GRADE 9

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 9 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each 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 9 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 Books and Teacher's Guides. There is a tracker for each of the Learner's Books on the list of approved books on the national catalogue. You must therefore refer to the tracker for the book that is used by learners at your school. If you have copies of other Learner's Books, you can of course refer to these too, for ideas for teaching the same content in 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 2021 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 9. 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 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 textbook 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 to 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.

We recommend that your learners write the required term test in Week 9. An exemplar 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. You should use this test in conjunction with your provincial assessment programme. Most of the Learner's Books provide term tests. These may be used for revision or for informal assessments, but 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 of 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 everyday.
   - 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 leaners 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? 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 mathematics and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** because 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 leaners 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 mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

5. **After each lesson, reflect on how it went:** Each week there is a reminder 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 9 given by the CAPS (p. 155) and as amended by Circular S1 of 2021.

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						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 6 – Lesson 27** Term 1 Formal Assessment: Assignment no. 1-12, 15 LB pp. 58-60 Memorandum: TG pp. 27-28	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Term 1 formal assessment: Test TG p. 46 Memorandum: TG p. 47
Spot On Mathematics	**Week 6 – Lesson 27** Revision no. 9-23 LB pp. 57-58 Memorandum: TG pp. 69-70	**Week 9 – Lesson 43** Exemplar test (60 minutes)
Platinum Mathematics	**Week 6 – Lesson 27** Formal assessment exemplar: Assignment LB pp. 52-53 Memorandum: TG pp. 26-28	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Formal assessment exemplar test LB pp. 82-83 (only for revision) Memorandum: TG p. 42
Oxford Headstart Mathematics	**Week 6 – Lesson 27** Assignment 2 (Powers of 2: Calculate a target) and revision ex. LB pp. 165-167 Memorandum: pp. 119-120	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignment Assignment 3: Consecutive numbers LB p. 166 Memorandum: TG p. 120	**Alternative test** Term 1 test 1 TG p. 183 Memorandum: TG p. 184
Oxford Successful Mathematics	**Week 6 – Lesson 27** Assignment (use Consolidation) LB pp. 115-116 Memorandum: TG pp. 94-98	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignment Assignment: Option 1: Numbers and fractions LB p. 427 Memorandum: TG p. 313	**Alternative test** Control test 1 TG pp. 315-316 Memorandum: TG pp. 317-318

LTSMs	ASSIGNMENT	End-of-term test
Clever: Keeping Maths Simple	**Week 6 – Lesson 27** Assignment 1: Numbers, operations and relationships LB p. 108 Memorandum: TG p. 113	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignments Assignment 2: Patterns, functions and algebra LB p. 109 Memorandum: TG p. 114	**Alternative test** Control test LG pp. 110-111 (only for revision) Memorandum: TG pp. 115-116
Solutions for All Mathematics	**Week 6 – Lesson 27** Assignment (use 'Check what you know') LB pp. 86-87 Memorandum: TG pp. 61-63	**Week 9 – Lesson 44** Exemplar test (60 minutes)
		Alternative test Term 1 control test TG pp. 412-413 Memorandum: TG pp. 414-416
Mathematics Today	**Week 6 – Lesson 27** Formal assessment: Assignment LB pp. 59-60 TG p. 20	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Formal assessment: Term 1 test TG pp. 45-46 Memorandum: TG p. 47
Sasol Inzalo Mathematics Book 1	**Week 6 – Lesson 27** Note: Assignment must be sourced from another set of LTSMs	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Topics in exemplar test • Whole numbers • Integers • Exponents • Numeric and geometric patterns

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. Extension and remedial activities are also suggested throughout the Teacher's Guide.
- *Oxford Successful Mathematics* has a consolidation exercise at the end of each chapter in the Learner's Book (with full solutions in the Teacher's Guide).
- *Clever: Keeping Maths Simple* does not have revision exercises but there is more than enough material in many of the exercises available for revision purposes.
- *Solutions for All Mathematics* has 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. There is also a separate photocopiable worksheet book covering all the topics.

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 your 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 (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 forms 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:** Properties of numbers; Describing the real number system; Calculations using whole numbers	119	1-2	1-3	1-2	No. 1a-1b (pp. 3-5)	No. 1-9 (pp.1-6) No. 1-6 (pp.7-9) No. 1-5 (pp. 9-10)						
2	Calculation techniques; Multiples and factors including LCM and HCF	119	3-4	4-8	2-3	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)						
3	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	5-6	8-10	3-4	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)						
4	**Integers:** Calculations involving all four operations with integers	121	1 (no. 1-5)	18-20	6-7		No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)						
5	Calculations involving all four operations with integers	121	1 (no. 6-10)	18-20	6-7		No. 1-2 (p. 36) No. 1-2 (pp. 36-37)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

