

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

MATHEMATICS GRADE 5

Implementation: January 2021



Presentation Outline

1. Background
2. Principles
3. Underpinning Assumptions
4. Purpose
5. Amendments to the Content Overview for the Phase;
6. Amendments to the Annual Teaching Plan;
7. Amendments School Based Assessment (SBA)
8. Conclusion



1. Background

- **COVID 19 led to losses in teaching and learning time due to:**
 - the lockdown period and **phased reopening** of schools,
 - alternating time tabling models and
 - the related health and safety **protocols.**
- Furthermore, the revision of the school calendar and intermittent closure of many schools negatively **impacted on the implementation of the revised 2020 ATPs** as envisioned.

1. Background cont.

- To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 issued :
 - Circular S2 of 2020 which released the revised and trimmed ATPs for implementation in 2020
 - **Circular S3 that outlined** the minimum concepts, content and skills that are core per grade and per subject
 - NA Circular 02, 03 and 07 of 2020 that talk to assessment.



2. Principles

- Manage the learning losses and the possible loss of teaching time;
- Learning losses defined as those Learning Outcomes **(content, skills & competencies, values & attitudes)** as stated in the Revised ATPs not achieved during the 2020 school year.
- The 2021 ATPs will be based on the revised ATPs developed in 2020
- **Fundamental and core topics are retained in the Recovery ATPs**

2. Principles, cont.

- Create opportunities through adjusted ATPs to strengthen **pre-knowledge, consolidation, revision, and deeper learning.**
- Entrench assessment for learning as a **Pedagogical Approach** to address the learning losses
- **The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.**
- **The Recovery ATPs are aligned to the:**
 - 2021 School calendar
 - Abridged Section 4 of CAPS with some alterations
 - Curriculum and assessment principles as prescribed in the CAPS policy for **Mathematics**



3. Assumptions

Assumption 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

Assumption 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3. Assumptions, cont.

Assumption 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

Assumption 4

All schools will develop & implement school-based support programmes for all grades/years with particular **focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.**



3. Assumptions, cont.

Assumption 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

Assumption 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in 2021

4. Purpose

- To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plans (ATP) including School Based Assessment for **Mathematics, Grade 5** for implementation in January 2021 **as stipulated in Circular S11 of 2020.**
- To ensure that **meaningful teaching proceeds** during 2021 school year according to the school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.



4. Purpose

- To enable teachers to **cover the essential core content /skills including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

5. Amendments to the Content Overview for the Phase

Overview for the Phase

| | | |
|---------|------------|----------|
| | | |
| Removed | As in CAPS | Modified |

| Grade 4 | Grade 5 | Grade 6 |
|---|---------|---------------------------|
| WHOLE NUMBERS | | |
| Contextual Problems to be done AGAIN in Term 4 | | |
| DECIMAL FRACTIONS | | |
| | | Modified in terms of time |

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 | | |
| Modified in terms of time | Modified in terms of time | Removed |
| MASS | | |
| Removed | Modified in terms of time | Modified in terms of time |



Overview for the Phase

Grade 4

Grade 5

Grade 6

TEMPERATURE

Removed

Removed

COLLECT, ORGANISE, REPRESENT, SUMMARISE AND INTERPRET DATA

Removed

Removed

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

PROBABILITY

Removed

Removed

Removed

6. 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
- Some topics that will be dealt with in the next grade with little or no progression have been left out
- 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

Summary: Reorganisation of content topics

- Topics that link with each other have been dealt with, one after the other
- Hours in some topics have been increased to allow the topic to be taught in depth
- Numbers, Operations and Relationships to be dealt with before all other topics since they form part of almost every topic
- Solving problems in context to be done AGAIN in Term 4 using ALL operations with Whole numbers, common fractions and decimal fractions where applicable.



Grade 5

Numbers, Operations and Relationships

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|---|------|-------------------------|------|--|
| | Term | Amendment | Term | Amendment |
| 1.1 Whole numbers: counting, ordering, comparing, representing and place value | 2 | Merged and done once | 1 | Merged and will be done once Increased from 5 hrs. to 12 hrs. |
| 1.1 Whole numbers: Addition and subtraction | 2 | Merged and done once | 1 | Merged and will be done once Reduced from 20 hrs. to 15 hrs since contextual problems will be done again in Term 4 |



Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|---|------|--------------------------------|------|---|
| | Term | Amendment | Term | Amendment |
| 1.1 Whole numbers: Multiplication | 2 | Merged and done once, in depth | 1 | Merged and will be done once in Term 2. Reduced from 17 hrs. to 15 hrs since contextual problems will be done again in Term 4 |
| 1.1 Whole numbers: Division | 3 | Merged and done once, in depth | 1 | Merged and will be done once in Term 2. Reduced from 18 hrs. to 15 hrs since contextual problems will be done again in Term 4 |



Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|----------------------------|------|---|------|---|
| | Term | Amendment | Term | Amendment |
| 1.2 Common Fractions | 3 | Moved from Term 2 to Term 3 due to lack of time in Term 2 | 3 | Merged, increased from 15 hrs. to 18 hrs. and done in Term 3. |

Patterns Functions and Algebra

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|---------------------------|------|---|------|--|
| | Term | Amendment | Term | Amendment |
| 2.1 Numeric Patterns | 3 | Merged , reduced from 11 hours to 6 hours and moved to Term 3 | 2 | Merged and moved to Term 2 |
| 2.2 Geometric patterns | 3 | Merged , reduced from 11 hours to 6 hours and moved to Term 3 | 2 | Merged and done in Term 2 |
| 2.3 Number sentences | 1 | Taught in Term 1 | 2 | Merged, increased from 6 hrs. to 9 hrs. and done in Term 1 |

Space and Shape

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|----------------------------------|------|---|------|---|
| | Term | Amendment | Term | Amendment |
| 3.1 Properties of 2 D shapes | 1 | Taught in Term 1 | 3 | Merged, reduced from 11 hrs. to 9 hrs. and moved from Term 1 to Term 3 |
| 3.2 Properties of 3 D objects | 4 | Merged, reduced from 11 hrs. to 6 hrs. and moved from Term 2 to 4 | 3 | Merged, reduced from 11 hrs. to 9 hrs. and moved from Term 1 to Term 3 |
| 3.3 Symmetry | | Removed | 3 | Increased from 2 hrs. to 3 hrs and moved from Term 2 to Term 3 to link with 2D shapes |

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|-------------------------------|------|-----------------------------|------|---|
| | Term | Amendment | Term | Amendment |
| 3.4 Transformations | 4 | Merged and moved to Term 4 | 3 | Reduced from 4 hrs. to 3 hrs. and moved from Term 4 to Term 3 to link with symmetry |
| 3.5 Viewing of objects | 4 | Moved from Term 3 to Term 4 | | Removed |
| 3.6 Position and movements | | Removed | | Removed |



Measurement

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|------------------------|------|---|------|-----------------------------|
| | Term | Amendment | Term | Amendment |
| 4.1 Length | 3 | Reduced from 6 hrs. to 5 hrs. and moved from Term 2 to Term 3 | 3 | Moved from Term 2 to Term 3 |
| 4.2 Mass | 3 | Taught in Term 1 | 4 | Removed |
| 4.3 Capacity/Volume | 3 | Taught in Term 1 | 4 | Moved from Term 1 to Term 4 |

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|--------------------------------------|------|-------------------|------|----------------------------------|
| | Term | Amendment | Term | Amendment |
| 4.4 Time | 1 | Taught in Term 1 | 4 | Moved from Term 1 to Term 4 |
| 4.5 Temperature | 1 | Taught in Term 1 | 4 | Removed |
| 4.2 Perimeter, Area and Volume | 4 | Taught as in CAPS | | Increased from 7 hrs. to 12 hrs. |

Data Handling

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|---|------|--|------|-----------|
| | Term | Amendment | Term | Amendment |
| 5.1 and 5.2 Collect, organise represent and summarise data | 4 | Reduced from 9 hrs. to 6 hrs., moved from Term 1 to Term 4 and merged with 5.3 | 4 | Removed |
| 5.3 Interpret, Analyse and report data | 4 | Reduced from 9 hrs. to 6 hrs., moved from Term 1 to Term 4 and merged with 5.1 and 5.2 | 4 | Removed |
| 5.4 Probability | | Removed | | Removed |

7. Amendments School Based Assessment (SBA)

Informal Assessments

- To be incorporated into every lesson
- May also be written after a completion of all concepts and skills of a topic
- Guidance on how to manage these tasks should be provided

Summary: Revised Programme of Assessment

| Term | 2020 | 2021 |
|--------|--------------------|-----------------------|
| Term 1 | Assignment Test | Assignment Test |
| Term 2 | N/A | Investigation Test |
| Term 3 | Assignment | Project Test |
| Term 4 | Test | Test |



Summary. Revised Programme of Assessment

- As in Abridged CAPS Section 4, **however**, Examinations are replaced by Tests
- Term 2 Test which replaces June Examinations will cover Term 1 and Term 2 work.
- Term 4 Test which replaces End of the Year Examinations will cover Term 4 and Fundamentals from Term 1 to 3
- **N.B.** More weighting has to be given to Term 2 and Term 4 work in Term 2 and Term 4 tests, respectively.
- SBA weighs 80% and Term 4 Test weighs 20%

8. Conclusion

Conclusion

- The revised ATPs must be used in conjunction with clarification notes in CAPS.
- For Term 1 and Term 3 tests, mark allocation per topic will depend on the time allocation per topic in the 'Revised' ATPs.
- For tests that replace examinations, more weighting has to be given to Term 2 and Term 4 work .
- Cognitive levels will apply according to Abridged Section 4 of CAPS

N.B. 'Trimmed ATPs' document is an interim arrangement due to COVID 19

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