them to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1 Working with numbers up to 500

Learners should be able to use base 10 blocks and flard cards and think about place value (1s, 10s, 100s) in numbers up to 500. Deep knowledge of numbers enables learners to use them meaningfully when they do mathematics.

Day 2 Space and shape, and length

Learners have opportunities on this day to work with 3-D objects and consolidate their understanding of the concept of measuring length.

Day 3 Finding numbers that complete a pattern or display

This builds learners' knowledge and understanding of solving for the 'unknown' number not just the 'answer'. This provides the raw material learners need to develop their conceptual understanding of solving equations.

Day 4 Working with the operations addition and subtraction in the number range to 500

The activities on day 4 require learners to use mental strategies and number lines. Activities related to numbers lines are presented in a higher number range, aligned with number patterns.

Day 5 Working with the operations addition and subtraction in the number range to 200

The activities on day 5 require learners to use mental strategies and base ten blocks (if they need to).

Amanani ukuya kuma-500

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

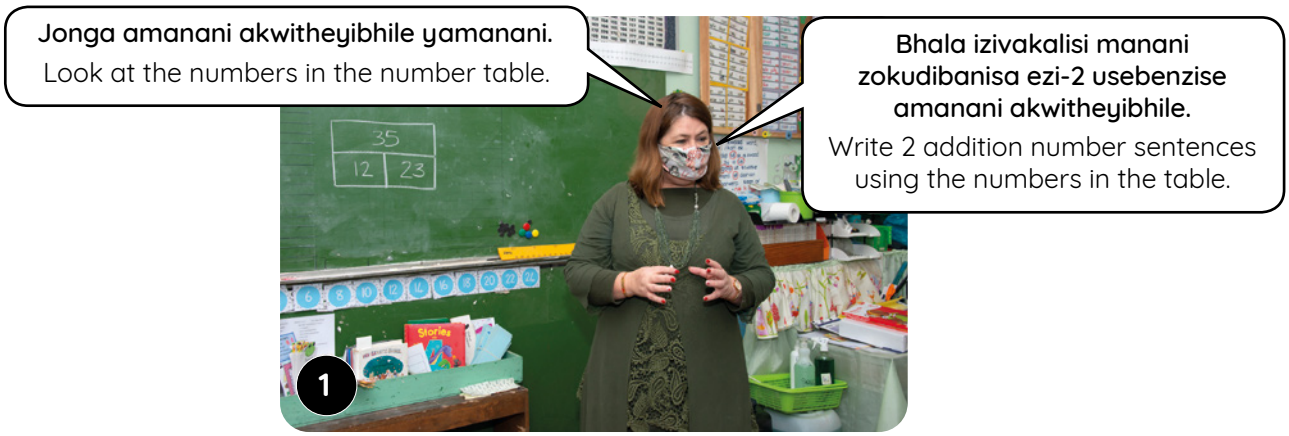
IZIBALO ZENTLOKO | MENTAL MATHS

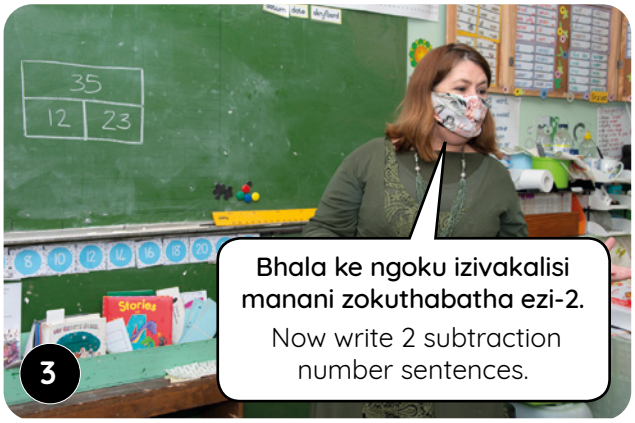
Sebenzisa imiguqulwa ukuze usebenze ngamanani amivo mi-2.

Use inverse operations to work with 2-digit numbers.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.





Numbers to 500

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

45 + 36 = _____

37 + 44 = _____

61 + 29 = _____

18 + 55 = _____

53 + 37 = _____

65 – 18 = _____

95 – 64 = _____

35 – 27 = _____

88 – 59 = _____

53 – 16 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

77 + 15 = _____

19 + 74 = _____

47 + 28 = _____

25 + 59 = _____

36 + 55 = _____

96 – 47 = _____

32 – 16 = _____

45 – 38 = _____

83 – 54 = _____

75 – 28 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

44 + 38 = _____

18 + 65 = _____

52 + 39 = _____

47 + 46 = _____

75 + 18 = _____

85 – 48 = _____

31 – 23 = _____

55 – 26 = _____

82 – 54 = _____

96 – 59 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

53 + 38 = _____

26 + 46 = _____

47 + 29 = _____

15 + 78 = _____

54 + 41 = _____

95 – 67 = _____

74 – 47 = _____

32 – 25 = _____

66 – 49 = _____

92 – 55 = _____

Amanani ukuya kuma-500

IVEKI • WEEK 10

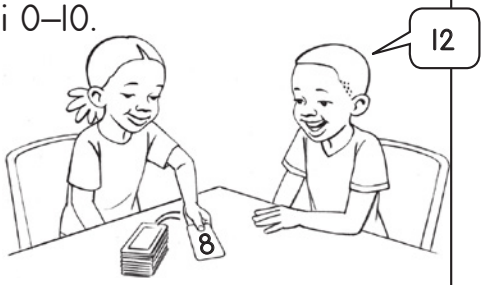
USUKU 1 • DAY 1

Amanani ukuya kuma-500
Numbers to 500

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: IMaths ekhawulezayo ngamakhadi – dibanisa uze uthabathe
Game: Fast maths with cards – add and subtract

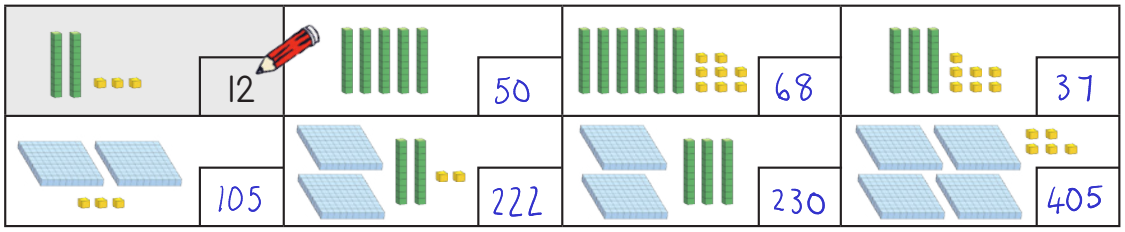
- Yenza isicuku ngamakhadi amanani 0–10.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye.
  Flip one card.
- Ama-20 ungawenza ngezingaphi?
  How much to make 20?
- Bala ngokukhawuleza! Yenza ama-30, 40, 50, 60, 90, okanye i-100.
  Work fast! Make 30, 40, 50, 60, 90 or 100.
- Zama ke ngoku ngokuthabatha! Thabatha kuma-40, 50, 70, 80, nakwi-100.
  Now try with subtraction! Subtract from 40, 50, 70, 80 and 100.



