basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
HOURS PER TOPIC	21				9	3	18			3/6	6/3

TOPICS, CONCEPTS AND SKILLS	**Revision of Grade 3 work (to be integrated into the topics accordingly)**
	WHOLE NUMBERS
	Number range for counting, ordering, comparing and representing, as well as place value of digits
	• Count forwards and backwards in 2s, 3s, 5s, 10s, 25s, 50s, 100s between 0 and at least 10 000
	• Order, compare and represent numbers to at least four-digit numbers
	• Represent odd and even numbers to at least 1 000.
	• Recognise the place value of digits in whole numbers to at least four-digit numbers
	• Round off to the nearest 10, 100 and 1 000
					NUMBER SENTENCES
					• Write number sentences to describe problem situations
					• Solve and complete number sentences by:
					  ○ Inspection
					  ○ Trial and improvement
					  ○ Checking the solution by substitution
					Properties of whole numbers
					• Recognize and use the commutative, associative and distributive properties of operations with whole numbers
					• 0 in terms of its additive property
						FORMAL ASSESSMENT TASK
						ASSIGNMENT
						• Whole numbers
						• Number sentences
						Note: Assignment to be completed in class within three hours
							WHOLE NUMBERS: ADDITION AND SUBTRACTION
							Number range for calculations
							Addition and subtraction of whole numbers of at least four digits
							Calculation techniques
							Use any **two** of the range of techniques to perform and check written and mental calculations with whole numbers, including the following:
							• Estimation
							• Building up and breaking down numbers
							• Rounding off and compensating
							• Using a number line
							• Using addition and subtraction as inverse operations
							Note: Ensure that the strategies used do not compromise conceptual understanding
							Properties of whole numbers
							• Recognise and use the commutative and associative properties of whole numbers
							• 0 in terms of its additive property
							Solving problems
							Solve problems in contexts involving whole numbers, including:
							• Financial contexts
							• Measurement contexts
										REVISION	**FORMAL ASSESSMENT TASK**
											
											Test all topics

PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Counting ordering, comparing and representing the place value of three-digit numbers up to 800 • Recognise the place value of digits in whole numbers to at least three-digit numbers up to 800 • Round off to the nearest 10				• Multiply 2, 3, 4, 5 and 10 to at least 100 • Divide numbers to 100 by 2, 3, 4, 5 and 10 • Use of appropriate symbols $(+, -, \times, \div, =)$		• Counting, ordering, comparing and representing the place value of three-digit numbers up to 800 • Add up to 800 • Subtract from 800 • Recognise the place value of digits in whole numbers to at least 800 • Round off to the nearest 10, 100 and 1 000 • Adding and subtracting units, multiples of 10 and multiples of 100 to/from any three-digit number up to 800				

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 2)

