

2020 REVISED CURRICULUM AND ASSESSMENT PLANS

MATHEMATICS GRADE 5

Implementation: June 2020



Presentation Outline

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)
5. Conclusion



PURPOSE

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Mathematics, Grade 5** for implementation in June 2020 as stipulated in Circular S2 OF 2020.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

1. Purpose (continued)

- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



2. Amendments to the Content Overview for the Phase

Summary: Amendments to the Content Overview for the Phase

Grade 4	Grade 5	Grade 6
VIEWING OBJECTS		
Removed	As in CAPS	Removed
POSITION AND MOVEMENT		
Removed	Removed	Removed
SYMMETRY		
Removed	Removed	Removed
TEMPERATURE		
	As in CAPS	Removed

Content Overview for the Phase

Grade 4

Grade 5

Grade 6

COLLECT, ORGANISE, REPRESENT, SUMMARISE AND INTERPRET DATA

- As in CAPS, however **PROVIDE LEARNERS WITH DATA TO SAVE TIME, i.e. learners must NOT collect data**

- As in CAPS, however **PROVIDE LEARNERS WITH DATA TO SAVE TIME, i.e. learners must NOT collect data**

- As in CAPS, however **PROVIDE LEARNERS WITH DATA TO SAVE TIME, i.e. learners must NOT collect data**

PROBABILITY

Removed

As in CAPS

Removed

3. Amendments to the Annual Teaching Plan

Summary: Reorganisation of content topics

- Topics that are repetitive have been merged and dealt with once, but in depth
- The following have been left out:
 - Topics that have been dealt with in the previous grade without progression
 - Topics that will be dealt with in the next grade with little or no progression
 - Topics that were taught in Term 1, however these topics will be assessed in the end of the year examinations

Summary: Reorganisation of content topics

- The focus is on new concepts and skills
- Some topics have been moved from one term to the next due to the following reasons:
 - Lack of time in the term
 - To incorporate other topics dealt with
- Topics that link with each other have been dealt with, one after the other



Summary: Reorganisation of content topics

- Hours in some topics have been reduced due to the following reasons:
 - Repetition, hence merged
 - Amount of work to be done is introductory
- Numbers operations and relationships to be dealt with before all other topics since they form part of almost every topic.

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
1.1 Whole numbers: counting, ordering, comparing, representing and place value	2	Merged and will be done once
1.1 Whole numbers: Addition and subtraction	2	Merged and will be done once and in depth
1.1 Whole numbers: Multiplication	2	Merged and will be done once and in depth
1.1 Whole numbers: Division	3	Merged and will be done once and in depth



Summary: Content/Topics

Amended

Content/Topics	Term	Amendment
1.3 Common fractions	3	Moved from Term 2 to Term 3 due to lack of time in Term 2
Numeric and Geometric Patterns	3	Merged , reduced from 11 hours to 6 hours and moved to Term 3
3.2 Properties of 3-D objects	4	Merged, reduced from 11 hours to 6 hours and moved from Term 2 to 4
3.3 Symmetry		Removed
3.5 Viewing objects	4	Moved from Term 3 to Term 4
3,6 Position and movement		Removed
5.1-5.3 Data handling	4	Reduced from 9 hours to 6 hours

4. Amendments School Based Assessment (SBA)

Summary: Revised Programme of Assessment

Term 1	Term 2	Term 3	Term 4
Assignment	Test	Assignment	Examination
Test			

For mark allocation per task see Abridged CAPS
Section 4

No June Examination

No Project

No investigation

Summary: Revision Final Examination Structure

As in Abridged CAPS Section 4

Paper 1

- Numbers, operations and relationships,

Paper 2

- Patterns, Functions and Algebra
- Space and Shape
- Measurement
- Data Handling



4. Conclusion

Conclusion

- The revised CAPS must be used in conjunction with clarification notes in CAPS.
- For tests and examinations, mark allocation will apply in accordance with ‘Reorganised’ CAPS.
- Cognitive levels and weighting of content areas will apply in accordance with CAPS

N.B. ‘Reorganised CAPS’ document is an interim arrangement due to COVID 19



Contact Details

Name: CES: Ms CF Mtumtum

Department of Basic Education

Tel: 012 357 4177

Email: Mtumtum.C@dbe.gov.za



THANK
YOU

