



GRADE 4

Mathematics

Teacher Toolkit:

CAPS Planner and Tracker

2021 TERM 1





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A. ABOUT THE CURRICULUM AND ASSESSMENT PLANNER AND TRACKER

1. Your quick guide to using this planner and tracker



What is the NECT and where do I fit in?

What you do matters! What you do every day as a teacher can change the life-chances of every child that you teach. The NECT supports teachers by providing CAPS planners and trackers so that teachers can plan to cover the curriculum, track progress, and seek help when they are falling behind.



But who will help me?

The NECT will work with your school management team (SMT) and assist them to have supportive and professional conversations with you about curriculum coverage that will be orientated to identifying and solving problems.



I have looked at the planner and tracker. It goes too fast!

The CAPS planner and tracker is an expanded ATP. It helps you pace yourself as if you were able to cover everything in the ATP/CAPS. When you fall behind because time has been lost, or because the learners are progressing slowly, you need to confidently discuss this with your teaching team without feeling blamed. The pace of coverage will be determined by the pace of learning. That is why coverage must be tracked by the teacher and the SMT.



How do I use the planner and tracker?

See the "**Quick 5-step Guide to Using the CAPS Planners and Trackers**" on the opposite page.





QUICK 5-STEP GUIDE TO USING THE CAPS PLANNERS AND TRACKERS

1. Find the textbook that YOU are using.

2. Use the planning page each week to plan your teaching for the week. It will help you link the CAPS content and skills to relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbook.

3. Keep a record of the date when you were able to complete the topic. It may be different from the date you planned, and for different classes. Write this date in the column on the right for your records.

4. At the end of the week, reflect and check if you are up to date. Make notes in the blank space.

5. Be ready to have a professional and supportive curriculum coverage conversation with your HoD (or subject or phase head).

The CAPS planners and trackers also provide guidelines for assessment with samples, and may also have enrichment and remedial suggestions. Read the introduction pages carefully for a full explanation.





2. Purpose of the tracker

The Grade 4 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each lesson of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 4 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each lesson is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. However, the tracker assists you by giving details, which are not given in the CAPS, about what should be taught in each lesson. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to do so.

4. Links to the approved sets of LTSMs

The tracker coordinates the CAPS requirements with the content set out in the approved Learner's Books and Teacher's Guides. There is a tracker for each of the Learner's Books on the list of approved books on the national catalogue. You must therefore refer to the tracker for the book that is used by learners at your school. If you have copies of other Learner's Books, you can of course refer to these too,

for ideas for teaching the same content in a different way – but you must be sure to cover the content systematically. For each Learner's Book, links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for teachers to access the correct resources.

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. Exercises from which you should **select** examples are marked by the symbol (*) in the Learner's Book activities (*LB act.*) column in the tracker. In some instances, the Learner's Books do not have adequate activities for learners to consolidate work done on a topic and in these cases, we recommend that you supplement the recommended activities using the DBE worksheet and pages given in the *DBE workbook* column or other resources. The symbol (#) is marked in the Learner's Book activities (*LB act.*) column in these cases. The symbols (*) and (#) are given in the heading for the weeks where we suggest you need to select or supplement activities.

The tracker uses the latest print editions of the eight approved Learner's Books. It is important to note that page numbers may differ slightly from other print runs of the same Learner's Book. If the page numbers in your edition are not the same as those given in the tracker, you should use the activity/exercise numbers given in the tracker to guide you to the correct pages. These should only be a page or two different from those given in the tracker.

5. Links to the DBE workbooks

The tracker gives links to the DBE workbooks relevant to the content described for each lesson. The worksheets in the DBE workbooks are referred to by worksheet number and page. These workbooks should be used in conjunction with the Learner's Book activities as mentioned above. You should review them before each lesson and decide how best to use them – for teaching, revision, extension or for consolidation, in class or for homework.

Please note: The trackers refer to the 2017 edition of the DBE workbooks. The workbooks change very little from year to year and so the same pages are likely to be relevant in subsequent years. However, if you are using a different edition, you should check that the page being referred to is still appropriate for the work being done.





6. Managing time allocated in the tracker

The CAPS prescribes 6 hours of Mathematics per week in Grade 4. The tracker makes provision for 6 lessons per week, each about 60 minutes long. As each school will organise its timetable differently, you might have to divide the sessions in the tracker slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

In this tracker, the CAPS content has been arranged to be taught and assessed in a 9.5 week term with 58 lessons. By detailing the work to be done in each lesson, the tracker helps you do this. It is thus very important that you keep *on track*. Remember that learners should do some work at home; this has not been specified in the tracker.

Please note that if Term 1 in the year in which you are using this tracker is longer or shorter than 9.5 weeks, you will need to adjust the pace of work accordingly. It is important that you check this at the start of the term.

7. Sequence adherence

The content in the programme of lessons has been carefully sequenced, and it is therefore important that lessons are not skipped. Should you miss a Mathematics lesson for any reason, or should you be going at a slower pace, you should continue the next lesson from where you last left off. Do not leave a lesson out to get back *on track*. You may need to speed up the pace of delivery to catch up the lesson schedule. To do this you could cut out or cut back on some of the routine activities like mental Mathematics or homework reflection to save time until you are back *on track* for curriculum coverage.

8. Links to assessment

The tracker indicates where in the series of lessons the CAPS formal assessment activities are to be done and when feedback should be given. The CAPS states that **tests, examinations, projects, assignments and investigations are recommended for Mathematics** (p. 294). The overview of the term indicating where the assessments will be done is provided in a table for easy reference. The actual task and the date for the assignments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. Some Learner's Books offer more than one assessment activity other than a test. In this case, the tracker identifies which one

should be used for the formal Term 1 assignment. You should use the Learner's Book assignment with due diligence making sure that you personalise it and supplement it using other Learner's Books or ANA past papers and exemplars if necessary in order to be sure that it fulfils the CAPS requirements for the term assignment.

A term test with a marking memorandum has been included to use, regardless of the Learner's Book you are using. We recommend that your learners write this test in Week 9. You should use this test in conjunction with your provincial assessment programme. Most of the Learner's Books provide term tests. These may be used for revision or for informal assessments. Tests provided in each Teacher's Guide could be used for formal assessment as learners will not have access to these before they write the test. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

A suggested mark record sheet is provided in Section D *Assessment Resources* for you to copy and complete for all the learners in your class. This records the marks of the formal assessment that you carry out in the term. You may prefer to use your own mark sheet created using your class list. In addition to the prescribed formal assessment, you should also include some informal assessment to help you and the learners gain insight into how they are progressing. Although marks do not have to be recorded for such assessments, you might like to record some marks that are awarded or key comments for your own interest.

9. Resources

The tracker clearly lists which resources you will need each day in order to deliver the lesson. Several of the Learner's Books and Teacher's Guides provide printable resources that you could copy for your learners to use with the lessons from that specific book.

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books that are part of the *Jika iMfundo* maths toolkit for the Intermediate Phase and Grade 7. These books are:

- *Mental Maths Activities and Printable Resources*
- *Remediation and Enrichment Activities*

Where appropriate, reference is made to these books in the tracker, but you should look through them carefully to see for yourself how you might make best use of them.

Teachers for Grades 4-7 will receive these books once. They will not be redistributed each year as the trackers are.





Teachers in Grade 4 will receive a copy of the maths dictionary. This is really a Foundation Phase resource, but will be useful in Grade 4 as learners make the transition from instruction in their home language to instruction in English.

Section D of the tracker has resources for assessment as discussed in Point 7 above.

B. LESSON PREPARATION KEY STEPS

The tracker provides a detailed programme to guide you through the daily content you need to teach to your class, and when to do formal assessments. You are still required to draw up your own lesson plans. It will be a good idea to agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and to submit your plans to your head of department for quality assurance. To deliver the lessons successfully **you must do the necessary preparation yourself**. Bear in mind that your lessons will not succeed if you have not prepared properly for them. This entails a number of key steps, such as those noted below.

1. **Review the term focus:** Start by looking at the CAPS and *familiarising* yourself with the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your Mathematics lessons during the term.
2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the tracker. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every day (e.g., counters, number boards, paper cut-outs, examples of shapes, etc.).
 - If you do not have all the necessary resources readily available, see how best you can improvise, e.g., ask learners to collect bottle tops or small stones to be used for counting or make your own flash cards/number boards using pieces of cardboard and a marker pen.
 - Collect necessary items from home (e.g., bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
 - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
 - Also make sure you have chalk or marking pens so that you can use your

chalk or whiteboard as needed. If you have digital resources, check that they are in working order.

- Check the assessment programme so you can prepare any resources, such as test papers, needed for formal assessment so that learners can settle down and begin working promptly.
3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?
 - **Prepare a short introduction** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.
 - **Make sure you have prepared for the teaching of the concepts before you teach.** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find useful resources in the *Remediation and Enrichment Activities* book.
 - Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
 - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria.
www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
 - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper*



6. *Special needs education: Building an inclusive education and training system.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/
[Inclusive Education](#)

- You will also find helpful information and resources in the *Remediation and Enrichment Activities* book.
4. **Plan the steps in your lesson and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written.

Step 1: Mental Mathematics (5–10 minutes): This is the start-up activity for each lesson and should not take more than five to ten minutes. The purpose of this activity is to focus on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. *Each day you need to prepare for the mental mathematics activities.* This is a mental activity for the learners. If the mental Mathematics activities are in your Learner’s Book (which is the case with some of them), then you do not need to copy the mental Mathematics work for the learners. If the mental Mathematics activities are in the Teacher’s Guide, then you will need to make photocopies for the learners. Learners should do mental Mathematics orally most lessons, but they could do it in written form once a week (choose a set day, for example Friday, on which you do written mental Mathematics on a weekly basis) so that there is some record of your daily mental Mathematics activities. You will find many ideas for Mental Mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the maths toolkit.

