



## CAMI Education linked to CAPS: Mathematics Grade 3

GRADE 3 Term 1		
1. Numbers, operations and relationships		
TOPIC	CONTENT	CAMI Keys
<b>Count with whole numbers.</b>		
<b>1.1 Count objects</b>	Group at least 200 objects to estimate and count reliable. Give a reasonable estimate of a number of objects that can be checked by counting. The strategy of grouping is encouraged.	<b>Class activity</b>
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>• 1s from any number between 0 and 200</li> <li>• 10s from any multiple of 10 between 0 and 200</li> <li>• 5s from any multiple of 5 between 0 and 200</li> <li>• 2s from any multiple of 2 between 0 and 200</li> <li>• 3s from any multiple of 3 between 0 and 200</li> <li>• 4s from any multiple of 4 between 0 and 200</li> <li>• 100s to at least 500</li> </ul>	<b>1.1.2.4 1.1.10.1 1.1.10.2</b>
<b>1.3 Number symbols and number names</b>	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>• Identify, recognize and read numbers 0 to 500.</li> <li>• Write number symbols 0 to 500.</li> <li>• Identify, recognize and read number names 0 to 250.</li> <li>• Write number names 0 to 100.</li> </ul>	<b>1.1.6.8</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4 Describe, compare and order numbers</b>	<b>Describe, compare and order numbers to 99:</b> <ul style="list-style-type: none"> <li>• Compare whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to.</li> <li>• Order whole numbers up to 99 from smallest to greatest, greatest to smallest.</li> </ul>	<b>1.1.7.3 1.1.7.8 1.5.6.1 1.7.4.5</b>
<b>Place value</b>		
<b>1.5</b>	<b>Recognize the place value of numbers to 99:</b>	



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<b>Place value</b>	<ul style="list-style-type: none"> <li>• Know what each digit represents.</li> <li>• Decompose 2-digit numbers up to 99 into multiples of tens and ones/units.</li> <li>• Identify and state the value of each digit.</li> </ul>	<b>1.1.9.1</b>
<b>Solve problems in context.</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> </ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99.	<b>3.8.1.4 1.8.8.3</b>
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 50.	<b>3.8.3.1</b>
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 50 with answers that may include remainders.	<b>3.8.2.3</b>
<b>1.10 Sharing leading to fractions</b>	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<b>3.8.5.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>• Recognize and identify South African coins and bank notes.</li> <li>• Solve money problems involving totals and change in rand or cents.</li> </ul>	<b>1.6.1.2 1.6.1.3 3.8.4.5</b>
<b>Context free calculations.</b>		
<b>1.12 Techniques (method or strategies)</b>	Use the following techniques when performing calculations: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> </ul>	<b>3.1.9.1 3.2.4.3</b>



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<p><b>1.13</b> Addition and subtraction</p>	<ul style="list-style-type: none"> <li>• Add up to 99.</li> <li>• Subtract from 99.</li> <li>• Use appropriate symbols (+; -; =; □)</li> <li>• Practice number bonds to 20.</li> </ul>	<p>1.2.2.9 1.2.4.3 1.2.7.1 1.2.7.2 1.2.7.3 1.3.5.1 1.3.5.2 1.3.2.4 1.3.5.3 1.3.5.4 1.3.5.5 1.3.6.5 3.1.6.2 3.1.6.3 3.1.6.4 3.1.6.5 3.1.6.6 3.2.3.3 3.2.3.6 3.3.2.3 3.4.4.3 3.5.1.3 3.5.3.2 3.5.3.3 3.3.1.3</p>
<p><b>1.14</b> Repeated addition leading to multiplication</p>	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 2, 5, 3, 4.</li> <li>• Use appropriate symbols (×; = ; □)</li> </ul>	<p>1.9.3 1.4.7.1 1.4.7.3 3.2.3.8</p>
<p><b>1.15</b> Division</p>	<ul style="list-style-type: none"> <li>• Divide numbers to 50 by 2, 5, 10.</li> <li>• Use appropriate symbols (÷ ; = ; □)</li> </ul>	<p>1.9.4 1.5.1.1 1.4.5.1 1.4.5.2</p>
<p><b>1.16</b> Mental Maths</p>	<p><b>Number concept: range 200</b></p> <ul style="list-style-type: none"> <li>• Order a given set of selected numbers range 200.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Compare numbers to 200 and say which is:             <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> </ul> <p><b>Rapid recall:</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction fact to 20.</li> <li>• Add or subtract multiples of 10 from 0 to 200.</li> </ul> <p><b>Mental strategies</b> Use calculation strategies:</p> <ul style="list-style-type: none"> <li>• Put the larger number first in order to count on or count back.</li> <li>• Number line.</li> <li>• Doubling / halving.</li> <li>• Building up / breaking down.</li> <li>• Use the relationship between addition and subtraction.</li> </ul>	
<b>1.17</b> <b>Fractions</b>	<ul style="list-style-type: none"> <li>• Use the name unitary fractions including halves, quarters, thirds, fifths.</li> <li>• Write fractions as 1 half, 1 third.</li> </ul>	<b>2.1.1.1</b> <b>2.1.1.2</b> <b>2.1.1.6</b>
<b>2. Patterns, functions and algebra</b>		
<b>2.1</b> <b>Geometric patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe in words.</p> <ul style="list-style-type: none"> <li>• Single patterns made with physical objects.</li> <li>• Simple patterns made with drawings of lines, shapes or objects.</li> </ul> <p>Create and describe own patterns.</p> <ul style="list-style-type: none"> <li>• Create own geometric patterns             <ul style="list-style-type: none"> <li>- with physical objects</li> <li>- by drawing lines, shapes or objects.</li> </ul> </li> <li>• Describe own patterns.</li> </ul>	<b>4.1.1.2</b> <b>4.1.1.4</b>
<b>2.2</b> <b>Number patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 200. Sequences should show counting forwards</p>	<b>4.1.2.2</b> <b>4.1.2.3</b>