TERM 2		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
HOURS PER TOPIC	3	18				15			9	6	2	6
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASSESSMENT TASK INVESTIGATION** **Note: Administer an investigation on any ONE of the Term 2 topics before teaching it**	**WHOLE NUMBERS: MULTIPLICATION** **Number range for calculations** • Multiplication of one-digit numbers by numbers up to 10 • Multiplication of at least a two-digit number by a one-digit number • Multiplication of at least a whole two-digit number by two-digit numbers **Calculation techniques** Use any **two** of the range of techniques to perform and check written and mental calculations of whole numbers, including the following: • Estimation • Building up and breaking down numbers • Doubling and halving • Using multiplication and division as inverse operations **Note: Ensure that the strategies used do not compromise conceptual understanding** **Multiples and factors** • Multiples of one-digit numbers to at least 100 • Factors of one-digit whole numbers to at least 10 • Factors of two-digit whole numbers to at least 100 **Properties of whole numbers** Recognise and use the commutative; associative and distributive properties of whole numbers **Solving problems** Solve problems in contexts involving whole numbers, including the following: • Financial contexts • Measurement contexts • Comparing two or more quantities of the same kind (ratio) • Comparing two quantities of different kinds (rate)				**WHOLE NUMBERS: DIVISION** **Number range for calculations** • Division of at least a two-digit number by a one-digit number • Division of at least a whole three-digit number by one-digit numbers **Calculation techniques** Use **any two** of the range of techniques to perform and check written and mental calculations of whole numbers, including the following: • Estimation • Building up and breaking down numbers • Using multiplication and division as inverse operations **Note: Ensure that the strategies used do not compromise conceptual understanding** **Multiples and factors** Multiples of one-digit numbers to at least 100 **Properties of whole numbers** Recognise and use the distributive properties of whole numbers **Solving problems** Solve problems in contexts involving whole numbers, including the following: • Financial contexts • Measurement contexts • Comparing two or more quantities of the same kind (ratio) • Comparing two quantities of different kinds (rate) • Grouping and equal sharing with remainders			**NUMERIC PATTERNS: INVESTIGATE AND EXTEND PATTERNS** • Investigate and extend numeric patterns looking for relationships or rules of patterns ○ sequences involving a constant difference or ratio of learner's own creation • Describe observed relationships or rules for sequences involving constant difference or ratio in learners' own words **Input and output values** Determine input values, output values and rules for patterns and relationships: • Flow diagrams • Tables **Equivalent forms** Determine the equivalence of different descriptions of the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • In a table • By a number sentence	**GEOMETRIC PATTERNS: INVESTIGATE AND EXTEND PATTERNS** • Investigate and extend geometric patterns looking for relationships or rules of patterns that are: ○ represented in physical or diagram form ○ sequences not limited to a constant difference or ratio ○ of the learners' own creation • Describe observed relationships or rules in learners' own words **Input and output values** Determine input values, output values and rules for the patterns and relationships using flow diagrams **Equivalent forms** Determine equivalence of different descriptions of the same relationship or rule presented in the following ways: • Verbally • In a flow diagram • By a number sentence	**REVISION OF TERM 1 AND 2's WORK**	**ASSESSMENT TASK TEST** **All Term 1 and 2's topics**
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• Multiply 2, 3, 4, 5 and 10 to at least 100 • Multiply 1 by one-digit whole numbers • Halving and doubling • Multiplication facts for units by multiples of 10 and 100 • Building up and breaking down three-digit whole numbers. • Round off to the nearest 10 and estimate answers				• Divide numbers to 100 by 2, 3, 4, 5 and 10 • Halving and doubling • Building up and breaking down three-digit whole numbers • Use multiplication and division as inverse operations • Round off to the nearest 10 and estimate answers			• Investigate and extend patterns • Describe patterns in own words	• Investigate and extend patterns • Describe patterns in own words		

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 3)