Learners should not use concrete material to work out the answers in mental Mathematics. If learners need to, let them use their fingers as a concrete aid during mental Mathematics, but make a note of which learners are doing this and then spend time with them during remediation to help them with the basic skills.

Mental Mathematics skills improve hugely through repeated activity and enable learners to perform higher level tasks with greater ease.

Step 2: Homework review/reflection (10 minutes): This is the second activity of the lesson. We recommend that you take about ten minutes to remediate and correct the previous lesson’s homework. Read out answers to all of the homework

questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners’ books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous lesson’s work. Allow learners the opportunity to write corrections as needed.

Step 3: Lesson content – concept development (15 minutes): This is the third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner’s Book or Teacher’s Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

Step 4: Classwork activity (20 minutes): This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner’s Book or DBE workbook. These activities allow them to practice their mathematics and problem solving skills. It is important that you *prepare yourself for the classwork activity* – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the *exercises given in the various LTSMs vary greatly in length* and you need to make this selection in advance. Ensure that all types of activities or concepts are covered each lesson so that you can give quick and clear instructions to your learners about which exercises they should do.

Depending on your learners and the activities, you could go over one or two of the classwork activities orally with the whole class before allowing the learners to work independently. Allow the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. Remember not to give your learners more work than you are able to control and mark. Also encourage them, where appropriate, to write their answers and to show their working neatly and systematically in their workbooks. Plan the timing of the lesson so that you and the learners can go over the classwork together and they can do corrections in the lesson.





If you require your learners to work in groups, carefully assign learners to groups in such a way that there are learners with mixed abilities who can assist each other in each group.

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the mental Mathematics activities, how they manage the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class are busy working through the classwork activities, you should spend some time with those that need extra support and help them to work through the remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them the enrichment activities to do.

Step 5: Allocate homework (5 minutes): This is the fifth and final activity of the lesson. In this step you should tell the learners about the homework for the lesson and make sure they know what is expected of them and understand what it is that they have to do.

For homework, you can select a few questions from the daily classwork in their Learner's Books and ask the learners to complete them at home or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

5. **After each lesson, reflect on how it went:** Each week there is a reminder to you that you should note your thoughts about the day's lesson. You will use these notes as you plan and prepare for your teaching.



C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. Fabulous Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.





Fabulous Mathematics Week 1										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
1		REVISION OF PREVIOUS WORK								
2		REVISION OF PREVIOUS WORK								
3		REVISION OF PREVIOUS WORK								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD: _____ Date: _____</p>					



Fabulous Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 2 Act. 1	Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers): Counting and representing numbers	37	1–2	19–21	10–11	No. 1a, 1b (pp. 2–5)	MM from LB, grid paper (TG p. 219, also No. 20), number lines (No. 5)					
5	LB p. 2 Act. 2	Place value: Expanded notation; ordering and comparing;		3–4	21–24	12–13	No. 2–3 (pp. 6–13)	MM from LB, Dienes blocks or flard cards (No. 4)					
6	LB p. 2 Act. 2	Place value: odd and even numbers; rounding off		5–7	21–24	12–13	No. 3–5 (pp. 6–13)	MM from LB, Dienes blocks or flard cards (No. 4)					
7	p. 86 Act. 1	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) Counting and representing numbers	68	1–4	100–103	MM 60, 67–69	No. 25–26 (pp. 76–78)						
8	221 112 Ans. 181	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Pair work	92	*1-4	130-133	66-67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards/place value cards (No. 4)					
9	221 112 Ans. 181	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Individual work	92	*5-9	130-133	66-67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards/place value cards (No. 4)					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:





Fabulous Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	Q. 233–239 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
11	Q. 239–247 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits, rounding off numbers	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
12		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
13		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		Revision on covered work						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							



Fabulous Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 3 Act. 3	Number sentences: Addition and subtraction as inverse operations; true or false; operators	39–42	1–2	25–27	14–15	No. 6a, (pp. 14–17)	MM from LB, flard cards (No. 4)					
17	LB p. 3 Act. 3	Number sentences: Addition and subtraction as inverse operations; true or false; operators	39–42	3–4	25–27	14–15	No. , 6b (pp. 14–17)	MM from LB, flard cards (No. 4)					
18	LB p. 3 Act. 4	Complete number sentences: Working with zero; addition and subtraction; commutative properties; breaking down numbers; rounding off		*5–7	22–32	15–17	No. 7a, (pp. 18–21)	MM from LB, counters					
19	LB p. 3 Act. 4	Complete number sentences: Working with zero; addition and subtraction; commutative properties; breaking down numbers; rounding off		*7–10	22–32	15–17	No. 7b (pp. 18–21)	MM from LB, counters					
20	LB p. 3 Act. 5	Complete number sentences; write number sentences to describe problem situations					No. 8a, (pp. 22–23), No. 11 (pp. 38–39)	LB p. 3 Act. 5					
21	LB p. 3 Act. 5	Complete number sentences; write number sentences to describe problem situations					No. , 8b (pp. 23–25), No. 12 (pp. 38–39)	LB p. 3 Act. 5					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



Fabulous Mathematics Week 5

Fabulous Mathematics Week 5										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
									Date completed	
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)		
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)		
24		Revision on covered work						<i>Remediation and Enrichment Activities</i> (see toolkit book)		
25		FORMAL ASSESSMENT TASK ASSIGNMENT <ul style="list-style-type: none"> • Whole number • Number sentence 								
26		FORMAL ASSESSMENT								
27		FORMAL ASSESSMENT								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>				
						HOD:		Date:		



Fabulous Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 4 Act. 6	Whole numbers: Addition and subtraction (up to 3-digit numbers): Different strategies	43–45	1	36	19–20	No. 7a (p. 18)	MM from LB, numbers grid (No.3)					
29	LB p. 4 Act. 6	Different methods of addition: Breaking down numbers; rounding off and compensating		2	36–37	20–21	No. 7b (pp. 20–21)	MM from LB					
30	LB p. 4 Act. 6	Different methods of addition rounding off and compensating		2	36–37	20–21	No. 7b (pp. 20–21)	MM from LB					
31	p. 60	Addition of 4-digit numbers		3	63	37	No. 30a–b (pp. 86–89)	MM from LB, base 10 apparatus TG p. 144, number lines TG p. 139 (also No. 5)					
32	LB p. 4 Act. 6	Addition: Recapping methods		3	38	21–22	No11b (pp. 34–37)	MM from LB, number lines (No. 5)					
33	LB p. 4 Act. 6	Addition: Recapping methods		3	38	21–22	No11b (pp. 34–37)	MM from LB, number lines (No. 5)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
34	LB p. 5 Act. 8	Subtraction: Different methods		4 no. 6–8	39–40	23		MM from LB					
35	LB p. 5 Act. 9	Subtraction: Recapping methods		5	40–41	23–24	No. 10a, 10b (pp. 30–33)	MM from LB					
36	LB p. 6 Act. 10	Subtraction: Recapping methods continued		5	40–41	24	No. 11a, 11b (pp. 34– 37)	MM from LB					
37	p. 86 Act. 2	Whole numbers: Addition and subtraction of 4-digit numbers Revision of methods for addition	69–71	1	104	MM 60, 70	No. 30a–b, 31 (pp. 86–91)	MM from LB, charts on wall of each method for addition and subtraction, all apparatus					
38	p. 86 Act. 3	Revision of methods for subtraction		2	105	MM 60, 71	No. 32a–b, 33 (pp. 92–96)	MM from LB, all apparatus					
39	p. 86 Act. 4	Estimate, calculate and find the difference		3: 1–2	105– 106	MM 61, 72		MM from LB, all apparatus					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Fabulous Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	p. 87 Act. 5	Methods of addition and subtraction including estimated answer and inverse check		3: 3-4	106-107	MM 61, 72		MM from LB, all apparatus					
41	115-122 145-159	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers	93	1 1-3	171	134		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
42	115-122 145-159	Adding and subtracting	93	1 4-6	171-172	134-135	No. 78a (pp. 32-33)						
43	TG A. 170 LB Q. 200	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits	107	1	217	179	No. 106(pp. 102-103) No. 107(pp. 104-105)	TG A. 170 LB Q. 200					
44	p. 87 Act. 6	Problem solving in context using addition and subtraction		5	107	MM 61, 73		MM from LB					
45	LB p. 6 Act. 10	Revision :problems in context		Rev.	41	24		MM from LB					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Fabulous Mathematics Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
46		REVISION ON WORK COVERED												
47		REVISION ON WORK COVERED												
48		REVISION ON WORK COVERED												
49		REVISION ON WORK COVERED												
50		REVISION ON WORK COVERED												
54														
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: Date:</p>							



Fabulous Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
53		REVISION ON WORK COVERED												
54		REVISION ON WORK COVERED												
55		REVISION ON WORK COVERED												
End-of-term reflection														
<p>Think about and make a note of:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p> </div> <div style="width: 48%;"> <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p> </div> </div>														
HOD:								Date:						

2. Oxford Headstart Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.



Oxford Headstart Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class					
									Date completed					
1		REVISION ON PREVIOUS WORK												
2		REVISION ON PREVIOUS WORK												
3		REVISION ON PREVIOUS WORK												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							