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	<p>and backwards in:</p> <ul style="list-style-type: none"> <li>• Intervals specified in Grade 2 with increased number range.</li> <li>• 100s to at least 500.</li> </ul>	
<b>3. Space and shape (Geometry)</b>		
<p><b>3.3</b> <b>2-D shapes</b></p>	<p><b>Range of shapes</b></p> <ul style="list-style-type: none"> <li>• Circles</li> <li>• Triangles</li> <li>• Squares</li> <li>• Rectangles</li> </ul> <p><b>Features of shapes</b></p> <p>Describe, sort and compare 2-D shapes in terms of :</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Straight sides</li> <li>• Round sides</li> </ul> <p>Suggested focus of activities for Term 1: Name and group shapes. Focus on the kind of sides that each shape has. Distinguish shapes by talking about whether their sides are round or straight. Draw circles, squares, rectangles and triangles. Work is consolidated through written exercises.</p>	<p><b>8.1.1.1</b> <b>8.1.1.2</b> <b>8.1.2.2</b></p>
<b>4. Measurement</b>		
<p><b>4.1</b> <b>Time</b></p>	<p><b>Telling time</b></p> <ul style="list-style-type: none"> <li>• Read dates on calendars.</li> <li>• Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.</li> <li>• Tell 12 hour time in:             <ul style="list-style-type: none"> <li>- hours</li> <li>- half hours</li> <li>- quarter hours</li> <li>- minutes</li> </ul> </li> </ul> <p>On analogue clocks and digital clocks and other instruments that show time e.g. cell phones.</p>	<p><b>9.2.4.1</b></p> <p><b>9.2.1.4</b> <b>9.2.1.2</b> <b>9.2.1.3</b> <b>9.2.1.1</b></p>
<p><b>4.4</b> <b>Capacity / volume</b></p>	<p><b>Informal measurement</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare and order</li> </ul>	<p><b>9.5.1.2</b></p>



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	<p>the capacity of containers (i.e. the amount the container can hold if filled) by using nonstandard measures e.g. spoons and cups.</p> <ul style="list-style-type: none"> <li>Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the container e.g. the bottle has the capacity of four cups.</li> </ul> <p><b>Introducing formal measuring</b></p> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record the capacity of objects by measuring in liters, half liters and quarter liters.</li> <li>Using bottles of a capacity of 1 liter, or containers whose capacity is stated in milliliters e.g. cool drink cans.</li> <li>Measuring jugs in which numbered calibration lines show liters, half liters and quarter liters.</li> <li>Measuring jugs which have numbered calibration lines for milliliters.</li> <li>Measuring cups and teaspoons which include their capacity.</li> <li>Compare, order and record the capacity of commercially packaged objects whose capacity is stated in liters e.g. 2 liters of milk, 1 liter cool drink, 5 liters of paint, or in milliliters e.g. 500 ml of milk, 340ml of cool drink, 750 ml of oil.</li> <li>Know that a standard cup is 250 ml</li> <li>Know that a teaspoon is 5 ml.</li> </ul> <p>(No conversions between ml and liters required).</p>	<p><b>Class activity</b></p>
<p><b>5. Data handling</b></p>		
<p><b>5.4 Collect and organize data</b></p> <p><b>5.5 Represent data</b></p>	<p><b>Recommended:</b> Whole data cycle to make bar graphs. Collect data about the class or school to answer questions posed by the teacher. Use tallies to record data in categories provided:</p>	<p><b>10.1.1.1</b> <b>10.1.1.2</b> <b>10.1.2.2</b></p>



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<b>5.6</b> <b>Analyze and interpret data</b>	<ul style="list-style-type: none"> <li>• Tables</li> <li>• Bar graphs</li> </ul> Talk about and answer questions about data in tables and bar graphs.	
<b>GRADE 3 Term 2</b>		
<b>1. Numbers, operations and relationships</b>		
<b>Count with whole numbers.</b>		
<b>1.1</b> <b>Count objects</b>	Group at least 500 objects to estimate and count reliable. Give a reasonable estimate of a number of objects that can be checked by counting. The strategy of grouping is encouraged.	<b>Class activity</b>
<b>1.2</b> <b>Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>• 1s from any number between 0 and 500</li> <li>• 10s from any multiple of 10 between 0 and 500</li> <li>• 5s from any multiple of 5 between 0 and 500</li> <li>• 2s from any multiple of 2 between 0 and 500</li> <li>• 3s from any multiple of 3 between 0 and 500</li> <li>• 4s from any multiple of 4 between 0 and 500</li> <li>• 50s, 100s to at least 1 000</li> </ul>	<b>1.1.1.9</b> <b>1.1.1.10</b> <b>1.1.2.5</b>
<b>1.3</b> <b>Number symbols and number names</b>	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>• Identify, recognize and read numbers 0 to 1 000.</li> <li>• Write number symbols 0 to 1 000.</li> <li>• Identify, recognize and read number names 0 to 250.</li> <li>• Write number names 0 to 250.</li> </ul>	<b>1.1.6.9</b> <b>1.1.9.2</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4</b> <b>Describe, compare and order numbers</b>	<b>Describe, compare and order numbers to 500:</b> <ul style="list-style-type: none"> <li>• Compare whole numbers up to 500 using smaller than, greater than, more than, less than and is equal to.</li> <li>• Order whole numbers up to 500 from smallest to greatest, greatest to</li> </ul>	<b>1.1.7.9</b>



