2020
NATIONAL PHASE CONTENT PLANS
GRADE 1 – 3
NON-LANGUAGES

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:
- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2.   Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:
- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3.   Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4.   Revised Teaching Plans per Subject

This document presents the revised national phase content plans for Grade 1 – 3.

1.   Mathematics

Annexure A2	Subject: Mathematics		Grade: R, 1, 2 & 3	
	REVISED CONTENT MAP PER PHASE			
TOPIC	**GRADE R**	**GRADE 1**	**GRADE 2**	**GRADE 3**
	1. NUMBERS , OPERATIONS AND RELATIONSHIPS			
1.1 Count objects	Count objects to at least 10	Count objects to at least **50** Counting by grouping is encouraged.	Count objects to at least **180** Counting by grouping is encouraged.	Count objects to at least **800** Counting by grouping is encouraged
1.2 Counting: Forwards and backwards	Count forwards and backwards in ones to 10	Count forwards and backwards from 0 to **80** in 10s; 5s and 2s)	Count forwards and backwards from 0 to **180** in 1s; 10s; 5s; 2s; 3s; 4s	Count forwards and backwards from 0 to **800** in 1s; 10s; 5s; 2s; 3s; 4s …20s; 25s; 50s and 100s
1.3 Number symbols and number names	Say number names in familiar contexts Recognise, identify and read Symbols: 1- 10 Names: 1 – 10	Recognise, identify and **read** number symbols **1 to 80** **write** number symbols **1 to 20** **read** number names **1 to 10** **write** number names **1 to 10**	Recognise, identify and **read** number symbols **1 to 180** **write** number symbols **1 to 180** **read** number names **1 to 100** **write** number names **1 to 100**	Number symbols and • read number symbol **1 to 800** • write number symbols **1 to 800** • read number names **1 to 800** write number names **1 to 800**
1.4 Describe, order and compare	Describe and order collections of objects from **most to least and least to most up to 10**	Describe and order collections of objects from **most to least and least to most up to 20**	Describe and order collections of objects from **most to least and least to most up to 75**	Describe and order collections of objects from **most to least and least to most up to 800**
1.5 Place value		Recognise place value of two digit numbers to **15** • decomposing numbers into multiples of 10s and ones • Identify and state the value of each digit	Recognise place value of two digit numbers to **75**: • decomposing numbers into multiples of 10 and ones • Identify and state the value of each digit	Recognise place value of three digit numbers to **800** • decomposing numbers into multiples of 100,multiples of 10 and ones • Identify and state the value of each digit • Round off in tens
1.6 Problem-solving techniques	Use concrete apparatus and physical number ladder to solve problems	Use concrete apparatus; pictures to draw story sum; building up and breaking down numbers; doubling and halving; number line supported by concrete apparatus to solve problems and explain solutions to problems	Use concrete apparatus; pictures to draw story sum; building up and breaking down numbers; doubling and halving; number line to solve problems and explain solutions to problems	Use concrete apparatus; pictures to draw story sum; building up and breaking down numbers; doubling and halving; number line to solve problems and explain solutions to problems
1.7 Addition and subtraction	Solve word problems in context and explains solutions up to 10	Solve word problems in context and explains solutions up to **15**	Solve word problems in context and explains solutions up to **75**	Solve word problems in context and explains solutions up to **800**
1.8Repeated addition leading to multiplication		Solves problems involving repeated addition leading to multiplication with answers up to **15**	Solves problems involving repeated addition leading to multiplication with answers up to **40**	Solves problems involving repeated addition leading to multiplication with answers up to **100**
1.9 Grouping and sharing leading to division	Solves problems involving grouping and sharing with answers up to 10 and answers may include remainders	Solves problems involving grouping and sharing with answers up to15 and answers may include remainders	Solves problems involving grouping and sharing with answers up to **40** and answers may include remainders	Solves problems involving grouping and sharing with answers up to **100** and answers may include remainders

