



Brackenhurst Primary School

FORMAL ASSESSMENT PLAN – Term 1 GRADE 2 (2018)

MATHEMATICS	<u>Numbers, Operations and Relationships</u>
	<ul style="list-style-type: none"> • Groups and counts objects up to 100 (Week 1) • Compares and orders whole numbers up to 25 (Week 2) • Reads and writes number symbols 0 – 100 (Week 3) • Decomposes 2-digit numbers up to 25 (Week 4) • Addition and subtraction up to 20 (Week 5) • Problem solving. Addition and subtraction with answers up to 20 (Week 6) • Recognises and solves money problems with totals and change up to R20 (Week 8)
	<u>Patterns, Functions and Algebra</u>
	<ul style="list-style-type: none"> • Completes number sequences in one's two's and tens (Week 3)
	<u>Space and Shape</u>
	<ul style="list-style-type: none"> • Recognises and names 2D shapes (Week 7) • Recognises and names 3D shapes (Week 5)
	<u>Measurement</u>
	<ul style="list-style-type: none"> • Estimates, measures, compares and records length or width in metres (Week 6) • Tells time in hours (Week 7)
	<u>Data</u>
	<ul style="list-style-type: none"> • Constructs a pictograph when given data (Week 5)
	<u>Computers</u>
	<ul style="list-style-type: none"> • Sketchbook understanding and knowledge of tools

AFRIKAANS	<u>Luister en Praat</u>
	<ul style="list-style-type: none"> • Discuss and identify parts of a whole (Week 2) • Show some understanding by answering simple questions (Week 4, 6 & 7) • Show understanding of vocabulary by making use of pictures (Week 6) • Learn and make meaning of new vocabulary (Week 3)
	<u>Lees en Klanke</u>
	<ul style="list-style-type: none"> • Letter – sound relationships of single vowels (Week 2, 4 & 6) • Attends to fluency and expression when reading aloud (Week 2 & 7) • Attends to punctuation marks when reading aloud (Week 5 & 7)
	<u>Skryfwerk</u>
	<ul style="list-style-type: none"> • Complete sentences by filling in missing words (Week 2 & 3) • Show understanding by labelling of pictures (Weeks 4)

<u>ENGLISH</u>	<u>Listening and Speaking</u>
	<ul style="list-style-type: none"> • Participates in a discussion, asking and answering questions and suggestions (Week 1) • Listens to a story for enjoyment and answers questions related to the story (Week 2) • Talks about personal experiences – weekend news (Week 3) • Repeats a sequence of events in the story correctly (Week 3)
	<u>Reading and Phonics</u>
	<ul style="list-style-type: none"> • Identifies letter – sound relationships of all single letters (Week 1) • Revises common consonant digraphs: –sh, –ch, –th, (Week 2) • Revises word families with short vowels –at, –am, –ag (Week 2) • Uses visual clues i.e. cover of a book to predict the story (Week 2) • Interpret pictures to make up own story (Week 2) • Builds 3-letter words using single letters and digraphs taught (Week 3) • Reads a book as a whole class and describe main ideas (Week 3) • Recognises wh- at the beginning of words (Week 3) • Read book as a class: Sequence of events (Week 3) • Reading aloud: Punctuation (Week 3) • Recognises rhyming words: sack, pack, rack (Week 4) • Reads words from phonics lessons in sentences and other texts (Week 6) • Recognises vowel digraphs oo and ee (Week 6) • Uses sight words, phonics, decoding skills when reading (Week 6)
<u>Writing</u>	
<ul style="list-style-type: none"> • Draws pictures to convey a message: daily news (Week 2) • Writes a list using a comma to separate items such as tasks for the day (Week 3) • Writes own news: Capital letters and full stops (Week 4) • Builds own wordbank, personal dictionary (Week 4) • Contributes ideas / words to a story (Week 6) • Lower and upper case letters (Week 6) • Writes legibly and correctly (Week 6) • Writes words with correct spacing between letters and words (Week 6) 	

<u>LIFE SKILLS</u>	<u>Beginning Knowledge and Personal and Social Wellbeing</u>
	<ul style="list-style-type: none"> • Learners sort through list to draw healthy food people need to live (Week 1) • Identify items people need to live (Week 2) • Learners take responsibility in a group (Week 3) • Make a thank you card (Week 4) • Identify differences between self and others (Week 5) • Suggest changes to make it easier for people to move around (Week 6)
	<u>Visual Arts</u>
	<ul style="list-style-type: none"> • Understands the concept of overlapping shapes (Week 1) • Names the secondary colours (Week 2) • Draws themselves and their friends with differences (Week 2)
	<u>Performing Arts</u>
	<ul style="list-style-type: none"> • Singing songs using unison while employing body percussion to keep a steady beat
<u>Physical Education</u>	
<ul style="list-style-type: none"> • The learner moves in different ways (under / over / around) • The learner completes an obstacle course • The learner follows instructions • Overall competence and general participation 	