Mathematics

Teacher Toolkit:
CAPS Planner and Tracker

2021 TERM 1

CONTENTS

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 8 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as 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 day 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 encourages 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 8 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Senior Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. 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 Learning and Teaching Support Materials (LTSMs)

The tracker coordinates the CAPS requirements with the content set out in the approved Learner's Book and Teacher's Guide. 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 different ways – but you must be sure to cover the content systematically. For each set of LTSMs , links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for you to access the correct resources.

In a few instances, when necessary, we recommend that you 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. The activity is marked ***Select** in these cases. In other instances the Learner's Books do not have adequate activities for learners to consolidate work done on a topic, in which case we recommend that you use the relevant activities in the DBE workbooks, the *Sasol Inzalo* Foundation Mathematics book or additional work from other sources. The activity is marked **#Supplement** in these cases.

Each tracker is based on 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 exactly 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 differ by a page or two from those given in the tracker.

5. Links to the DBE workbooks and to the *Sasol Inzalo Mathematics Book 1*

The tracker gives links to the DBE workbooks relevant to the content prescribed for each day. 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 that the DBE pages referred to are for the 2017 edition of the workbook. The pages change very little from year to year, but if you are using a different edition of the workbook, you should check that the pages are still relevant for the content to which they are linked in the tracker.

In addition, the tracker for each of the eight approved LTSMs also gives links to relevant pages in the *Sasol Inzalo* Learner's Book 1 to help you find relevant resources there.

6. Managing time allocated in the tracker

The tracker for this term contains details of work to be covered over 10 full weeks in 50 lessons, including time for revision and assessment. As the length of the term is

not the same every year, you might have to make some adjustments to accommodate terms that are a few days longer or shorter. It is important that you take note of this at the start of the term.

The CAPS prescribes four and a half hours of Mathematics per week in Grade 8. In the tracker, this time is organised into four one-hour lessons and one half-hour lesson. As each school organises its timetable differently, you may have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school and to ensure that the full four and a half hours of time for Mathematics is used constructively.

The breakdown of work to be done each week corresponds to the sequence of work in the 'annual teaching plan and programme of assessment' drawn up by the provincial Department of Education. However, the tracker gives a more detailed outline of what should be taught each day.

It is important to note that a total of 39 hours is given to the CAPS topics for the term. An extra six hours is given for assessments and revision. Two to three hours of revision time is left at the end of the term for each Learner Book's tracker. If this time is not taken during the term time for informal assessments, then revision for the learners must be sourced. Most Learner's Books provide an abundance of extra revision activities for this purpose.

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 day 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 on the lesson schedule. To do this, you could cut out or cut back on some of the routine activities like 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 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. 155). The overview of the term indicating where the formal

assessments will be done is provided in the *Assessment Term Plan* 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.

CAPS requires that learners write one test this term. An exemplar term test with a marking memorandum and analysis of cognitive levels has been included for you 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 assessement programme. Most of the Learner's Books provide term tests. These may be used for revision or for informal assessments, but they cannot be used for the formal assessment task as learners can prepare for them in advance. If the LTSM you are using has provided a test in the Teacher's Guide, you could use this instead of the exemplar provided here, and you can of course also set your own test. The *Assessment Term Plan* shows where tests are provided in each of the LTSMs. 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.

A suggested mark record sheet is provided 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 assessments 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

Occasionally, the tracker suggests resources that you could use for certain lessons, but you should not restrict yourself to these but should use any suitable resources to enrich your Mathematics teaching.

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 is a good idea that you and your Mathematics colleagues agree on a day that you can get together to plan your lessons as a group and 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 *orientating* yourself to 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, depending on the textbook. 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.
   - 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.
   - 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 that 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 learnt 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 textbook and teacher guide will assist you. Think

also 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 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 guides offer suggestions for remediation and enrichment activities that you might want to use.)
   - *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/InclusiveEducation.

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 (for a one-hour lesson) – but you might find that you need to work differently in some lessons, such as when a test is being written or when the allocated lesson time is only a half an hour.
   - **Homework review/reflection (15 minutes):** This is the first activity of the lesson. We recommend that you take about 15 minutes to remediate and correct the previous day'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 day's work. Allow learners the opportunity to write corrections as needed.

- **Lesson content – concept development (15 minutes):** This is the second activity of the lesson. We recommend that you actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the learner book or teacher 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.

- **Classwork activity (25 minutes):** This is the third 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 textbook or DBE workbook. These activities allow them to practise their maths 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 Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise 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 managed 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 is 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.

- **Allocate homework (5 minutes):** This is the fourth and final activity of the lesson. In this step you should tell the learners about the homework for the day 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 maths 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 for 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. ASSESSMENT TERM PLAN

Note: All assessments should be done under controlled conditions. Teachers must supervise and there should be no talking among the learners.

1. Formal assessment

Table 1 below shows the minimum requirement for formal assessment in Grade 8 given by the CAPS (p. 155). (No changes required by Circular S1 of 2017.)

Table 1: NUMBER OF ASSESSMENT TASKS AND WEIGHTING							
SBA	**FORMS OF ASSESSMENT**	**Minimum requirements per term**				**Number of tasks per year**	**Weighting**
		Term 1	Term 2	Term 3	Term 4		
	Test	1	1	1		3	**80%**
	Assignment	1				1	
	Investigation		1			1	
	Project			1		1	
	Total	**2**	**2**	**2**	**0**	**6***	
End-of-year Test T4						1	**20%**

*To be completed before the end-of-year examination.

Table 2 gives an overview of how the minimum requirements of the formal assessment programme fit into the weekly planned lessons in the tracker and where examples can be found in the LTSMs. Remember, examples of tests in the Learner's Book should not be used for formal assessment as the learners can prepare for them in advance, but they can be used for revision.

Table 2: THE FORMAL ASSESSMENT TERM PLAN FOR EACH SET OF LTSMs		
LTSMs	**ASSIGNMENT**	**End-of-term test**
Premier Mathematics	**Week 7 – Day 32** LB p. 62 Memorandum: TG p. 41	**Week 9 – Day 42** Exemplar test (60 minutes)
		Alternative test Term 1 formal assessment: Test TG pp. 44–45 Memorandum: TG p. 45
Spot On Mathematics	**Week 7 – Day 32** Activity 4: LB p. 67 Memorandum: TG pp. 91–92	**Week 9 – Day 42** Exemplar test (60 minutes)
		Alternative test End-of-term 1 assessment: Test TG pp. 124–125 Memorandum: TG pp. 126–127
Platinum Mathematics	**Week 7 – Day 32** Revision: LB p. 51 Memorandum: TG p. 24	**Week 9 – Day 42** Exemplar test (60 minutes)
	Alternative assignment Assignment: Numbers around the world LB pp. 30–31 Memorandum: TG p. 15	**Alternative test** Formal assessment exemplar test: LB pp. 70–71 (only for revision) Memorandum: TG p. 33
Oxford Headstart Mathematics	**Week 7 – Day 35** Assignment: Revision ex. LB p. 114 Memorandum: p. 110	**Week 9 – Day 42** Exemplar test (60 minutes)
	Alternative assignment Assignment 1: Whole numbers LB p. 36 Memorandum: TG p. 56	

LTSMs	ASSIGNMENT	End-of-term test
Oxford Successful Mathematics	**Week 6 – Day 27** Assignment: Option 2: Exponents and algebra LB pp. 432–433 Memorandum: TG pp. 333–334	**Week 9 – Day 43** Exemplar test (60 minutes)
	Alternative assignment Assignment: Option 1: Ratio, rate and integers LB p. 431 Memorandum: TG p. 332	**Alternative test** Test 1: TG pp. 335–336 Memorandum: TG p. 337
Clever: Keeping Maths Simple	**Week 7 – Day 32** Assignment: Use control test LB pp. 107–108 Memorandum: TG pp. 92–93	**Week 9 – Day 42** Exemplar test (60 minutes)
	Alternative assignments Assignment 1: Numbers, operations and relationships LB p. 105 Memorandum: TG p. 90 Assignment 2: Patterns, functions and algebra LB p. 106 Memorandum: TG p. 91	
Solutions for All Mathematics	**Week 7 – Day 32** Assignment: Use 'Check what you know' LB pp. 89–91 Memorandum: TG pp. 53–54	**Week 9 – Day 42** Exemplar test (60 minutes)
	Alternative assignment Term 1 assignment TG pp. 338–339 Memorandum: TG pp. 340–341	**Alternative test** Term 1 Control test TG pp. 333–335 Memorandum: TG pp. 336–337