KEY TOPIC	GRADE R	GRADE 1	GRADE 2	GRADE 3
1.10 Sharing leading to fractions			Solve and explain solutions to practical problems involving equal leading to solutions that include unitary fractions	Solve and explain solutions to practical problems involving equal sharing leading to solutions that include unitary **and non-unitary** fractions
1.11 Money	Develop awareness of SA coins and notes	Recognise and identify coins 10c to R5; notes R10 and R20; and solve problems involving change to R20 and in cents up to 20c	Recognise and identify coins 10c to R5; notes R10 to **R50**; and solve problems involving change to **R99** and in cents up to **90c**	Recognise and identify **all** coins and notes; solve problems involving change in rands and cents; and convert between rands and cents
1.12		**Uses the following techniques when performing functions** • concrete apparatus e.g. counters • pictures to draw the story sum • building up and breaking down numbers • doubling and halving number lines supported by concrete	Use the following techniques when performing calculations: • Drawings or concrete apparatus e.g. counters • Building up and breaking down numbers • Doubling and halving Number lines	Use the following techniques when performing calculations: • building up and breaking down numbers • doubling and halving • number lines rounding off in tens
1.13	Solves verbally stated addition and subtraction problems with solutions up to **10**	• Add up to **15** • Subtract from **15** • Use appropriate symbols Practise number bonds to 9 and 10	• Add to **75** • Subtract from **75** • Use appropriate symbols (+,−,=, ▯) Practise number bonds to 20	• Add up to **800** • Subtract from **800** • Use appropriate symbols(+, −, = , ▯) • Practise number bonds to 30
1.14		• Repeated addition (i.e. the same number) to **15** Use appropriate symbols	• Multiply numbers 1 to 10 by 2; 5; 3 and 4 to a total of 50 using appropriate symbols	• Multiply 2, 3, 4, 5, 10 to a total of 100 • Use appropriate symbols(x, =, ▯)
1.15 Division				• Divide numbers up to 100 by 2; 3; 4; 5; 10 • Use appropriate symbols.
1.16	MENTAL MATHEMATICS INTEGRATED INTO ALL TOPICS			
1.17 Fractions			• Use and name unitary fractions up to fifths • Recognise in diagrammatic form • Write fraction as 1 half	• Use and name unitary and non-unitary fractions …eighths, fifths • Recognise in diagrammatic • Recognise that two halves or three thirds makes a whole • Write fractions as 1 half and 2 thirds

KEY TOPIC	GRADE R	GRADE 1	GRADE 2	GRADE 3
2.PATTERNS , FUNCTIONS AND ALGEBRA				
2.1 Geometric patterns	Copy and extend simple patterns using physical objects and drawings (Use colours and shapes)	Copy, extend and describe in words simple patterns made with • objects • drawing of lines, shapes or objects Create own geometric patterns with • physical objects • drawing lines, shapes, objects	Copy, extend and describe in words simple patterns made with • objects • drawing of lines, shapes or objects Create own geometric patterns with • physical objects • drawing lines, shapes, objects	Copy, extend and describe in words simple patterns made with • objects • drawing of lines, shapes or objects Create own geometric patterns with • physical objects • drawing lines, shapes, objects
(TAUGHT TOGETHER WITH 3.2 AND 3.3) INTEGRATED INTO 3.2(3-D OBJECTS) AND 3.3 (2-D SHAPES)				
2.2 Number patterns		Copy , extend and describe simple number sequences to at least **80** Create and describe own patterns	Copy , extend and describe simple number sequences to at least **180** Create and describe own patterns	Copy , extend and describe simple number sequences to at least **800** Create and describe own patterns
Integrated into or merged with 1.2 Counting forward and backwards				
3. SPACE AND SHAPES				
3.1 Position, Orientation and views	ADDRESSED IN HOME LANGUAGES AND LIFE SKILLS (removed)			

3.2 3-D objects	• Recognise and name ball shaped and box shaped 3-D objects in the classroom
	• Describe, sort and compare 3-D objects: size, colour, objects that roll and objects that slide
		• Recognize and name 3-D objects
		• Describe, sort and compare 3-D objects: size, colour, objects that roll and objects that slide
			• Recognize and name 3-D objects
			  o Ball shapes (spheres)
			  o Box shapes (prisms)
			  o cylinders
			• Describe, sort and compare 3-D objects: size, objects that roll and objects that slide
				• Recognize and name 3-D objects
				• Describe, sort and compare 3-D objects: 2-D shapes that make up the face of 3-D objects and flat or curved surfaces.