PREMIER MATHEMATICS Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Calculations involving squares, cubes, square roots and cube roots of integers	121	2	20-21	7-8	No. 10a (pp. 22-23)	No. 1-3 (pp. 37-38)					
7	Properties of integers	121	3	21-23	8	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)					
8	Solving problems involving multiple operations with integers	121	4	23-24	8-9							
9	**Rational numbers:** Calculations using fractions	122	1 (no. 1-3)	25-26	9	No. 11 (pp. 26-27 No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					
10	Calculations involving squares, cubes, square roots and cube roots of common fractions. Calculation techniques	122	1 (no. 4) 2	26	10	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					

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	Revision	122	Rev. (no. 9#)	77	44	No. 15a-15b (pp. 36-39)						
12	Revision of whole numbers	119										
13	Revision of Integers	121										
14	**Formal task: Assignment: whole numbers and integers**											
15	Assignment remediation											

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

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed
16	**Exponents:** Comparing and representing numbers in exponential form; Calculations using the laws of exponents	124-125	1 2	33-35	15-16		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)	
17	Calculations using the laws of exponents (use *DBE workbook* or *Sasol Inzalo* book)	124-125				No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)	
18	Calculations using numbers in exponential form: Using the laws of exponents (use *DBE workbook* or *Sasol Inzalo* book)	124-125				No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79)	
19	Representing numbers in scientific notation	125-126	3	35-37	17	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)	
20	Solving equations using numbers in exponential form	124-125	4	37-38	18		No. 1-2 (pp. 80-81)	

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?

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	Solving problems in contexts involving numbers in exponential form, including scientific notation. Revision (use *DBE workbook*)	124-126	5	38-39	18	No. 26a-26b (pp. 64-67)						
22	**Revision: Exponents**											
23	**Numeric and geometric patterns:** Investigating and extending numeric patterns where there is a constant difference between terms	126-128	1	40-41	19	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric patterns where there is a constant ratio between terms	126-128	2	41-42	19-20		No. 1-6 (pp. 93-95)					
25	Investigating and extending numeric patterns where there is neither a constant difference nor a constant ratio	126-128	3	42-43	20							

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	Describing and justifying the general rules in algebraic language	126-128	4	44-46	20-22		No. 1-4 (pp. 96-98)					
27	Investigating and extending geometric patterns; Describing and justifying the general rules in algebraic language	126-129	5	47-50	22	No. 28 (pp. 70-71)	No. 1-7 (pp. 85-90)					
28	Go over assignment done in previous week (30 minutes); **Functions and relationships:** Determining input and output values using flow diagrams (30 minutes)	129	1	51-52	23		No. 1-5 (pp. 99-102)					
29	Determining input and output values using tables	129	2	52-55	24-25							
30	Determining input and output values using formulae	129	3	55-56	25							

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	Equivalent forms of the same relationship or rule	129	4	56-57	25-26		No. 1-4 (pp. 103-106)						
32	General revision	129	Ass.*	58-60	27-28		No. 1-7 (pp. 107-114)						
33	Whole numbers revision	119											
34	Integers revision	121											
35	Exponents revision	124											

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

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
36	**Formal Task: TEST: All topics covered**											
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:**

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	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:**

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	School closes												
48													
49													
50													

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 your 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 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 forms the basis for collegial conversations with your head of department and your peers.

SPOT ON 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:** Properties of numbers: Describing the real number system; Solving problems using whole numbers; Calculation techniques	119	1.1 (no. 1-4)	1-7, 17	39-41	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13)					
2	Multiples and factors including finding LCM and HCF	119	1.1 (no. 17-29)	14-16 19-20	42-43	No. 2 (pp. 6-7)	No. 1-4 (pp. 16-17)					
3	Solving problems involving ratio and rate, direct and indirect proportion	119	1.5	37-39	54-56	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
4	**Integers:** Properties of integers; Calculations involving all four operations with integers	121	1.2 (no. 1-6)	21-25	44-45		No. 1 (pp. 27-29) No. 1-12 (pp. 33-35) No. 1-6 (p. 32) No. 1-2 (p. 32) No. 1-2 (p. 36)					
5	Calculations involving squares, cubes, square roots and cube roots of integers (use DBE workbook)	121				No. 10b (pp. 24-25)						
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 2

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
6	Calculations involving squares, cubes, square roots and cube roots of integers cont.	121	1.2 (no. 3, 4, 6, 7)	23-25	45		No. 1-3 (pp. 37-38)					
7	Calculations; Solving problems in contexts involving multiple operations with integers	121	1.2 (no. 8-14)	25-26	45-46		No. 1-2 (pp. 36-37)					
8	Revision of whole numbers and integers	121	Rev. (no. 3-4#)	56-58	68-70	No. 10a (pp. 22-23)						
9	**Rational numbers:** Calculations using fractions	122	1.3 (no. 3-4#)	27-29 32-33	47-49	No. 11 (pp. 26-27) No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					
10	Calculations involving squares, cubes, square roots and cube roots of common fractions; Calculation techniques	122	1.3 (no. 5-8)	30 31 33	49-50	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					

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

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	General revision											
12	Revision of whole numbers											
13	Revision of Integers											
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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 4

