

## 2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 6 (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	9 hrs		12 hrs		12 hrs		3 hrs	12 hrs		3/6 hrs	6/3 hrs
TOPICS, CONCEPTS AND SKILLS	<b>REVISION OF GRADE 5 WORK (to be integrated into the topics, accordingly)</b> <b>WHOLE NUMBERS</b> <b>Counting, ordering, comparing, representing and place value (6-9-digit numbers)</b> <ul style="list-style-type: none"> <li>Order, compare and represent numbers up to at least 9-digit numbers</li> <li>Represent prime numbers to at least 100</li> <li>Recognize the place value of digits in whole numbers to at least 9-digit numbers</li> <li>Round off to the nearest 5, 10, 100 and 1 000</li> </ul>		<b>WHOLE NUMBERS</b> <b>Addition and subtraction</b> <b>Number range for calculations</b> <ul style="list-style-type: none"> <li>Addition and subtraction of whole numbers with at least 5-digit and 6-digit numbers</li> </ul> <b>Calculation techniques</b> <ul style="list-style-type: none"> <li>Use <b>any two</b> of the range of techniques to perform and check written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>Estimation</li> <li>Adding, subtracting in columns</li> <li>Building up and breaking down numbers</li> <li>Rounding off and compensating</li> <li>Using a number line</li> <li>Using addition and subtraction as inverse operations</li> <li>Using a calculator</li> </ul> </li> </ul> <b>Note:</b> <ul style="list-style-type: none"> <li>Ensure that the strategies used do not compromise conceptual understanding</li> <li>Calculator must only be used to check the correctness of the solution</li> </ul> <b>Properties of whole numbers</b> <ul style="list-style-type: none"> <li>Recognise and use the commutative, associative, distributive properties of whole numbers</li> <li>0 in terms of its additive property</li> </ul> <b>Solving problems</b> <ul style="list-style-type: none"> <li>Solve problems involving whole numbers, including:               <ul style="list-style-type: none"> <li>Financial contexts</li> <li>Measurement contexts</li> </ul> </li> </ul>		<b>WHOLE NUMBERS</b> <b>Multiplication</b> <b>Number range for calculations</b> <ul style="list-style-type: none"> <li>Multiplication of at least whole <b>4-digit by 3-digit numbers</b></li> <li>Multiple operations on whole numbers with or without brackets</li> </ul> <b>Calculation techniques</b> <ul style="list-style-type: none"> <li>Use <b>any two</b> of the range of techniques to perform and check written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>Estimation</li> <li>Multiplying in columns</li> <li>Building up and breaking down numbers</li> <li>Doubling and halving</li> <li>Using multiplication and division as inverse operations</li> <li>Using a calculator</li> </ul> </li> </ul> <b>Note:</b> <ul style="list-style-type: none"> <li>Ensure that the strategies used do not compromise conceptual understanding</li> <li>Calculator must only be used to check the correctness of the solution</li> </ul> <b>Number range for multiples and factors</b> <ul style="list-style-type: none"> <li>Multiples of 2-digit and 3-digit numbers</li> <li>Factors of 2-digit and 3-digit whole numbers</li> <li>Prime factors of numbers to at least 100</li> </ul> <b>Properties of whole numbers</b> <ul style="list-style-type: none"> <li>Recognise and use the commutative, associative, distributive properties of whole numbers</li> <li>1 in terms of its multiplicative property</li> </ul> <b>Solving problems</b> <ul style="list-style-type: none"> <li>Solve problems involving whole numbers, including:               <ul style="list-style-type: none"> <li>Financial contexts</li> <li>Measurement contexts</li> <li>Comparing two or more quantities of the same kind (ratio)</li> <li>Comparing two quantities of different kinds (rate)</li> </ul> </li> </ul>		<b>FORMAL ASSESSMENT TASK</b>  <b>ASSIGNMENT</b> <b>Whole numbers</b> <ul style="list-style-type: none"> <li>Counting, ordering, comparing, representing and place value</li> <li>Addition and subtraction</li> <li>Multiplication</li> </ul> <b>Note:</b> Assignment to be completed in class within 3 