



FRANKLIN D ROOSEVELT PRIMARY SCHOOL

GRADE 1 TERM 4

TEACHER ASSESSMENT PLAN

**MATHEMATICS**

<p><u>Numbers and operations</u> (Week3,4,6)</p> <ul style="list-style-type: none"><li>-Counting in 1s, 2s, 5s and 10s forwards and backwards up to 100.</li><li>-Ordering of numbers (before, after, between, smallest to biggest/ biggest to smallest up to 50)</li><li>-Reads number symbols up to 100</li><li>- Comparing numbers fewer/ more than up to 20</li><li>-Problem solving including money sums, repeated addition, sharing and grouping</li><li>-Halving</li><li>-Doubling</li><li>-Number lines</li><li>-Building and Breaking down numbers</li><li>-Decomposition-2 digit numbers)</li><li>-Place value</li><li>-Solve money sums and problems</li><li>-Addition and subtraction up to 20</li><li>-Repeated addition</li><li>-More / Less</li><li>-Ordinals</li></ul>	<p><u>Patterns and functions</u> (Week 5)</p> <ul style="list-style-type: none"><li>- Number patterns- counting forwards and backwards in 1s, 2s, 5s and 10s up to 100</li></ul> <p><u>Measurement</u> (Week 3)</p> <ul style="list-style-type: none"><li>-Time- Describe when something happens (yesterday, today, tomorrow, shorter, longer, faster, slower)</li></ul> <p><u>Data Handling</u> (Week 4)</p> <ul style="list-style-type: none"><li>-Answers questions using a bar graph</li></ul>
<p><u>Space and shape</u> (Week 3&amp;6)</p> <ul style="list-style-type: none"><li>- 2D shapes</li><li>-Position &amp; Direction</li></ul>	

Mental Maths Assessments done weekly



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TEACHER ASSESSMENT PLAN  
**ENGLISH**

**LISTENING AND SPEAKING**

Continuous

- Talks about personal experiences and tells the news in the correct sequence
- Draws pictures depicting a beginning, middle and end part of a story
- Listens for details in stories and answers open-ended questions

**SHARED READING**

Week 4

- Reads big books or enlarged texts
- Identifies sequence of events and setting of a story
- Uses cover page to predict ending and storyline
- Answers higher order questions based on passage (who, why, do you)

**GROUP GUIDED READING**

Week 4

- Read from reader (whole group reads same reader)
- Uses phonics and sight words when reading
- Read aloud from reader
- Reads with fluency and expression

**PHONICS**

Week 5

- Identify letter sound relationships of single letters
- Use consonant blends to build and break words
- Build 3 letter words using all single sounds
- Consonant blends (br, fr, cr, tr, gr, dr, pr, gl, sl, pl, bl, cl, fl)
- Consonant digraphs (sh, ch, th)

**HANDWRITING**

Week 5

- Forms lower case letters correctly
- Forms numerals correctly
- Copies and writes words with correct spacing
- Forms upper case letters correctly
- Copies and writes short sentences correctly

**WRITING**

Week 6

- Writes sentences with phonic words and core words taught
- Creative Writing
- Plurals
- Uses pronouns (I, you, he, she, it) correctly in writing
- Contributes ideas for a class story
- Begins to use capital letters (observe in sentence)
- Uses nouns correctly in sentences

Spelling tests done on a weekly basis



FRANKLIN D ROOSEVELT PRIMARY SCHOOL  
GRADE 1 Kwartaal 4  
TEACHER ASSESSMENT PLAN  
AFRIKAANS

TAAK 1

**LUISTER EN PRAAT**

8/11 – 10/11

- Sing eenvoudige liedjies en doen aksie rympies
- Wys na voorwerpe of 'n prent in die klaskamer
- Identifiseer 'n persoon, dier of voorwerp van 'n eenvoudige mondeling beskrywing

**KLANKE**

10/11

- Enkelklanke a - z
- Identifiseer begin klanke in woorde
- Identifiseer sommige rymwoorde in liedjies
- Herken meervoude in woorde (-s) (-es)

**LEES**

11/11

- Luister na stories wat vertel of gelees word
- Na herhaaldelike lees, sluit aan by refreine waar montlik.
- Dramatiseer die storie en maak gebruik van die dialoog.
- Identifiseer voorwerpe in die prent
- Kopier 'n onderskrif van 'n prent wat hy/sy getken het en lees wat geskryf is.
- Teken 'n prent vir 'n storie wat vertel word.



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LIFE SKILLS

**BEGINNING KNOWLEDGE AND SOCIAL BEING**

**Homes:**

- Different types of homes
  - Materials and suitability for weather conditions
  - Types of homes (flats, houses, shacks, Traditional homes)
- What different homes are made of (bricks, wood, mud, glass, tin)

**Picture maps:**

- Directions on a map
- Finding places and things on a map
- Finding the way from one place to another

**Water:**

- Different uses of water
- Ways water is wasted
- Safe and unsafe drinking water
- Ways of saving water
- Storing clean water
- Harvesting rain water

**The sky at night:**

- How day changes to night
- What the moon looks like
- The moon, the stars and their functions
- The star burns from the sun

07/11 – 08/11

**CREATIVE ARTS – VISUAL**

- Make a drawing or painting theme relevant focusing on line and shape
- Make models of self in action using playdough
- 24/10

**PHYSICAL EDUCATION**

31/10

**Locomotor:**

- Walk, run and skip using signals to change
- Spin alone

**Rhythm:**

- Follow instructions using a musical instrument to signal change

**Laterality:**

- Turn on the spot to the right and left
- Throw a beanbag through a hoop

**Balance:**

- Walks on ropes backwards, side wards, forwards with or without crossing feet
- Stand on tip toes, crunches, walk on heels,

**Spatial orientation:**

Human shape forms in numbers and letters

**CREATIVE ARTS – PERFORMING**

24/10

**Improvise and interpret**

- Representing objects or ideas in movement and sound
- Classroom performance incorporating a South African poem or song

**Games and skills**

- Warm up exercises
- Locomotor movement (hopping, galloping, running, skipping)
- Non-locomotor (twisting, swing body and side bends)
- Clapping games on desk
- Describing how music makes you feel
- Cooling down the body exercise