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	**Exponents:** Calculations using the laws of exponents	124-125	1.7 (no. 1-6)	44-45 48-49	61-62	No. 22-23 (pp. 56-59)	No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
17	Calculations using the laws of exponents (including exponential equations)	124-125	1.7 (no. 7-10)	46-49	63-64	No. 24-25 (pp. 60-63)	No. 1-8 (pp. 74-77) No. 1-2 (pp. 80-81)					
18	Calculations using numbers in exponential form; Solving problems in contexts involving numbers in exponential form	124-125	1.7 (no. 11-14)	50	64		No. 1-7 (pp. 77-79)					
19	Representing numbers in scientific notation	125-126	1.8 (no. 1-5)	51-53	65-66	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83)					
20	Solving problems in contexts involving scientific notation	125-126	1.8 (no. 6-9)	54	66		No. 1-2 (p. 84)					

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 ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed				
21	Revision of exponents (use *DBE workbook*)	124-126				No. 26a- 26b (pp. 64-67)						
22	**Exponents revision and consolidation**	124										
23	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns; Describing and justifying the general rules in algebraic language	126-129	2.1 (no. 1-3)	59-64	71-73	No. 27 (pp. 68-69)	No. 1-7 (pp. 85-90)					
24	Investigating and extending numeric and geometric patterns; Describing and justifying the general rules	126-129	2.1 (no. 4-7)	65-68	73		No. 1-6 (pp. 93-95)					
25	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	2.1 (no. 8-10)	69	73		No. 1-4 (pp. 91-92) No. 1-4 (pp. 96-98)					

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 6

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
26	Revision of numeric patterns (use *DBE workbook*)	126-128				No. 27 (pp. 68-69)						
27	Revision of numeric and geometric patterns (use *DBE workbook*)	126-129				No. 28 (pp. 70-71)						
28	**Functions and relationships:** Determining input and output values using various representations	129	2.2 (no. 1-2)	70-73	74		No. 1-5 (pp. 99-102)					
29	Determining input and output values using various representations	129	2.2 (no. 3-4)	70-73	74		No. 1-4 (pp. 103-106)					
30	General revision including determining input and output values using various representations	129	Rev. 2 (no. 1-7)	95-96	81		No. 1-7 (pp. 107-114)					

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 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	General revision including determining input and output values using various representations cont.	129	Rev.2 (no. 17-20)	97-98	83-84								
32	General revision												
33	Whole numbers revision												
34	Integers revision												
35	Exponents 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:**

SPOT ON MATHEMATICS Week 8

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
36	**Formal Task: TEST: All topics covered**											
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:**

SPOT ON MATHEMATICS Week 9

#Supplement

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:**

SPOT ON 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	Schools close												
48													
49													
50													

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:**

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 (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 forms 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:** Properties of numbers: Describing the real number system	119	1.1	2-6	3-4	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)					
2	Calculations using whole numbers; Calculation techniques	119	1.2	7-10	4-5		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)					
3	Multiples and factors and HCF Solving problems in contexts involving ratio and rate	119-120	1.3 1.4 (no. 1-5)	11-12	5-6	No. 2 (pp. 6-7) No. 3 (pp. 8-9)	No. 1-4 (pp. 16-17) No. 1-9 (pp. 18-20)					
4	Solving problems in contexts involving speed, direct and indirect proportion.	120-121	1.4 (no. 6-15)	13-16	6-7	No. 4-5 (pp. 10-13) No. 6-7 (pp. 14-17)	No. 1-6 (pp. 20-22) No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26) No. 1-3 (p. 26)					
5	Revision	119-121	Rev.	17	7	No. 8-9 (pp. 18-21)						

Note: 1. Refer to Day 1: Real number system poster; Prime numbers (up to 100) chart.
2. Refer to Day 2: List of words needed for number operations.
3. Refer to Day 3: Chart with definitions of multiples and factors; Multiplication tables; Division rules;

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 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	**Integers:** Calculations involving all four operations with integers	121	2.1	18-19	8-9	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)					
7	Calculations involving all four operations with integers; Properties of integers	121	2.2-2.4	20-23	9-11	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35) No. 1-2 (p. 36) No. 1-2 (pp. 36-37)					
8	Calculations involving squares, cubes and powers	121	2.5	24-25	11-12		No. 1-3 (pp. 37-38)					
9	Calculations involving square roots and cube roots	121	2.6	25-26	12							
10	Revision of integers	121	Rev.	27	12		No. 1-2 (pp. 36-37)					

Note: 1. Refer to Day 6: Resources: Number line; Pictures of high mountains and deep oceans.
2. Refer to Day 7: Resources: Fridge and oven thermometers; Weather reports.
3. Refer to Day 8: Resources: Chart of square and 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:**