1 Bonisa ngeebloko nangoonotsheluza.
Show with blocks and flard cards.

30	49	71	105	111	101	110	305	500	490	210	201	354	304

2 Zingaphi?
How much?



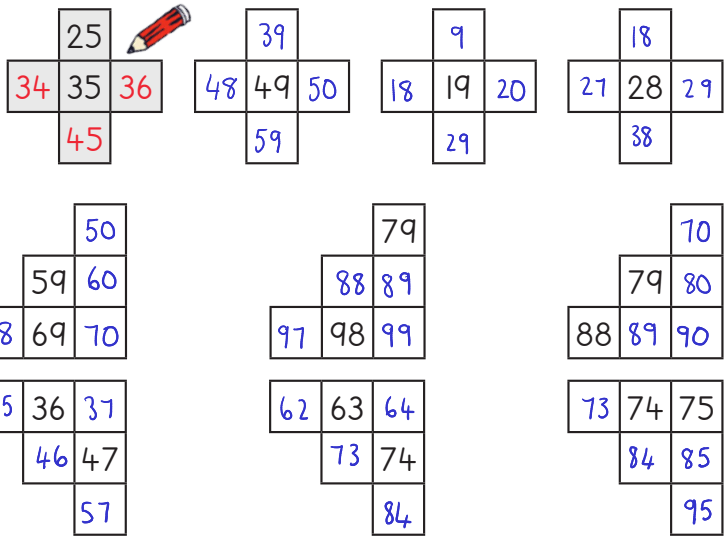
3 Zingaphi?
How much?

5 1 0 — 15	4 0 6 — 46	2 7 0 — 72	5 1 0 0 — 105
5 0 1 0 0 — 150	4 0 0 6 0 — 460	7 0 9 2 0 0 — 279	6 8 0 3 0 0 — 386

92

Numbers to 500

4 Gqibezela isikwere se-100.
Complete the pieces of the 100 square.



	25	
34	35	36
	45	

	39	
48	49	50
	59	

	9	
18	19	20
	29	

	18	
27	28	29
	38	

	56	
65	66	
74	75	76

	50	
59	60	
68	69	70

	79	
88	89	
97	98	99

	70	
79	80	
88	89	90

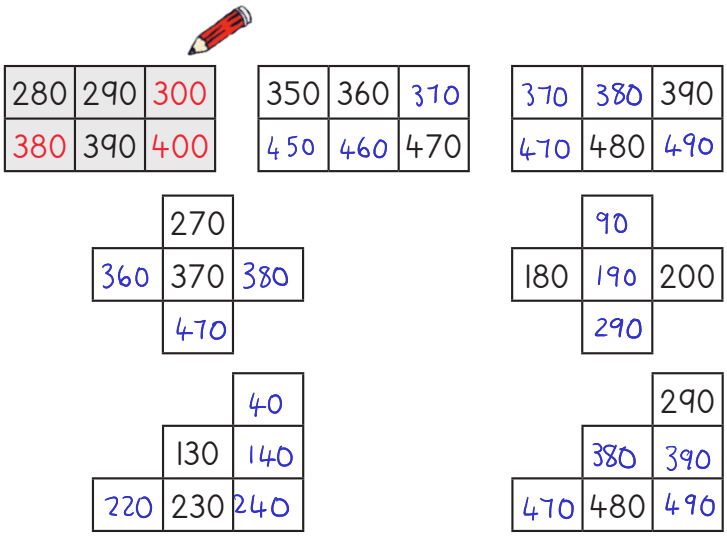
6	7	8
	17	17
	28	

35	36	37
	46	47
	57	

62	63	64
	73	74
	84	

73	74	75
	84	85
	95	

5 Gqibezela isikwere se-1000.
Complete the pieces of the 1000 square.



280	290	300
380	390	400

350	360	370
450	460	470

370	380	390
470	480	490

	150	
240	250	260
	350	

	270	
360	370	380
	470	

	90	
180	190	200
	290	

	250	
340	350	
430	440	450

	40	
130	140	
220	230	240

	290	
380	390	
470	480	490

6 Cwangcisa amanani uqale ngelona lincinci uye kwelona likhulu.
Order from smallest to biggest.

195, 302, 714, 317	195, 302, 317, 714
368, 638, 836, 683	368, 638, 683, 836
409, 465, 482, 397	397, 409, 465, 482

7 Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
Order from biggest to smallest.

115, 121, 119, 125	125, 121, 119, 115
423, 432, 342, 344	432, 423, 344, 342
210, 340, 304, 200	340, 304, 210, 200

Indawo nemilo, nobude

IVEKI • WEEK 10

USUKU 2 • DAY 2

Indawo nemilo nobude

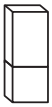
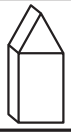
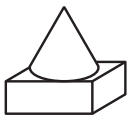
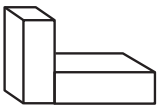
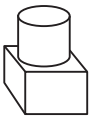
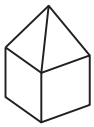
Space and shape, and length

IZIBALO ZENTLOKO MENTAL MATHS — IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

recap triangular prisms

1 Zeziphi izinto ezine-3-D enizibonayo? Bhala amagama azo.

What 3-D objects can you see? Write the names.

	rectangular prism cube
	triangular prism rectangular prism
	cone rectangular prism
	rectangular prism rectangular prism
	cylinder rectangular prism
	pyramid cube
	triangular prism rectangular prism

2 Zoba umfanekiso usebenzise izinto ezine-3-D neemilo ezine-2-D.

Draw a picture using 3-D objects and 2-D shapes.

any suitable picture

94

Space and shape, and length

3 Phawula ibhokisi echanekileyo ubonise umgca omfutshane.
Tick the box to show which line is shorter.

☑ _____

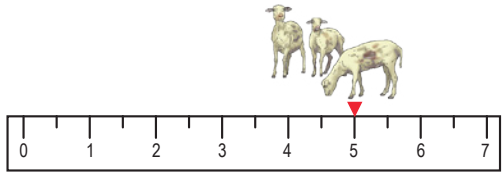
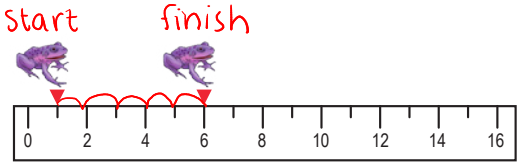
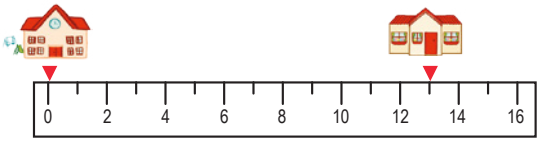
☐ _____

Phawula ibhokisi echanekileyo ubonise umgca omde.
Tick the box to show which line is longer.