Oxford Headstart Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 8 no. 1–2	Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers)	37	1–4	9–13	28–32	No. 1a, 1b (pp. 2–5)	MM from LB, counters, abacus, counting grid (LB p. 9; No. 3), Dienes blocks or flard cards (see No. 4)					
5	LB p. 8 no. 1–2	Whole numbers: Comparing, representing and place value (3-digit numbers)	37	1–4	9–13	28–32	No. 1b (pp. 2–5)	MM from LB, counters, abacus, counting grid (LB p. 9; No. 3), Dienes blocks or flard cards (see No. 4)					
6	LB p. 8 no. 3–5	Expanded notation; comparing and ordering numbers		5–8	13–16	32–35	No. 2, 3 (pp. 6–9)	MM from LB, ice-cream tub of numbers (prepare beforehand)					
7	p. 88 A1–5 B1–5	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) Place value and expanded notation	68	1–2	89–90	113–115	No. 25–26 (pp. 76–78) flard cards cut-out	MM from LB, counters, abacus, Dienes blocks or flard cards – 4-digits (No. 4)					
8	230 191	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Pair work	92	*1, 2 and 3	192-193	230-233	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Dienes blocks, flard cards/ place value cards (No. 4), counters, abacus. Structured, semi-structured and empty number lines (No. 5)					
9	230 191	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Individual	92	* 2 and 3	192-193	230-233	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Dienes blocks, flard cards/ place value cards (No. 4), counters, abacus. Structured, semi-structured and empty number lines (No. 5)					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Oxford Headstart Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
10	234 195	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Estimating answers by rounding off to 10, 100 and 1 000	93	*1, 2	196- 198	235- 238		Flard cards (No. 4)					
11	234 195	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Estimating answers by rounding off to 10, 100 and 1 000	93	* 2 and 3	196- 198	235- 238		Flard cards (No. 4)					
12	p. 88 C1-5 D1-5	Comparing and ordering numbers Odd and even	68	3-5	91-93	115- 117		MM from LB, flard cards (also No. 4), ice-cream tub of numbers (prepare beforehand), old newspapers with prices of items in the required range					
13		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION WORK											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						

Oxford Headstart Mathematics Week 4

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 17 no. 1–2	Number sentences: Solve and complete number sentences	39–42	1	18	37	No. 6a, (pp. 14–17)	MM from LB					
17	LB p. 17 no. 1–2	Number sentences: Solve and complete number sentences	39–42	1	18	37	No. 6b (pp. 14–17)	MM from LB					
18	LB p. 17 no. 4	Complete number sentences by creating patterns, addition and subtraction		2–3	19	38	No. 7a (p. 19)	MM from TG					
19	LB p. 17 no. 4	Complete number sentences by creating patterns, addition and subtraction		2–3	19	38	No. 7a (p. 19)	MM from TG					
20	LB p. 17 no. 5	Number sentences: Addition and subtraction		4–5	20	40–41	No. 7b (pp. 20–21)	MM from TG					
21	LB p. 17 no. 5	Number sentences: Addition and subtraction(contd)		4–5	20	40–41	No. 7b (pp. 20–21)	MM from TG					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			



Oxford Headstart Mathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
22	LB p. 22 no. 3	Solving problems in different contexts		6	30–31	52	No. 8a, 8b (pp. 20–25)	MM from TG					
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
25		FORMAL ASSESSMENT TASK ASSIGNMENT • Whole number • Number sentence											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			



Oxford Headstart Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 21 no. 1	Whole numbers: Addition and subtraction (up to 3-digit numbers); rounding off to the nearest 10 and 100	43–45	1–2	23–24	43–45	No. 4, 5 (pp. 10–13)	MM from LB, groups of objects, e.g. paper clips/ beans (bring from home), flard cards (No.40)					
29	LB p. 21 no. 1	Rounding off and doubling		3	25	45	No. 4(p. 11), No. 7b (pp. 20–21)	MM from LB					
30	LB p. 22 no. 2	Addition of 2-digit numbers by breaking down numbers		4	26–27	45–47	No. 11a, 11b (pp. 33–37)	MM from LB					
31	LB p. 22 no. 3	Addition of 3-digit numbers		5	28–30	48–51	No. 12 (pp. 38–39)	MM from LB					
32	LB p. 22 no. 3	Solving problems in different contexts		6	30–31	52	No. 8a, 8b (pp. 20–25)	MM from TG					
33	LB p. 22 no. 4	Subtraction of 2-digit numbers by breaking down numbers; solving problems		7–8	32–34	53–56	No. 9a, 9b (pp. 26–29)	MM from LB					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Oxford Headstart Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	LB p. 22 no. 5	Solving problems in different contexts		10	37–38	60–62	No. 10a–12 (pp. 30–39)	MM from LB					
35	p. 86 Act. 2	Whole numbers: Addition and subtraction of 4-digit numbers Revision of methods for addition	69–71	1	104	MM 60, 70	No. 30a–b, 31 (pp. 86–91)	MM from LB, charts on wall of each method for addition and subtraction, all apparatus					
36	p. 86 Act. 3	Revision of methods for subtraction		2	105	MM 60, 71	No. 32a–b, 33 (pp. 92–96)	MM from LB, all apparatus					
37	p. 86 Act. 4	Estimate, calculate and find the difference		3: 1–2	105–106	MM 61, 72		MM from LB, all apparatus					
38	p. 87 Act. 5	Methods of addition and subtraction including estimated answer and inverse check		3: 3–4	106–107	MM 61, 72		MM from LB, all apparatus					
39	115-122 145-159	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers	93	1 1-3	171	134		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Oxford Headstart Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	115-122 145-159	Adding and subtracting	93	1 4-6	171- 172	134- 135	No. 78a (pp. 32-33)	115-122 145-159					
41	TG A. 170 LB Q. 200	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits	107	1	217	179	No. 106(pp. 102–103) No. 107(pp. 104–105)	TG A. 170 LB Q. 200					
42	p. 87 Act. 6	Problem solving in context using addition and subtraction		5	107	MM 61, 73		MM from LB					
43	p. 87 Act. 6	Problem solving in context using addition and subtraction		5	107	MM 61, 73		MM from LB					
44		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
45		REVISION ON WORK COVERED						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Oxford Headstart Mathematics Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
46		REVISION ON WORK COVERED												
47		REVISION ON WORK COVERED												
48		REVISION ON WORK COVERED												
49		REVISION ON WORK COVERED												
50		REVISION ON WORK COVERED												
51														
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>								<p>What will you change next time? Why?</p>						
								<p>HOD: _____ Date: _____</p>						





Oxford Headstart Mathematics Week 10										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
									Date completed	
51		REVISION ON WORK COVERED								
52		REVISION ON WORK COVERED								
53		REVISION ON WORK COVERED								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD: _____ Date: _____</p>					



3. Oxford Successful Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in

a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

Teacher Toolkit: CAPS Planner and Tracker 2019 Term 1 **31**



The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.





Oxford Successful Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1		REVISION ON PREVIOUS WORK											
2		REVISION ON PREVIOUS WORK											
3		REVISION ON PREVIOUS WORK											

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Oxford Successful Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 10 1.1	Whole numbers: Counting, ordering, comparing, representing and place value (3 digit-numbers): Counting and representing numbers; place value	37	1-2	10-13	38-40	No. 1a, (pp. 2-3)	MM from LB, number grid (LB), (no.3)					
5	LB p. 10 1.1	Whole numbers: Counting, ordering, comparing, representing and place value (3 digit-numbers): Representing numbers; place value	37	1-2	10-13	38-40	No. 1b (pp. 3-5)	MM from LB, number grid (LB), (no.3)					
6	LB p. 10 1.1	Comparing and ordering numbers; odd and even numbers		3-5	13-15	40-42	No. 2, 3 (pp. 6-9)	MM from LB, Dienes blocks or flard cards (No.4), abacuses, counters/counting beads					
7	p. 76 2.1	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers): Counting and representing numbers; place value	68-71	*1*	76-79	88-90	No. 25 (pp. 76-78)	MM from LB, Dienes blocks or flard cards (No. 4), abacuses, counters/counting beads*Select					
8	p. 76 2.1	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers): Counting and representing numbers; place value	68-71	*2*	76-79	88-90	No. 26 (pp. 76-78)	MM from LB, Dienes blocks or flard cards (No. 4), abacuses, counters/counting beads*Select					
9	#153	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Pair work	92	*1-2	*153-159	141-143	No. 76(pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards (No. 4) Dienes blocks					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Oxford Successful Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	#153	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits (contd) Individual work	92	*2-4	*153-159	141-143	No. 76(pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards (No. 4) Dienes blocks					
11	# TG p. 173 LB p. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1	208-210	174-175	No. 105 (pp. 100-101)	Number lines (No. 5), abacuses, flard cards (units, tens, hundreds, thousands, tens of thousands) (No. 4)					
12	# TG p. 173 LB p. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	106	2	208-210	174-175	No. 105 (pp. 100-101)	Number lines (No. 5), abacuses, flard cards (units, tens, hundreds, thousands, tens of thousands) (No. 4)					
13		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION WORK						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							