PLATINUM 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 involving squares, cubes, square roots and cube roots of Rational numbers(common fractions)(use *DBE workbook* or *Sasol Inzalo* book)	122				No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)						
12	Revision of whole numbers	119											
13	Revision of Integers	121											
14	**Formal task: Assignment: Whole Numbers and Integers**												
15	Assignment remediation												
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 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Exponents:** Calculations using the laws of exponents	124-125	5.1-5.2	42-43	21-22	No. 22-23 (pp. 56-59)	No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
17	Calculations using the laws of exponents	124-125	5.3-5.5	43-46	22-23	No. 24-25 (pp. 60-63)	No. 1-8 (pp. 74-77)					
18	Solving equations using numbers in exponential form; Solving problems in contexts involving numbers in exponential form	124-125	5.6	47	23	No. 26a-26b (pp. 64-67)	No. 1-7 (pp. 77-79)					
19	Representing numbers in scientific notation; Solving problems in contexts involving scientific notation	125-126	5.7-5.8 (no. 1)	48-50	24	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83)					
20	Solving problems in contexts involving scientific notation	125-126	5.8 (no. 2-6)	50	24		No. 1-2 (p. 84)					

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	Revision of exponents	124-126	Rev.	51	25							
22	**Exponents revision consolidation**		Ass.	52-53	26-28							
23	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Justifying and describing the general rules using words	126-128	6.1-6.2	54-56	29-30	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric patterns using tables and rules	126-128	6.3-6.4	56-57	30-31		No. 1-6 (pp. 93-95)					
25	Investigating and extending geometric tables using tables and rules; Justifying and describing the general rules using algebra	126-129	6.5-6.6	58-59	31	No. 28 (pp. 70-71)	No. 1-4 (pp. 96-98)					

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 6												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Describing and justifying the general rules in algebraic language	126-128	6.7	60	32							
27	Revision of numeric and geometric patterns	126-129	Rev.	61	32		No. 1-7 (pp. 85-90)					
28	**Functions and relationships:** Determining input and output values using flow diagrams (30 minutes)	129	7.1	62-63	33		No. 1-5 (pp. 99-102)					
29	Determining input and output values using tables	129	7.2	64-65	34							
30	Determining input and output values using formulae	129	7.3	66-67	34							
Note: Refer to Day 28: Resources: Pictures of patterns in natural and social contexts.												

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	Determining rules from tables and using substitution	129	7.4	67-68	35		No. 1-4 (pp. 103-106)					
32	Revision of functions and relationships	129	Rev.	69	35		No. 1-7 (pp. 107-114)					
33	Whole numbers revision	119										
34	Integers revision	121										
35	Exponents revision	124										

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	**Formal Task: TEST: All topics covered**												
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:**

PLATINUM 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	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:**

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	Schools close											
48												
49												
50												

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 your 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 (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 forms 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 ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
1	**Whole numbers:** Properties of numbers: The properties of zero and one; Describing the real number system	119	1-4	7-13	25-29	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)					
2	Calculation techniques and calculations using whole numbers	119	1-6	14-23	30-35		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)					
3	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1-6	24-28	36-40	No. 2 (pp. 6-7)	No. 1-4 (pp. 16-17)					
4	Solving problems in contexts involving ratio and rate, direct and indirect proportion	120	1-8*	29-49	41-51	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
5	Revision of whole numbers	119										

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

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed				
6	**Integers:** Calculations involving all four operations with integers; Properties of integers	121	1-3	75-79	65-68	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-12 (pp. 33-35) No. 1-2 (pp. 36-37)					
7	Calculations involving addition and subtraction of integers	121	1-5	80-85	69-73	No. 10b (pp. 24-25)	No. 1-6 (pp. 30-32)					
8	Calculations involving multiplication and division of integers; Order of operations	121	6-9	85-89	73-75		No. 1-2 (p. 32) No. 1-2 (p. 36)					
9	Calculations involving squares and square roots, cubes and cube roots of integers	121	10-13	89-95	76-78		No. 1-3 (pp. 37-38)					
10	Revision of integers	121	Rev.	96	78							

Reflection

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

OXFORD HEADSTART MATHEMATICS Week 3

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	Calculations involving squares, cubes, square roots and cube roots of common fractions as rational numbers	122	5-11*	103-108	83-86	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
12	Revision of whole numbers											
13	Revision of Integers											
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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 4

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed
16	**Exponents:** Comparing and representing numbers in exponential form	124-125	1-3	146-150	107-110		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)	
17	Representing numbers in scientific notation	124-126	1-4	151-155	110-112	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)	
18	Calculations using numbers in exponential form: Using the laws of exponents	124-125	1-2#	156-158	113-115	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)	
19	Calculations using numbers in exponential form: Using the laws of exponents	124-125	3-4#	159-160	116	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79)	
20	Calculations using laws; Solving equations using numbers in exponential form	124-125	5-6 1	161-163	116-119		No. 1-2 (pp. 80-81)	

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

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
21	Describing and justifying the general rules	126-128	1	179-183	128-131		No. 1-4 (pp. 96-98)					
22	Describing and justifying the general rules; Determining terms and positions in patterns	126-128	2-3	183-186	131-133		No. 1-7 (pp. 85-90)					
23	**Functions and relationships:** Determining input and output values using various representations (30 minutes)	129	1	190-192	135-138		No. 1-5 (pp. 99-102)					
24	Determining input and output values using various representations	129	2	192-195	138-139							
25	Equivalent forms of the same relationship or rule	129	1	196-198	140-142		No. 1-4 (pp. 103-106)					