LTSMs	ASSIGNMENT	End-of-term test
Mathematics Today	**Week 7 – Day 32** Formal assessment: Assignment LB pp. 54–55 TG p. 17	**Week 9 – Day 42** Exemplar test (60 minutes)
		Alternative test Formal assessment: Term 1 test TG pp. 33–34 Memorandum: TG p. 35
Sasol Inzalo Mathematics Book 1	**Week 7 – Day 32** Note: An assignment will have to be sourced from another set of LTSMs	**Week 9 – Day 42** Exemplar test (60 minutes)
		Topics in exemplar test • Whole numbers • Integers • Exponents • Common fractions • Decimal fractions

2. Informal assessment

In addition to the prescribed formal assessment, you should include some informal assessments to help you and the learners gain insight into how they are progressing. Much informal assessment is integrated into teaching and learning – in class discussions, responses to questions, and as classwork is done and homework reviewed. It is also a good idea, however, to set some informal written assessment tasks that simulate more formal assessment activities, such as examination or test questions, as they allow learners to develop important examination techniques such as keeping to time limits and first answering what they know best.

Each set of LTSMs provides revision exercises as well as remediation and extension exercises, all of which may be used for informal assessment. Some examples are given below:

- *Premier Mathematics* provides revision exercises of the units at the end of the term with full solutions provided in the Teacher's Guide.
- *Spot On Mathematics* provides a revision activity at the end of each module with full solutions in the Teacher's Guide.
- *Platinum Mathematics* provides comprehensive revision exercises at the end of each topic in the Learner's Book (with full solutions in the Teacher's Guide), as well as basic target and advanced target worksheets at the back of the Teacher's Guide. An extension and remediation worksheet book is also given.
- *Oxford Headstart Mathematics* gives revision exercises at the end of each chapter with solutions in the Teacher's Guide.
- *Oxford Successful Mathematics* has a summary and a consolidation exercise at the end of each chapter in the Learner's Book (with full solutions in the Teacher's Guide).
- *Solutions for All Mathematics* has a summary and a revision exercise ('Check what you know') at the end of each unit. The final unit of each term comprises revision of all the units done during the term. Comprehensive solutions are provided in the Teacher's Guide. Enrichment is provided occasionally and is indicated with an enrichment icon.
- Revision tests can be found at the end of each topic in *Mathematics Today* (with full solutions in the Teacher's Guide). For each topic, remedial support and extension exercises are provided in the Teacher's Guide.

The trackers do not specify when such informal assessments should be done as you will use your professional judgement in this regard. Although marks do not have to be recorded for informal assessment, you might like to keep a record of these in order to monitor your learners' progress.

D. TRACKERS FOR EACH SET OF APPROVED LTSMs

Premier Mathematics

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

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

1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

PREMIER MATHEMATICS Week 1												
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
1	**Whole numbers:** Mental calculations; Ordering and comparing whole numbers	75	1-2	1-2	1-2	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)					
2	Properties of whole numbers: Commutative, distributive, associative laws; Calculation techniques	75-76	3-4	2-5	2-4	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14)					
3	Properties of whole numbers: Calculation techniques	75-76	3-4	2-5	2-4	No. 2a-2b (pp. 4-7)	No. 1-4 (p. 15) No. 1-4 (pp. 16-17)					
4	Multiples and factors Prime factors of numbers to at least 3digits whole numbers	76-77	5	5-7	4-6	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)					
5	LCM and HCF of whole numbers by inspection or factorization	76-77										
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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				

PREMIER MATHEMATICS   Week 2
#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
6	Sharing in a given ratio where whole is given	76-77										
7	Decreasing or in increasing a number in a given ratio	76-77										
8	Solving problems using ratio and rate	77	6	7-9	6-8		No. 1-11 (pp. 24-26)					
9	**Integers:** Counting, ordering, and comparing integers	78-79	1 2	14-16	10-12	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (pp. 39)					
10	Calculations with integers: Addition	78-79	3#	16-17	12	No. 12 (pp. 26-27)	No. 1-12 (pp. 35-38)					

Note: Refer to Day 8: Students require cards with integers on them.

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										
	#Supplement										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class			
								Date completed			
11	Calculations with integers: Subtraction	78-79	4#	18	13	No. 12 (pp. 26-27)					
12	Calculations with integers: Multiplication	78-79	5 (no. 1#)	18-20	13-14	No. 12 (pp. 26-27)	No. 1-12 (pp. 40-42)				
13	Calculations with integers: Division	78-79	5 (no. 2-3#)	18-20	13-14	No. 12 (pp. 26-27)	No. 1-6 (pp. 43-44)				
14	Squares, cubes, square roots and cube roots of integers	78-80	6	20-22	14-15		No. 1-13 (pp. 47-49)				
15	Properties of integers	80	7	23-24	15-16	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)				

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 4 *Select*								

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class
								Date completed
16	Solving problems in contexts involving multiple operations with integers	80	8	24-25	16		No. 1-2 (pp. 46-47)	
17	Integers: Revision (squares, square roots, cubes, cube roots) (use *DBE workbook* and *Sasol Inzalo*)	78-80				No. 15-18* (pp. 32-39)	No. 1-4 (p. 50)	
18	Revision of whole numbers and integers	55-80						
19	**Formal Task: Assignment: Whole numbers and Integers**							
20	Remediation of formal task							

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 5										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
21	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	1	119	84–85	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
22	Revise multiplication of common fractions, including mixed numbers	100–101	2	120–121	85	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
23	Divide whole numbers and common fractions by common fractions	100–101	3	121–122	85–86	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
24	Calculate the squares, cubes, square roots and cube roots of common fractions	100–102	4	122–123	86–87	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
25	Solve problems in contexts involving common fractions and mixed numbers	101–102	5	123–124	87–88		No. 1–8 (pp. 26–28)					
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 6										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
26	Revise equivalent forms	102	6	125–126	88	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
27	Revise percentages; Calculate amounts involving percentage increase/decrease	102	7 (no. 1–3)	127–129	88–89	No. 69b (pp. 12–13)						
28	Solve problems in contexts involving percentages	102	7 (no. 4–7)	129–130	89	No. 70a–70b (pp. 14–17)						
29	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	1	130–132	90–91	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
30	Revise addition and subtraction of decimal fractions	103	2	132–133	91		No. 1–6 (p. 36)					

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 7												
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
31	Revise multiplication of decimal fractions	103–104	3	133–135	91–92	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
32	Divide decimal fractions by whole numbers and decimal fractions	103–104	4	136–137	92	No. 75 (pp. 26–27)						
33	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	5	137	93	No. 76a–76b (pp. 28–31)						
34	Solve problems in contexts involving decimal fractions	104	6	138–139	93–94		No. 1–4 (p. 40)					
35	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	7	139–141	94	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

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 8											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					
								Date completed					
36	Revision common fractions	103-6											
37	Revision decimal fractions	103-6											
38	Revision whole numbers	75-77											
39	Revision integers	78											
40	**Formal task: Test**												

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 9												
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision											
42	**Test remediation**											
43	Revision											
44	Revision											
45	Revision											

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 10											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
46	Revision											
47	Revision											
48	Revision											
49	Revision											
50	Revision											
End-of-term reflection												

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Spot On Mathematics

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day.
   Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

SPOT ON MATHEMATICS   Week 1
*Select

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					
										Date completed			
1	**Whole numbers:** The properties of whole numbers: Commutative, associative and distributive properties	75	1.1 (no. 1-6)	2-4	42-43	No. 1-2b (pp. 2-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6)						
2	Solving problems involving whole numbers	75-76	1.1 (no. 7-12)	4	43-44		No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)						
3	Calculations with whole numbers	75-76	1.2 (no. 1-3)	5-7	45		No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
4	Solving problems involving whole numbers and in financial contexts	77	1.2 (no. 4-11)	7	46	No. 10 (pp. 22-23)	No. 1-8 (pp. 27-28)						
5	Multiples and factors	76-77	1.3*	8-11	47-48	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
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:

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
6	LCM and HCF of whole numbers by inspection or factorization	75-77											
7	Sharing in a given ratio where whole is given	75-77											
8	Decreasing or in increasing a number in a given ratio	75-77											
9	Solving problems involving whole numbers using ratio, rate and financial contexts	77	1.4	12-17	49-50	No. 6-7 (pp. 14-17)	No. 1-11 (pp. 24-26)						
10	Revision of whole numbers	75-77	Rev.	19	52-53	No. 8-9 (pp. 18-21)							

SPOT ON MATHEMATICS   Week 2

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:

	SPOT ON MATHEMATICS Week 3											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*		**Class**			
								**Date completed**				
11	**Integers:** Counting, ordering and comparing integers	78-79	2.1a 2.1b (no. 1-2)	23-27	56-57	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34)					
12	Counting, ordering and comparing integers	78-79	2.1b (no. 3-7)	27	57		No. 1-6 (pp. 39)					
13	Calculations with integers: Addition and subtraction	78-79	2.2 (no. 1-4)	28-29	58-59	No. 12 (pp. 26-27)	No. 1-12 (pp. 35-38)					
14	Calculations with integers: Addition and subtraction	78-79	2.2 (no. 5-11)	30	59							
15	Multiplication and division of integers	78-79	2.3	31-32	60-61		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)					
**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?						

SPOT ON MATHEMATICS Week 4												
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
16	Calculations with numbers involving the squares, cubes, square roots and cube roots of integers	78-80	2.4 (no. 1-3)	33-35	62	No. 15-18 (pp. 32-39)	No. 1-13 (pp. 47-49)					
17	Calculations involving properties of integers	80	2.4 (no. 4-8)	35	63	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)					
18	Solving problems in contexts involving multiple operations with integers	80	2.5	36-37	64		No. 1-2 (pp. 46-47)					
19	Revision of Whole numbers and Integers	75-77										
20	**Formal task: Assignment: whole numbers and Integers**											

Note: Refer to Day 17: Students require a 3x3 grid with random square or cube numbers.

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:**

	SPOT ON MATHEMATICS Week 5											
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
21	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	13.1	165–168	203–205	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
22	Revise finding fractions of whole numbers	100–101	13.2	169–170	206–207							
23	Revise multiplication of common fractions, including mixed numbers	100–101	13.3	171–172	208–209	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
24	Divide whole numbers and common fractions by common fractions	100–102	13.4	173–174	210–211	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
25	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	13.5	175	212	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
	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?

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					Date completed

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class / Date completed
26	Revise equivalent forms	102	13.6	176	213	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)	
27	Revise percentages	102	13.7a	177	214	No. 69b (pp. 12–13)		
28	Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages	102	13.7b	178–179	215–216	No. 70a–70b (pp. 14–17)	No. 1–8 (pp. 26–28)	
29	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	14.1	184–185	221–223	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)	
30	Revise addition and subtraction of decimal fractions	103	14.2 (no. 1–6)	186–187	224–225		No. 1–6 (p. 36)	

Note: .

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:**

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
31	Revise multiplication of decimal fractions	103–104	14.2 (no. 7) 14.3 (no. 1, 3, 4)	188–189	225–227	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
32	Divide decimal fractions by whole numbers and decimal fractions	103–104	14.3 (no. 2, 6)*	188–189	226–227	No. 75 (pp. 26–27)						
33	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	14.4	190	228	No. 76a–76b (pp. 28–31)						
34	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	14.5	191–192	229–230	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
35	Revision of decimal fractions	104	Rev.	194	232–233		No. 1–4 (p. 40)					

SPOT ON MATHEMATICS   Week 7

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:

		SPOT ON MATHEMATICS Week 8												
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*		Class					
								Date completed						
36	Revision common fractions	103-6											
37	Revision decimal fractions	103-6											
38	Revision whole numbers	75-77											
39	Revision integers	78											
40	**Formal task: Test**												

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:

		SPOT ON MATHEMATICS	**Week 9**										
		#Supplement											
Day	CAPS concepts and skills			CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
										Date completed				
41	Revision													
42	**Test remediation**													
43	Revision													
44	Revision													
45	Revision													
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:

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					Date completed				

SPOT ON MATHEMATICS   Week 10

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class
46	Revision							
47	Revision							
48	Revision							
49	Revision							
50	Revision							

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Platinum Mathematics

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day.
   Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

		PLATINUM MATHEMATICS Week 1											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
1	**Whole numbers:** Ordering and comparing whole numbers	75	1.1	3-5	3, 4	No. 1 (pp. 2-3)							
2	Properties of whole numbers	75	1.2	6-7	4, 5	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6)						
3	Calculations using whole numbers	76	1.3	8-9	5, 6		No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
4	Multiples and factors: Factors and the highest common factor	76-77	1.4	10-11	6, 7	No. 3 (pp. 8-9)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
5	Multiples and factors: The lowest common multiple	76-77	1.5	11-12	6, 7	No. 4-5 (pp. 10-13)							

Note: 1. Refer to Day 1: Students require a number line of whole numbers.
2. Refer to Day 2: A chart of properties may be helpful.
3. Refer to Day 3: A multiplication chart (12 x 12) and a units chart may be helpful.
4. Refer to Day 4: A prime numbers chart (up to 100) may be helpful.

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:**

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
6	Sharing in a given ratio where whole is given	76											
7	Decreasing or in increasing a number in a given ratio	76											
8	Solving problems involving whole numbers: Ratios, rates and financial contexts	77	1.6	13-16	7-8	No. 6-8 (pp. 14-19)	No. 1-11 (pp. 24-26) No. 1-8 (pp. 27-28)						
9	Revision of whole numbers	75-77	Rev.	17	8	No. 9-10 (pp. 20-23)							
10	**Integers:** Counting, ordering and comparing integers	78-79	2.1	18-20	9-10	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)						

Note: 1.

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											
	#Supplement											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Calculations with integers: Addition and subtraction	78-79	2.2	21-22	10-12		No. 1-12 (pp. 35-38)					
12	Calculations with integers: Multiplication and division; Solving problems in contexts	78-79	2.3	22-25	12		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)					
13	Properties of integers	80	2.4	26-27	12		No. 1-5 (pp. 44-45)					
14	Properties of integers cont. (use *DBE workbook*)	80				No. 13 (pp. 28-29)						
15	Squares, cubes, square roots and cube roots of integers	78-80	2.5 (no. 1#)	27-28	13	No. 15-18 (pp. 32-39)	No. 1-13 (pp. 47-49)					
	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:**

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
16	Solving problems in contexts involving multiple operations with integers; Revision: calculations with integers (use *DBE workbook*)	80	2.5 (no. 2-5)	28	13	No. 12 (pp. 26-27)	No. 1-2 (pp. 46-47)					
17	Revision of integers	78-80	Rev. (no. 1-5)	29	14		No. 1-4 (p. 50)					
18	Revision of Whole numbers and Integers	75-80										
19	**Formal task: Assignment: whole numbers and Integers**											
20	Remediation on assignment											

Note: 1. Refer to Day 17: Students require square shapes and cubes.
2. Refer to Day 18: Charts of square and cube numbers may be helpful.

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 5											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
21	**Common fractions:** Revise understanding of common fractions	100	13.1	150–152	72		No. 1–10 (pp. 8–11)					
22	Revise addition and subtraction of common fractions, including mixed numbers	100–101	13.2#	153–154	72–73	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
23	Revise multiplication of common fractions, including mixed numbers	100–101	13.3#–13.4	155–156	73–74	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
24	Divide whole numbers and common fractions by common fractions	100–102	13.5–13.7	157–158	74–75	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
25	Calculate the squares and square roots, cubes and cube roots of common fractions	101–102	13.8–13.9	159–161	75–76	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					

Note: 1. Refer to Day 24: Pictures of solar system and other examples of very large numbers may be useful.