Oxford Successful Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 16 1.2	Number sentences: Completing number sentences	39–42	1	16–18	43–45	No. 6a, (pp. 14–17)	MM from LB					
17	LB p. 16 1.2	Number sentences: Completing number sentences	39–42	2	16–18	43–45	No. 6b (pp. 14–17)	MM from LB					
18	LB p. 17	Complete number sentences by creating patterns, addition and subtraction		2–3	19	38	No. 7a (p. 19)	MM from TG					
19	LB p. 17 no. 4	Complete number sentences by creating patterns, addition and subtraction		2–3	19	38	No. 7a (p. 19)	MM from TG					
20	LB p. 17 no. 5	Number sentences: Addition and subtraction		4–5	20	38	No. 7b (pp. 20–21)	MM from TG					
21	LB p. 17 no. 5	Number sentences: Addition and subtraction(contd)		4–5	20	38	No. 7b (pp. 20–21)	MM from TG					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
HOD:							Date:						



Oxford Successful Mathematics Week 5

Oxford Successful Mathematics Week 5													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
22	LB p. 22 no. 3	Solving problems in different contexts		6	30–31	52	No. 8a, 8b (pp. 20–25)	MM from TG					
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
25		FORMAL ASSESSMENT TASK ASSIGNMENT <ul style="list-style-type: none"> • Whole number • Number sentence 											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD: _____ Date: _____							



Oxford Successful Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 16 1.2	Commutative and associative properties for addition and subtraction		3	18–19		No. 7a–b (pp. 18–21)	MM from TG					
29	LB p. 16 1.2	Addition and subtraction as inverse operations; bonds		4–5	19–20	45–46	No. 9a 27), No. 29(pp. 81–85)	MM from TG					
30	LB p. 21 1.3	Addition of 3-digit numbers using different methods		3	24–25	50–51		MM from LB					
31	LB p. 21 1.3	Addition of 3-digit numbers continued		3	24–25	50–51		MM from LB					
32	LB p. 26 1.4	Subtraction of 2-digit numbers by breaking down numbers		1	26–27	51–53	No. 9a–b (pp. 26–29)	MM from LB, number lines (No.5)					
33	LB p. 26 1.4	Subtraction of 2-digit numbers by breaking down numbers(contd)		1	26–27	51–53		MM from LB					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
<p>HOD:</p>						<p>Date:</p>							



Oxford Successful Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	LB p. 26 1.4	Subtraction of 3-digit numbers using different methods		2	28	54–55		MM from LB					
35	LB p. 26 1.4	Subtraction of 3-digit numbers continued, solving problems in contexts		2–3	28–29	54–56	No. 10a–12 (pp. 30–39)	MM from LB					
36	LB p. 21 1.3	Whole numbers: Addition and subtraction (up to 3-digit numbers): Addition of 2-digit numbers	43–45	1–2	21–24	47–49	No. 4–5 (pp. 10–13)	MM from LB, number lines (No.5)					
37	p. 80 2.2	Whole numbers: 3-4 digits Addition and subtraction Round off to the nearest 100		1	81	91–92	No. 28–27 (pp. 80–82)	MM from LB					
38	p. 80 2.2	Add 4-digit numbers. Method 1: Breaking down both numbers Method 2: Breaking down the second number Method 3: Subtracting using tens		2	81–83	92–94	No. 30a–b and 31 (pp. 86–90)	MM from LB					
39	p. 80 2.2	Subtract 4-digit numbers. Method 1: Breaking down both numbers Method 2: Breaking down the second number Method 3: Breaking down both numbers using counterbalance.		3: 1–4	84	94–95	No. 32a–b and 33 (pp. 92–96)	MM from LB					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



Oxford Successful Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	#153	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers Rounding off to estimate	93	5	158	144	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	Counting grids (No. 3), counters and flard cards (No. 4) must be available at all times					
41		Word problems		6	159	144							
42	# TG p. 173 LB p. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Methods 1 to 3	107	2 (cont.)	211	176	No. 106 (pp. 102–103)	# TG p. 173 LB p. 208					
43	# TG p. 173 LB p. 208	Addition table for hundreds and thousands	107	3	213	176	No. 108 (pp. 106–107)	Photocopy Table 1 and 2 for each learner to fill in					
44	# TG p. 173 LB p. 208	Problem solving with addition and subtraction	107	3 (cont.)	214	177	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Wall chart with vocabulary used for the four operations (No. 1)					
45		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					

Reflection



Oxford Successful Mathematics Week 9

Oxford Successful Mathematics Week 9										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
									Date completed	
46		REVISION ON WORK COVERED								
47		REVISION ON WORK COVERED								
48		REVISION ON WORK COVERED								
49		REVISION ON WORK COVERED								
50		REVISION ON WORK COVERED								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>				
						<p>HOD: _____ Date: _____</p>				





Oxford Successful Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
41		REVISION ON WORK COVERED												
52		REVISION ON WORK COVERED												
53		REVISION ON WORK COVERED												

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



4. Platinum Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.



Platinum Mathematics Week 1										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MMActivities and Printable Resources</i> book</small>	Class	
									Date completed	
1		REVISION ON PREVIOUS WORK								
2		REVISION ON PREVIOUS WORK								
3		REVISION ON PREVIOUS WORK								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD: _____ Date: _____</p>					



Platinum Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
4	TG p. 172	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)	37	1.1 1.2	4-5	3-5	No. 1a (pp. 2-5)	MM from TG, counters, beads, counting grids (LB p. 209, No. 3), flard cards (No. 4)					
5	TG p. 172	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) contd	37	1.1 1.2	4-5	3-5	No. 1b (pp. 2-5)	MM from TG, counters, beads, counting grids (LB p. 209, No. 3), flard cards (No. 4)					
6	TG p. 172	Rounding off to the nearest 10; comparing and ordering numbers		1.3	6-7	5-7	No. 2, 3, (pp. 6-11)	MM from TG, flard cards (No. 4)					
7	TG p. 172	Rounding off to the nearest 10; comparing and ordering numbers(contd)		1.4	6-7	5-7	No. 3,4 (pp. 6-11)	MM from TG, flard cards (No. 4)					
8	p. 184	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) Compare whole numbers. Place value and rounding	68	10.1- 10.3	54-55	45-47	No. 25, 26 (pp. 76-78) Flard cards, cut-out 2	MM from TG Copymaster 3, p. 140, flard cards (No. 4)					
9	Q and A 197-209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	92	22.1-3	114- 115	90-91	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)						
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Platinum Mathematics Week 3

* = Select # = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
10	Q and A 197-209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	92	22.1-3	114-115	90-91	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)						
11	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	32.1 32.2 32.1	154-155	121-122	No. 105 (pp. 100-101)	Flard cards (No. 4), ten section spinner (No. 19), set of number cards with 4-digit number ononeside and the numberwritten in words on the otherside					
12	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	106	32.1 32.2 32.1	154-155	121-122	No. 105 (pp. 100-101)						
13		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION WORK											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



Platinum Mathematics Week 4

Platinum Mathematics Week 4														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
16	TG p. 172	Number sentences: Solve and complete number sentences	39–42	2.1 2.2	8	8–9	No. 6a, 6b (pp. 14–17)	MM from TG						
17	TG p. 172	Number sentences: Solve and complete number sentences(contd)	39–42	2.1 2.2	8	8–9	No. 6a, 6b (pp. 14–17)	MM from TG						
18	TG p. 173	Complete number sentences		2.3 2.4 2.5	9	9								
19	TG p. 173	Complete number sentences(contd)		2.3 2.4 2.5	9	9								
20	TG p. 173	Number sentences: Addition and subtraction facts		2.6 2.7	10	10	No. 7a (p. 18)	MM from TG						
21	TG p. 173	Number sentences: Addition and subtraction facts(contd)		2.6 2.7	10	10	No.* 7a (p. 18)	MM from TG						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>									
					HOD:		Date:							



Platinum Mathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
22	TG p. 174	Solving problems in contexts		3.5	15	13–14	No. 12 (pp. 38–39)	MM from TG					
23		Catch up: Any work that has not been completed this week including DBE worksheets. Remedial work: With learners who have had difficulty with some concepts. Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		REVISION WORK						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
25		FORMAL ASSESSMENT TASK ASSIGNMENT • Whole number • Number sentence											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						



Platinum Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	TG p. 173	Whole numbers: Addition and subtraction (up to 3-digit numbers); rounding off	43–45	3.1 3.2	12–13	11–12	No. 7a (p. 18)	MM from TG, flard cards (No. 4)					
29	TG p. 173	Rounding off to the nearest 100; addition and subtraction of 3-digit numbers		3.3	9	10	No. 4 (p. 11), No. 7b (pp. 20–21)	MM from TG					
30	TG p. 173	Addition and subtraction by breaking down numbers		3.4	14	12–13	No. 8a–10b (pp. 22–33)	MM from TG					
31	TG p. 174	Solving problems in contexts		3.5	15	13–14	No. 12 (pp. 38–39)	MM from TG					
32	TG pp. 173–174	Subtraction of 3-digit numbers		3.6	16	14–15		MM from TG (revision of week's MM)					
33	TG p. 174	Subtraction of 3-digit numbers; solving problems in contexts		3.7	17	15		MM from TG					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						