hrs	<b>WHOLE NUMBERS</b> <b>Division</b> <b>Number range for calculations</b> <ul style="list-style-type: none"> <li>Division of at least whole <b>4-digit by 3-digit numbers</b></li> <li>Multiple operations on whole numbers with or without brackets</li> </ul> <b>Calculation techniques</b> <ul style="list-style-type: none"> <li>Use <b>any two</b> of the range of techniques to perform and check written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>Estimation</li> <li>Long division</li> <li>Building up and breaking down numbers</li> <li>Using multiplication and division as inverse operations</li> <li>Using a calculator</li> </ul> </li> </ul> <b>Note:</b> <ul style="list-style-type: none"> <li>Ensure that the strategies used do not compromise conceptual understanding</li> <li>Calculator must only be used to check the correctness of the solution</li> </ul> <b>Properties of whole numbers</b> <ul style="list-style-type: none"> <li>Recognise and use the distributive property of whole numbers</li> <li>1 in terms of its multiplicative property</li> </ul> <b>Solving problems</b> <ul style="list-style-type: none"> <li>Solve problems involving whole numbers, including:               <ul style="list-style-type: none"> <li>Financial contexts</li> <li>Measurement contexts</li> <li>Comparing two or more quantities of the same kind (ratio)</li> <li>Comparing two quantities of different kinds (rate)</li> <li>Grouping and equal sharing with remainders</li> </ul> </li> </ul>		<b>REVISION</b>	<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics
PREREQUISITE SKILL OR PRE-KNOWLEDGE	<ul style="list-style-type: none"> <li>Counting, ordering, comparing, representing and place value of (4-6-digit numbers)</li> <li>Represent odd and even numbers to at least 1 000.</li> </ul>		<ul style="list-style-type: none"> <li>Addition and subtraction of 5-digit numbers</li> <li>Properties of operations with whole numbers</li> </ul>		<ul style="list-style-type: none"> <li>Multiplication of 3-digit by 2-digit numbers</li> <li>Prime numbers</li> <li>Multiples of 2-digits whole numbers to at least 100</li> <li>Factors of 2-digit whole numbers to at least 100</li> <li>Properties of operations with whole numbers</li> </ul>			<ul style="list-style-type: none"> <li>Division of 3-digit by 2-digit numbers</li> <li>Multiples of 2-digits whole numbers to at least 100</li> <li>Factors of 2-digit whole numbers to at least 100</li> <li>Properties of operations with whole numbers</li> </ul>			

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 6 (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 hrs	6 hrs		6 hrs	6 hrs	15 hrs			12 hrs		4 hrs	6 hrs
<b>TOPICS, CONCEPTS AND SKILLS</b>	<b>FORMAL ASSESSMENT TASK INVESTIGATION</b>  <b>Note:</b> Administer an investigation on any ONE of the term 2 topics before teaching it	<b>NUMBER SENTENCES</b> <ul style="list-style-type: none"> <li>Write number sentences to describe problem situations</li> <li>Solve and complete number sentences by:                         <ul style="list-style-type: none"> <li>Inspection</li> <li>Trial and improvement</li> </ul> </li> <li>Check solutions by substitution</li> </ul>	<b>NUMERIC PATTERNS</b> <b>Investigate and extend patterns</b> <ul style="list-style-type: none"> <li>Investigate and extend numeric patterns looking for relationships or rules of patterns:                         <ul style="list-style-type: none"> <li>Sequences not limited to a constant difference or ratio</li> <li>Of learner's own creation</li> <li>Represented in tables</li> </ul> </li> <li>Describe observed relationships or rules in learner's own words</li> </ul> <b>Input and output values</b> <ul style="list-style-type: none"> <li>Determine input values, output values and rules for the patterns and relationships using:                         <ul style="list-style-type: none"> <li>flow diagrams</li> <li>tables</li> </ul> </li> </ul> <b>Equivalent forms</b> <ul style="list-style-type: none"> <li>Determine equivalence of different descriptions of the same relationship or rule presented:                         <ul style="list-style-type: none"> <li>Verbally</li> <li>In a flow diagram</li> <li>In a table</li> <li>By a number sentence</li> </ul> </li> </ul>	<b>GEOMETRIC PATTERNS</b> <b>Investigate and extend patterns</b> <ul style="list-style-type: none"> <li>Investigate and extend geometric patterns looking for relationships or rules of patterns:                         <ul style="list-style-type: none"> <li>Represented in physical or diagram form</li> <li>Sequences not limited to a constant difference or ratio</li> <li>Of learner's own creation</li> </ul> </li> <li>Describe observed relationships or rules in learner's own words</li> </ul> <b>Input and output values</b> <ul style="list-style-type: none"> <li>Determine input values, output values and rules for the patterns and relationships using:                         <ul style="list-style-type: none"> <li>Flow diagrams</li> <li>Tables</li> </ul> </li> </ul> <b>Equivalent forms</b> <ul style="list-style-type: none"> <li>Determine equivalence of different descriptions of the same relationship or rule presented:                         <ul style="list-style-type: none"> <li>Verbally</li> <li>In a flow diagram</li> <li>In a table</li> <li>By a number sentence</li> </ul> </li> </ul>	<b>COMMON FRACTIONS</b> <b>Describing and ordering fractions</b> <ul style="list-style-type: none"> <li>Compare and order common fractions, including specifically tenths and hundredths</li> </ul> <b>Calculations with fractions:</b> <ul style="list-style-type: none"> <li>Addition and subtraction of common fractions in which one denominator is a multiple of another</li> <li>Addition and subtraction of mixed numbers</li> <li>Fractions of whole numbers</li> </ul> <b>Solving problems</b> <ul style="list-style-type: none"> <li>Solve problems in contexts involving common fractions, including grouping and sharing</li> </ul> <b>Percentages</b> <ul style="list-style-type: none"> <li>Find percentages of whole numbers</li> </ul> <b>Equivalent forms</b> <ul style="list-style-type: none"> <li>Recognise and use equivalent forms of common fractions with 1-digit or 2-digit denominators (fractions in which one denominator is a multiple of another)</li> <li>Recognise equivalence between common fraction and percentage forms of the same number</li> </ul>	<b>DECIMAL FRACTIONS</b> <b>Recognising, ordering and place value of decimal fractions</b> <ul style="list-style-type: none"> <li>Count forwards and backwards in decimal fractions to at least two decimal places</li> <li>Compare and order decimal fractions to at least two decimal places</li> <li>Place value of digits to at least two decimal places</li> </ul> <b>Calculations with decimal fractions</b> <ul style="list-style-type: none"> <li>Addition and subtraction of decimal fractions of at least two decimal places</li> <li>Multiply decimal fractions by 10 and 100</li> </ul> <b>Solving problems</b> <ul style="list-style-type: none"> <li>Solve problems in context involving decimal fractions</li> </ul> <b>Equivalent forms:</b> <ul style="list-style-type: none"> <li>Recognise equivalence between common fraction and decimal fraction forms of the same number</li> <li>Recognise equivalence between common fraction, decimal fraction and percentage forms of the same number</li> </ul>	<b>REVISION OF TERM 1 &amp; 2 WORK</b>	<b>ASSESSMENT TASK TEST</b> All term 1 & 2 topics				
<b>PREREQUISITE SKILL OR PRE-KNOWLEDGE</b>		Number sentences at the level of Grade 5	<ul style="list-style-type: none"> <li>Investigate and extend patterns</li> <li>Describe patterns in own words</li> <li>Describe general rules observed in patterns</li> <li>Determine input and output values</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and extend patterns</li> <li>Describe patterns in own words</li> </ul>	<ul style="list-style-type: none"> <li>Whole numbers</li> <li>Equal sharing</li> <li>Fractions of whole numbers</li> <li>Equivalence</li> </ul>	<ul style="list-style-type: none"> <li>Common fractions</li> <li>Percentages</li> <li>Compare and order tenths and hundredths</li> <li>Fractions of whole numbers</li> <li>Equivalence</li> </ul>						