☑ _____

☐ _____

4 Nika impendulo eziimitha.
Answer the questions in metres.

Ihambe iimitha ezingaphi igusha? How many metres did the sheep travel?		5 m
Litsibe iimitha ezingaphi isele? How many metres did the frog jump?		5 m
Zingaphi iimitha ukusuka esikolweni ukuya kowenu? How many metres from the school to your house?		13 m

5 Linganisela le migca ngerula.
Use a ruler to measure the lines.

	2 cm		$1\frac{1}{2}$ cm
	$1\frac{1}{2}$ cm		4 cm

IVEKI • WEEK 10

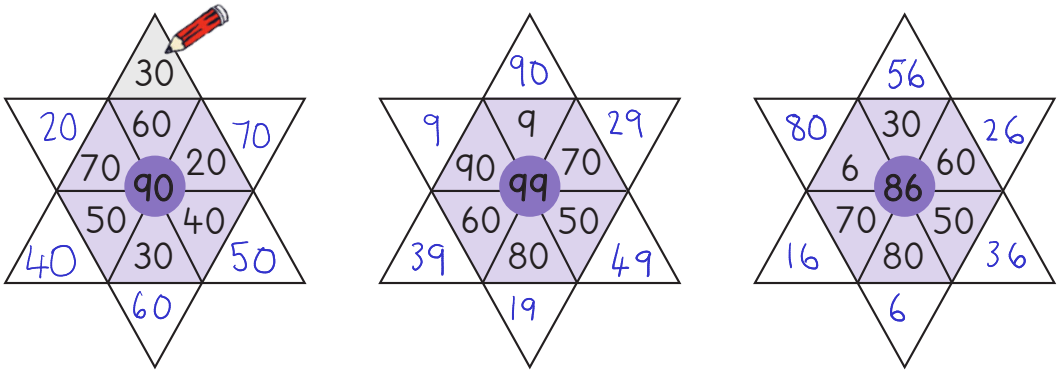
USUKU 3 • DAY 3

lipatheni namanani ashiyiweyo
Patterns and missing numbers

IZIBALO ZENTLOKO MENTAL MATHS — IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

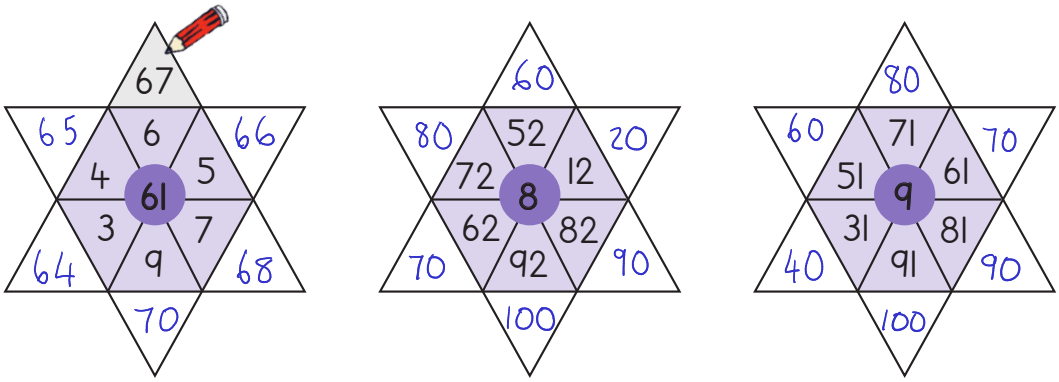
1 Thabatha ukuze ufumane amanani angekhoyo kwezi ncam zeenkwenkwezi.

Subtract to find the missing numbers in the points of the star.



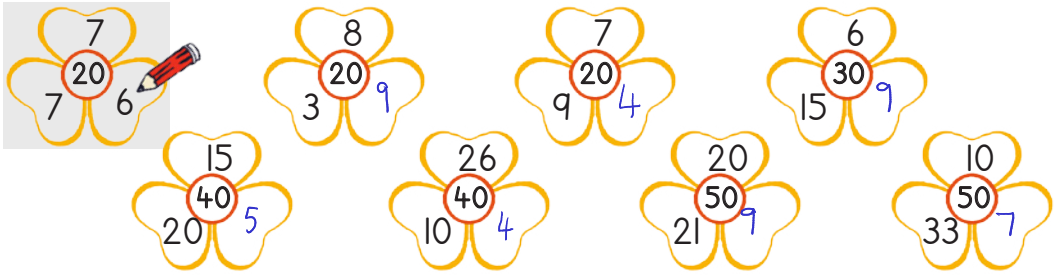
2 Dibanisa ukuze ufumane amanani angekhoyo kwezi nkwenkwezi.

Add to find the missing numbers in the points of the star.



3 Isiphumo sisembindini. Bhala inani elingekhoyo.

The sum is in the middle. Fill in the missing number.



96

Patterns and missing numbers

4 Dibanisa isi-2 rhoqo.

Always add 2.

96	98	100	102	104
114	116	118	120	122

136	138	140	142	144
155	157	159	161	163

Dibanisa i-10 rhoqo.

Always add 10.

70	80	90	100	110
150	160	170	180	190

105	115	125	135	145
163	173	183	193	203

5 Thabatha u-1 rhoqo.

Always subtract 1.

500	499	498	497	496
603	602	601	600	599

1000	999	998	997	996
912	911	910	909	908

Thabatha i-10 rhoqo.

Always subtract 10.

120	110	100	90	80
230	220	210	200	190

333	323	313	303	293
425	415	405	395	385

Thabatha i-100 rhoqo.

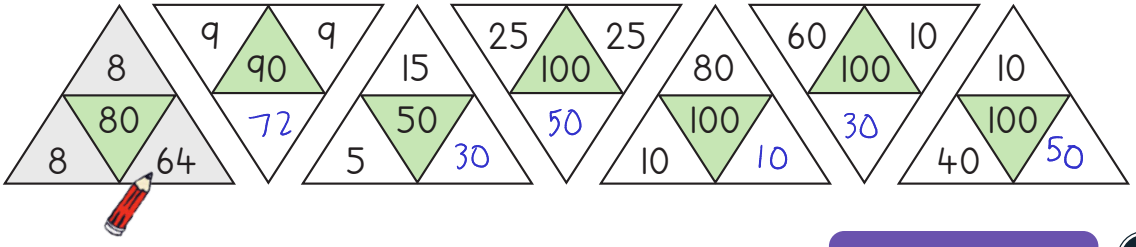
Always subtract 100.

900	800	700	600	500
410	310	210	110	10

505	405	305	205	105
404	304	204	104	4

6 Isiphumo sisembindini. Funa inani elingekhoyo.

The sum is in the middle. Find the missing number.



IVEKI • WEEK 10

USUKU 4 • DAY 4

Ukudibanisa nokuthabatha
Addition and subtraction

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Dibanisa uze uthabathe.
Add and subtract.

6 + 6 = 12	12 – 6 = 6	4 + 8 = 12	7 + 7 = 14
14 – 7 = 7	7 + 8 = 15	8 + 8 = 16	18 – 9 = 9
13 – 7 = 8	9 + 9 = 18	16 – 8 = 8	13 – 9 = 4

2 Dibanisa uze uthabathe.
Add and subtract.

9 + 7 = 16	14 – 8 = 6	8 + 9 = 17	29 + 7 = 36
34 – 8 = 26	88 + 9 = 97	49 + 7 = 56	64 – 8 = 56
15 – 9 = 6	69 + 7 = 76	94 – 8 = 86	35 – 9 = 26

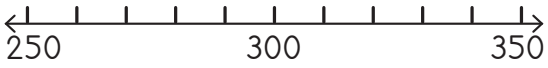
3 Dibanisa.
Add.