3.3 2D-shapes	Recognise, identify and name 2-D shapes in the classroom and in pictures.	• Recognize and name 2-D Shapes
		• Features of shapes
		  o Describe
		  o Sort
		Compare
			• Recognize and name 2-D Shapes
			  o Circles
			  o Triangles
			  o Rectangles
			• Features of shapes
			  o Describe
			  o Sort
			Compare
				• Recognize, name and draw 2-D Shapes
				• Features of shapes
				  o Describe
				  o Sort
				Compare

3.4 Symmetry	Recognise symmetry in own body	Recognize and draw line of Symmetry	Recognize and draw line of Symmetry	Recognize, draw and determine line of Symmetry

KEY TOPIC	GRADE R	GRADE 1	GRADE 2	GRADE 3
4. MEASUREMENT				
4.1 Time	Talk about thing that happen during the day and things happen during the night. • Sequence events that happen to them during the day Order regular events from their own lives	Telling time • Describe when something happens using language, morning, afternoon, night, early and late • Name and sequence days of week and months of year	Telling time: • Name and sequence days of the week and months of the year • Tell 12 hour time in hours, half hours and quarter on an analogue Calculate the length of time and passing of time	Telling time • Read dates on calendars • Tell 12 hour time in hours, half hours, quarters and minutes • Analogue and digital • Convert between days and weeks Convert between weeks and months
4.2 Length	Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to compare: longer shorter, taller, wider	Length Informal measuring Estimate Compare and Order Use language to compare longer, shorter, taller, wider		
	LENGTH WILL BE TAUGHT IN GRADES R AND 1 FOR TERM 3 AND TERM 4 OF 2020			
4.3 Mass			Mass: informal measuring • Light and heavy • Estimate Order and compare	
	MASS WILL BE TAUGHT IN GRADES R AND 1 FOR TERM 3 AND TERM 4 OF 2020			
4.4 Capacity/VOLUME				Capacity: Informal measuring • Estimate • Compare/order the amount of liquid More less, full empty
	CAPACITY/VOLUME WILL BE TAUGHT IN GRADES R AND 1 FOR TERM 3 AND TERM 4 OF 2020			

KEY TOPIC	GRADE R	GRADE 1	GRADE 2	GRADE 3
5. DATA HANDLING				
5.1 Collect and sort objects 5.2 Represent sorted collection of objects 5.3 Discuss and report on sorted collection of objects **(Data Handling)**	• Collect and sort physical objects • Draw a picture of collected objects Answer questions about how the collection was sorted and the drawing of the collection	• Collect and sort everyday objects • Draw a picture of collected objects • Discuss and report on sorted collection of objects		
	5.1 – 5.3 HAVE BEEN INTEGRATED WITH 2-D SHAPES AND 3-D OBJECTS			
5.4 Collect and organise data **(Data Handling)**		Collect data about the class or school to answer questions posed by the teacher.	Collect data about the class or school to answer questions posed by the teacher.	Collect data about the class or school to answer questions posed by the teacher. Organise data in lists, tally marks and tables
5.5 Represent data **(Data Handling)**		Represent data in pictograph limited to pictograph with one-to-one correspondence	Represent data in pictograph limited to pictograph with one-to-one correspondence	Represent data in pictograph limited to pictograph with one-to-one correspondence bar graphs
5.6 Analyse and interpret data **(Data Handling)**		Answer questions about data in pictograph	Answer questions about data in pictograph	Answer questions about data in pictograph bar graphs
	5.4 – 5.6 HAVE BEEN MERGED WITH MEASUREMENT; AND NUMBERS, OPERATIONS AND RELATIONSHIPS (NOR)			
5.1 to 5.6 Data Handling	**Integrated into NOR and Space and shapes and Measurement (teachers can choose)**			