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 5 (TERM 3)

TERM 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		6 hrs	12 hrs		9 hrs		6 hrs	9 hrs	6 hrs	4 hrs		
TOPICS, CONCEPTS AND SKILLS	<p><b>FORMAL ASSESSMENT TASK PROJECT</b></p> <p><b>Note:</b> The project must cover a combination of topics from term 1-3 and must be completed before the end of term 3</p>	<p><b>LENGTH</b></p> <p><b>Practical measuring</b></p> <ul style="list-style-type: none"> <li>Estimate and practically measure 2D shapes and 3D objects using measuring instruments such as:                             <ul style="list-style-type: none"> <li>Rulers</li> <li>Metre sticks</li> <li>Tape measures</li> <li>Trundle wheels</li> </ul> </li> <li>Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km)</li> </ul> <p><b>Calculations and problem-solving</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving length</li> <li>Convert between millimetres (mm), centimetres (cm), metres (m) and kilometres (km)</li> <li>Conversions should include common fractions and decimal fractions forms to 2 decimal places</li> </ul>	<p><b>PROPERTIES OF 2D SHAPES</b></p> <p><b>Range of shapes</b></p> <ul style="list-style-type: none"> <li>Regular and irregular polygons                             <ul style="list-style-type: none"> <li>Triangles, squares, rectangles, parallelograms, other quadrilaterals, pentagons, hexagons, heptagons, octagons</li> </ul> </li> <li>Similarities and differences between rectangles and parallelograms</li> </ul> <p><b>Features of shapes</b></p> <ul style="list-style-type: none"> <li>Describe, sort and compare 2D shapes in terms of                             <ul style="list-style-type: none"> <li>Number of sides</li> <li>Length of sides</li> <li>Size of angles                                     <ul style="list-style-type: none"> <li>Acute</li> <li>Right</li> <li>Obtuse</li> <li>Straight</li> <li>Reflex</li> <li>Revolution</li> </ul> </li> </ul> </li> </ul> <p><b>Further activities</b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes on grid paper</li> <li>Draw circles, patterns in circles and patterns with circles using a pair of compasses</li> </ul> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>Recognise and name the following angles in 2D shapes:                             <ul style="list-style-type: none"> <li>Acute</li> <li>Right</li> <li>Obtuse</li> <li>Straight</li> <li>Reflex</li> <li>Revolution</li> </ul> </li> </ul>	<p><b>SYMMETRY</b></p> <p><b>Recognize, draw and describe lines of symmetry in 2-D shapes</b></p> <p><b>TRANSFORMATIONS (6 hrs)</b></p> <p><b>Use transformations to make composite shapes</b></p> <p>Make composite 2D shapes including shapes with line symmetry by tracing and moving a 2D shape in one or more of the following ways:</p> <p>By rotation</p> <p>By translation</p> <p>By reflection</p> <p><b>Use transformations to make tessellations</b></p> <p>Make tessellated patterns including some patterns with line symmetry by tracing and moving 2D shapes in one or more of the following ways:</p> <p>By rotation</p> <p>By translation</p> <p>By reflection</p> <p><b>Describe patterns</b></p> <p>Refer to lines, 2D shapes, 3D objects and/or lines of symmetry and/or rotations and/or reflections and/or translations when describing patterns:</p> <p>In nature</p> <p>From modern everyday life</p> <p>From our cultural heritage</p> <p><b>Enlargement and reductions</b></p> <p>Draw enlargement and reductions of 2D shapes to compare size and shape of</p> <p>Triangles</p> <p>Quadrilaterals</p>	<p><b>PROPERTIES OF 3D OBJECTS</b></p> <p><b>Range of objects</b></p> <ul style="list-style-type: none"> <li>Recognise, visualize and name 3-D objects in the environment and geometric settings, focusing on:                             <ul style="list-style-type: none"> <li>rectangular prisms</li> <li>cubes</li> <li>tetrahedrons</li> <li>pyramids</li> </ul> </li> <li>Similarities and differences between tetrahedrons and other pyramids</li> </ul> <p><b>Characteristics of objects</b></p> <ul style="list-style-type: none"> <li>Describe, sort and compare 3-D objects in terms of:                             <ul style="list-style-type: none"> <li>number and shape of faces</li> <li>number of vertices</li> <li>number of edges</li> </ul> </li> </ul> <p><b>Further activities</b></p> <ul style="list-style-type: none"> <li>Make 3D models using:                             <ul style="list-style-type: none"> <li>drinking straws, toothpicks etc.