

Every child is a National Asset

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

MATHEMATICS GRADE 6

Implementation: January 2021



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

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 6** 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

Summary: Amendments to the Content 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 |

Summary: Amendments to the Content Overview for the Phase

| Grade 4 | Grade 5 | Grade 6 |
|---|----------------|---|
| TEMPERATURE | | |
| | Removed | Removed |
| COLLECT, ORGANISE, REPRESENT, SUMMARISE AND INTERPRET DATA | | |
| Removed | Removed | <ul style="list-style-type: none"> 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 6

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 6 hrs. |
| 1.1 Whole numbers: Addition and subtraction | 2 | Merged and done once | 1 | Merged and will be done once Reduced from 15 hrs. to 12 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 Increased from 10 hrs. to 12 hrs. |
| 1.1 Whole numbers: Division | 2 | Merged and done once, in depth | 1 | Merged and will be done once |



Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|----------------------------|------|--|------|--------------------------------------|
| | Term | Amendment | Term | Amendment |
| 1.2 Common Fractions | 1 | Taught in Term 1 | 2 | Moved from Term 1 to Term 2 |
| 1.3 Decimal fractions | 3 | Moved from Term 2 to Term 3 due to lack of time in Term 2 | 2 | Increased from 10 hrs. to 12 hrs. |



Patterns Functions and Algebra

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|------------------------------|------|--|------|-------------------------------|
| | Term | Amendment | Term | Amendment |
| 2.1 Numeric Patterns | 4 | Merged with 2.2 , reduced from 11 hours to 9 hrs. and moved to Term 4 | 2 | Merged and moved to Term 2 |
| 2.2 Geometric patterns | 4 | Merged with 2.1 , reduced from 11 hrs. to 9 hrs. and moved to Term 4 | 2 | As in CAPS |
| 2.3 Number sentences | 1 | Taught in Term 1 | 2 | Merged and moved to Term 2 |

Space and Shape

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|----------------------------------|------|---|------|---|
| | Term | Amendment | Term | Amendment |
| 3.1 Properties of 2 D shapes | 3 | Moved from Term 2 to Term 4 | 3 | Merged and moved from Term 1 to Term 3 |
| 3.2 Properties of 3 D objects | 4 | Merged, reduced from 10hrs. to 5 hrs. and moved from Term 2 to Term 4 | 3 | Merged, reduced from 10 hrs. to 5 hrs. and moved from Term 2 to 3 |
| 3.3 Symmetry | | Removed | | Removed |

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|-------------------------------|------|----------------------------|------|----------------------------|
| | Term | Amendment | Term | Amendment |
| 3.4 Transformations | 4 | Merged and moved to Term 4 | 3 | Merged and moved to Term 3 |
| 3.5 Viewing of objects | | Removed | | 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 | Taught in Term 1 | 3 | Increased from 5 hrs. to 6 hrs. |
| 4.2 Mass | 4 | Taught in Term 1 | 4 | Increased from 5 hrs. to 6 hrs. and moved from Term 3 to Term 4 |
| 4.3 Capacity/Volume | 3 | Moved from Term 2 to 3 to incorporate decimals | 3 | Increased from 5 hrs. to 6 hrs. |

Summary: Content/Topics Amended

| Content/Topics | 2020 | | 2021 | |
|-----------------------------------|------|-------------------|------|---|
| | Term | Amendment | Term | Amendment |
| 4.4 Time | 1 | Taught in Term 1 | 4 | Increased from 4 hrs. to 6 hrs and moved from Term 1 to Term 4 |
| 4.5 Temperature | | Removed | 4 | Removed |
| 4.2 Perimeter, Area and Volume | 4 | Taught as in CAPS | | Increased from 7 hrs. to 9 hrs. and moved from Term 4 to Term 3 |



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 | 1 | Taught in Term 1 | 4 | Moved from Term 1 to Term 4 . Increased from 10 hrs. to 12 hrs. and merged with 5.3. |
| 5.3 Interpret, Analyse and report data | 1 | Taught in Term 1 | 4 | Moved from Term 1 to Term 4 . Increased from 10 hrs. to 12 hrs. and merged with 5.1 and 5.2. |
| 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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THANK
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