18 + 2 = 20	18 + 6 = 24	15 + 20 = 35	19 + 1 = 20
19 + 5 = 24	27 + 30 = 57	27 + 3 = 30	27 + 7 = 34
36 + 40 = 76	36 + 4 = 40	36 + 8 = 44	62 + 20 = 82

4 Thabatha.
Subtract.

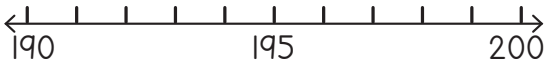
20 + 20 = 40	14 – 8 = 6	32 – 10 = 22	30 – 8 = 22
22 – 9 = 13	46 – 30 = 16	50 – 5 = 45	45 – 7 = 38
28 – 20 = 8	80 – 8 = 72	72 – 5 = 67	78 – 40 = 38

5 Dibanisa usebenzise umgcamanani.
Add using the number line.



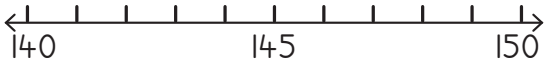
250 + 50 = 300
280 + 30 = 310
300 + 50 = 350
330 + 20 = 350

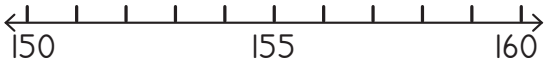
6 Thabatha usebenzise umgcamanani.
Subtract using the number line.



200 – 3 = 197
200 – 7 = 193
200 – 5 = 195
198 – 8 = 190

7 Dibanisa uze uthabathe.
Add and subtract.

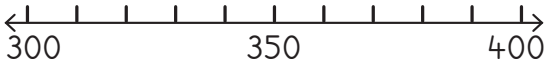


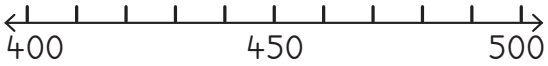


146 + 2 = 148
145 + 4 = 149
143 + 7 = 150
141 + 9 = 150

160 – 2 = 158
160 – 5 = 155
160 – 8 = 152
160 – 10 = 150

8 Dibanisa uze uthabathe.
Add and subtract.





310 + 30 = 340
340 + 40 = 380
360 + 40 = 400
320 + 80 = 400

490 – 30 = 460
480 – 40 = 440
500 – 20 = 480
500 – 60 = 440

IVEKI • WEEK 10

USUKU 5 • DAY 5

Ukudibanisa nokuthabatha
Addition and subtraction

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Dibanisa kwiikholam.
Add in columns.

	1 3	6
+	2	4
	6	0

	1 2	5
+	4	6
	7	1

	1 1	9
+	1	8
	3	7

	1 2	4
+	2	7
	5	1

	1 1	8
+	2	3
	4	1

	1 1	7
+	4	7
	6	4

	1 1	6
+	3	9
	5	5

	1 3	8
+	2	9
	6	7

	2	1
+	2	4
	4	5

	2	1
+	9	6
1	1	7

	1 6	6
+		8
	7	4

	1 6	4
+	1	7
	8	1

2 Thabatha ngokweekholam.
Subtract in columns.

	2 ~~3~~	1 2
−	1	3
	1	9

	3 ~~4~~	1 1
−	2	3
	1	8

	4 ~~5~~	1 1
−	1	4
	3	7

	4 ~~5~~	1 5
−	2	6
	2	9

	6 ~~7~~	1 1
−	3	2
	3	9

	4 ~~5~~	1 3
−	2	6
	2	7

	6 ~~7~~	1 0
−	3	2
	3	8

	5 ~~6~~	1 0
−	1	5
	4	5

	7 ~~8~~	1 1
−	7	6
	•	5

	6 ~~7~~	1 2
−	2	5
	4	7

	8 ~~9~~	1 0
−	8	2
	•	8

	7 ~~8~~	1 4
−	2	6
	5	8

100

Addition and subtraction

3 Bhala amanani kwiikholam uze udibanise.
Write the numbers in columns and add.

106 + 71 = ____

	1	0	6
+		7	1
	1	7	7

93 + 105 = ____

		9	3
+	1	0	5
	1	9	8

38 + 121 = ____

		3	8
+	1	2	1
	1	5	9

4 Bhala amanani kwiikholam uze uthabathe.
Write the numbers in columns and subtract.

178 – 43 = ____

	1	7	8
–		4	3
	1	3	5

194 – 64 = ____

	1	9	4
–		6	4
	1	3	0

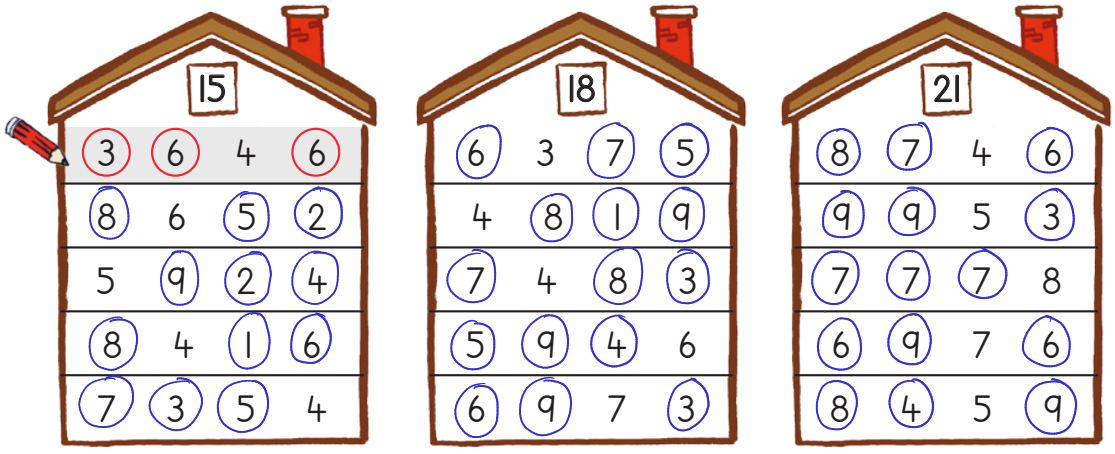
187 – 35 = ____

	1	8	7
–		3	5
	1	5	2

5 Dibanisa okanye thabatha.
Add or subtract.

114 + 26 = 140	79 + 108 = 187	47 + 137 = 184
183 – 51 = 132	164 – 32 = 132	127 – 89 = 38

6 Biyela amanani ama-3 athi xa edibene enze inani elingasentla.
Circle 3 numbers that add up to the number at the top.



Uvavanyo lwekota yoku-1

Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esipheleleyo sovavanyo seKota yesi-4 sifumaneka kwitheyibhile engezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1 nakweyesi-8 akukho msebenzi wovavanyo olusesikweni. Ngosuku lwesi-5 kufuneka abafundi basebenzele emaphepheni akwincwadi yemisebenzi yabafundi yeBala Wande ukubethelela umsebenzi weveki. Kungenziwa uvavanyo olungekho sikweni.

Kwiveki yesi-2, yesi-7 nakweyesi-8 kwenziwa izicwangciso **zovavanyo oluthethwayo nolwenziwayo**. Xa uvavanya abafundi uza kusebenzisa imisebenzi eyenziwayo noluhlu lokuqwalaselwayo/irubriki ekumagqabantshintshi eveki. Imisebenzi ethethwayo neyenziwayo kufuneka yenziwe iveki yonke, umfundi ngamnye okanye ngokwamaqela abafundi ngeli xa iklasi izenzela imisebenzi yaseklasini bengancediswa mntu.

Kwiveki yesi-2 ukuya kweyesi-7 kwenziwa izicwangciso **zovavanyo olubhalwayo**. Le misebenzi ifumaneka kulo mqulu wovavanyo kumaphepha achazwe kwitheyibhile engasezantsi. Bakuba bewugqibile umsebenzi wovavanyo obhalwayo, abafundi bangenza umsebenzi woqukaniso okumaphepha okusebenzela akwiNcwadi yemiSebenzi yoMfundi.