</li> <li>nets</li> </ul> </li> </ul>	<p><b>AREA, PERIMETER AND VOLUME</b></p> <p><b>Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure perimeter using rulers or measuring tapes</li> </ul> <p><b>Measurement of area</b></p> <ul style="list-style-type: none"> <li>Continue to find areas of regular and irregular shapes by counting squares on grids</li> <li>Develop rules for calculating the areas of squares and rectangles</li> </ul> <p><b>Measurement of volume</b></p> <ul style="list-style-type: none"> <li>Continue to find volume/capacity of objects by packing or filling them</li> <li>Develop an understanding of why the volume of rectangular prisms is given by length multiplied by width multiplied by height</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>Relationship between perimeter and area of rectangles and squares.</li> <li>Relationship between surface area and volume of rectangular prisms</li> </ul>	<p><b>REVISION</b></p>	<p><b>FORMAL ASSESSMENT TASKS TEST</b></p> <p>All term 3 topics</p>				

TERM 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		6 hrs	12 hrs		9 hrs		6 hrs	9 hrs		6 hrs	4 hrs	
<b>PREREQUISITE SKILL OR PRE-KNOWLEDGE</b>		<ul style="list-style-type: none"> <li>Estimating, measuring, recording, comparing and ordering length</li> <li>Use measuring instruments</li> <li>Units of length</li> <li>Solve problems in contexts</li> <li>Conversions limited to whole numbers and common fractions</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between squares and rectangles</li> <li>Recognise and describe angles in 2D shapes:                             <ul style="list-style-type: none"> <li>Right angles</li> <li>Angles smaller than right angles</li> <li>Angles greater than right angles</li> </ul> </li> <li>Describe, sort and compare 2D shapes in terms of                             <ul style="list-style-type: none"> <li>Straight and curved sides</li> <li>Number of sides</li> <li>Lengths of sides</li> <li>Angles in shapes, limited to right angles, angles smaller than right angles and angles greater than right angles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>Symmetry</li> <li>Similarities and differences between cubes and rectangular prisms</li> <li>Describe, sort and compare 3-D objects in terms of:                             <ul style="list-style-type: none"> <li>Shape of faces</li> <li>Number of faces</li> <li>Flat and curved surfaces</li> </ul> </li> </ul>								

2023/24 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 6 (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	9 hrs		6 hrs	6 hrs	12 hrs		6 hrs	6 hrs	6 hrs	3 hrs
TOPICS, CONCEPTS AND SKILLS	<p><b>MASS</b></p> <p><b>Practical measuring</b></p> <ul style="list-style-type: none"> <li>Estimate and practically measure 3D objects using measuring instruments such as:                             <ul style="list-style-type: none"> <li>Bathroom scales (analogue and digital);</li> <li>Kitchen scales (analogue and digital)</li> <li>Balances</li> </ul> </li> <li>Record, compare and order mass of objects in grams (g) and kilograms (kg)</li> </ul> <p><b>Calculations and problem-solving</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving mass</li> <li>Convert between grams and kilograms to include fraction and decimal forms (to 2 decimal places)</li> </ul>		<p><b>TIME</b></p> <p><b>Reading time and time instruments</b></p> <ul style="list-style-type: none"> <li>Read, tell and write time in 12-hour and 24-hour formats on both analogue and digital instruments in:                             <ul style="list-style-type: none"> <li>Hours</li> <li>Minutes</li> <li>Seconds</li> </ul> </li> <li>Instruments include clocks, watches and stopwatches</li> </ul> <p><b>Reading calendars</b></p> <p><b>Calculations