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	smallest.	
<b>1.5 Place value</b>	<b>Recognize the place value of numbers to 500:</b> <ul style="list-style-type: none"> <li>• Know what each digit represents.</li> <li>• Decompose 3-digit numbers up to 500 into multiples of hundreds, tens and ones/units.</li> <li>• Identify and state the value of each digit.</li> </ul>	<b>1.1.9.6</b>
<b>Solve problems in context.</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off tens.</li> </ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400.	<b>3.8.1.5</b>
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75.	<b>3.8.3.2</b>
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	
<b>1.10 Sharing leading to fractions</b>	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<b>3.8.5.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>• Recognize and identify South African coins and bank notes.</li> <li>• Solve money problems involving totals and change in rand or cents.</li> </ul>	<b>1.6.1.3</b> <b>1.6.1.5</b> <b>1.6.2.3</b> <b>1.6.2.4</b> <b>1.6.3.3</b> <b>1.6.4.3</b>





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Context free calculations.		
<b>1.12</b> Techniques (method or strategies)	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off tens.</li> </ul>	<b>3.1.9.1</b> <b>3.2.4.3</b>
<b>1.13</b> Addition and subtraction	<ul style="list-style-type: none"> <li>• Add up to 400.</li> <li>• Subtract from 400.</li> <li>• Use appropriate symbols (+; -; =; □)</li> <li>• Practice number bonds to 30.</li> </ul>	<b>1.9.1</b> <b>1.2.4.4</b> <b>3.1.6.7</b> <b>3.1.6.8</b> <b>3.1.6.9</b> <b>3.1.6.10</b>
<b>1.14</b> Repeated addition leading to multiplication	<ul style="list-style-type: none"> <li>• Multiply 2, 5, 3, 4 10 to a total of 50.</li> <li>• Use appropriate symbols (×; = ; □)</li> </ul>	<b>1.9.3</b> <b>1.4.1.1</b> <b>1.4.1.3</b> <b>1.4.1.7</b> <b>1.5.2</b> <b>3.2.2.1</b> <b>3.2.3.9</b> <b>3.7.3.1</b> <b>3.7.4.1</b>
<b>1.15</b> Division	<ul style="list-style-type: none"> <li>• Divide numbers to 50 by 2, 4; 5,10, 3.</li> <li>• Use appropriate symbols (×; = ; □)</li> </ul>	<b>1.9.4</b> <b>1.5.1.2</b> <b>1.5.1.4</b> <b>1.5.1.8</b>
<b>1.16</b> Mental Maths	<b>Number concept: range 500</b> <ul style="list-style-type: none"> <li>• Order a given set of selected numbers range 500.</li> <li>• Compare numbers to 500 and say which is:               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> </ul> </li> </ul>	



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	<ul style="list-style-type: none"> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> <p><b>Rapid recall:</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction fact to 20.</li> <li>• Add or subtract multiples of 10 from 0 to 100.</li> </ul> <p><b>Mental strategies</b> Use calculation strategies:</p> <ul style="list-style-type: none"> <li>• Put the larger number first in order to count on or count back.</li> <li>• Number line.</li> <li>• Doubling / halving.</li> <li>• Building up / breaking down.</li> <li>• Use the relationship between addition and subtraction.</li> </ul>	
<b>1.17 Fractions</b>	<ul style="list-style-type: none"> <li>• Use the name unitary fractions including halves, quarters, thirds, fifths.</li> <li>• Write fractions as 1 half, 1 third.</li> </ul>	<b>2.1.1.1</b> <b>2.1.1.2</b> <b>2.1.1.6</b>
<b>2. Patterns, functions and algebra</b>		
<b>2.1 Geometric patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe in words.</p> <ul style="list-style-type: none"> <li>• Single patterns made with physical objects.</li> <li>• Simple patterns made with drawings of lines, shapes or objects.</li> </ul> <p>Create and describe own patterns.</p> <ul style="list-style-type: none"> <li>• Create own geometric patterns               <ul style="list-style-type: none"> <li>- with physical objects</li> <li>- by drawing lines, shapes or objects.</li> </ul> </li> <li>• Describe own patterns.</li> </ul>	<b>4.1.1.2</b> <b>4.1.1.4</b>
<b>2.2 Number patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 500. Sequences should show counting forwards and backwards in:</p> <ul style="list-style-type: none"> <li>• Intervals specified in Grade 2 with increased number range.</li> <li>• 50s, 100s to at least 1 000.</li> </ul>	<b>1.1.2.5</b>
<b>3. Space and shape</b>		