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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Equivalent forms of the same relationship or rule	129	1	196-198	140-142								
27	Equivalent forms; Determining the relationship or rule	129	2	199-202	142-144		No. 1-7 (pp. 107-114)						
28	**Functions and relationships:** Determining input and output values using various representations	129											
29	Determining input and output values using various representations	129											
30	Equivalent forms of the same relationship or rule	129											

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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Equivalent forms of the same relationship or rule												
32	Revision of functions and relationships												
33	Whole numbers revision												
34	Integers revision												
35	Exponents 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 8

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
36	**Formal Task: TEST: All topics covered**											
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:**

OXFORD HEADSTART MATHEMATICS Week 9 *Select													
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:**

OXFORD HEADSTART MATHEMATICS 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	School close											
48												
49												
50												

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:**

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 forms 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:** Properties of numbers: Describing the real number system	119	1-5	11-18	28-33	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)					
2	Calculations with whole numbers; Calculation techniques	119	1	19-21	33-35		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)					
3	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1-2	22-25	36-38	No. 2 (pp. 6-7)	No. 1-4 (pp. 16-17)					
4	Solving problems in contexts involving ratio and rate, direct and indirect proportion	120	1-2* 1-3*	26-30 31-34	38-40 41-42	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
5	Revision on whole numbers											

Note: 1. Refer to Day 1: Number and comparison cards; Grid paper; Cardboard.
2. Refer to Day 5: Financial information from newspapers, flyers, etc. (TG p. 29).

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

OXFORD SUCCESSFUL MATHEMATICS Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
												Date completed
6	**Integers:** Calculations involving all four operations with integers	121	1-4	35-37	43-45	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)					
7	Properties of integers	121	5	37-39	45	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)					
8	Calculations involving squares, cubes, square roots and cube roots of integers; Solving problems involving multiple operations with integers	121	6-7	40	46		No. 1-2 (p. 36) No. 1-2 (pp. 36-37) No. 1-3 (pp. 37-38)					
9	Revision (consolidation) of whole numbers and integers	121	Cons. (no. 1-4)	61-62	57-58							
10	Revision (consolidation) of whole numbers and integers	121	Cons. (no. 5-8)	61-62	57-58							

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 involving squares, cubes, square roots and cube roots of common fractions	122	4	71-73	63-64	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
12	Revision of whole numbers											
13	Revision of Integers											
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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 4

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed				
16	**Exponents:** Comparing and representing numbers in exponential form	124-125	1-3	93-95	77-80		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
17	Calculations using numbers in exponential form: Using the laws of exponents	124-125	1	96-98	79	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)					
18	Calculations using numbers in exponential form: Using the laws of exponents and algebra	124-125	2-3	98-103	80-85	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79)					
19	Calculations: Using the laws of exponents, substitution, with and without calculators; Solving exponential equations	124-125	1-3* 4 (all)	104-107	86-90		No. 1-2 (pp. 80-81)					
20	Representing numbers in scientific notation	125-126	1-4*	108-112		No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)					

Reflection

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

OXFORD SUCCESSFUL MATHEMATICS Week 5

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
21	Solving problems in contexts involving numbers in exponential form, including scientific notation	124-126	5	112-113	94-95	No. 26a-26b (pp. 64-67)						
22	**Revision and consolidation on Exponents**	124										
23	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns	126-129	1	118-119	99-102	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric and geometric patterns	126-129	2	119-122	102-104		No. 1-6 (pp. 93-95)					
25	Describing and justifying the general rules in words	126-128	1	123-124	105-106							

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

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
26	Describing and justifying the general rules in algebraic language	126-128	2	124-127	107-109		No. 1-4 (pp. 96-98)					
27	Revision of numeric and geometric patterns	126-129	Cons. (no. 1-3)	138	114-115	No. 28 (pp. 70-71)	No. 1-7 (pp. 85-90)					
28	**Functions and relationships:** Determining input and output values using various representations	129	1 (no. 1-2)	128-131	109-111		No. 1-5 (pp. 99-102)					
29	Determining input and output values using various representations	129	1 (no. 3-5)	128-131	109-111							
30	Equivalent forms of the same relationship or rule	129	1	132-136	111-114		No. 1-4 (pp. 103-106)					

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	Equivalent forms of the same relationship or rule	129	1	132-136	111-114							
32	Revision of functions and relationships	129	Cons. (no. 4-6)	138-139	115		No. 1-7 (pp. 107-114)					
33	Whole numbers revision	119										
34	Integers revision	121										
35	Exponents revision	124-5										

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

OXFORD SUCCESSFUL MATHEMATICS **Week 8** *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Formal Task: TEST: All topics covered**												
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:**

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	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:**

OXFORD SUCCESSFUL 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	Schools close												
48													
49													
50													