Kufuneka wenze **uvavanyo olusisiseko** njengoko kuyalelwe liphondo lakho. Izixhobo zenkxaso ezizibonelelo kufuneka zisetyenziswe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okubhala amanqaku asemgangathweni ngomsebenzi ngamnye.

Iimvavanyo ezikwikota yoku-1 zezi:

			Iphepha	Amanqaku
Iveki 2	Amanani ukuya kuma-500	Olubhalwayo	222	16
	Qwalasela abafundi ukuze uhlole izakhono zabo zokusebenza ngamanani ukuya kuma-500	Oluthethwayo nolwenziwayo	218	6
Iveki 3	Ukuthelekisa nokucwangcisa amanani ukuya kuma-500 (iipatheni)	Olubhalwayo	224	16
Iveki 4	Ukudibanisa	Olubhalwayo	226	24
Iveki 5	Ukuthabatha	Olubhalwayo	228	24
Iveki 6	Iingxaki zokudibanisa nokuthabatha nezivakalisi manani	Olubhalwayo	230	12
Iveki 7	Umlinganiselo – Ubude	Olubhalwayo	232	8
	Qaphela abafundi ukuze uvavanye izakhono zabo zokulinganisa ubude	Oluthethwayo nolwenziwayo	218	5
Iveki 8	Izinto ezine-3-D	Olubhalwayo	234	3
	Uphatho lwedatha	Olubhalwayo	234	5
	Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga, ukuthiya nokuchaza izinto ezine-3-D	Oluthethwayo nolwenziwayo	220	5

Term 1 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 1 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

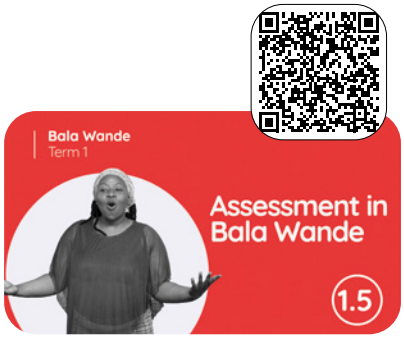
In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 2, 7 and 8, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.



Term 1 assessments are as follows:

			Page	Mark
Week 2	Numbers to 500	Written	222	16
	Observe learners to assess their ability to work with numbers up to 500	Oral and practical	218	6
Week 3	Comparing and ordering numbers to 500	Written	224	16
Week 4	Addition	Written	226	24
Week 5	Subtraction	Written	228	24
Week 6	Addition and subtraction problems and number sentences	Written	230	12
Week 7	Measurement – Length	Written	232	8
	Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems.	Oral and practical	218	5
Week 8	3-D objects	Written	234	3
	Data Handling	Written	234	5
	Observe learners to assess their ability to identify, name and characterise objects.	Oral and practical	220	5

Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa uluhlu lokuqwalaselwayo/irubriki yovavanyo engasezantsi ngezo veki zabelwe kuzo. Iklasi yakho ungayahlula ibe ngamaqela uze uvavanye iqela elinye ngosuku kuloo veki ukuze kungabikho xinzelelo lokwenza lo msebenzi neklasi yonke ngosuku olunye.

Iveki 2 Uvavanyo oluthethwayo nolwenziwayo: Inani, iindlela zokubala nolwalamano

Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza ngamanani ukuya kuma-500	**Amanqaku: 6**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✔	✘	●
Bayakwazi ukuchonga ama-10 nemivo kumanani amivo mi-2.			
Bayakwazi ukubhala amanani amivo mi-2 besebenzisa ubhalo olwandisiweyo kuma-10 nakwimivo.			
Bayakwazi ukuthelekisa amanani amivo mi-2 besebenzisa ama-10 nemivo.			
Bayakwazi ukunakana, ukufunda nokuxela amanani amivo mi-3 ukuya kuma-500.			
Bayakwazi ukuchonga ama-100, ama-10 nemivo kumanani amivo mi-3 ukuya kuma-500.			
Bayakwazi ukusebenza ngeziphindwa ze-10 kumanani ukuya kuma-500.			

Iveki 7 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Ubude

Qwalasela abafundi ukuze uvavanye izakhono zabo zokulinganisa ubude	**Amanqaku: 5**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✓	✗	●
Uyakwazi ukuqikelela ubude ngokweesentimitha.			
Uyakwazi ukuqikelela ubude ngokweemitha.			
Uyakwazi ukulinganisela ubude ngokweesentimitha.			
Uyakwazi ukulinganisela ubude ngokweemitha.			
Uyakwazi ukusombulula iingxaki ezibandakanya iiyunithi zobude.			

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 2 Oral and practical assessment: Numbers, operations and relationships

Observe learners to assess their ability to work with numbers up to 500	**Mark: 6**		
Criteria checklist: correct/incorrect/almost	✔	✘	●
Able to identify the 10s and 1s in 2-digit numbers			
Able to write 2-digit numbers using expanded notation in 10s and 1s			
Able to compare 2-digit numbers using 10s and 1s			
Able to recognise, read and name 3-digit numbers up to 500			
Able to identify the 100s, 10s and 1s in 3-digit numbers up to 500			
Able to work with multiples of 10 in numbers up to 500			

Week 7 Oral and practical assessment: Measurement – Length

Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems	**Mark: 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to estimate lengths in centimetres.			
Able to estimate lengths in metres.			
Able to measure lengths in centimetres.			
Able to measure lengths in metres.			
Able to solve problems involving units of length			

Uvavanyo oluthethwayo nolwenziwayo

Iveki 8 Uvavanyo oluthethwayo nolwenziwayo: Indawo nemilo

Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga, ukuthiya nokuchaza izinto ezine-3-D	**Amanqaku: 5**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✓	✗	●
Uyakwazi ukwakha ngezinto ezine-3-D			
Uyakwazi ukuchonga aze axele igama lento ene-3-D			
Uyakwazi ukuchaza izinto eziqengqelekayo			
Uyakwazi ukuchaza izinto ezityibilikayo			
Uyakwazi ukunakana iimilo ezine-2-D ezisetyenziswe ekwakheni iimbuso zezinto ezine-3-D			

Sebenzisa iikhowudi zeQR ukuze ufumane amaphepha amanqaku emisebenzi yohlolo.

Iphepha lamanqaku lakwaFunda Wande

Oral and practical assessment

Week 8 Oral and practical assessment: Space and shape

Observe learners to assess their ability to identify, name and characterise 3-D objects.	**Mark: 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to build using 3-D objects			
Able to identify and name 3-D objects			
Able to identify objects that can roll			
Able to identify objects that can slide			
Able to recognise the 2-D shapes used to make up the faces of 3-D objects			