and problem-solving related to time</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving time</li> <li>Read time zone maps and calculating time differences based on time zones</li> <li>Calculation of time intervals where time is given in:                             <ul style="list-style-type: none"> <li>Seconds and/or minutes;</li> <li>Minutes and/or hours</li> <li>Hours and /or days</li> <li>Days and/or weeks and/or months</li> <li>Years and/or decades</li> <li>Centuries and/or decades and/or years</li> </ul> </li> </ul>	<p><b>CAPACITY AND VOLUME</b></p> <p><b>Practical measuring</b></p> <ul style="list-style-type: none"> <li>Estimate and practically measure 3D objects using measuring instruments such as:                             <ul style="list-style-type: none"> <li>Measuring spoons</li> <li>Measuring cups,</li> <li>Measuring jugs</li> </ul> </li> <li>Record, compare and order capacity and volume of 3D objects in millilitres (ml), litres (l) and kilolitres (kl)</li> </ul> <p><b>Calculations and problem-solving</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving capacity/volume</li> <li>Convert between kilolitres, litres and millilitres to include fraction and decimal forms (to 2 decimal places)</li> </ul>	<p><b>DATA HANDLING</b></p> <p><b>Collecting and organising data</b></p> <p><b>Collect data</b></p> <ul style="list-style-type: none"> <li>Use tally marks and tables for recording</li> <li>Use simple questionnaires (yes/no type response)</li> <li>Order data from smallest group to largest group</li> </ul> <p><b>Note: PROVIDE LEARNERS WITH DATA TO SAVE TIME</b></p> <p><b>Representing data</b></p> <ul style="list-style-type: none"> <li>Draw a variety of graphs to display and interpret data including:                             <ul style="list-style-type: none"> <li>Pictographs with many-to-one representations</li> <li>Bar graphs and double bar graphs</li> </ul> </li> </ul> <p><b>Analysing, interpreting and reporting data</b></p> <ul style="list-style-type: none"> <li>Critically read and interpret data represented in:                             <ul style="list-style-type: none"> <li>Words</li> <li>Pictographs</li> <li>Bar graphs</li> <li>Double bar graphs</li> <li>Pie charts</li> </ul> </li> <li>Analyse data by answering questions related to:                             <ul style="list-style-type: none"> <li>Data categories, including data intervals</li> <li>Data sources and contexts</li> <li>Central tendencies – (mode and median)</li> </ul> </li> <li>Summarise data verbally and in short written paragraphs that include                             <ul style="list-style-type: none"> <li>Drawing conclusions about the data</li> <li>Making predictions based on the data</li> </ul> </li> </ul>	<p><b>USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT</b></p> <p><b>Solving problems</b></p> <ul style="list-style-type: none"> <li>Solve problems in contexts involving whole numbers and fractions, including:                             <ul style="list-style-type: none"> <li>Financial contexts</li> <li>Measurement contexts</li> <li>Fractions, including grouping and equal sharing</li> <li>Comparing two or more quantities of the same kind (ratio)</li> <li>Comparing two quantities of different kinds (rate)</li> </ul> </li> </ul>	<p><b>REVISION</b></p>	<p><b>FORMAL ASSESSMENT TASK TEST</b></p> <p>Term 3 &amp; 4 topics and fundamental topics of term 1 &amp; 2</p>		
PREREQUISITE SKILL OR PRE-KNOWLEDGE	<ul style="list-style-type: none"> <li>Estimating, measuring, recording, comparing and ordering mass</li> <li>Use measuring instruments</li> <li>Units of mass</li> <li>Solve problems in contexts</li> <li>Conversions limited to whole numbers and common fractions</li> </ul>		<ul style="list-style-type: none"> <li>Calculation of the number of days between any two dates within the same or consecutive years</li> <li>Calculation of time intervals where time is given in minutes or hours only</li> </ul>	<ul style="list-style-type: none"> <li>Number sentences</li> <li>All operations with whole numbers, common fractions and decimal fractions</li> </ul>						