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 (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 forms 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:** Properties of numbers: Describing the real number system; Calculations and calculation techniques using whole numbers	119	1-2	1-7	1-9	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)					
2	Multiples and factors	119	3	7-9	9-13	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)					
3	Lowest common multiple LCM	119										
4	Highest Common Factor :HCF	119										
5	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	4	9-15	13-19	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
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:**					

CLEVER: KEEPING MATHS SIMPLE **Week 2**													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	**Integers:** Calculations involving all four operations with integers	121	*What you...* 1 (no. 1-4)	21-25	22-27		No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)						
7	Calculations involving all four operations with integers; Calculations involving squares, cubes, square roots and cube roots of integers	121	1 (no. 5-8)	24-25	26-27	No. 10a (pp. 22-23)	No. 1-2 (p. 36) No. 1-2 (pp. 36-37) No. 1-3 (pp. 37-38)						
8	Properties of integers	121	2	25-27	27-29	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)						
9	Solving problems involving multiple operations with integers	121	3 (no. 1-4)	27-29	29-31								
10	Solving problems involving multiple operations with integers	121	3 (no. 5-6)	29-30	29-31								

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:**

CLEVER: KEEPING MATHS SIMPLE 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 involving squares, cubes, square roots and cube roots of common fractions as rational numbers	122	1 (no. 2#)	36-37	37	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
12	Revision of whole numbers	119										
13	Revision of Integers	121										
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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	**Exponents:** Comparing and representing numbers in exponential form; Representing numbers in scientific notation	124-126	*What you…* 1	54-58	59-64	No. 21 (pp. 54-55)	No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
17	Calculations using numbers in exponential form: Using the laws of exponents	124-125	2 (no. 1-5)	59-63, 66	64-67	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)					
18	Calculations (including equations) using numbers in exponential form: Using the laws of exponents	124-125	2 (no. 6-8)	63-64	67-68	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79)					
19	Calculations (including scientific notation) using numbers in exponential form: Using the laws of exponents	124-126	2 (no. 9-12)	67	68-69		No. 1-4 (pp. 82-83) No. 1-2 (p. 84)					
20	Solving equations using numbers in exponential form	124-125	3	67-68	69-71		No. 1-2 (pp. 80-81)					

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 5**												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Revision (use *DBE workbook*)	124-126				No. 26a-26b (pp. 64-67)						
22	**Revision on exponents**		Ass.	108	113							
23	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	*What you...* 1 (no. 1-2)	69-73	72-81		No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	1 (no. 3-6)	74	78-81		No. 1-6 (pp. 93-95)					
25	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	2 (no. 1-2)	75-77	81-83							

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?

CLEVER: KEEPING MATHS SIMPLE **Week 6**												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	2 (no. 3-4)	78-79	81-83		No. 1-4 (pp. 96-98)					
27	Revision of numeric and geometric patterns (use *DBE workbook* or *Sasol Inzalo* book)	126-129				No. 27-28 (pp. 68-71)	No. 1-7 (pp. 85-90)					
28	**Functions and relationships:** Determining input and output values using various relationships	129	*What you...*	80	84-88		No. 1-5 (pp. 99-102)					
29	Determining input and output values using various representations	129	1 (no. 1-3)	81-85	88-90							
30	Determining input and output values using various; Equivalent forms of the same relationship or rule	129	1 (no. 4-5)	84-85	88-90		No. 1-4 (pp. 103-106)					

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	Functions and relationships revision	129											
32	Functions and relationshipsrevision	129											
33	Whole numbers revision	119											
34	Integers revision	121											
35	Exponents revision	124-5											

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 8**													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Formal Task: TEST: All topics covered**												
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

#Supplement

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

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:**

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 (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 forms the basis for collegial conversations with your head of department and your peers.

SOLUTIONS FOR ALL 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:** Properties of numbers; Calculations using whole numbers; Describing the real number system	119	*Getting started;* Act.1.1-1.8* Ex. 1.1-1.4	1-14	1-9	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)					
2	Multiples and factors: Using prime factorisation to find LCM and HCF	119	Act. 1.8 Ex. 1.5 Act. 1.9 Ex. 1.6	15-18	9-11	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)					
3	Revision activities on LCM	119										
4	Revision activities onHCF	119										
5	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	Act. 1.10 Ex. 1.7 Act. 1.11 Ex. 1.8	18-21	11-13	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					

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 2**												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	**Integers:** Calculations involving all four operations with integers; Calculations involving squares, cubes, square roots and cube roots of integers; Properties of integers	121	*Getting started* Ex. 2.1 Act. 2.1 Act. 2.2 Ex. 2.2	35-39	24-26	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32) No. 1-12 (pp. 33-35)					
7	Calculations in Algebra involving integers	121	Act. 2.3 Ex. 2.3	39-41	26-27	No. 10b (pp. 24-25)	No. 1-2 (p. 36) No. 1-2 (pp. 36-37)					
8	Solving problems involving multiple operations with integers and algebraic expressions	121	Act. 2.4 Ex. 2.4	42-43	28		No. 1-3 (pp. 37-38)					
9	Revision (Check what you know)	121	*Check what…* No. 1-10	44-45	28-30							
10	Revision (Check what you know)	121	*Check what…* No. 11-17	45-46	28-30							