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					

PLATINUM MATHEMATICS Week 6

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Date completed				
26	Revise equivalent forms; Revise percentages	102	13.10	162–163	77	No. 69a–69b (pp. 10–13)	No. 1–18 (pp. 1–7)					
27	Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages (use *DBE workbook*)	102	13.11	164	77	No. 70a–70b (pp. 14–17)						
28	Revision of common fractions	102	Rev.	165	77		No. 1–8 (pp. 26–28)					
29	**Decimal fractions:** Revise reading and writing decimals, counting, ordering, comparing and rounding off of decimal fractions	103	14.1–14.3	166–170	78–80	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
30	Revise addition and subtraction of decimal fractions	103	14.4	171	80–81		No. 1–6 (p. 36)					

Note: 1. Refer to Day 27: Pictures/examples of patterns in our world and different prepared patterns may be helpful.
2. Refer to Day 29: Prepared chart of open table with given rule, flash cards, matches.

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 7										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
											Date completed
31	Revise multiplication of decimal fractions	103–104	14.5#	172–173	81–82	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
32	Divide decimal fractions by whole numbers and decimal fractions	103–104	14.5#	172–173	81–82	No. 75 (pp. 26–27)						
33	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	14.6#	174	82–83	No. 76a–76b (pp. 28–31)						
34	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number (use *DBE workbook* or *Sasol Inzalo* book)	104				No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
35	Revision of decimal fractions	104	Rev.	175	83		No. 1–4 (p. 40)					

Note:

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 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*	**Class**					
								Date completed					
36	Revision common fractions	100											
37	Revision decimal fractions	103											
38	Revision whole numbers	75-78											
39	Revision integers	79-80											
40	**Formal task: Test**												

Note: 1.

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision											
42	**Test remediation**											
43	Revision											
44	Revision											
45	Revision											

PLATINUM MATHEMATICS Week 9

Note: .

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 10										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
46	Revision											
47	Revision											
48	Revision											
49	Revision											
50	Revision											
End-of-term reflection												

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Oxford Headstart Mathematics

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day.
   Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

	OXFORD HEADSTART MATHEMATICS Week 1								
	*Select								
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class	
								Date completed	
1	**Whole numbers:** Ordering and comparing whole numbers	75	1-2	7-8	31-32	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)		
2	Properties of whole numbers; Calculations using whole numbers: Estimating and rounding off	75-76	1 1	9-11 12-13	33-35 35-38	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)		
3	Calculations using whole numbers: Addition and subtraction; Rounding off and compensating	75-76	2-3	14-16	38-40		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14)		
4	Multiplication and division; More rounding off and compensating		4-5	16-18	40-42		No. 1-4 (p. 15) No. 1-4 (pp. 16-17)		
5	The order of operations; Multiples and factors	76-77	6 1-3*	20-24	42-49	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)		

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 2										
		*Select										
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
6	Factors and Highest Common Factor (HCF)	76-77										
7	Multiples and Lowest Common Multiple (LCM)	76-77										
8	Sharing in a given ratio where whole is given	77										
9	Decreasing or in increasing a number in a given ratio	77										
10	Solving problems involving whole numbers: Ratio and rate	77	1-3*	25-29	49-52		No. 1-11 (pp. 24-26)					
	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:

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*			Class			
										Date completed			
11	Solving problems: Speed, distance, time and exchange rates (30 minutes); Revision (30 minutes)	75-77	4-5 rev.	30-33 34-35	52-54 54-55	No. 6-10 (pp. 14-23)	No. 1-8 (pp. 27-28)						
12	**Integers:** Counting, ordering and comparing integers	78-79	1-3	38-41	58-61	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (pp. 39)						
13	Calculations with integers: Addition and subtraction; Solving problems in contexts	78-79	1-3	42-46	61-63		No. 1-12 (pp. 35-38)						
14	Calculations with integers: Multiplication, division and order of operations	78-79	4-6	46-49	64-66	No. 12 (pp. 26-27)	No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)						
15	Squares, cubes, square roots and cube roots of integers; Properties of integers	78-80	7 1-2	49-50 42-54	66 67-69	No. 15-18 (pp. 32-39) No. 13 (pp. 28-29)	No. 1-13 (pp. 47-49) No. 1-5 (pp. 44-45)						

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 HEADSTART MATHEMATICS Week 4												
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	Solving problems in financial contexts involving multiple operations with integers	80	1-3*	55-59	69-74		No. 1-2 (pp. 46-47)					
17	Solving problems in financial contexts	80	4-5	60-64	72-74							
18	Solving problems in financial contexts	80	6-8*	64-69	75-77							
19	Revision	78-80	Rev.	70-71	78		No. 1-4 (p. 50)					
20	**Formal task: Assignment: whole numbers and Integers**											

Note:

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 5											
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
21	**Common fractions:** Revise properties of common fractions, including mixed numbers	100	1–2	230–231	212–214		No. 1–10 (pp. 8–11)					
22	Revise addition and subtraction of common fractions, including mixed numbers	100–101	1–4*	232–236	215–220	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
23	Revise multiplication of common fractions, including mixed numbers	100–101	1–2	237–238	221–223	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
24	Divide whole numbers and common fractions by common fractions	100–102	3–4	238–239	223–224	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
25	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	5	239–240	224	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
	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 6											
Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
26	Revise equivalent forms (use *DBE workbook* or *Sasol Inzalo* book); Revise percentages	102	1–3*	241–243	225–227	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)						
27	Calculate amounts involving percentage increase/decrease	102	4–5*	243–246	227–229	No. 69b (pp. 12–13)							
28	Revise common fractions including solving problems in contexts involving percentages	102	Rev.	247–248	229	No. 70a-70b (pp. 14–17)	No. 1–8 (pp. 26–28)						
29	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	1–4*	250–253	230–235	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)						
30	Revise addition and subtraction of decimal fractions	103	1–3	254–255	235–237		No. 1–6 (p. 36)						

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 7											
Day	**CAPS concepts and skills**		**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Sasol Inzalo**	**Class**				
									Date completed				
31	Revise multiplication of decimal fractions		103–104	1	256–257	237–239	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
32	Divide decimal fractions by whole numbers and decimal fractions		103–104	2–3	257–259	240	No. 75 (pp. 26–27)						
33	Calculate the squares, cubes, square roots and cube roots of decimal fractions		104–105	4#	259–260	240	No. 76a–76b (pp. 28–31)						
34	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number		104	1–2	261–264	241–243	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
35	Solve problems in contexts involving decimal fractions; Revision of decimal fractions		104	3 Rev.*	264–266	244–245		No. 1–4 (p. 40)					
	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 8**
*Select

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed
36	Revision common fractions	100-102										
37	Revision decimal fractions	103-4										
38	Revision whole numbers	75-78										
39	Revision integers	77-78										
40	**Formal task: Test :all topics covered**											

Note: Refer to Day 38: Resources: Photocopies of coins and notes.

**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:

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					

OXFORD HEADSTART MATHEMATICS   Week 9
Select

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*
41	Revision						
42	**Test remediation**						
43	Revision						
44	Revision						
45	Revision						

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 10											
Day	CAPS concepts and skills		CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
									Date completed				
46	Revision												
47	Revision												
48	Revision												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Oxford Successful Mathematics

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed (complete this daily).

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

	OXFORD SUCCESSFUL MATHEMATICS Week 1										
	*Select										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class			
								Date completed			
1	**Whole numbers:** Ordering and comparing whole numbers	75	1 2	9-12	28-31	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)				
2	Properties of whole numbers: Commutative, associative and distributive properties	75-76	1-3	13-15	31-35	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)				
3	Properties of whole numbers: Identity elements; Calculations using whole numbers: Estimating, rounding off, compensating and the four operations	75-76	4 1 2	15-16 17-20	35-36 36-40		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)				
4	Multiples and factors	76-77	1-3*	21-24	40-44	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)				
5	Factors and HCF	76-77									

Note: 1. Refer to Day1: A place chart (9 digits) should be provided.
2. Refer to Day 5: Resources: blocks or sweets.

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
													Date completed
6	Multiples and LCM	76-77											
7	Sharing in a given ratio where whole is given	77											
8	Decreasing or in increasing a number in a given ratio	77											
9	Solving problems involving whole numbers: Ratio and rate (excluding exchange rates)	77	1 2*	25-28	44-46	No. 10 (pp. 22-23)	No. 1-11 (pp. 24-26)						
10	**Integers:** Counting, ordering and comparing integers	78-79	1 2	36-39	51-55	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)						

OXFORD SUCCESSFUL MATHEMATICS Week 2

Note: .