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<p><b>3.1</b> <b>Position, orientation and views</b></p>	<p><b>Position and views</b></p> <ul style="list-style-type: none"> <li>• Match different views of the same everyday objects.</li> <li>• Name an everyday object when shown an unusual view of it.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• Follow directions to move around the classroom and school.</li> <li>• Give directions to move around the classroom and school.</li> </ul>	<p><b>8.1.1.3</b> <b>9.6.2.1</b> <b>8.1.2.7</b> <b>8.1.2.8</b></p>
<p><b>3.2</b> <b>3-D objects</b></p>	<p><b>Range and objects</b> Recognize and name 3-D objects in the classroom and in pictures:</p> <ul style="list-style-type: none"> <li>• Ball shapes</li> <li>• Box shapes</li> <li>• Cylinders</li> </ul> <p><b>Features of objects</b> Describe, sort and compare 3-D objects in terms of:</p> <ul style="list-style-type: none"> <li>• 2-D shapes that make up the faces.</li> <li>• Flat or curved surfaces.</li> </ul> <p><b>Focused activities</b> Observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, clay, toothpicks, straws, other 3-D geometric objects. Suggested focus and sequencing of activities for Term 2: Work with spheres, prisms and cylinders as they did in Grade 2; name and group them. Focus on the kind of surfaces on each object. Distinguish surfaces whether they are circular, square or flat. Use cut-out cardboard squares to make a box. Talk about the flat surfaces on prisms and cylinders and describe them according to whether they are circular, square or rectangular. Work is consolidated through written exercises.</p>	<p><b>8.1.2.1</b></p>
<p><b>3.4</b></p>	<p><b>Symmetry</b></p>	



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<b>Symmetry</b>	<p>Determine line of symmetry through paper folding and reflection.</p> <p>Suggested focus of Term 2: Paper folding activities that develop an understanding of symmetry include:</p> <ul style="list-style-type: none"> <li>• Activities in which wet paint is placed on a page before folding.</li> <li>• Activities in which paper is cut or torn from the fold line.</li> </ul>	<p><b>8.1.3.1</b> <b>8.10.1.3</b></p>
<b>4. Measurement</b>		
<b>4.1 Time</b>	<p><b>Telling time</b></p> <ul style="list-style-type: none"> <li>• Read dates on calendars.</li> <li>• Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.</li> <li>• Tell 12 hour time in: <ul style="list-style-type: none"> <li>- hours</li> <li>- half hours</li> <li>- quarter hours</li> <li>- minutes</li> </ul> </li> </ul> <p>On analogue clocks and digital clocks and other instruments that show time e.g. cell phones.</p> <p>Calculate length of time and passing of time.</p> <p>Use calendars to calculate and describe lengths of time in days or weeks or months.</p> <ul style="list-style-type: none"> <li>• Use clocks to calculate length of time in hours or half hours.</li> </ul>	<p><b>9.2.1.1</b> <b>9.2.1.2</b> <b>9.2.1.3</b> <b>9.2.1.4</b> <b>9.2.2.7</b> <b>9.2.4.1</b></p>
<b>4.2 Length</b>	<p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters, etc.</li> <li>• Describe the length of objects by counting and stating the length in formal units.</li> <li>• Use language to talk about the comparison e.g. longer, shorter, taller and wider.</li> </ul> <p><b>Introducing formal measuring</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure, order and record length using meters (either meter sticks</li> </ul>	<b>9.1.1.1</b>



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	<p>or meter lengths of string) as the standard unit of length.</p> <ul style="list-style-type: none"> <li>Estimate and measure lengths in centimeters using a ruler.</li> </ul> <p>(No conversions between meter and centimeter required).</p>	
<p><b>4.3 Mass</b></p>	<p><b>Formal measuring</b></p> <ul style="list-style-type: none"> <li>Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks, etc.</li> <li>Use language to talk about the comparison e.g. light, heavy, lighter, heavier.</li> </ul> <p><b>Introduce formal measuring</b></p> <ul style="list-style-type: none"> <li>Compare, order and record the mass of commercially packaged objects which have their mass stated in kg e.g. 2 kg of rice, 1 kg of flour or in grams e.g. 500 g salt.</li> <li>Where bathroom scales are available, learners can measure their own mass in kg. The expectation is that learners only read to the nearest numbered gradation line. They describe their mass as almost / more or less / or exactly the number (of kg) they read off the scale.</li> <li>Where balancing scales with mass pieces calibrated in grams are available, learners can measure mass of different objects.</li> </ul> <p>(No conversions between kg and g required).</p>	<p><b>9.1.3.2 9.1.3.3</b></p>
<b>5. Data handling</b>		
<p><b>5.6 Analyze and interpret data</b></p>	<p>Analyze data from representations provided. Recommended:</p> <ul style="list-style-type: none"> <li>At least one pictograph with one-on-one correspondence.</li> <li>At least one bar graph.</li> </ul>	<p><b>10.1.2.1</b></p>
<b>GRADE 3 Term 3</b>		



