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 objects  Compares 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 | Total  Mark | 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 | Assessment  Form |
| 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 : Use  Clay 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 |