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											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Sasol Inzalo**	**Class**				
								Date completed				
11	Calculations with integers: Addition and subtraction	78-79	1 (no. 1-8)	40-42	55-57		No. 1-12 (pp. 35-38)					
12	Calculations with integers: Addition and subtraction	78-79	1 (no. 9-10) 2	42-43	57-58							
13	Calculations with integers: Multiplication	78-79	1	44-45	58-59		No. 1-12 (pp. 40-42)					
14	Calculations with integers: Multiplication and division	78-79	2-3	45-46	60-61		No. 1-6 (pp. 43-44)					
15	Calculations with integers: Multiple operations	78-79	Rev. 1 2	47-48	61-64	No. 12 (pp. 26-27)	No. 1-13 (pp. 47-49)					
	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?

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					Date completed
16	Properties of integers	80	Rev. 1-4	49-52	64-67	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)						
17	Solving problems in contexts involving integers	80	Rev. 1	53-55	67-69	No. 15-16 (pp. 32-35)	No. 1-2 (pp. 46-47)						
18	Revision: Integers	78-80	Cons.	57	69	No. 17-18 (pp. 36-39)	No. 1-4 (p. 50)						
19	Revision whole numbers	75											
20	**FORMAL TASK: ASSIGNMENT: WHOLE NUMBERS AND INTEGERS**												

Note: .

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 5										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					
								Date completed					
21	**Common fractions:** Revise properties of common fractions, including mixed numbers	100–102	1	203–205	179–182		No. 1–10 (pp. 8–11)						
22	Revise addition and subtraction of common fractions, including mixed numbers	100–101	2 (no. 1–2)	205–207	182–184	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)						
23	Revise multiplication of common fractions, including mixed numbers	100–101	2 (no. 3)#	206–207	183–184	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)						
24	Divide whole numbers and common fractions by common fractions	100–102	Rev. 1–2	208–210	184–188	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)						
25	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	Rev. 1	211–212	188–190	No. 68 (pp. 8–9)	No. 1–3 (p. 22)						
	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 6										
Day	**CAPS concepts and skills**		**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**
									**Date completed**
26	Solve problems in contexts involving common fractions and mixed numbers		102	Rev. 1	213–215	191–194		No. 1–8 (pp. 26–28)					
27	Revise percentages; calculate amounts involving percentage increase/decrease		102	1	216–218	194–197	No. 69b–70b (pp. 12–17)						
28	Equivalent forms		102	1	219–221	197–199	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
29	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions		103	Rev. 1	225–227	201–204	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
30	Revise addition and subtraction of decimal fractions		103	1	228–229	204–206		No. 1–6 (p. 36)					
Note:													

**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 7**

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					
									**Date completed**
31	Revise multiplication of decimal fractions	103–104	1–2	230–232	206–208	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)						
32	Divide decimal fractions by whole numbers and decimal fractions	103–104	1–2	233–234	208–209	No. 75 (pp. 26–27)							
33	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	Rev. 1–2	236–238	209–212	No. 76a–76b (pp. 28–31)							
34	Solve problems in contexts involving decimal fractions	104	1	239–241	212–213		No. 1–4 (p. 40)						
35	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	1	242–243	213–215	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)						
**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 8			
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class			
								Date completed			
36	Revision common fractions	100-102									
37	Revision decimal fractions	103									
38	Revision whole numbers	75-78									
39	Revision integers	78-80									
40	**Formal task: Test: all topics 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:**

	OXFORD SUCCESSFUL MATHEMATICS Week 9												
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
41	Revision												
42	**Test remediation**												
43	Revision												
44	Revision												
45	Revision												

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
46	Revision											
47	Revision											
48	Revision											
49	Revision											
50	Revision											

OXFORD SUCCESSFUL MATHEMATICS   Week 10

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Clever: Keeping Maths Simple

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

	CLEVER: KEEPING MATHS SIMPLE Week 1											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
1	**Whole numbers:** Times tables; Ordering and comparing numbers (*What you already know*); Properties of whole numbers	75	1	1-7	1-7	No. 1-2b (pp. 2-7)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)					
2	Calculations using whole numbers: Rounding off, compensating and the four operations	75-76	2 (no. 1-2)	8-14	8-11		No. 1-4 (pp. 1-3) No. 1-7 (p. 4)					
3	Calculations using whole numbers	75-76	2 (no. 3-5)	8-15	11-12		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)					
4	Multiples and factors HCF and LCM	76-77	3	15-19	13-16	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)					
5	Solving problems involving whole numbers: Ratio and rate	77	4	19-22	16-22		No. 1-11 (pp. 24-26)					
	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:

**CLEVER: KEEPING MATHS SIMPLE   Week 2**
*Select
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Sasol Inzalo**		**Class**
									**Date completed**
6	Solving problems involving whole numbers: Ratio and rate; contexts	77	4-5*	19-23	16-23	No. 6-7 (pp. 14-17)	No. 1-8 (pp. 27-28)					
7	Revision and consolidation of Whole numbers	75-77										
8	**Integers:** *What you already know*; Counting, ordering and comparing integers	78-79	1	27-32	25-30	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)					
9	Calculations with integers: Addition and subtraction	78-79	2	33-37	30-34		No. 1-12 (pp. 35-38)					
10	Calculations with integers: Multiplication and division	78-79	3 (no. 1-2)	37-41	35		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)					
**Note:** Refer to Day 8: Resources: Chain diagram, thermometer, bank statements, newspapers.
**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:**

	CLEVER: KEEPING MATHS SIMPLE Week 3									
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*	**Class**		
								Date completed		
11	Squares, cubes, square roots and cube roots	78-80	3 (no. 3-5)	40-41	35-36		No. 1-13 (pp. 47-49)			
12	Squares, cubes, square roots and cube roots (use *DBE workbook*)	78-80				No. 15-18 (pp. 32-39)				
13	Properties of integers	80	4	42-46	36-38		No. 1-5 (pp. 44-45)			
14	Solving problems in contexts involving multiple operations with integers	80	5	47-49	38-40		No. 1-2 (pp. 46-47)			
15	Revision (use *DBE workbook* or *Sasol Inzalo* book)	78-80				No. 12 (pp. 26-27)	No. 1-4 (p. 50)			

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:

	CLEVER: KEEPING MATHS SIMPLE Week 4									
	#Supplement									
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class		
								Date completed		
16	Integer revision	78-80								
17	Revision of integers	78-80								
18	Revision of Whole numbers and Integers	75-80								
19	**Formal task: Assignment: whole numbers and Integers**									
20	Remediation on assignment									

Note:

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
21	**Common fractions** :Revise addition and subtraction of common fractions, including mixed numbers	100–101	2	207–208	180	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
22	Revise multiplication of common fractions, including mixed numbers	100–101	3	208–210	180–181	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
23	Divide whole numbers and common fractions by common fractions	100–102	4 (no. 1)	210–213	181–182	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
24	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	4 (no. 2)	212–213	182	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
25	Calculate amounts involving percentage increase/decrease	102	6 (no. 5–13)	218–219	187–189	No. 70a–70b (pp. 14–17)						

CLEVER: KEEPING MATHS SIMPLE Week 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:

	CLEVER: KEEPING MATHS SIMPLE Week 6								
	#Supplement								

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
26	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions addition and subtraction of decimal fractions	103	*What you...* 1	220–224 224–225 230	190–196	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
27	Revise multiplication of decimal fractions	103–104	2 (no. 3, 4a–f)	225–226 230	198 201–202	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
28	Divide decimal fractions by whole numbers and decimal fractions	103–104	2 (no. 4g–l, 5, 6)	226–229	198–199 202–203	No. 75 (pp. 26–27)						
29	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	2 (no. 7#)	229 231	203–204	No. 76a–76b (pp. 28–31)						
30	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	4	233–235	206–208	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

Note:

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:

		CLEVER: KEEPING MATHS SIMPLE Week 7											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*		**Class**				
										Date completed			
31	Revision common fractions	100-102											
32	Revision decimal fractions	103											
33	Revision whole numbers	75-78											
34	Revision integers	78-80											
35	**Formal task: Test**												