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													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	Calculations involving squares, cubes, square roots and cube roots of common fractions as rational numbers	122					)						
12	Revision of whole numbers	119											
13	Revision of Integers	121											
14	**Formal task: Assignment: Whole Numbers and Integers**												
15	Assignment remediation												

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

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed
16	**Exponents:** Comparing and representing numbers in exponential form; Representing numbers in scientific notation	124-126	*Getting started*	72-73	48-52		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)	
17	Comparing and representing numbers in exponential form	124-125	Act. 5.1 Ex. 5.1	73-75	52-54			
18	Solving problems involving numbers in exponential form; Calculations using numbers in exponential form: Using the laws of exponents	124-125	Act. 5.2 Ex. 5.2 No. 1-4)	75-78	54-56	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)	
19	Calculations using numbers in exponential form: Using the laws of exponents; Solving simple exponential equations (use *Sasol Inzalo* book)	124-125	Ex. 5.2 No. 5-6 Act. 5.3	79	54-56	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79) No. 1-2 (pp. 80-81)	
20	Representing numbers in scientific notation	125-126	Act. 5.4 Ex. 5.3 Act. 5.5	80-82	57-58	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)	

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	Solving problems in contexts involving numbers in exponential form including scientific notation	124-126	Act. 5.6 Ex. 5.4*	82-86	59-61	No. 26a-26b (pp. 64-67)						
22	**Revision on exponents**											
23	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns	126-129	*Getting started*	88-91	64-69	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	Act. 6.1 Ex. 6.1 No. 1-3	91-94	69-73		No. 1-6 (pp. 93-95)					
25	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	Ex. 6.1 No. 4-6	94-95	69-73		No. 1-4 (pp. 96-98)					

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

SOLUTIONS FOR ALL MATHEMATICS Week 6

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
26	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	Act. 6.2 Ex. 6.2 No. 1-2	96-99	73-76		No. 1-7 (pp. 85-90)					
27	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	Ex. 6.2 No. 3-5 Act. 6.3	99-101	75-77	No. 28 (pp. 70-71)						
28	**Functions and relationships:** Determining input and output values using various representations	129	*Getting started* Act. 7.1 No. 1	105-106	80-85		No. 1-5 (pp. 99-102)					
29	Determining input and output values using various representations	129	Act. 7.1 No. 2-4	106-107	83-85							
30	Determining input and output values; Equivalent functions	129	Act. 7.2 Ex. 7.1*	107-110	85-91		No. 1-4 (pp. 103-106)					

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

SOLUTIONS FOR ALL MATHEMATICS Week 7

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
31	Determining and using formulae	129	Act. 7.3 Act. 7.4*	110-112	91-94							
32	Working with various representations; Revision of functions and relationships	129	Ex. 7.2 *Check what…*	113, 114	93-95		No. 1-7 (pp. 107-114)					
33	Revision on whole numbers	119										
34	Revision on integers	121										
35	Revision on exponents	124-5										

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:**

SOLUTIONS FOR ALL MATHEMATICS Week 8

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
36	**Formal Task: TEST: All topics covered**											
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:**

SOLUTIONS FOR ALL MATHEMATICS Week 9

*Select

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:**

SOLUTIONS FOR ALL MATHEMATICS 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	School close											
48												
49												
50												

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 (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 forms 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:** Properties of numbers; Describing the real number system; Calculations and calculation techniques using whole numbers	119	1.1-1.3	5-8	1-2	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)					
2	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1.4-1.6	9-10	2	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)					
3	Finding HCF	119										
4	Finding LCM	119										
5	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	1.7-1.8	11-13	2-3	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					

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 2

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class Date completed				
6	**Integers:** Calculations involving all four operations with integers	121	2.1-2.2	21-23	6		No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)					
7	Calculations involving all four operations with integers; Calculations involving squares, cubes, square roots and cube roots of integers	121	2.3-2.4	23-24	6	No. 10a (pp. 22-23)	No. 1-2 (p. 36) No. 1-2 (pp. 36-37) No. 1-3 (pp. 37-38)					
8	Properties of integers	121	2.5	25	7	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)					
9	Solving problems involving multiple operations with integers	121	2.6	26	7							
10	Revision of integers	121	Rev.	27	7-8							

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:**

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 involving multiple operations; Calculations involving squares, cubes, square roots and cube roots of common fractions as rational numbers	122	3.4-3.5	32-33	10	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
12	Revision of whole numbers	119										
13	Revision of Integers	121										
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	**Exponents:** Comparing and representing numbers in exponential form; Calculations using numbers in exponential form: Using the laws of exponents	124-125	5.1-5.3	46-49	15	No. 22-23 (pp. 56-59)	No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
17	Calculations using numbers in exponential form: Using the laws of exponents	124-125	5.4-5.7	49-51	15-16	No. 24-25 (pp. 60-63)	No. 1-8 (pp. 74-77)					
18	Calculations using the laws of exponents; Solving equations using numbers in exponential form	124-125	5.8-5.10	51-53	16		No. 1-7 (pp. 77-79) No. 1-2 (pp. 80-81)					
19	Comparing and representing numbers in scientific notation	125-126	5.11-5.14*	54-56	17	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83)					
20	Solving problems in contexts involving numbers in exponential form, including scientific notation	125-126	5.15	57	17		No. 1-2 (p. 84)					

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?