Platinum Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	TG p. 174	Addition and subtraction consolidation					No. 11a, 11b (pp. 34–37)	MM from TG					
35	p. 184	Whole numbers: Addition and subtraction Estimate answers by rounding	69	11.1–11.3	56–57	48–50	No. 5 (pp. 12–13) No. 28 (pp. 82–83)	MM from TG					
36	p. 184	Whole numbers: Addition and subtraction Using addition and subtraction as inverse operations (contd)	69	11.1–11.3	56–57	48–50	No. 5 (pp. 12–13) No. 28 (pp. 82–83)	MM from TG					
37	p. 184	Adding whole numbers using three different strategies	69	11.4	16 (Revision) 58	50	No. 30a–b (pp. 86–89)	MM from TG					
38	p. 185	Subtracting whole numbers using three different strategies	69	11.5	59	50–51	No. 32a–b (pp. 92–95) No. 33 (pp. 96–97)	MM from TG					
39	Q and A 197–209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Estimate, add and subtract	93	23.1	116	93–94		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Platinum Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
40	p. 185	Solving problems using addition and subtraction in financial contexts		11.6	60–61	51–52	No. 11a–b (pp. 34–37)	MM from TG					
41	Q and A 197-209	Solve addition and subtraction problems	93	23.3	117-118	94	No. 78b (pp. 34-45) No. 79(pp. 36-37) No. 80(pp. 38-39) No. 81(pp. 40-41)	Q and A 197-209					
42	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Estimate and work with money	107	33.1 33.2	156	124–125	No. 107 (pp. 104–105)	209					
43	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Estimate and work with money(contd)	107	33.1 33.2	156	124–125	No. 107 (pp. 104–105)	209					
44	210	Problem solving	107	33.4	158	158	No. 109(pp. 108–109)No. 110 (pp. 110–109)	210					
45		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						

Platinum Mathematics Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
46		REVISION ON WORK COVERED											
47		REVISION ON WORK COVERED											
48		REVISION ON WORK COVERED											
49		REVISION ON WORK COVERED											
50		REVISION ON WORK COVERED											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
51		REVISION ON WORK COVERED												
52		REVISION ON WORK COVERED												
53		REVISION ON WORK COVERED												

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



5. Premier Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.



PremierMathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1		REVISION ON PREVIOUS WORK											
2		REVISION ON PREVIOUS WORK											
3		REVISION ON PREVIOUS WORK											

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Premier Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	TG p. 188 Act. 1	Whole numbers: ordering, comparing, representing and place value (4-digit numbers): Counting	37	1	1-2	2-3	No. 1a, 1b (pp. 2-5)	MM activities from TG (photocopy as needed every day), Dienes blocks or flard cards (No. 4)					
5	TG p. 188 Act. 1	Whole numbers: ordering, comparing, representing and place value (4-digit numbers): Counting(contd)	37	1	1-2	2-3	No. 1a, 1b (pp. 2-5)	MM activities from TG (photocopy as needed every day), Dienes blocks or flard cards (No. 4)					
6	TG p. 188 Act. 2	Place value: Comparing and ordering		2-3	2-4	3-4	No. 2-3 (pp. 6-9)	MM from TG, flard cards (No. 4)					
7	p. 203 Act. 51	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)	69-71	*4-12	56-60	29-31	No. 25, 26 (pp. 76-78) flard cards, cut-out 2	MM activities from TG (photocopy as needed every day), flard cards (No. 4), Dienes blocks or base 10 blocks *Select					
8	p. 203 Act. 51	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)-contd	69-71	*4-12	56-60	29-31	No. 25, 26 (pp. 76-78) flard cards, cut-out 2	MM activities from TG (photocopy as needed every day), flard cards (No. 4), Dienes blocks or base 10 blocks *Select					
9	221 112 Ans. 181	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	92	*1-9	130-133	66-67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards/place value cards (No. 4)					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Premier Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	Q. 233–247 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
11	Q. 233–247 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
12	Q. 233–247 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers in contextual situations Counting, ordering, comparing, representing and place value of digits(contd)	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
13		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION WORK											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Premier Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
16	TG p. 188 Act. 3	Number sentences: Complete number sentences	39–42	1–2	5–6	4	No. 6a, 6b (pp. 14–17)	MM from TG					
17	TG p. 188 Act. 3	Number sentences: Complete number sentences(contd)	39–42	1–2	5–6	4	No. 6a, 6b (pp. 14–17)	MM from TG					
18	TG p. 188 Act. 4	Write number sentences to describe problem situations; complete number sentences		3–4	5	5	No. 8a, 8b (pp. 22–25)	MM from TG					
19	TG p. 188 Act. 4	Write number sentences to describe problem situations; complete number sentences(contd)		3–4	5	5	No. 8a, 8b (pp. 22–25)	MM from TG					
20	TG p. 189 Act. 5	Complete number sentences		5–7	7	5		MM from TG					
21	TG p. 189 Act. 5	Complete number sentences(contd)		5–7	7	5		MM from TG					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



PremierMathematics Week 5

PremierMathematics Week 5													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		REVISION AND CONSOLIDATION WORK											
25		FORMAL ASSESSMENT TASK ASSIGNMENT <ul style="list-style-type: none"> • Whole number • Number sentence 											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Premier Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	TG p. 189 Act. 6	Whole numbers: Addition and subtraction (up to 3-digit numbers): Rounding off to the nearest 10, 100	43–45	1	8–9	6	No. 4, 5 (pp. 10–13)	MM from TG					
29	TG p. 189	Doubling and halving numbers		2–3	9–10	6		MM from TG					
30	TG p. 189 Act. 8	Addition by breaking down numbers		4	10–11	6–7	No. 7a, 7b (pp. 18–21)	MM from TG					
31	TG p. 190 Act. 9	Subtraction by breaking down numbers		5	11	7	No. 9a, 9b (pp. 26–29)	MM from TG					
32	TG p. 190 Act. 10	Addition and subtraction as inverse operations		6	12	7		MM from TG					
33	TG p. 190 Act. 11	Addition and subtraction: Solving problems in contexts		7	12–13	7	No. 10a–11b (pp. 30–37)	MM from TG					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Premier Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	p. 203 Act. 52	Addition and subtraction of 4-digit numbers Rounding off to 1 000		1	61–62	31	No. 28 (p. 82; rounding off to the nearest 100)	MM activities from TG					
35	p. 203 Act. 53	Addition: Three methods 1. Break down both numbers 2. Break down the second number Use rounding off and compensating		2	62	31–32	30a–b (pp. 86–89)	MM activities from TG					
36	p. 203 Act. 53	Addition: Three methods 3. Break down both numbers 4. Break down the second number Use rounding off and compensating(contd)		2	62	31–32	30a–b (pp. 86–89)	MM activities from TG					
37	221 113 Ans. 181	NUMBERS , OPERATIONS AND RELATIONSHIPS ⁹³ 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers		1 and 2	133– 134	68		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
38	Q. 233– 247 A. 184– 186 Ex. 152	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4 digit numbers; Rules for rounding off; Write number sentences and calculate the answers	107	*1 and 2	180–181	94	No. 106 (pp. 102– 103)	Q. 233–247 A. 184–186 Ex. 152					
39	Q. 233– 247 A. 184– 186 Ex. 153	Addition and subtraction calculations	107	*3 and 4	181	95	No. 107 (pp.104– 105)	Q. 233–247 A. 184–186 Ex. 153					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you							What will you change next time? Why?						

Premier Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	p. 86 Act. 4	Estimate, calculate and find the difference		3: 1–2	105–106	MM 61, 72		MM from LB, all apparatus					
41	222 115 Ans. 181	Word problems with addition, subtraction and multiplication using units of measurement and money Learners round off the numbers to 1 000 to estimate the answer	93	6	136	69	No. 78b (pp. 34-45)	222 115 Ans. 181					
42	222 115 Ans. 181	Word problems with addition, subtraction and multiplication using units of measurement and money Learners round off the numbers to 1 000 to estimate the answer(contd)	93	6	136	69	No. 78b (pp. 34-45)	222 115 Ans. 181					
43	Q. 233–247 A. 184–186 Ex. 155	Use inverse operations of addition and subtraction to calculate answers; Read and solve word problems	107	*7, 8 and 9	182	95–96	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Vocabulary used for all four operations (No. 1)					
44	Q. 233–247 A. 184–186 Ex. 155	Use inverse operations of addition and subtraction to calculate answers; Read and solve word problems(contd)	107	*7, 8 and 9	182	95–96	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Vocabulary used for all four operations (No. 1)					
45		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							



PremierMathematics Week 9													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
46		REVISION ON WORK COVERED											
47		REVISION ON WORK COVERED											
48		REVISION ON WORK COVERED											
49		REVISION ON WORK COVERED											
50		REVISION ON WORK COVERED											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>								
					<p>HOD: _____ Date: _____</p>								





Premier Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
51		REVISION ON WORK COVERED											
52		REVISION ON WORK COVERED											
53		REVISION ON WORK COVERED											

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



6. Solutions for All Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.



Solutions for All Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
1		REVISION ON PREVIOUS WORK												
2		REVISION ON PREVIOUS WORK												
3		REVISION ON PREVIOUS WORK												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:		Date:						