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:

		CLEVER: KEEPING MATHS SIMPLE Week 8								
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*	**Class**		
								Date completed		
36	Revision									
37	**Test remediation**									
38	Revision									
39	Revision									
40	Revision									

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:

		CLEVER: KEEPING MATHS SIMPLE Week 9										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision											
42	Revision											
43	Revision											
44	Revision											
45	Revision											
	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:**

	CLEVER: KEEPING MATHS SIMPLE Week 10											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*	**Class**				
								Date completed				
46	Revision											
47	Revision											
48	Revision											
49	Revision											
50	Revision											
	End-of-term reflection											

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Solutions for All Mathematics

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

	SOLUTIONS FOR ALL MATHEMATICS Week 1										
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***		**Class**		
									Date completed		
1	**Whole numbers:** Times tables (MM); Ordering and comparing numbers; Rounding off; Calculations using whole numbers	75	MM Ex. 1.1 Act. 1.1	1-4	1-4	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)				
2	Calculations using whole numbers: Mixed operations; Factors and multiples	75-76	Ex. 1.2 Act. 1.2 Ex. 1.3	5-7	4-6	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)				
3	Properties of whole numbers	75-76	Act. 1.3 Ex.1.4 Act. 1.4 Ex. 1.5	8-12	7-9	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)				
4	Revising order of operations; Calculations	75-76	Act. 1.5 Ex. 1.6	12-14	9-10		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14)				
5	Solving problems involving whole numbers	77	Act. 1.6 Ex. 1.7	14-18	10-11		No. 1-4 (p. 15) No. 1-4 (pp. 16-17)				
	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:**								

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				

SOLUTIONS FOR ALL MATHEMATICS Week 2
Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*
6	Solving problems involving whole numbers: Ratio and rate	77	Act. 1.7 Ex. 1.8 Act. 1.8 Ex. 1.9	18-23	11-12		No. 1-11 (pp. 24-26)
7	Revision of whole numbers	75-78					
8	**Integers:** Counting, ordering and comparing integers (*Getting started*); Calculations with integers: Addition and subtraction	78-79	Act. 2.1 Act. 2.2 Ex. 2.1 (no. 1-3)	33-36	17-19	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)
9	Calculations with integers: Subtraction	78-79	Ex. 2.1 (no. 4-13)	36-38	19-20		No. 1-12 (pp. 35-38)
10	Calculations with integers: Multiplication	78-79	Act. 2.3 Act. 2.4	38-40	20-21	No. 12 (pp. 26-27)	No. 1-12 (pp. 40-42)

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											
	#Supplement											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	*Sasol Inzalo*	**Class**				
								Date completed				
11	Multiplying integers; Squares, cubes, square roots and cube roots	78-80	Ex. 2.2#	41	21-22	No. 15-18 (pp. 32-39)	No. 1-13 (pp. 47-49)					
12	Revision (*Check what you know*)	78-80	Check what...	42-43	22-23							
13	Properties of integers	80	Act. 3.1 Ex. 3.1	44-48	24-26	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)					
14	Properties of integers continued	80	Act. 3.2 Act. 3.3 Ex. 3.2	48-51	27							
15	Calculations with integers: Division; order of operations	78-80	Act. 3.4 Act. 3.5 Ex. 3.3	51-54	27-28		No. 1-6 (pp. 43-44)					
	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 4											
	*Select											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	Integer revision	78-80										
17	Revision of integers	78-80										
18	Revision of Whole numbers and Integers	75-80										
19	**Formal task: Assignment: whole numbers and Integers**											
20	Remediation on assignment											

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						

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
21	**Common fractions** Revise addition and subtraction of common fractions, including mixed numbers	100–101	Act. 18.2 Ex. 18.2–18.3	281–283	174–175	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
22	Revise multiplication of common fractions, including mixed numbers	100–101	Act. 18.3–18.4 Ex. 18.4	284–287	175–176	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
23	Divide whole numbers and common fractions by common fractions	100–102	Act. 18.5–18.6 Ex. 18.5	288–290	176–177	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
24	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	Ex. 18.6–18.7	290–292	177–178	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
25	Revise percentages; Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages	102	Act. 18.8 Ex. 18.9	295–297	179–180	No. 69b (pp. 12–13)						

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?

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
26	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	Getting started Ex. 19.1	300–302	181–184	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35) No. 1–6 (p. 36)					
27	Revise addition and subtraction of decimal fractions	103	Act. 19.1 Ex. 19.3	303–304	184–185							
28	Revise multiplication of decimal fractions	103–104	Act. 19.2 Ex. 19.4	304–305	185–186	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
29	Divide decimal fractions by whole numbers and decimal fractions	103–104	Act. 19.3 Ex. 19.5 Act. 19.4 Ex. 19.6	306–308	186–187	No. 75 (pp. 26–27)						
30	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	Act. 19.5 Ex. 19.7 Act. 19.6 Ex. 19.8*	308–311	187–190	No. 76a–76b (pp. 28–31)						

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:

SOLUTIONS FOR ALL MATHEMATICS Week 7													
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
31	Revision common fractions	100-102											
32	Revision decimal fractions	103											
33	Revision whole numbers	75-78											
34	Revision integers	78-80											
35	**Formal task: Test**												

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
36	Revision											
37	**Test remediation**											
38	Revision											
39	Revision											
40	Revision											

SOLUTIONS FOR ALL MATHEMATICS **Week 8**

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:**

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision											
42	Revision											
43	Revision											
44	Revision											
45	Revision											

SOLUTIONS FOR ALL MATHEMATICS   Week 9

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class		
								Date completed		
46	Revision									
47	Revision									
48	Revision									
49	Revision									
50	Revision									

SOLUTIONS FOR ALL MATHEMATICS   Week 10
*Select

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Mathematics Today

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

The following components are provided in the columns of the tracker table:
1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day.
   Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo* mathematics book link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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, and also form the basis for collegial conversations with your head of department and your peers.

		MATHEMATICS TODAY Week 1											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Whole numbers:** Mental calculations; Ordering and comparing numbers; Properties of whole numbers	75	1.1 1.2 1.3	5-7	1	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)					
2	Calculations using whole numbers: Without a calculator, estimation and with a calculator	76	1.4 1.5 1.6	8-10	2		No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)					
3	Multiples and factors	76-77	1.7-1.10	11-12	2	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)					
4	Solving problems involving whole numbers: Ratio and rate	77	1.11-1.14	13-14	3		No. 1-11 (pp. 24-26)					
5	Solving problems involving whole numbers: Financial contexts	77	1.15 1.16	15-16	3	No. 6-7 (pp. 14-17)	No. 1-8 (pp. 27-28)					
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:**							

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
6	Solving problems involving whole numbers:	75-77										
7	Whole numbers revision	75-77	Rev.	18	4-5							
8	**Integers:** Ordering and comparing integers	78-79	2.1	18-21	6	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)					
9	Counting integers; Calculations with integers: Addition	78-79	2.2-2.4	22-23	6-7		No. 1-12 (pp. 35-38)					
10	Calculations with integers: Subtraction	78-79	2.5	24	7							

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:

	MATHEMATICS TODAY	Week 3										
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class				
								Date completed				
11	Calculations with integers: Multiplication	78-79	2.6 2.7	25-26	7		No. 1-12 (pp. 40-42)					
12	Calculations with integers: Division	78-79	2.8	27	7		No. 1-6 (pp. 43-44)					
13	Calculations with integers involving multiple operations	78-79	2.9	28	8	No. 12 (pp. 26-27)	No. 1-13 (pp. 47-49)					
14	Solving problems in contexts; Squares and square roots (use *DBE workbook*)	78-80	2.10	29	8	No. 15-16 (pp. 32-35)	No. 1-2 (pp. 46-47)					
15	Cubes and cube roots (use *DBE workbook*); Properties of integers	78-80	2.11	30	8	No. 17-18 (pp. 36-39) No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)					

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:

MATHEMATICS TODAY Week 4											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class			
								Date completed			
16	Revision: Integers	78-80	Rev.	31	8-9		No. 1-4 (p. 50)				
17	Revision of integers	78-80									
18	Revision of Whole numbers and Integers	75-78									
19	**Formal task: Assignment: whole numbers and Integers**										
20	Remediation on assignment										
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:

		MATHEMATICS TODAY Week 5										
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	13.1	160–161	69	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
22	Revise multiplication of common fractions, including mixed numbers	100–101	13.2	161–162	69	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
23	Divide whole numbers and common fractions by common fractions	100–101	13.3–13.4*	162–164	70	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
24	Calculate the squares, cubes, square roots and cube roots of common fractions	100–102	13.5–13.6	165–166	70	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
25	Revise percentages; Calculate amounts involving percentage increase/decrease	102	13.14–13.17	172–174	72	No. 69b (pp. 12–13)						
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:

		MATHEMATICS TODAY Week 6										
		#Supplement										
Day	CAPS concepts and skills		CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class			
									Date completed			
26	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions		103	14.1	178–179	75	No. 71–72 (pp. 18–21)					
27	Revise addition and subtraction of decimal fractions		103	14.4	182	76		No. 1–6 (p. 36)				
28	Revise multiplication of decimal fractions		103–104	14.5	182–184	76–77	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)				
29	Divide decimal fractions by whole numbers and decimal fractions		103–104	14.6–14.7	184–186	77–78	No. 75 (pp. 26–27)					
30	Calculate the squares, cubes, square roots and cube roots of decimal fractions		104–105	14.8#	186–187	78–79	No. 76a–76b (pp. 28–31)					
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:							

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Sasol Inzalo	Class					
								Date completed					
31	Revision common fractions	100-102											
32	Revision decimal fractions	103											
33	Revision whole numbers	75-78											
3	Revision integers	78-80											
35	**Formal task: Test: All topics covered**												

MATHEMATICS TODAY   Week 7

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:**

		MATHEMATICS TODAY Week 8											
Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					
								Date completed					
36	Revision												
37	**Test remediation**												
38	Revision												
39	Revision												
40	Revision												

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:

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class					Date completed
41	Revision												
42	Revision												
43	Revision												
44	Revision												
45	Revision												

MATHEMATICS TODAY   Week 9

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:

MATHEMATICS TODAY   Week 10
*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
46	Revision											
47	Revision											
48	Revision											
49	Revision											
50	Revision											

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

Sasol Inzalo Mathematics Book 1

This section maps out how you should use the Sasol Inzalo Mathematics Learner's Book and Teacher's Guide 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. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. Date completed (complete this daily).

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 day? 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 day? 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.

	SASOL INZALO MATHEMATICS BOOK 1 Week 1										
Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class				
							Date completed				
1	**Whole numbers:** Properties of whole numbers: The commutative property of addition and multiplication; The associative property of addition and multiplication; More conventions and the distributive property	75	1-4 1-7 1-4	3 4 5-6	1-3 4 5-6	No. 1 (pp. 2-3) No. 2a-2b (pp. 4-7)					
2	Calculations with whole numbers: Estimating, approximating and rounding; Rounding off and compensating	75-76	1-7 1-2	7-8 9	7-8 9						
3	Adding numbers in parts written in columns; Methods of subtraction; A method of multiplication; Long division	76-77	1-3 1-7 1-4 1-4	10-11 12-14 15 16-17	10-11 12-14 15 16-17						
4	Multiples and factors; Prime numbers and composite numbers; Prime factorisation; Common multiples and factors; Investigate prime numbers	77	1-5 1-6 - 1-3 1-3	18 19-20 20-21 22-23 23	18 19-20 20-21 22-23 23	No. 3-5 (pp. 8-13)					
5	Solving problems: Rate and ratio	77	1-11	24-26	24-26						
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:			

	SASOL INZALO MATHEMATICS BOOK 1 Week 2 *Select									
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**			
							Date completed			
6	Revision of whole numbers	75-78								
7	Revision (use *DBE workbook*)	77				No. 6-10* (pp. 14-23)				
8	**Integers:** What is beyond 0? Why people decided to have negative numbers	78-79	1-9	31-34	29-34	No. 11 (pp. 24-25)				
9	Adding and subtracting with integers: Adding can make less and subtraction can make more	78-79	1-12	35-38	35-38	No. 12 (pp. 26-27)				
10	Comparing integers and solving problems	78-79	1-6	39	39	No. 12 (pp. 26-27)				

Note: Refer to Day 8: Learners may require cards with integers on them.

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:**

		SASOL INZALO MATHEMATICS BOOK 1 Week 3										
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
11	Multiplication with integers	78-79	1-12	40-42	40-42	No. 12 (pp. 26-27)						
12	Division with integers	78-79	1-6	43-44	43-44	No. 12 (pp. 26-27)						
13	The associative properties of operations with integers	78-80	1-5	44-45	44-45							
14	Mixed calculations with integers	80	1-2	46-47	46-47	No. 13 (pp. 28-29)						
15	Squares and cubes of integers	80	1-13	47-49	47-49	No. 14 (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:

Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class					
							Date completed					
16	Revision worksheet	78-80	1-4	50	50							
17	Revision of integers	78-80										
18	Revision of Whole numbers and Integers	75-80										
19	**Formal task: Assignment: whole numbers and Integers**											
20	Remediation on assignment											

SASOL INZALO MATHEMATICS BOOK 1 Week 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:

	SASOL INZALO MATHEMATICS BOOK 1 Week 5										
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
21	**Common fractions:** Using fraction notation; Adding and subtracting fractions	100	1–10 1–5	8–11 12–14	8–11 12–14	No. 65 (pp. 2–3)					
22	Tenths and hundredths and thousandths; Multiplication of common fractions, including mixed numbers (fraction of a fraction)	100–101	1–14 1–8	15–18 18–21	18–21	No. 66 (pp. 4–5)					
23	Squares and cubes and roots of fractions	100–102	1–3	22	22	No. 68 (pp. 8–9)					
24	Division by a fraction (serving juice)	100–101	1–12	23–25	23–25	No. 67 (pp. 6–7)					
25	Revise percentages; Calculate amounts involving percentage increase/ decrease (use *DBE workbook*)	102				No. 69b (pp. 12–13)					

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:

	SASOL INZALO MATHEMATICS BOOK 1 Week 6										
Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	**Class**				
							Date completed				
26	**Decimal fractions:** Equivalent forms: Ordering and comparing decimal fractions	104	1–6 1–2	31–33 33	29–33 33	No. 73 (pp. 22–23)					
27	Revise multiplication of decimal fractions	103–104	7–9#	38–39	38–39	No. 74 (pp. 24–25)					
28	Divide decimal fractions by whole numbers and decimal fractions	104	10#	38–39	38–39	No. 75 (pp. 26–27)					
29	Calculate the squares, cubes, square roots and cube roots of decimal fractions (use *DBE workbook*)	104–105				No. 76a–76b (pp. 28–31)					
30	Solve problems in contexts involving decimal fractions	104	1–4#	40	40						
	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:

		SASOL INZALO MATHEMATICS BOOK 1 Week 7										
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**			**Class**			
									Date completed			
31	Revision common fractions	100-102										
32	Revision decimal fractions	103										
33	Revision whole numbers	75-78										
34	Revision integers	78-80										
35	**Formal task: Test**											

Note:

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:**

	SASOL INZALO MATHEMATICS BOOK 1 Week 8									
	#Supplement									
Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class			
							Date completed			
36	Revision									
37	**Test remediation**									
38	Revision									
39	Revision									
40	Revision									

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:

Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class				
							Date completed				
41	Revision										
42	Revision										
43	Revision										
44	Revision										
45	Revision										

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:

Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class				
							Date completed				
46	Revision										
47	Revision										
48	Revision										
49	Revision										
50	Revision										

End-of-term reflection

Think about and make a note of:

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?

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?

3. What ONE change should you make to your teaching practice to help you teach more effectively next term?

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**?

HOD: **Date:**

E. ASSESSMENT RESOURCES

Suggested Assessment Record Sheet: Term 1								
GRADE 8 MATHEMATICS **FORMAL AND INFORMAL ASSESSMENT**								
	Assignment 1	**Test 1**	**FORMAL ASSESSMENT TERM 1 MARK**					
Total marks/rating								
NAME AND SURNAME								

Grade 8 Mathematics Test Term 1

Time: 60 minutes

Total: 60 marks

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.