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<b>1. Numbers, operations and relationships</b>		
<b>1.1 Count objects</b>	Group at least 700 objects to estimate and count reliable. Give a reasonable estimate of a number of objects that can be checked by counting. The strategy of grouping is encouraged.	<b>Class activity</b>
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>• 1s from any number between 0 and 700</li> <li>• 10s from any multiple of 10 between 0 and 700</li> <li>• 5s from any multiple of 5 between 0 and 700</li> <li>• 2s from any multiple of 2 between 0 and 700</li> <li>• 3s from any multiple of 3 between 0 and 700</li> <li>• 4s from any multiple of 4 between 0 and 700</li> <li>• 20s, 25s, 50s, 100s to at least 1 000</li> </ul>	
<b>Represent whole numbers.</b>		
<b>1.3 Number symbols and number names</b>	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>• Identify, recognize and read numbers 0 to 1 000.</li> <li>• Write number symbols 0 to 1 000.</li> <li>• Identify, recognize and read number names 0 to 500.</li> <li>• Write number names 0 to 500.</li> </ul>	<b>1.1.6.8 1.1.7.4</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4 Describe, compare and order numbers</b>	<b>Describe, compare and order numbers to 700:</b> <ul style="list-style-type: none"> <li>• Compare whole numbers up to 700 using smaller than, greater than, more than, less than and is equal to.</li> <li>• Order whole numbers up to 700 from smallest to greatest, greatest to smallest.</li> </ul> Use ordinal numbers to show order, place or position. <ul style="list-style-type: none"> <li>• Use, read and write ordinal numbers , including abbreviated form up to 31<sup>st</sup>.</li> </ul>	



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<b>1.5 Place value</b>	<b>Recognize the place value of numbers to 700:</b> <ul style="list-style-type: none"> <li>• Know what each digit represents.</li> <li>• Decompose 3-digit numbers up to 700 into multiples of hundreds, tens and ones/units.</li> <li>• Identify and state the value of each digit.</li> </ul>	<b>1.1.8.8 1.1.9.6</b>
<b>Solve problems in context.</b>		
<b>1.6 Problem solving techniques</b>	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off tens</li> </ul>	
<b>1.7 Addition and subtraction</b>	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 800.	
<b>1.8 Repeated addition leading to multiplication</b>	Solve word problems in context and explain own solution to problems involving multiplication with answers up to 75.	<b>3.8.3.2</b>
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	
<b>1.10 Sharing leading to fractions</b>	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<b>3.8.5.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>• Recognize and identify South African coins and bank notes.</li> <li>• Solve money problems involving totals and change in rand or cents.</li> <li>• Convert between rand and cents.</li> </ul>	<b>3.8.4.5</b>
<b>Context free calculations.</b>		
<b>1.12 Techniques</b>	Use the following techniques when performing calculations:	



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<b>(method or strategies)</b>	<ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off tens.</li> </ul>	
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Add up to 800.</li> <li>• Subtract from 400.</li> <li>• Use appropriate symbols (+;-;=;□)</li> <li>• Practice number bonds to 30.</li> </ul>	
<b>1.14 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>• Multiply 2, 5, 3, 4, 10 to a total of 100.</li> <li>• Use appropriate symbols (×; = ; □)</li> </ul>	<b>1.9.3</b> <b>1.4.1.2</b> <b>1.4.1.4</b> <b>1.4.1.5</b> <b>3.6.4.2</b> <b>3.6.5.2</b> <b>3.6.6.2</b> <b>3.7.3.2</b> <b>3.7.4.2</b>
<b>1.15 Division</b>	<ul style="list-style-type: none"> <li>• Divide numbers to 99 by 2, 4, 5, 10, 3.</li> <li>• Use appropriate symbols (÷ ; = ; □)</li> </ul>	<b>1.9.4</b> <b>1.5.1.8</b>
<b>1.16 Mental Maths</b>	<p><b>Number concept: Range 750</b></p> <ul style="list-style-type: none"> <li>• Order a given set of selected numbers range 750.</li> <li>• Compare numbers to 200 and say which is:               <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> </ul> <p><b>Rapid recall:</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction fact to 20.</li> <li>• Add or subtract multiples of 10 from 0 to 100.</li> </ul> <p><b>Mental strategies</b> Use calculation strategies:</p> <ul style="list-style-type: none"> <li>• Put the larger number first in order to</li> </ul>	





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	<p>count on or count back.</p> <ul style="list-style-type: none"> <li>• Number line.</li> <li>• Doubling / halving.</li> <li>• Building up / breaking down.</li> <li>• Use the relationship between addition and subtraction.</li> <li>• Use the relationship between multiplication and division.</li> </ul>	
<b>1.17 Fractions</b>	<ul style="list-style-type: none"> <li>• Use the name unitary and non-unitary fractions including halves, quarters, eighths, thirds, fifths and sixths.</li> <li>• Recognize fractions in diagrammatic form.</li> <li>• Begin to recognize that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent.</li> <li>• Write fractions as 1 half, 2 thirds.</li> </ul>	<b>2.1.2.1</b> <b>2.1.2.3</b> <b>2.1.2.4</b>
<b>2. Patterns, functions and algebra</b>		
<b>2.1 Geometric patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe in words.</p> <ul style="list-style-type: none"> <li>• Single patterns made with physical objects.</li> <li>• Simple patterns made with drawings of lines, shapes or objects.</li> </ul> <p><b>Range of patterns</b></p> <ul style="list-style-type: none"> <li>• Patterns in which the number of shapes in each stage changes in a predictable way i.e. regularly increasing patterns.</li> </ul> <p><b>Create and describe own patterns</b></p> <ul style="list-style-type: none"> <li>• Create own geometric patterns <ul style="list-style-type: none"> <li>- with physical objects</li> <li>- by drawing lines, shapes or objects</li> </ul> </li> <li>• Describe own patterns.</li> </ul>	<b>4.1.1.2</b> <b>4.1.1.4</b>
<b>2.2 Number patterns</b>	<p><b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 750. Sequences should show counting forwards and backwards in:</p> <ul style="list-style-type: none"> <li>• Intervals specified in Grade 2 with increased number range.</li> <li>• 20s, 25s, 50s, 100s to at least 1 000.</li> </ul>	