Solutions for All Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 328 1	Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers)	37	Act. 1	1-3	1-3	No. 1a, 1b (pp. 2-5)	MM from LB, counters, counting beads, numbers grid (No. 3)					
5	LB p. 328 2	Counting, ordering(contd)		Ex. 1	3	3	No. 2, 3 (pp. 6-9)	MM from LB					
6	p. 336 No. 51	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) 4-digit numbers	68	Act. 1	92-93	65	No. 25-26 (pp. 76-78)	MM from LB with answers in TG pp. 327-334 (keep a marker flash cards (
7	346-354 No. 101-150 335-341	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	92	Act. 1	189-191	150-154	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)						
8	# TG 204	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1	248-250	204-205	No. 105 (pp. 100-101)	Abacuses, flard cards (No. 4)					
9	# TG 204	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	106	1	248-250	204-205	No. 105 (pp. 100-101)	Abacuses, flard cards (No. 4)					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Solutions for All Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	p. 336 No. 51	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) 4-digit numbers	68	Act. 1	92–93	65	No. 25–26 (pp. 76–78)	MM from LB with answers in TG pp. 327–334 (keep a marker flash cards (
11	p. 336 No. 51	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) 4-digit numbers(contd)	68	Act. 1	92–93	65	No. 25–26 (pp. 76–78)	MM from LB with answers in TG pp. 327–334 (keep a marker flash cards (
12	# TG 204	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers in contextual situations Counting, ordering, comparing, representing and place value of digits(contd)	106	1	248–250	204–205	No. 105 (pp. 100–101)	Abacuses, flard cards (No. 4)					
13		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION WORK											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Solutions for All Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 328 3	Number sentences: Writing number sentences; building up and breaking down numbers	39–42	Act. 2 Ex. 2	4–5	3–5	No. 6a, 6b (pp. 14–17)	MM from LB, numbers grid (No. 3)					
17	LB p. 328 3	Number sentences: Writing number sentences; building up and breaking down numbers(contd)	39–42	Act. 2 Ex. 2	4–5	3–5	No. 6a, 6b (pp. 14–17)	MM from LB, numbers grid (No. 3)					
18	LB p. 328 4	Number sentences: Writing number sentences; building up and breaking down numbers(contextual situations)	39–42	Act. 2 Ex. 2	4–5	3–5	No. 6a, 6b (pp. 14–17)	MM from LB, numbers grid (No. 3)					
19	LB p. 328 4	Number sentences: Addition and subtraction as inverse operations		Act. 3	5–6	5		MM from LB					
20	LB p. 328 4	Number sentences: Addition and subtraction as inverse operations(contd)		Act. 3	5–6	5		MM from LB					
21	LB p. 328 4	Number sentences: Writing number sentences; building up and breaking down numbers(problem solving)	39–42	Act. 2 Ex. 2	4–5	3–5	No. , 6b (pp. 14–17)	MM from LB, numbers grid (No. 3)					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Solutions for All Mathematics Week 5													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
22		Catch up: Any work that has not been completed this week including DBE worksheets Remedial work: With learners who have had difficulty with some concepts Enrichment for others						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
23	LB p. 329 10	Revision: Check what you know		Rev.	16–17	12–13		MM from LB					
24	LB p. 329 11	Revision: Check what you know – continued		Rev.	16–17	12–13		MM from LB					
25		FORMAL ASSESSMENT TASK ASSIGNMENT • Whole number • Number sentence											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							



Solutions for All Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 328 5	Order of operations; rounding off to the nearest 10		Act. 4	7–8	6	No. 4 (pp. 10–11)	MM from LB					
29	LB p. 328 6	Whole numbers: Addition and subtraction (up to 3-digit numbers): Place value; breaking down numbers	43–45	Act. 1	10–12	8–10	No. 7a, 7b (pp. 18–21)	MM from LB, numbers grid (No. 3), counters, counting beads					
30	LB p. 329 7	Addition and subtraction (up to 3-digit numbers)		Ex. 1	12–13	11	No. 9a, 9b (pp. 26–29)	MM from LB, flard cards (No. 4)					
31	LB p. 329 8	Estimation of answers by rounding off; checking solutions		Act. 2 Act. 3	13–15	11–12	No. 5 (pp. 12–13), No. 11a, 11b (pp. 33–37)	MM from LB					
32	LB p. 329 12	Solving problems in different contexts (using addition, subtraction)					No. 8a, 8b (pp. 22–25)	MM from LB					
33	LB p. 330 13	Solving problems in different contexts, including financial					No. 10a–12 (pp. 30–39)	MM from LB					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



Solutions for All Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	p. 336 No. 52	Whole numbers: Adding and subtracting	69–71	Act. 2	93–95	67–68	No. 30–33 (pp. 86–96)	MM from LB					
35	p. 336 No. 53	Counting and calculating with bigger numbers		Ex. 1	95	69–70		MM from LB, numbers grid (No. 3)					
36	p. 336 No. 54	Finding easier ways to add and subtract		Act. 3	96–97	70–71		MM from LB					
37	p. 336 No. 54	Finding easier ways to add and subtract (contd)		Act. 3	96–97	70–71		MM from LB					
38	346-354 No. 101-150 335-341	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least four digits Breaking up numbers to add and subtract Numbers and calculations	93	Act. 2 Ex. 1	191	154		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
39	346-354 No. 101-150 335-341	Addition and subtraction together	93	Act. 3	192	153	No78a(pp32-33)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



Solutions for All Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	346-354 No. 101-150 335-341	Subtraction of 4-digit numbers Use inverse operation	93	Act. 4	192-193	154-155	No.78b (pp.34-45)						
41		NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers	107	2	250–251	205–206	No. 106 (pp. 102–103) No. 107 (pp. 104–105)						
42	#	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers in context Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers(contd)	107	2	250–251	205–206	No. 106 (pp. 102-103) No. 107(pp. 104–105)						
43	#	Breaking up numbers and calculating	107	Ex. 1	251–252	207–208	No. 108(pp. 106–107)No. 109(pp. 108–109)	Check what you know? LB p. 253					
44		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
45		REVISION AND CONSOLIDATION WORK						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



Solutions for All Mathematics Week 9													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
46		REVISION ON WORK COVERED											
47		REVISION ON WORK COVERED											
48		REVISION ON WORK COVERED											
49		REVISION ON WORK COVERED											
50		REVISION ON WORK COVERED											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							





Solutions for All Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
51		REVISION ON WORK COVERED											
52		REVISION ON WORK COVERED											
53		REVISION ON WORK COVERED											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			



7. Study and Master Mathematics



This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.



Study and Master Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
1		REVISION ON PREVIOUS WORK												
2		REVISION ON PREVIOUS WORK												
3		REVISION ON PREVIOUS WORK												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:				Date:				



Study and Master Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 1	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)	37	1.1	2–5	1–7	No. 1a, 1b (pp. 2–5)	MM from LB, A5 cards, number pin board (prepare beforehand), MM assessment template (TG p. 398)					
5	* p. 102	Whole numbers: Counting, ordering, comparing, representing and place value of digits (up to at least 4 digits)	68	1.1	103–104 *104–109	132–144	No. 25–26 (pp. 76–78)	MM from LB; answers in TG p. 133 *Select Flard cards (No. 4)					
6	* p. 102	Whole numbers: Counting, ordering, comparing, representing and place value of digits (up to at least 4 digits)contd	68	1.1	103–104 *104–109	132–144	No. 25–26 (pp. 76–78)	MM from LB; answers in TG p. 133 *Select Flard cards (No. 4)					
7	pp. 107–108	Estimate and round off		4.1	109	140–141	No. 27–28 (pp. 80–82)	MM from LB; answers in TG p. 145					
8	pp. 107–108	Estimate and round off strategy(contd)		4.1	109	140–141	No. 27–28 (pp. 80–82)	MM from LB; answers in TG p. 145					
9	199 260–261	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Group or whole class work(contd)	93	13.1	200	260–263		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times (TG p. 405)					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



Study and Master Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	199 260-261	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Group or whole class work(contd)	93	13.1	200	260-263		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times (TG p. 405)					
11	TG A. 326 LB Q. 246	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits; Rules for working with numbers	106	2.1 and 2.2	248-249	328-330	No. 105 (pp. 100-101)	Flard cards (No. 4); Counters					
12	TG A. 326 LB Q. 246	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits; Rules for working with numbers(contd)	106	2.1 and 2.2	248-249	328-330	No. 105 (pp. 100-101)	Flard cards (No. 4); Counters					
13		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
15		REVISION AND CONSOLIDATION						Remediation and Enrichment Activities (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							



Study and Master Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 6	Number sentences: Writing and solving number sentences	39–42	6.1 6.2	11–12	16–18		MM from LB, <i>I have ... cards</i> (TG: prepare beforehand)					
17	LB p. 6	Number sentences: Writing and solving number sentences(contd)	39–42	6.1 6.2	11–12	16–18		MM from LB, <i>I have ... cards</i> (TG: prepare beforehand)					
18	LB pp. 7–8	Write number sentences to describe problem situations		7.1 8.1*	13–16	19–23		MM from TG *					
19	LB pp. 7–8	Write number sentences to describe problem situations(contd)		7.1 8.1*	13–16	19–23		MM from TG *					
20	LB pp. 9–10	Completing number sentences; patterns in number sentences		9.1 10.1	17–19	23–27		MM from LB, calculators					
21	LB pp. 9–10	Completing number sentences; patterns in number sentences(contd)		9.1 10.1	17–19	23–27		MM from LB, calculators					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						



Study and Master Mathematics Week 5

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		REVISION AND CONSOLIDATION WORK											
25		FORMAL ASSESSMENT TASK ASSIGNMENT <ul style="list-style-type: none"> • Whole number • Number sentence 											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			



Study and Master Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 11	Whole numbers: Addition and subtraction (up to 3-digit numbers): Counting, ordering and comparing numbers	43–45	11.1	20–21	30–33	No. 7a, 7b (pp. 18–21)	MM from LB, picture cards, copies of 109–number grid (TG, also No. 3)					
29	LB pp. 12–13	Place value and representing numbers		12.1 13.1	22–25	33–37		MM from LB, flard cards (TG, also No. 4)					
30	LB pp. 14–15	Representing numbers; breaking down numbers; comparing numbers; commutative property		14 15.1	25–27	37–39		MM from LB, calculators, counters					
31	LB p. 16	Associative property; addition and subtraction as inverse operations		15.2	28–29	39–40		MM from LB					
32	LB p. 17	Solving problems in contexts using addition and subtraction		17.1	30–31	44–46	No. 10a, 10b (pp. 30–33)	MM from LB					
33	LB pp. 18–19	Addition and subtraction of 3-digit numbers: Different strategies		18.1 19.1	31–33	46–49	No. 9a, 9b (pp. 26–29)	MM from LB					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							