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

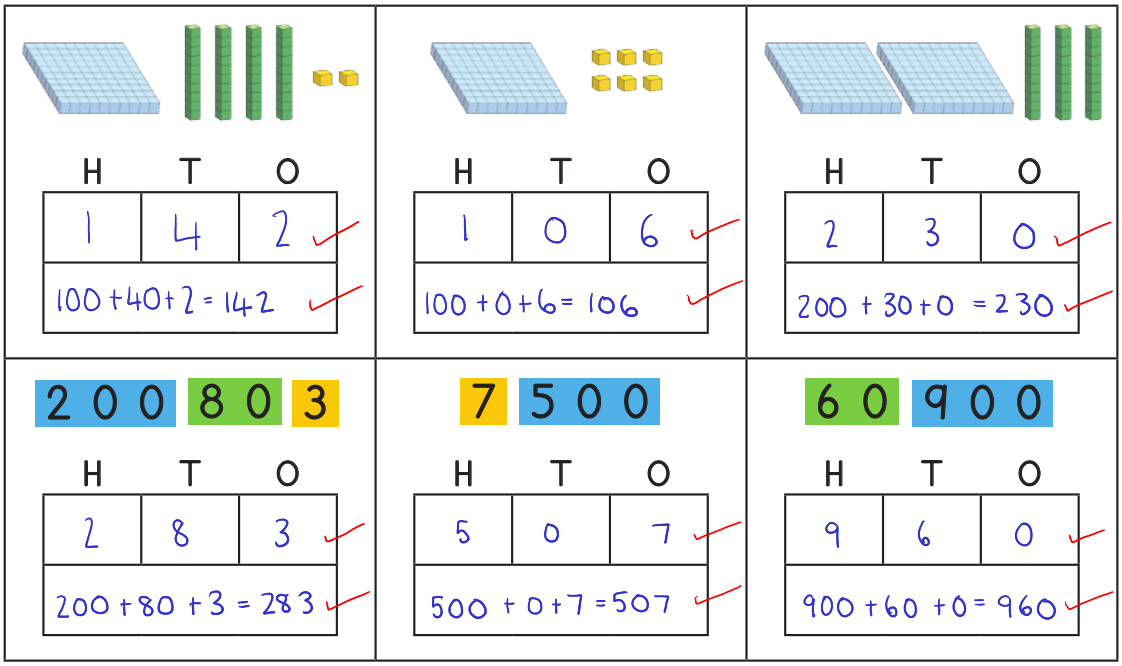
IVEKI • WEEK 2

Uvavanyo **Amanani ukuya kuma-500**
Assessment Numbers to 500

Igama | Name Memorandum

Umhla | Date Total Marks : 16

1 Bhala inani.
Write the number.



H	T	O	
1	4	2	100 + 40 + 2 = 142

H	T	O	
1	0	6	100 + 0 + 6 = 106

H	T	O	
2	3	0	200 + 30 + 0 = 230

200 80 3

H	T	O	
2	8	3	200 + 80 + 3 = 283

7 500

H	T	O	
5	0	7	500 + 0 + 7 = 507

60 900

H	T	O	
9	6	0	900 + 60 + 0 = 960

2 Mangaphi amashumi?
How many tens?

150	5	480	8

3 Biyela ngesangqa amanani anamashumi ama-5.
Circle the numbers that have 5 tens.

(150)	510	405	105	518	(155)	501

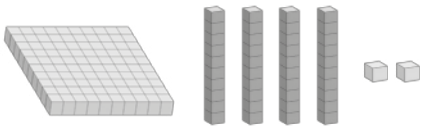
IVEKI • WEEK 2

Uvavanyo **Amanani ukuya kuma-500**
Assessment Numbers to 500

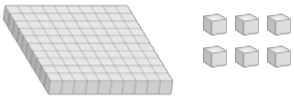
Igama | Name _____

Umhla | Date _____

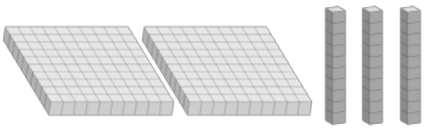
1 Bhala inani.
Write the number.



H	T	O



H	T	O



H	T	O

200 803

H	T	O

7 500

H	T	O

60 900

H	T	O

2 Mangaphi amashumi?
How many tens?

150		480	

3 Biyela ngesangqa amanani anamashumi ama-5.
Circle the numbers that have 5 tens.

150	510	405	105	518	155	501

IVEKI • WEEK 3

Uvavanyo | Assessment

Ukuthelekisa nokucwangcisa amanani ukuya kuma-500 | Comparing and ordering numbers to 500

Igama | Name Memorandum

Umhla | Date Total Marks : 16

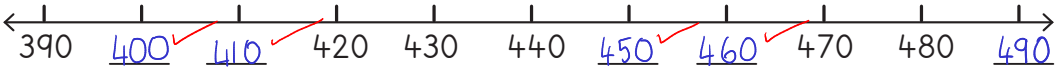
1 Bala ngemivo. Leliphi inani eliza phambi okanye emva kweli?

Count in 1s. What numbers come before and after?

208 ✓	209	210 ✓

2 Gqibezela amanani akumgcamanani.

Complete the numbering of the number line.



3 Fakela >, < okanye =.

Write >, < or =.

114 < 118 ✓	409 < 490 ✓	391 > 299 ✓	499 < 500 ✓

4 Dibanisa okanye thabatha.

Add or subtract.

440 + 20 = 460 ✓	290 – 50 = 240 ✓	150 – 80 = 70 ✓

5 Bhala amanani alandelelane uqale ngelona likhulu uye kwelona lincinci.

Write in order from biggest to smallest.

95, 59, 109	109 , 95, 59 ✓
255, 305, 250	305, 255, 250 ✓

IVEKI • WEEK 3

Uvavanyo **Ukuthelekisa nokucwangcisa amanani ukuya kuma-500**

Assessment Comparing and ordering numbers to 500

Igama | Name _____

Umhla | Date _____

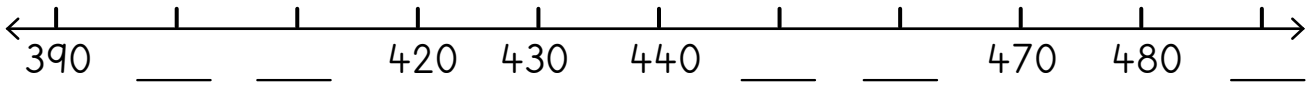
1 Bala ngemivo. Leliphi inani eliza phambi okanye emva kweli?

Count in 1s. What numbers come before and after?

	209	

2 Gqibezela amanani akumgcamanani.

Complete the numbering of the number line.



3 Fakela >, < okanye =.

Write >, < or =.

114 ___ 118	409 ___ 490	391 ___ 299	499 ___ 500

4 Dibanisa okanye thabatha.

Add or subtract.

440 + 20 = ____	290 – 50 = ____	150 – 80 = ____

5 Bhala amanani alandelelane uqale ngelona likhulu uye kwelona lincinci.

Write in order from biggest to smallest.

95, 59, 109	
255, 305, 250	

IVEKI • WEEK 4

Uvavanyo Assessment

Ukudibanisa Addition

Igama | Name Memorandum

Umhla | Date Total marks : 24

1 Dibanisa.

Add.

6 + 4 = 10	5 + 9 = 14	4 + 50 = 54
18 + 2 = 20	18 + 4 = 22	15 + 20 = 35
27 + 3 = 30	27 + 7 = 34	27 + 30 = 57

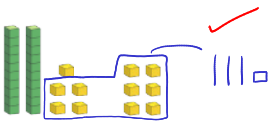
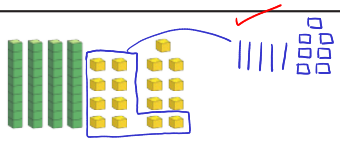
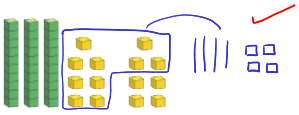
2 Dibanisa.

Add.

100 + 5 = 105	276 + 4 = 280	240 + 600 = 840

3 Dibanisa ngokuhlela oo-I.

Add by grouping the Is.