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	Create and describe own number patterns.	
<b>3. Space and shape</b>		
<b>3.1 Position, orientation and views</b>	<p><b>Position and views</b></p> <ul style="list-style-type: none"> <li>• Read, interpret and draw informal maps, or top views of a collection of objects.</li> <li>• Find objects on maps.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• Follow directions from one place to another on an informal map.</li> </ul>	<b>8.1.2.8</b>
<b>3.2 3-D objects</b>	<p><b>Range and objects</b></p> <p>Recognize and name 3-D objects in the classroom and in pictures:</p> <ul style="list-style-type: none"> <li>• Ball shapes (spheres)</li> <li>• Box shapes (prisms)</li> <li>• Cylinders</li> <li>• Pyramids</li> <li>• Cones</li> </ul> <p><b>Features of objects</b></p> <p>Describe, sort and compare 3-D objects in terms of:</p> <ul style="list-style-type: none"> <li>• 2-D shapes that make up the faces of the 3-D objects.</li> <li>• Flat or curved surfaces.</li> </ul> <p><b>Focused activities</b></p> <p>Observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, clay, toothpicks, straws, other 3-D geometric objects.</p> <p>Suggested focus and sequencing of activities for Term 3:</p> <p>Work with spheres, prisms, cylinders pyramids and cones.</p> <p>Focus on the kind of surfaces on each object. Distinguish surfaces whether they are curved or flat.</p> <p>Talk about the flat surfaces on prisms and cylinders and describe them according to whether they are circular, square, rectangular or triangular.</p> <p>Name and group the geometric objects above.</p>	<b>8.1.2.2</b>



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	Use toothpicks, straws or rolled paper to make a pyramid. Work is consolidated through written exercises.	
<b>3.3</b> <b>2-D shapes</b>	<b>Range of shapes</b> <ul style="list-style-type: none"><li>• Circles</li><li>• Triangles</li><li>• Squares</li><li>• Rectangles</li></ul> <b>Features of shapes</b> <p>Describe, sort and compare 2-D shapes in terms of :</p> <ul style="list-style-type: none"><li>• Shape</li><li>• Straight sides</li><li>• Round sides</li></ul> <p>Suggested focus of activities for Term 3: Name and group shapes. Focus on the kind of sides that each shape has. Distinguish shapes by talking about whether their sides are round or straight. Draw circles, squares, rectangles and triangles. Work is consolidated through written exercises.</p>	<b>8.1.1.3</b>
<b>4. Measurement</b>		
<b>4.1</b> <b>Time</b>	<b>Telling time</b> <ul style="list-style-type: none"><li>• Read dates on calendars.</li><li>• Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.</li><li>• Tell 12 hour time in:<ul style="list-style-type: none"><li>- hours</li><li>- half hours</li><li>- quarter hours</li><li>- minutes</li></ul></li></ul> <p>On analogue clocks and digital clocks and other instruments that show time e.g. cell phones.</p> <b>Calculate length of time and passing of time</b> <p>Use calendars to calculate and describe lengths of time in days or weeks or months including:</p>	<b>9.2.4.1</b> <b>9.2.1.3</b>



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	<ul style="list-style-type: none"> <li>• Converting between days and weeks.</li> <li>• Converting between weeks and months.</li> </ul> <p>Use clocks to calculate length of time in hours, half hours and quarter hours.</p>	
<b>4.2 Length</b>	<b>Introducing formal measuring</b> <ul style="list-style-type: none"> <li>• Estimate, measure, order and record length using meters (either meter sticks or meter lengths of string) as the standard unit of length.</li> <li>• Estimate and measure lengths in centimeters using a ruler.</li> </ul>	<b>9.1.1.1</b>
<b>4.5 Perimeter</b>	<b>Perimeter</b> Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units.	<b>9.3.1.1 9.3.1.4</b>
<b>5. Data handling</b>		
<b>5.4 Collect and organize data</b> <b>5.5 Represent data</b> <b>5.6 Analyze and interpret data</b>	<b>Recommended</b> Re-organize data provided in a list or tally or table in a bar graph. Represent data on a bar graph. Answer questions about data on a bar graph.	<b>10.1.2.2 10.1.2.1</b>
<b>GRADE 3 Term 4</b>		
<b>1. Numbers, operations and relationships</b>		
<b>1.1 Count objects</b>	Group at least 1 000 objects to estimate and count reliable. Give a reasonable estimate of a number of objects that can be checked by counting. The strategy of grouping is encouraged.	<b>Class activity</b>
<b>1.2 Count forwards and backwards</b>	<b>Count forwards and backwards in:</b> <ul style="list-style-type: none"> <li>• 1s from any number between 0 and 1 000</li> <li>• 10s from any multiple of 10 between 0 and 1 000</li> <li>• 5s from any multiple of 5 between 0 and 1 000</li> <li>• 2s from any multiple of 2 between 0 and 1 000</li> </ul>	<b>1.1.2.6 1.7.4.6 1.7.4.7</b>