2. Answer all the questions.

3. Show all your workings.

3. No calculators.

QUESTION 1:

1.1   Arrange the following numbers from smallest to largest:

318 752; 319 052; 318 952; 309 999   (1)

1.2   Complete the number sentence to make the statement true, by filling in $<$, $>$ or $=$:
22 101   22 110   (1)

1.3   Give three multiples of 20.   (1)

1.4   Write 360 and 450 each as a product of prime factors and then find the HCF and the
LCM of 360 and 450.   (4)

1.5   Bongani claims that 1 is not a prime number. Is he correct?   (1)

[8]

QUESTION 2:

2.1   The ratio of boys to girls at an athletics practice is 4:3.
There are 56 athletes in total at the practice.
How many boys were at the practice?   (2)

2.2   Divide R5600   in the ratio 4 : 5 : 7   (3)

2.3   A pair of jeans marked at R650-00 is sold at a discount of 25%.
Determine the selling price.   (4)

[11]

QUESTION 3:

Find the value of each of the following:

3.1 $11(2 - 3) - 5 \times 2 \times 0$ (2)

3.2 $1 - (- 15) + 3 \times - 6$ (2)

3.3 $- 12 \times - 21 + 49 \div - 7$ (2)

3.4 $(3 + 12) (-5) + (3 + 12) - 5$ (2)

[8]

QUESTION4:

Simply the following fractions. Leave your answer in lowest terms **[9]**

4.1 $\quad \frac{1}{2} + \frac{2}{3} - \frac{1}{6}$ [3]

4.2 **QUESTI** $3\frac{2}{3} + 2\frac{1}{4}$ [3]

4.3 $\quad \frac{2}{6} \times \frac{3}{10} \div 2\frac{1}{3}$ [3]

QUESTION 5:
Simplify the following

5.1 $\quad 2xy^4z^2 \times -6x^3y^2z$ [3]

5.2 $\quad \sqrt{x^4} + 2\sqrt{x^4}$ [2]

5.3 $\quad \dfrac{12x^3y^4 + 15x^4y^3}{3x^3y^3}$ [3] **[8]**

QUESTION 6:
Sipho works at a juice bar. He earns R45 an hour.
6.1. Complete the table below by filling in the missing values: **[5]**

Number of Hours Worked	1	2	3	7	10		
Amount Earned	45	90				630	900

6.2 Write down a formula to represent how much money Sipho earns (M) if he works n hours. [2] **[7]**

QUESTION 7:
Calculate:

a) $\sqrt{169}$ **[1]**

b) $\sqrt{\dfrac{1}{4}}$ **[2]**

c) $\sqrt{0,0625}$ **[2]**

d) $\sqrt[3]{512}$ **[2]**

e) $(-15)^2$ [2]

[9]

TOTAL: 60

Grade 8 Mathematics Test Term 1: Memorandum

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 1:		
1.1 309 999; 318 752; 318 952; 319 050 ✓ *order*	(1)	K
1.2 22 101 < 22 110 ✓ *comparison*	(1)	K
1.3 20; 40; 60; ... ✓ (any 3 correct multiples)	(1)	K
1.4 360 = 2 × 2 × 2 × 3 × 3 × 5 ✓ *prime factors*	(1)	RP
450 = 2 × 3 × 3 × 5 × 2 ✓ *prime factors*	(1)	RP
HCF = 2 × 3 × 3 × 5 = 90 ✓ *answer*	(1)	RP
LCM = 2 × 2 × 2 × 3 × 3 × 5 × 2 = 720 ✓ *answer*	(1)	RP
1.5 Bongani is correct ✓ *conclusion*	(1)	K
QUESTION 2:		
2.1 4 + 3 = 7 ✓ *addition*	(2)	CP
$\frac{4}{ }$ × 49 = boys ✓ *answer*		
2.2 Divide $R5600$ in the ratio 4 : 5 : 7	(4)	RP
4 + 5 + 7 = 16 ✓		
$\frac{4}{16}$ × 5600 = $R1400$✓ $\frac{5}{16}$ × 5600 = $R1750$✓ $\frac{7}{16}$ × 5600 = $R2400$✓		RP
2.3 A pair of jeans marked at R450-00 is sold at a discount of 25%. Determine the selling price.	(3)	RP
Discount = $\frac{25}{100}$ × 450 = $R112,50$✓		
Selling price = $R450,00 − $✓$R112,50 = R33750$✓		CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 3:		
3.1 11(2 − 3) − 5 × 2 × 0	(2)	RP
=11(−1) ✓ − 0 = −11 ✓ *simplification and answer*		
3.2 1 − (−15) + 3 × −6	(2)	RP
= 1 + 15 − 18 ✓ = 16 − 18 = −2 ✓ *simplification and answer*	(2)	RP
3.3 −12 × −21 + 49 ÷ (−7)		
= 252 − 7 ✓ = 245 ✓ *simplification and answer*	(2)	RP
3.4 (3 + 12)(−5) + (3 + 12) − 5		
= (15)(−5) + 15 − 5 ✓ = −75 + 15 − 5 = −65 ✓ *simplification and answer*		

Question 4

4.1 $\frac{1}{2} + \frac{2}{3} - \frac{1}{6}$

      $\frac{3}{6} + \frac{4}{6} - \frac{1}{6}$✓

      $\frac{6}{6}$✓   or 1

4.2 $3\frac{2}{3} + 2\frac{1}{4}$

      $\frac{11}{3} + \frac{9}{4}$✓   RP

      $\frac{44}{12} + \frac{27}{12}$✓   RP

      $\frac{61}{12}$✓

      3

4.3 $\frac{2}{6} × \frac{3}{10} ÷ 2\frac{1}{3}$

      $\frac{2}{6} × \frac{3}{10} ÷ \frac{7}{3}$✓   CP

      $\frac{2}{6} × \frac{3}{10} × \frac{3}{7}$✓   RP

      $\frac{3}{70}$✓   3

Question 5			
5.1	$2xy^4z^2 \times -6x^3y^2z$ $-12\checkmark x^4 \checkmark y^6 z^3 \checkmark$	(3)	RP
5.2	$\sqrt{x^4} + 2\sqrt{x^4}$ $x^2 \checkmark + 2x^2$ $3\checkmark x^2$	(2)	RP
5.3	$\dfrac{12x^3y^4 \times 15x^4y^3}{3x^3y^3}$ $60x^{3+4-3} \cdot y^{4+3-3}$ $60\checkmark x^4 \checkmark y^4 \checkmark$	(3)	CP

Question 6

6.1	Number of Hours Worked	1	2	3	7	10	14✓	✓20			RP
	Amount Earned	45	90	135✓	315✓	450✓	630	900		5	

6.2	$M = 45\checkmark n\checkmark$	2	RP

Question 7

7,1	$\sqrt{169}$ = **13** $\checkmark$	1	K
7.2	$\sqrt{\dfrac{1}{4}}$ $= \frac{1}{2}\checkmark\checkmark$	2	k
7.3	$\sqrt{0,0625}$ $= \sqrt{\dfrac{625}{10000}}$ $\checkmark$ $= \dfrac{25}{100}$ $=\mathbf{0.25}\checkmark$	2	RP
7.4	$\sqrt[3]{512}$ $= \sqrt{8 \times 8 \times 8}$ $\checkmark$ $= \mathbf{8}\checkmark$	2	CP
	$(-15)^2$ $=-15\times-15\checkmark$ $= 225\checkmark$	2	RP

Analysis of Cognitive Levels of Test

The table below shows the weighting of marks across the cognitive levels in the exemplar test provided above. As can be seen, this differs slightly from the suggested weightings in CAPS. This is acceptable, provided the two lower cognitive levels add up to approximately 70%, while the two higher levels add up to approximately 30%. In this exemplar test, the two lower levels together account for 72% of the marks, and the two higher levels for 28%.

ANALYSIS OF COGNITIVE LEVELS OF THE TEST			
Cognitive levels	Mark out of 60	Percentage	Percentage of marks at each level prescribed by the CAPS (p. 157)
Knowledge	13	26%	≈ 25%
Routine procedures	23	46%	≈ 45%
Complex procedures	9	18%	≈ 20%
Problem solving	5	10%	≈ 10%