 25 + 6 = 31	 48 + 9 = 57	 37 + 7 = 44

4 Dibanisa usebenzise iikholam.

Add using columns.

26 + 33 = 59

amashumi tens	imivo ones
2	6
+ 3	3
5	9

39 + 57 = 96

amashumi tens	imivo ones
1 3	9
+ 5	7
9	6

41 + 32 = 73

amashumi tens	imivo ones
4	1
+ 3	2
7	3

IVEKI • WEEK 4

Uvavanyo Assessment

Ukudibanisa Addition

Igama | Name _____

Umhla | Date _____

1 Dibanisa.

Add.

6 + ____ = 10	5 + 9 = ____	4 + 50 = ____
18 + ____ = 20	18 + 4 = ____	15 + 20 = ____
27 + ____ = 30	27 + 7 = ____	27 + 30 = ____

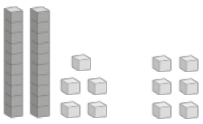
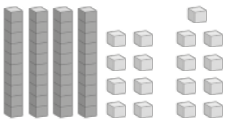
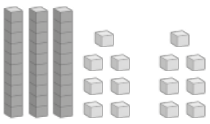
2 Dibanisa.

Add.

100 + 5 = ____	276 + ____ = 280	240 + 600 = ____

3 Dibanisa ngokuhlela oo-1.

Add by grouping the 1s.

 25 + 6 = ____	 48 + 9 = ____	 37 + 7 = ____

4 Dibanisa usebenzise iikholam.

Add using columns.

26 + 33 = ____

amashumi tens	imivo ones
+	

39 + 57 = ____

amashumi tens	imivo ones
+	

41 + 32 = ____

amashumi tens	imivo ones
+	

IVEKI • WEEK 5

Uvavanyo Assessment

Ukuthabatha Subtraction

Igama | Name Memorandum

Umhla | Date Total Marks : 24

1 Thabatha.

Subtract.

10 – 3 = 7	14 – 8 = 6	40 – 5 = 35
30 – 3 = 27	24 – 6 = 18	65 – 20 = 45
60 – 8 = 52	37 – 9 = 28	98 – 40 = 58

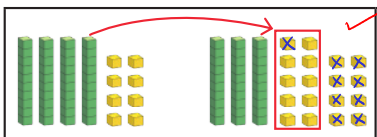
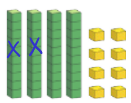
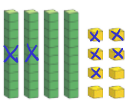
2 Thabatha.

Subtract.

100 – 50 = 50	300 – 20 = 280	250 – 10 = 240

3 Thabatha ngokutshintshisela ngeshumi elinye.

Subtract by exchanging one ten.

 48 – 9 = 39	 46 – 20 = 26	 48 – 25 = 23

4 Thabatha usebenzise iikholamu.

Subtract using columns.

65 – 24 = 41

amashumi tens	imivo ones
6	5
– 2	4
4	1

87 – 52 = 35

amashumi tens	imivo ones
8	7
– 5	2
3	5

53 – 21 = 32

amashumi tens	imivo ones
5	3
– 2	1
3	2

IVEKI • WEEK 5

Uvavanyo Assessment

Ukuthabatha Subtraction

Igama | Name _____

Umhla | Date _____

1 Thabatha.

Subtract.

10 – ____ = 7	14 – 8 = ____	40 – 5 = ____
30 – ____ = 27	24 – 6 = ____	65 – 20 = ____
60 – ____ = 52	37 – 9 = ____	98 – 40 = ____

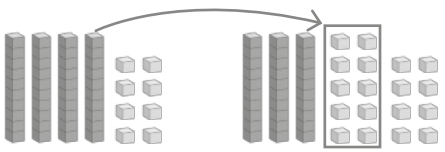
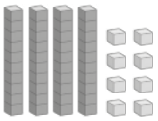
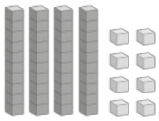
2 Thabatha.

Subtract.

100 – 50 = ____	300 – ____ = 280	250 – 10 = ____

3 Thabatha ngokutshintshisela ngeshumi elinye.

Subtract by exchanging one ten.

 48 – 9 = ____	 46 – 20 = ____	 48 – 25 = ____

4 Thabatha usebenzise iikholamu.

Subtract using columns.

65 – 24 = ____

	amashumi tens	imivo ones
–		

87 – 52 = ____

	amashumi tens	imivo ones
–		

53 – 21 = ____

	amashumi tens	imivo ones
–		

IVEKI • WEEK 6

Uvavanyo Assessment

Ukudibanisa nokuthabatha Addition and subtraction

Igama | Name Memorandum

Umhla | Date Total marks : 12

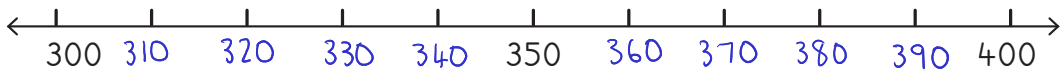
1 Dibanisa okanye thabatha.

Add or subtract.

62 + 31 = 93 ✓	462 + 31 = 493 ✓	78 – 25 = 53 ✓	278 – 25 = 253 ✓

2 Sebenzisa lo mgcamanani udibanise.

Use the number line to add.



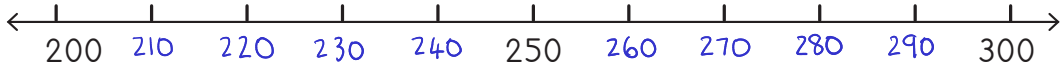
300 + 40 = 340 ✓

310 + 90 = 400 ✓

3 Sebenzisa lo mgcamanani uthabathe.

encourage learners to fill in the missing numbers

Use the number line to subtract.



300 – 30 = 270 ✓

280 – 70 = 210 ✓

4 Dibanisa usebenzise iikholam.

Add using columns.

65 + 74 = 139 ✓

	H	T	O
	1	6	5
+		7	4
	1	3	9 ✓

5 Thabatha usebenzise iikholam.

Subtract using columns.

136 – 52 = 84 ✓

	H	T	O
	~~1~~	13	6
–		5	2
		8	4 ✓

IVEKI • WEEK 6

Uvavanyo **Ukudibanisa nokuthabatha**
Assessment Addition and subtraction

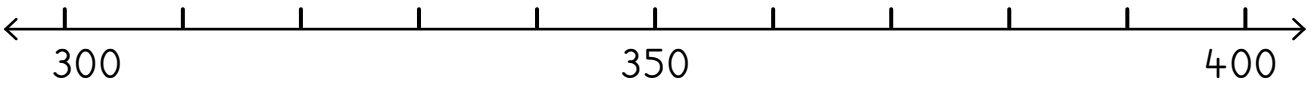
Igama | Name _____

Umhla | Date _____

1 Dibanisa okanye thabatha.
Add or subtract.

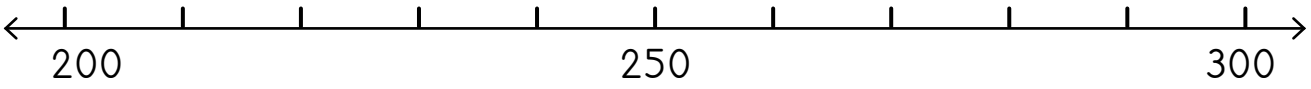
62 + 31 = ____	462 + 31 = ____	78 – 25 = ____	278 – 25 = ____