Study and Master Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
34	LB pp. 18–19	Addition and subtraction of 3-digit numbers: Different strategies (contd)		18.1 19.1	31–33	46–49	No. 9a, 9b (pp. 26–29)	MM from LB					
35	LB p. 22	Addition and subtraction using rounding off and compensating		22.1	36–37	52–53	No. 4, 5 (pp. 10–13)	MM from LB					
36	p. 110	Whole numbers: Addition and subtraction of 4-digit numbers Strategies	69–71	6.1	111	147–148	No. 30a–b (pp. 86–88)	MM from LB; answers in TG p. 145					
37		Add and subtract with 3-digit and 4-digit numbers		8.1	113	150–151	No. 32–33 (pp. 92–96)	MM from LB; answers in TG p. 150 (answers will vary)					
38	196 257	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least four digits Rules for operations	92	12.1	196–198	257–260	No. 76 (pp. 28–29) Homework No. 77 (pp. 30–31)	TG pp. 405–406 Flard cards					
39	203 272	Addition and subtraction Double, halve or round off. Different strategies for calculations	93	*16.1 and 17.1	203–205	272–276	No. 79 (pp. 36–37) No. 80 (pp. 38–39) No. 81 (pp. 40–41) Homework, enrichment or remediation	TG p. 274; and copy cards from the game: “I have...” e.g. “I have 8, who has 4 more?” “Yes, I have 12. Who has one third of 12?” (also No. 12)					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



Study and Master Mathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
40	TG A. 328 LB Q. 248	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4 digit numbers	107	3.1 and 3.2	250	331–332	No. 106 (pp. 102–103)						
41	TG A. 331 LB Q. 250	Inverse operations	107	4.1	251	332–333	No. 107 (pp. 104–105)	Addition and subtraction cards: 'I have...' (No. 12)					
42	TG A. 332 LB Q. 251	Building up and breaking down with carrying	107	*5.1 and 5.2	252	334–336	No. 108 (pp. 106–107)	TG A. 332 LB Q. 251					
43	TG A. 334 LB Q. 252	Estimating and problem solving	107	*6.1 and 6.2	253 340–341	336–339	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	TG A. 334 LB Q. 252					
44	TG A. 334 LB Q. 252	Estimating and problem solving(contd)	107	*6.1 and 6.2	253 340–341	336–339	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	TG A. 334 LB Q. 252					
45		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						



Study and Master Mathematics Week 9

Study and Master Mathematics Week 9										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
									Date completed	
46		REVISION ON WORK COVERED								
47		REVISION ON WORK COVERED								
48		REVISION ON WORK COVERED								
49		REVISION ON WORK COVERED								
58		REVISION ON WORK COVERED								
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD:		Date:			





Study and Master Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
51		REVISION ON WORK COVERED												
52		REVISION ON WORK COVERED												
53		REVISION ON WORK COVERED												

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



8. Viva Mathematics

This section maps out how you should use your Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

The following components are provided in the columns of the tracker table:

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. The CAPS content linked to Learner's Book content.
4. The CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the lesson.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the lesson? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the lesson? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

Briefly write down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department and your peers.

VivaMathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1		REVISION ON PREVIOUS WORK											
2		REVISION ON PREVIOUS WORK											
3		REVISION ON PREVIOUS WORK											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						

Viva Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
4	LB p. 1	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)	37	1–2	2–3	6–7	No. 1a–3 (pp. 2–9)	MM from LB, counters, counting grids (TG pp. 137–138, also No. 3)					
5	LB p. 1	Place value: Rounding off to the nearest 10		3–5	4–5	7	No. 2, 4 (pp. 6, 7, 10, 11)	MM from LB, base 10 apparatus (TG p. 144), number lines (TG p. 139, also No. 5)					
6	p. 60	Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers) Building numbers with place value cards	68	1–2	61–62	36–37	No. 25, 26 (pp. 76–78) Flard cards Cut-out 2	MM from LB, place value cards TG pp. 137–138 (see also No. 4)					
7		Rounding off to the nearest 100	69–71	2	62	37	No. 5 (pp. 12–13) No. 28 (pp. 82–83)	MM from LB, number lines TG p. 39 (see also No. 5)					
8	124 124	NUMBERS , OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Pair work	92	1	125	67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	TG Copymaster 1a, 1b, 2, 3 and 6					
9	124 124	NUMBERS , OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits Individual work	92	1	125	67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	TG Copymaster 1a, 1b, 2, 3 and 6					
Reflection													

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



VivaMathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
10	TG A. 129 LB Q. 170	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1	171	87	No. 105 (pp. 100–101)	Counters, counting grids (No. 3), number lines (No.5)					
11	TG A. 129 LB Q. 170	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits(contd)	106	1	171	87	No. 105 (pp. 100–101)	Counters, counting grids (No. 3), number lines (No.5)					
12		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
13		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
14		REVISION AND CONSOLIDATION											
15		REVISION AND CONSOLIDATION											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

VivaMathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
16	LB p. 1	Number sentences: Complete number sentences	39–42	6	5–6	7	No. 6a, 6b (pp. 14–17)	MM from LB					
17	LB p. 1	Number sentences continued		6	6	7	No. 7a (p. 19)	MM from LB					
18	LB p. 1	Complete number sentences: write number sentences to describe problem situations		6	6	7		MM from LB					
19	LB p. 1	Complete number sentences: write number sentences to describe problem situations(contd)		6#	6	7		MM from LB					
20	LB p. 1	Complete number sentences: write number sentences to describe problem situations(contd)		#	6	7		MM from LB					
21	LB p. 1	Complete number sentences: write number sentences to describe problem situations(contd)		#	6	7		MM from LB					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

VivaMathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
22	TG p. 189 Act. 5	Complete number sentences		#	#	5		MM from TG					
23		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
24		REVISION AND CONSOLIDATION WORK											
25		FORMAL ASSESSMENT TASK ASSIGNMENT • Whole number • Number sentence											
26		FORMAL ASSESSMENT											
27		FORMAL ASSESSMENT											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

VivaMathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
28	LB p. 7	Whole numbers: addition and subtraction (up to 3-digit numbers): Rounding off	43–45	1	8	9–10		MM from LB					
29	LB p. 7	Rounding off to the nearest 100; addition of 3-digit numbers		2	9	10	No. 4 (p. 11), No. 7b (pp. 20–21)	MM from LB					
30	LB p. 7	Addition and subtraction by breaking down numbers; solving problems in contexts		3	10	10	No. 8a–11b (pp. 22–37)	MM from LB					
31	LB p. 7	Using addition and subtraction as inverse operations		4	11	11		MM from LB					
32	LB p. 7	Working with 3-digit numbers		5–6	11	11		MM from LB					
33	LB p. 12	Odd and even whole numbers; doubling and halving		1	13	12		MM from LB					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

VivaMathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
34	LB p. 12	Addition and subtraction of 3-digit numbers		2	14	12-13		MM from LB					
35	LB p. 12	Addition and subtraction of whole numbers		4	16	13		MM from LB, one dice for each group of three learners (TG p. 145), one counter per learner					
36	p. 110	Whole numbers: Addition and subtraction of 4-digit numbers Strategies	69-71	6.1	111	147-148	No. 30a-b (pp. 86-88)	MM from LB; answers in TG p. 145					
37		Add and subtract with 3-digit and 4-digit numbers		8.1	113	150-151	No. 32-33 (pp. 92-96)	MM from LB; answers in TG p. 150 (answers will vary)					
38	196 257	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least four digits Rules for operations	92	12.1	196-198	257-260	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	TG pp. 405-406 Flard cards					
39	203 272	Addition and subtraction Double, halve or round off. Different strategies for calculations	93	*16.1 and 17.1	203-205	272-276	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	TG p. 274; and copy cards from the game: "I have..." e.g. "I have 8, who has 4 more?" "Yes, I have 12. Who has one third of 12?" (also No. 12)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

VivaMathematics Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
40	TG A. 328 LB Q. 248	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4 digit numbers	107	3.1 and 3.2	250	331–332	No. 106 (pp. 102–103)						
41	TG A. 331 LB Q. 250	Inverse operations	107	4.1	251	332–333	No. 107 (pp. 104–105)	Addition and subtraction cards: 'I have...' (No. 12)					
42	TG A. 332 LB Q. 251	Building up and breaking down with carrying	107	*5.1 and 5.2	252	334–336	No. 108 (pp. 106–107)	TG A. 332 LB Q. 251					
43	TG A. 332 LB Q. 251	Building up and breaking down with carrying(contd)	107	*5.1 and 5.2	252	334–336	No. 108 (pp. 106–107)	TG A. 332 LB Q. 251					
44	TG A. 334 LB Q. 252	Estimating and problem solving	107	*6.1 and 6.2	253 340–341	336–339	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	TG A. 334 LB Q. 252					
45	TG A. 334 LB Q. 252	Estimating and problem solving(contd)	107	*6.1 and 6.2	253 340–341	336–339	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	TG A. 334 LB Q. 252					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

Viva Mathematics Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
46		REVISION ON WORK COVERED											
47		REVISION ON WORK COVERED											
48		REVISION ON WORK COVERED											
49		REVISION ON WORK COVERED											
50		REVISION ON WORK COVERED											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Viva Mathematics Week 10

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MMActivities and Printable Resources</i> book</small>	Class				
									Date completed				
51		REVISION ON WORK COVERED											
52		REVISION ON WORK COVERED											
53		REVISION ON WORK COVERED											

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



D. ASSESSMENT RESOURCES

1. Assessment Term Plan

The CAPS requires learners to be assessed both informally and formally.