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	<ul style="list-style-type: none"> <li>• 3s from any multiple of 3 between 0 and 1 000</li> <li>• 4s from any multiple of 4 between 0 and 1 000</li> <li>• 20s, 25s, 50s, 100s to at least 1 000</li> </ul>	
<b>1.3</b> Number symbols and number names	<b>Identify, recognize and read numbers:</b> <ul style="list-style-type: none"> <li>• Identify, recognize and read numbers 0 to 1 000.</li> <li>• Write number symbols 0 to 1 000.</li> <li>• Identify, recognize and read number names 0 to 1 000.</li> <li>• Write number names 0 to 1 000.</li> </ul>	<b>1.1.8.1</b>
<b>Describe, compare and order whole numbers.</b>		
<b>1.4</b> Describe, compare and order numbers	<b>Describe, compare and order numbers to 999:</b> <ul style="list-style-type: none"> <li>• Compare whole numbers up to 999 using smaller than, greater than, more than, less than and is equal to.</li> <li>• Order whole numbers up to 999 from smallest to greatest, greatest to smallest.</li> </ul>	<b>1.1.7.10</b> <b>1.7.8.3</b>
<b>1.5</b> Place value	<b>Recognize the place value of numbers to 999:</b> <ul style="list-style-type: none"> <li>• Know what each digit represents.</li> <li>• Decompose 3-digit numbers up to 999 into multiples of hundreds, tens and ones/units.</li> <li>• Identify and state the value of each digit.</li> </ul>	<b>1.1.9.6</b> <b>1.7.9.1</b>
<b>Solve problems in context.</b>		
<b>1.6</b> Problem solving techniques	Use the following techniques when solving problems: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off in tens</li> </ul>	<b>1.7.3.3</b>
<b>1.7</b> Addition and subtraction	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 999.	<b>3.8.1.6</b>
<b>1.8</b>	Solve word problems in context and explain	



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<b>Repeated addition leading to multiplication</b>	own solution to problems involving multiplication with answers up to 100.	<b>3.8.3.3</b>
<b>1.9 Grouping and sharing leading up to division</b>	Solve word problems in context and explain own solution to problems that involve equal sharing and grouping up to 100 with answers that may include remainders.	<b>3.8.2.4 3.8.2.5</b>
<b>1.10 Sharing leading to fractions</b>	Solve and explain solutions to practical sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}; \frac{1}{4}; \frac{2}{3}$ ; etc.	<b>3.8.5.1</b>
<b>1.11 Money</b>	<ul style="list-style-type: none"> <li>• Recognize and identify South African coins and bank notes.</li> <li>• Solve money problems involving totals and change in rand or cents.</li> <li>• Convert between rand and cents.</li> </ul>	<b>1.6.1.3 3.8.4.5</b>
<b>Context-free calculations.</b>		
<b>1.12 Techniques (method or strategies)</b>	Use the following techniques when performing calculations: <ul style="list-style-type: none"> <li>• Building up/breaking down numbers.</li> <li>• Doubling and halving.</li> <li>• Number lines.</li> <li>• Rounding off in tens.</li> </ul>	
<b>1.13 Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Add up to 999.</li> <li>• Subtract from 999.</li> <li>• Use appropriate symbols (+; -; =; □)</li> <li>• Practice number bonds to 30.</li> </ul>	<b>1.2.2.10 1.3.4.3 1.3.7.1</b>
<b>1.14 Repeated addition leading to multiplication</b>	<ul style="list-style-type: none"> <li>• Multiply numbers 1 to 10 by 2, 5, 3, 4, 10 to total of 100.</li> <li>• Use appropriate symbols (× ; = ; □)</li> </ul>	<b>1.4.7.2 1.4.7.4</b>
<b>1.15 Division</b>	<ul style="list-style-type: none"> <li>• Divide numbers to 99 by 2, 3, 4, 5, 10.</li> <li>• Use the appropriate symbols (÷ ; = ; □)</li> </ul>	<b>1.9.4 1.5.6.2 1.5.6.3</b>



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<p><b>1.16</b> <b>Mental Maths</b></p>	<p><b>Number concept: range 999</b></p> <ul style="list-style-type: none"> <li>• Order a given set of selected numbers range 999.</li> <li>• Compare numbers to 200 and say which is:             <ul style="list-style-type: none"> <li>- 1 more or 1 less</li> <li>- 2 more or 2 less</li> <li>- 3 more or 3 less</li> <li>- 4 more or 4 less</li> <li>- 5 more or 5 less</li> <li>- 10 more or 10 less</li> </ul> </li> </ul> <p><b>Rapid recall:</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction fact to 20.</li> <li>• Add or subtract multiples of 10 from 0 to 100.</li> <li>• Multiplication and division facts for the :             <ul style="list-style-type: none"> <li>- two times table up to <math>2 \times 10</math></li> <li>- ten times table up to <math>10 \times 10</math></li> </ul> </li> </ul> <p><b>Mental strategies</b> Use calculation strategies:</p> <ul style="list-style-type: none"> <li>• Put the larger number first in order to count on or count back.</li> <li>• Number line.</li> <li>• Doubling / halving.</li> <li>• Building up / breaking down numbers.</li> <li>• Use the relationship between addition and subtraction.</li> <li>• Use the relationship between multiplication and division.</li> </ul>	
<p><b>1.17</b> <b>Fractions</b></p>	<ul style="list-style-type: none"> <li>• Use the name unitary and non-unitary fractions including halves, quarters, eighths, thirds, fifths and sixths.</li> <li>• Recognize fractions in diagrammatic form.</li> <li>• Begin to recognize that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent.</li> <li>• Write fractions as 1 half, 2 thirds.</li> </ul>	<p><b>2.1.1.2</b> <b>2.1.2.4</b></p>
<p><b>2. Patterns, functions and algebra</b></p>		
<p><b>2.1</b></p>	<p><b>Patterns around us</b></p>	<p><b>Class activity</b></p>