TERM 3	3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
HOURS PER TOPIC		21				9		6	12		6	4
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASSESSMENT TASK** **PROJECT** Note: The project must cover a combination of topics from Term 1 to 3 and must be completed before the end of Term 3	**COMMON FRACTIONS** **Describing and ordering fractions** • Compare and order common fractions with different denominators (halves, thirds, quarters, fifths, sixths, sevenths and eighths) • Describe and compare common fractions in diagram form **Calculations with fractions** • Recognise, describe and use the equivalence of division and fractions • Addition of common fractions with same denominators. **Solving problems** Solve problems in contexts involving fractions, including grouping and equal sharing **Equivalent forms** Recognise and use equivalent forms of common fractions (denominators which are multiples of one another)				**TIME** **Reading time and time instruments** • Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in the following: ○ Hours ○ Minutes ○ Seconds • Instruments include clocks and watches **Reading calendars** **Calculations and problem-solving with regard to time include the following:** • Solve problems in contexts involving time • Calculation of the number of days between any two dates within the same or consecutive years • Calculation of time intervals where time is given in minutes or hours only		**LENGTH** **Practical measuring** • Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as the following: ○ Rulers ○ Metre sticks ○ Tape measures ○ Trundle wheels • Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m) and kilometres (km) **Solving problems** • Solve problems in contexts involving length • Convert between the following: ○ Millimetres (mm) and centimetres (cm) ○ Centimetres (cm) and metres (m) ○ Metres (m) and kilometres (km) • Conversions limited to whole numbers and common fractions	**PROPERTIES OF 2D SHAPES: RANGE OF SHAPES** • Recognise, visualise and name 2D shapes in the environment and geometric setting, focusing on regular and irregular polygons: : ○ Triangles ○ Squares ○ Rectangles ○ Other quadrilaterals ○ Pentagons ○ Hexagons ○ Heptagons • Recognise, visualise and name 2D shapes in the environment and geometric setting, focusing on circles **Characteristics of shapes** Describe, sort and compare 2D shapes in terms of the following: • Straight and curved sides • Number of sides **Further activities** Draw 2D shapes on grid paper		**REVISION**	**FORMAL ASSESSMENT TASKS** **TEST** **All Term 3's topics**
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• Use and name unitary and non-unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths and fifths • Recognise fractions in diagrammatic form • Recognise that two halves or three thirds make one whole and that one half and two quarters are equivalent • Write fractions as one half, two thirds				• Read dates on calendars • Place birthdays, religious festivals, public holidays, historical events and school events on a calendar • Use calendars to calculate and describe lengths of time in days or weeks or months, including the following: ○ Converting between days and weeks ○ Converting between weeks and months • Use clocks to calculate length of time in hours, half hours and quarters of an hour		• Estimate, measure, compare, order and record length using non-standard measures, e.g. hand spans, paces, pencil lengths, counters, etc. • Describe the length of objects by counting and stating the length in informal units	• Identify circles, triangles, squares and rectangles • Describe, sort and compare 2D shapes in terms of the following: ○ Shape ○ Straight sides ○ Round sides			

2023/24 ANNUAL TEACHING PLANS: ENGLISH MATHEMATICS: GRADE 4 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
HOURS PER TOPIC	12		6		12		12		6	3

TOPICS, CONCEPTS AND SKILLS	**PERIMETER AND AREA**
	 Perimeter
	 Measure perimeter using rulers or measuring tapes
	 Measurement of area
	 Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units
			CAPACITY/VOLUME
			 Practical measuring
			 • Estimate and practically measure 3D objects using measuring instruments such as the following:
			   ○ Measuring spoons
			   ○ Measuring cups
			   ○ Measuring jugs
			 • Record, compare and order the capacity and volume of 3D objects in millilitres (ml) and litres (ℓ)
			 Calculations and problem-solving
			 • Solve problems in contexts involving capacity/volume
			 • Convert between millilitres and litres (limited to examples with whole numbers and fractions)
					Use all four basic operations to solve problems in context
					 NUMBER SENTENCES
					 Write number sentences to describe problem situations
					 SOLVING PROBLEMS
					 Solve problems in contexts involving whole numbers and fractions, including the following:
					 • Financial contexts
					 • Measurement contexts
					 • Fractions, including grouping and equal sharing
					 • Comparing two or more quantities of the same kind (ratio)
					 • Comparing two quantities of different kinds (rate)
							REVISION		**FORMAL ASSESSMENT TASK**
									 TEST
									 Term 3 and 4's topics and the fundamental topics from Term 1 and 2	

PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Solve problems in contexts involving length
	 • Convert between the following:
	   ○ Millimetres (mm) and centimetres (cm)
	   ○ Centimetres (cm) and metres (m)
	   ○ Metres (m) and kilometres (km)
	 • Counting in any interval
			• Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using the following:
			   ○ Bottles with a capacity of one litre
			   ○ A measuring jug with calibrated lines (litres, half litres and quarter litres)
			   ○ Measuring cups and teaspoons that indicate capacity
			 • Read pictures of products with their capacity written in order to sequence and order them
			 • Describe the volume on jugs where the volume is near to a numbered millilitre gradation line using almost/ nearly/close to/a bit more than/more or less than/exactly the number of litres read on the jug
					• Number sentences
					 • All operations with whole numbers and common fractions					