Noordwyk Primary School Assessment Plan Grade:2

Term:1 2019

Subject: Mathematics

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| No | Date | Assessment Task 1 | Total mark | Assessment Form |
| 1 | 17/01 | Groups and counts up to 100 objectsCompares and orders whole numbers up to 25, Decomposes two-digit numbers up to 25 into tens and ones e.g. 23 = 20 + 3; Reads and writes number symbols from 0 to 100 | 10 | Memo |
|  | 23/01 | Solves word problems in context involving addition, subtraction with answers up to 20 using one of the following• apparatus, • drawings, • building up and breaking down numbers, • number lines• doubling and halving, and explains own solution to problems | 10 | Memo |
|  | 25/01 | Recognises South African currency coins 5c, 10c, 20, 50c, R1, R2; R5 and notes R10, R20, R50; Solves money problems involving totals and change to R20 and in cents up to 50c cents | 10 | Memo |
|  | 31/01 | Does addition up to 20 using one of the following• apparatus, • drawings, building up and breaking down numbers, • number lines• doubling and halving, Writes a number sentence using +, = | 10 | Memo |
|  | 01/02 | Does subtraction up to 20 using one of the following• apparatus, • drawings,• building up and breaking down numbers, • number lines• doubling and halving Writes a number sentence using +, = | 10 | Memo |
| 2 | 04/02 | Completes number sequences of counting forwards and backwards• in ones from 0 - 100 e.g. 99, 98, 97, \_\_, \_\_, \_\_, 93, \_\_, 91, 90• in tens from 0 - 100 e.g. 10, 20, 30, \_\_, \_\_, \_\_, 70\_\_, \_\_, 100• in twos from 0 - 100 e.g. 80, 82, 84, \_\_, \_\_, 90, \_, \_\_, \_\_, \_\_\_, 100 | 10 | Memo |
|  | 05/02 | Recognises and names - • ball shapes (spheres), • box shapes (prisms) | 10 | Rubric |
|  | 08/02 | Recognises and names - circles, triangles, squares and rectangles | 10 | Rubric |
|  | 11/02 | Tells time on analogue clock in hours | 10 | Rubric |
|  |  | Estimates, measures, compares, orders and records lengths, widths or heights in metres | 10 | Rubric |
| 3 | 18/02 | **Formal Task** | 40 | Memo |

Subject : Afrikaans

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| No | Date | Assessment Task | TotalMark | Assessment Form |
| 1 | 14 -18/01 | **Luister en praat:*** Luister na eenvoudige vertelling en beantwootd eenvoudige vrae daaroor, byvoorbeeld: Wat het sy volgende gedoen?
* Demonstreer begrip van sekere basiese woordeskat deur na die mense in die prent te wys, of voer die aksie uit op ground van die onderwyser se versoek, byvoorbeeld: Gee voor dat jy hartsee/kwaad/ bly ensovoorts is. Wys in die prent na die hartseer mens.
 | 10 | Memo |
| 2 | 22/01 | **Lees:*** Lees ‘n kort teks saam met die onderwyser en volg die onderwyser se oog- en vinger-bewegings. (1 – 2 sinne per bladsy)
 | 10 | Rubriek |
| 4 | 06/02 | **Skryfwerk*** Voltooi drie sinne deur die ontbrekende woorde in te vul
 |  | Memo |
| 4 | 06/03 | **Formal Assessment** | 40 | Memo |

Subjects: Life -Skills

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|  | Date | Assessment Task | Total Mark | AssessmentForm |
| 1  | 18/01 | **Beginning Knowledge:**What we need to live• Different types of food - for growth, energy, health • Water - why we need water, sources of water, • Air - clean air •Sunlight - include protection from the sun | 10 | Memo |
| 2 | 22/01 | **Beginning Knowledge:**Myself and others• Friends - qualities of a good friend • People at school and at home include sharing, helping, showing respect.Dealing positively with conflict – include selfesteem and bullying. | 10 | Memo |
| 3 | 01/02 | **Creative Arts: performing arts**Everyone is special • Creating short scenes based on appropriate topics, focusing on storyline • Creating appropriate characters: show differences between characters and character’s point of view in short scenes• Rhythm patterns using key words from selected topics such as people at work: ‘woodcutter’ chop-chop-chop, ‘butcher’ = slice-slice, and others • Using above examples to explore appropriate tempo and dynamics such as: ‘chop-chop-chop’ will be loud an fast, ‘slice slice’ will be quiet and slow • Learn movements from a South African dance, such as gumboot dancing, and others. | 10 | Rubric |
| 4 | 31/01 | **Creative Arts: visual arts**Create in 3D constructing : UseClay to make and decorate containers. | 10 | Rubric |
| 5 | 28/01 | **Physical Education:**Obstaclecourse: Balance, Rhythm - Balance coordination locomotor •Play an indigenous game, e.g.Upuca , •Potato races, •Egg-and-spoon races –balance a small ball on a large spoon , Perceptual motor, •Throwing bean bags up in the air and catching them, • Throwing and hitting balls in pairs , rhythm • Jump over ropes that are placed parallel to one another - repeat and move ropes further apart • Rope skipping, Co-ordination - • Throwing bean bags to a partner•Passing ball under legs with learners standing one behind the other Balance - •Work in pairs, face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards, soles of feet together• Repeat standing up, using hands to push against one another with feet flat on the ground• Balancing a bean bag on different parts of the body while walking on a straight line• Control, co-ordination and balance exercises spatial orientation• Stretch and curl – make body as tall and as small as possible, as long and as short as possible laterality• Introduce activities using the non-dominant body part, arms and legs. | 10 | Rubric |
| 6 | **Formal assessment task** | 50 | Memo |