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<b>Geometric patterns</b>	Identify, describe in words and copy geometric patterns, <ul style="list-style-type: none"> <li>• In nature</li> <li>• From modern everyday life</li> <li>• From our cultural heritage</li> </ul>	
<b>2.2 Number patterns</b>	<b>Copy, extend and describe</b> Copy, extend and describe simple number sequences to at least 1 000. Sequences should show counting forwards and backwards in: <ul style="list-style-type: none"> <li>• Intervals specified in Grade 2 with increased number range.</li> <li>• 20s, 25s, 50s, 100s to at least 1 000.</li> </ul> Create and describe own number patterns.	
<b>3. Space and shape</b>		
<b>3.2 3-D objects</b>	<b>Range and objects</b> Recognize and name 3-D objects in the classroom and in pictures: <ul style="list-style-type: none"> <li>• Ball shapes (spheres)</li> <li>• Box shapes (prisms)</li> <li>• Cylinders</li> <li>• Cone</li> </ul> <b>Features of objects</b> Describe, sort and compare 3-D objects in terms of: <ul style="list-style-type: none"> <li>• 2-D shapes that make up the faces.</li> <li>• Flat or curved surfaces.</li> </ul> <b>Focused activities</b> Observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, clay, toothpicks, straws, other 3-D geometric objects. Suggested focus and sequencing of activities for Term 4: Work with spheres, prisms and cylinders as they did in Grade 2; name and group them. Focus on the kind of surfaces on each object. Distinguish surfaces whether they are circular, square or flat. Use cut-out cardboard squares to make a box. Talk about the flat surfaces on prisms and cylinders and describe them according to	<b>8.1.2.2</b>





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	<p>whether they are circular, square or rectangular. Work is consolidated through written exercises.</p>	
<b>3.4 Symmetry</b>	<p><b>Symmetry</b> Recognize and draw line symmetry in 2-D geometrical and non-geometrical shapes. <b>Suggested focus of term 4</b> Written exercises should include examples where:</p> <ul style="list-style-type: none"> <li>• The line of symmetry is not always a vertical line.</li> <li>• There is more than one line of symmetry in the shape or object.</li> </ul> <p><b>Features of objects</b> Describe, sort and compare 3-D objects in terms of:</p> <ul style="list-style-type: none"> <li>• 2-D shapes that make up the faces of 3-D objects.</li> <li>• Flat or curved surfaces.</li> </ul>	<b>8.1.3.1</b>
<b>4. Measurement</b>		
<b>4.1 Time</b>	<p><b>Telling time</b></p> <ul style="list-style-type: none"> <li>• Read dates on calendars.</li> <li>• Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.</li> <li>• Tell 12 hour time in:             <ul style="list-style-type: none"> <li>- hours</li> <li>- half hours</li> <li>- quarter hours</li> <li>- minutes</li> </ul> </li> </ul> <p>On analogue clocks and digital clocks and other instruments that show time e.g. cell phones.</p> <p><b>Calculate length of time and passing of time</b> Use calendars to calculate and describe lengths of time in days or weeks or months including:</p> <ul style="list-style-type: none"> <li>• Converting between days and weeks.</li> <li>• Converting between weeks and months.</li> <li>• Use clocks to calculate length of time</li> </ul>	<b>9.2.1.3</b>



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	in hours, half hours and quarter hours.	
<b>4.3 Mass</b>	<b>Introducing formal measuring</b> Learners do written tasks to consolidate the following, including reading pictures of <ul style="list-style-type: none"><li>• Products with mass written on them.</li><li>• Bathroom scales where the needle points to numbered gradation lines.</li></ul>	<b>9.1.3.2 9.1.3.3</b>
<b>4.4 Capacity / volume</b>	<b>Introducing formal measuring</b> Written tasks to consolidate the following, including reading pictures of <ul style="list-style-type: none"><li>• Products with their capacity written on them in order to sequence in order.</li><li>• Jugs where the volume is near to a numbered 1 liter or 2 liter gradation lines of half liter or quarter liter.</li><li>• Jugs where the volume is near to a numbered millimeter gradation line. The expectation is that learners only read to the nearest numbered gradation line. They describe their volume as almost / nearly / close to / a bit more than / more or less / or exactly the number (of liters) they read off the jug., (No conversions between milliliters and liters required).</li></ul>	<b>9.5.1.2</b>
<b>4.6 Area</b>	<b>Area</b> Investigate the area using tiles.	<b>9.3.2.1 9.3.2.2</b>
<b>5. Data handling</b>		
<b>5.6 Analyze and interpret data</b>	Analyze data from representations provided. <b>Recommended</b> <ul style="list-style-type: none"><li>• At least one pictograph with one-on-one correspondence.</li><li>• At least one bar graph.</li></ul>	<b>10.1.2.2</b>