2 Sebenzisa lo mgcamanani udibanise.
Use the number line to add.



300 + 40 = ____ 310 + 90 = ____

3 Sebenzisa lo mgcamanani uthabathe.
Use the number line to subtract.



300 – 30 = ____ 280 – 70 = ____

4 Dibanisa usebenzise iikholam.
Add using columns.

65 + 74 = ____

	H	T	O
+			

5 Thabatha usebenzise iikholam.
Subtract using columns.

136 – 52 = ____

	H	T	O
–			

IVEKI • WEEK 7

Uvavanyo Assessment

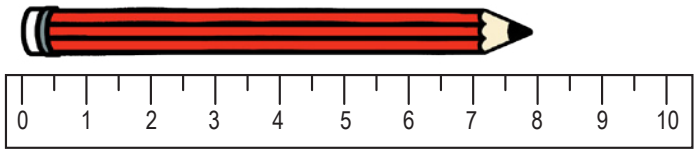
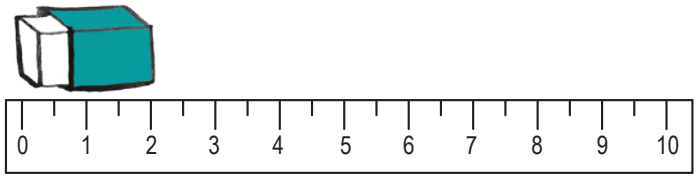
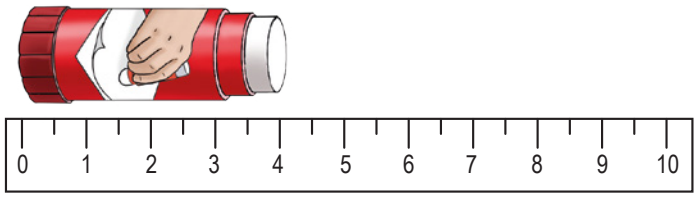
Ubude Length

Igama | Name Memorandum

Umhla | Date Total Marks : 8

1 Linganisela izixhobo zokusebenza esikolweni.

Measure the school items.

	8 ✓ cm
	2 ✓ cm
	4 ✓ cm

2 Linganisela le migca.

Measure the lines.

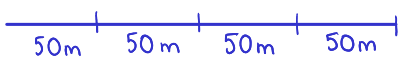
4 ✓ cm

9 ✓ cm

3 UThina ubaleka umgama ongange-50 m. Lo mgama uwuphinda ka-4. Ubaleka umgama ongakanani?

Thina does 50 m sprints. She sprints 4 times. How far does she sprint?

Zoba.
Draw.



✓

isivakalisi manani number sentence	Isiphumo. Answer.
50m + 50m + 50m + 50m = 200m ✓	200m ✓

IVEKI • WEEK 7

Uvavanyo Assessment

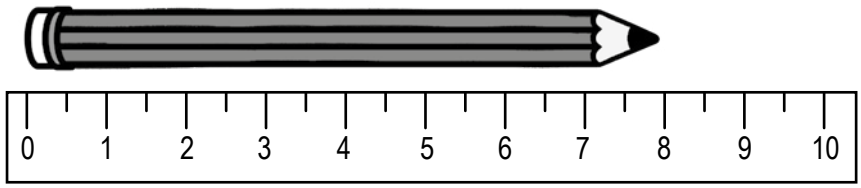
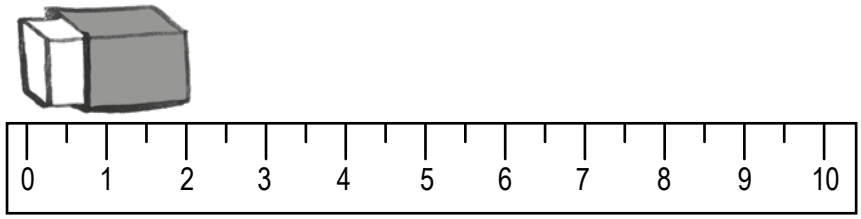
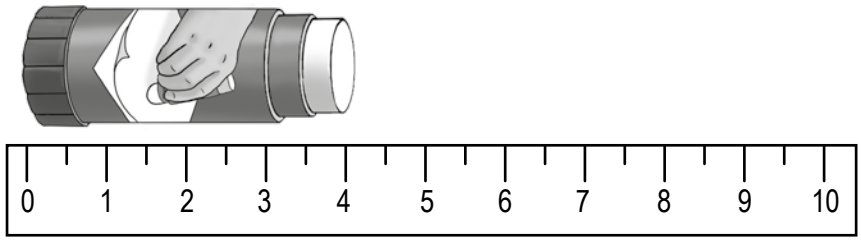
Ubude Length

Igama | Name _____

Umhla | Date _____

1 Linganisela izixhobo zokusebenza esikolweni.

Measure the school items.

	_____ cm
	_____ cm
	_____ cm

2 Linganisela le migca.

Measure the lines.

_____ cm

_____ cm

3 UThina ubaleka umgama ongange-50 m. Lo mgama uwuphinda ka-4. Ubaleka umgama ongakanani?

Thina does 50 m sprints. She sprints 4 times. How far does she sprint?

Zoba.

Draw.

isivakalisi manani	Isiphumo.
number sentence	Answer.

IVEKI • WEEK 8

Uvavanyo Assessment

Izinto ezine-3-D nokuphathwa kwedatha
3-D objects and data handling

Igama | Name Memorandum

Umhla | Date Total Marks: 8

1 Chaza imiphezulu yezi zinto: imcaba / igobile/ imcaba ikwagobile.

Describe the surfaces of the objects: flat / curved / flat and curved.

		
flat ✓	curved ✓	flat and curved ✓

2 Jongisisa igrafu yemifanekiso wandule ukuphendula imibuzo.

Study the pictograph then answer the questions.

Izinto ezine-3-D eziqokelelweyo
3-D objects collected

5				
4				
3				
2				
1				
				

Zingaphi izinto eziqokelelweyo ezinezi mpawu:
How many objects that were collected have:

If learners only count circles (5) 1 mark ✓ If they include cones (10) 2 marks ✓✓

Imiphezulu emcaba? flat surfaces?	7 ✓ OR 12 ✓	Imiphezulu egobileyo? curved surfaces?	5 ✓ OR 10 ✓	Imiphezulu emcaba nekwagobileyo? flat and curved surfaces?	5 ✓

If learners omit cones, answer 7 – 1 mark ✓
If learners include cones, answer 12 – 2 marks ✓✓

IVEKI • WEEK 8

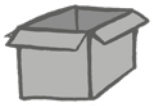
Uvavanyo **Izinto ezine-3-D nokuphathwa kwedatha**
Assessment 3-D objects and data handling

Igama | Name _____

Umhla | Date _____

1 Chaza imiphezulu yezi zinto: imcaba / igobile/ imcaba ikwagobile.

Describe the surfaces of the objects: flat / curved / flat and curved.

2 Jongisisa igrafu yemifanekiso wandule ukuphendula imibuzo.

Study the pictograph then answer the questions.

Izinto ezine-3-D eziqokelelweyo
3-D objects collected

5				
4				
3				
2				
1				
				

Zingaphi izinto eziqokelelweyo ezinezi mpawu:
How many objects that were collected have:

Imiphezulu emcaba? flat surfaces?		Imiphezulu egobileyo? curved surfaces?		Imiphezulu emcaba nekwagobileyo? flat and curved surfaces?	

Amanqaku katitshala

Teacher notes

Bala Wande

Calculating with Confidence

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