1.1 Informal assessment

You should assess learners informally to monitor progress and provide appropriate remediation and enrichment. Informal assessment happens continuously as you interact with learners in class and when you mark their written work. The LTSMs all have examples of exercises that you can use for informal assessment at certain key points in the learning programme. The table below gives an indication of where you will find these exercises, and the tracker for each set of Learner's Books suggests when to use them.

1.2 Formal Assessment

The table below gives an overview of how the formal assessment programme fits into the weekly planned lessons, and where suitable resources are to be found in the LTSMs.

In Term 1, according to the CAPS, you need to set and mark one test and one assignment.

The test should be written during Week 9. The suggested formal assessment: assignment is noted in the tracker, corresponding to the textbook which you are using.

You need to go over any assessments when you hand them back to your learners. Time is allocated in the tracker for this purpose.

You have to plan the dates on which other informal tests and assignments will be written, should you wish to do so.

A suggested mark record sheet for the year is provided in this Assessment Resources section.

Also in this section, an exemplar of an end-of-term test for Term 1 and the memorandum is provided for you to use instead of any examples in the LTSMs if you choose to do so.

Term 1. FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs

LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
<i>Fabulous Mathematics</i>	Revision at the end of each unit – could be used as informal assessment. Answers are in TG for each revision exercise	Week 5 Assignment: Whole numbers TG p. 36: photocopiable worksheet. TG p. 37: answers	End-of-term test TG pp. 56–57: photocopiable test paper TG p. 58: answers
<i>Oxford Headstart Mathematics</i>	Assessment 1 LB p. 39; TG pp. 61–62: answers Assessment 3 LB p. 83; TG p. 106: answers	Week 5 Assignment: Whole numbers Assessment 2 LB p. 63; TG pp. 87–88	Consult this table for another approved LTSM which does have an end-of-term test and use this test to assess your learners' competence in the topics covered this term.
<i>Oxford Successful Mathematics</i>	Authors suggest that these revision exercises be used for informal assessment. Revision 1 LB p. 30; TG pp. 56–57 Revision 2 LB p. 52; TG pp. 72–73 Revision 3 LB p. 73 ; TG p. 85	Week 5 Assignment 1: Numbers and operations LB p. 272; TG pp. 207–208: answers	Consult this table for another approved LTSM which does have an end-of-term test and use this test to assess your learners' competence in the topics covered this term.



LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
Platinum Mathematics	Revision 1 LB p. 11; TG p. 10 Revision 2 LB p. 21; TG p. 17 Revision 3 LB p. 47; TG p. 38 The revision exercises could perhaps be used for assessment	Week 5 Assignment: Whole numbers LB pp. 28–29; TG p. 23: answers	End-of-term test TG pp. 162–163: photocopiable exemplar TG p. 42: answers
Premier Mathematics	Informal Assessment 1 TG pp. 126–127; TG p. 161: answers Informal Assessment 2 TG pp. 128–129; TG pp. 161–162: answers	Week 5 Assignment: Whole numbers TG p. 130: photocopiable worksheet	End-of-term test TG pp. 131–134: photocopiable worksheet TG pp. 162–163: memorandum
Solutions for All Mathematics	<i>Check what you know</i> is given at the end of each unit Answers are in TG for each <i>Check what you know</i> exercise	Week 5 Term 1 Assignment TG pp. 275–276 no. 1, 2 and 7 TG pp. 277 and 279: memorandum and analysis of cognitive levels of each question in the assignment)	End-of-term test TG pp. 280–284: photocopiable test paper TG pp. 285–288: memorandum and analysis of cognitive levels of each question in the test
Study and Master Mathematics	The TG has eight assessment tasks and 1–5 and 7–8 could be used as informal assessments. Assessment Task 1 TG p. 28; TG pp. 29: answers Assessment Task 2 TG p. 41; TG p. 42: answers Assessment Task 3 TG p. 56; TG p. 57: answers Assessment Task 4 TG p. 67; TG p. 68: answers Assessment Task 5 TG p. 84; TG p. 85: answers Assessment Task 7 TG p. 113; TG p. 114: answers Assessment Task 8 TG pp. 126–127; TG pp. 128–129: answers	Week 5 Assignment: Whole numbers Use Assessment Task 6 TG p. 94; answers p.95	Consult this table for another approved LTSM which does have an end-of-term test and use this test to assess your learners' competence in the topics covered this term.
Viva Mathematics	Assessment 1 LG p. 17: assessment on Weeks 1–3 TG p. 15: answers Assessment 2 LB p. 33: assessment on Weeks 4–6 TG p. 23: answers Assessment 3 LB pp. 58–59: assessment on Weeks 7–10 TG p. 35: answers	Week 6 Assignment: Whole numbers LB p. 34; TG p. 24: answers	No end-of-term test covering all the topics



2. Suggested Assessment Record

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 4 YEAR:			SCHOOL:										CLASS:			
			GRADE 4 MATHEMATICS FORMAL ASSESSMENT TASKS													
			TERM 1			TERM 2			TERM 3			TERM 4			TOTAL %	COMMENT
			ASSIGNMENT	TEST 1	TOTAL TERM 1			TOTAL TERM 2			TOTAL TERM 3			TOTAL TERM 4		
DATE OF ASSESSMENT TASK																
TOTAL POSSIBLE MARKS																
No	SURNAME	NAME											100%			
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
HOD Signature																
Date																
TEACHER Signature																
Date																

3. Grade 4 Mathematics Test Term 1**Time: One hour****Total: 50 marks**

Surname:	_____	
Name:	Boy	Girl
Date of birth:	_____	
School:		
Province:		
EMIS no.:		
Date: _____		50

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Answer all the questions in the spaces provided.
3. No calculators may be used.

SECTION A

MENTAL MATHEMATICS		
No.	The blocks below represent the answers which you need to give:	Answers
1.	$800 - 600 = \square$	
2.	$70 + 20 = \square$	
3.	$867 - 345 = \square$	
4.	$234 + 665 = \square$	
5.	These numbers form a pattern: 27; 29; 31; \square ; \square	
6.	Round off 119 to the nearest ten.	
7.	Write half past 10 in digital format.	
8.	What is the value of 3 in 137?	
9.	What is the biggest number which can be made from the digits 3, 5 and 7?	
10.	Is $35 + 47 = 47 + 35$?	(10)

SECTION B

1. Re-write the following numbers from smallest to largest: 69 48 67 94 99 (2)

2. Write the following number in expanded notation: (2)

701 = _____

3. Circle the even numbers in the box below: (2)

71	963	
	420	
371	752	15
	611	





9. A shop sells a pair of soccer boots for R55 cheaper than they were originally. If the price is R795 now, how much were they before the price decrease? (Show how you get to your answer.) (2)

TOTAL:
50



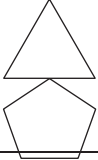
4. Grade 4 Mathematics Test Term 1: Memorandum

Always accept any correct working even if it is different to that shown in the memo.

Question		Marks	Cognitive levels
SECTION A			
MENTAL MATHEMATICS		1 mark each (10)	1. RP
	Answers		2. RP
1.	200 ✓		3. RP
2.	90 ✓		4. RP
3.	522 ✓		5. RP
4.	899 ✓		6. RP
5.	33; 35 ✓		7. RP
6.	120 ✓		8. K
7.	10.30 ✓		9. K
8.	30 ✓		10. RP
9.	753 ✓		
10.	Yes ✓		
SECTION B			
1.	48 67 69 94 99 ✓✓	(2)	K
2.	700 + 1 ✓✓ (or 700 + 0 + 1; or 7 hundreds + 1 unit, etc.)	2 marks for the correct answer (2)	RP
3.	420 ✓ and 752 ✓ are the even numbers	1 mark per correct choice (2)	K
4.	10 ✓	(1)	RP

Question		Marks	Cognitive levels
5.	5 weeks and 1 day or $7 \times 5 + 1 = 35 + 1 = 36$ days	2 marks for the correct answer (2)	CP
7.	a) $24 \times R5 = 120$ b) $24 \times 5 =$ half of 24×10 $=$ half of $240 = R120$ altogether	1 mark for the number sentence and 2 marks for the answer (3)	PS
8.	a) $467 + 985$ $= (400 + 60 + 7) + (900 + 80 + 5)$ $= (400 + 900) + (60 + 80) + (7 + 5)$ $= 1\ 300 + 140 + 12 = 1440 + 12$ $= 1\ 452$ b) $655 - 228$ $= (660 - 5) - (230 - 2)$ $= (660 - 230) - (5 + 2)$ $= 430 - 3$ $= 427$	2 marks each for the method and 1 mark each for the final answers (6)	a) CP b) CP



Question	Marks	Cognitive levels
		
10. R795 + R55 = R850	2 marks for the sentence 1 mark for the answer (3)	PS
12. 8 matches üü	2 marks (2)	RP
13. 49, 60, 71 üü	2 marks for the correct answer (2)	RP
Total	marks	

5. Analysis of Cognitive Levels in the Mathematics Test

The number and percentage of marks in each cognitive level in the Term 1 test are shown in the table below.

Cognitive level	Test total: 50	%
Knowledge	12	24%
Routine procedures	21	42%
Complex procedures	11	22%
Problem solving	6	12%