MATHEMATICS TODAY Week 5

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
21	Revision	124-126	Rev.	58	18	No. 26a-26b (pp. 64-67)						
22	**Exponents revision and consolidation**	124-6	Ass.	59-60	20							
23	**Numeric and geometric patterns:** Investigating and extending numeric patterns where there is a constant difference between terms; Describing and justifying the general rules	126-128	6.1	61-64	21		No. 1-4 (pp. 91-92)					
24	Investigating and extending numeric patterns where there is a constant ratio between terms or other types; Describing and justifying the general rules	126-128	6.2	64-65	22	No. 27 (pp. 68-69)	No. 1-6 (pp. 93-95) No. 1-4 (pp. 96-98)					
25	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	6.3	66-68	23-24		No. 1-7 (pp. 85-90)					

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												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	6.4	69-70	24							
27	Revision of numeric and geometric patterns	126-129	Rev.	71	24	No. 28 (pp. 70-71)						
28	**Functions and relationships:** Determining input and output values using various representations	129	7.1 (no. 1-2)	73-74	31-32		No. 1-5 (pp. 99-102)					
29	Determining input and output values using various representations; Determining the rules for patterns and relationships	129	7.1 (no. 3) 7.2 (no. 1)	74-76	31-32							
30	Determining the rules for patterns and relationships	129	7.2 (no. 2)	76	32							

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 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Equivalent forms of the same relationship or rule	129	7.3 (no. 1-3)	77-79	32-33		No. 1-4 (pp. 103-106)					
32	Equivalent forms of the same relationship or rule	129	7.3 (no. 4-5)	79-80	32-33		No. 1-7 (pp. 107-114)					
33	Revision on whole numbers	119										
34	Revision on integers	121										
35	Revision on exponents	124-5										

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:**

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	**Formal Task: TEST: All topics covered**												
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:**

MATHEMATICS TODAY Week 9

*Select

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:**

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	Schools close											
48												
49												
50												

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:**

This section maps out how you should use the Sasol Inzalo Mathematics Book 1 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 Book (LB page reference).
6. Page reference in your Teacher 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 and skills for the day? Could they use the language expected of them? Could they write what was expected of 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 jot 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 numbers: Different types of numbers; Calculations with whole numbers: Estimating, rounding off and compensating; Adding columns	119	1-9 1-6 1-5	3-6 7-9 9-10	1-6 7-9 9-10	No. 1a-1b (pp. 3-5)						
2	Multiplying in columns; Subtracting in columns; Long division; Multiples and factors: Lowest common multiples and prime factorisation	119	1-4 1-11 1-6 1-4	11 12-13 14-15 16-17	11 12-13 14-15 16-17	No. 2 (pp. 6-7)						
3	LCM	119										
4	HCF	119										
5	Solving problems about ratio rate and proportion	120	1-9	18-20	18-20	No. 3-5 (pp. 8-13)						

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 2											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
6	**Integers:** Which numbers are smaller than zero? Why people decided to have negative numbers; Properties of integers; Calculations with integers	121	1 1-6	29 30-32	27-29 30-32						
7	Multiplication with integers; The distributive property; Division with integers; Mixed calculations with integers	121	1-2 1-12 1-2 1-2	32 33-35 36 36-37	32 33-35 36 36-37						
8	Powers, roots and word problems	121	1-3	37-38	37-38						
9	Revise properties of numbers (use *DBE workbook*)	121		35-38		No. 10a (pp. 22-23)					
10	Revise properties of numbers cont. (use *DBE workbook*)	121		39		No. 10b (pp. 24-25)					

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	Squares, cubes, square roots and cube roots of rational numbers	122	1-4	54-55	54-55	No. 12 (pp. 28-29)						
12	Revision of whole numbers	119										
13	Revision of Integers	121										
14	**Formal task: Assignment: Whole Numbers and Integers**											
15	Assignment remediation											

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 4											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
16	**Exponents:** Revision: The exponential form of a number; Order of operations	124-125	1-2 1-4	73 74	71-73 74						
17	Laws of exponents	124-125	1-8	74-77	74-77	No. 22-23 (pp. 56-59)					
18	Negative exponents	124-125	1-7	77-79	77-79	No. 24-25 (pp. 60-63)					
19	Solving simple exponential equations	125-126	1-2	80-81	80-81						
20	Scientific notation: Writing very small and very large numbers	124-125	1-4	82-83	82-83	No. 21 (pp. 54-55)					

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	Calculations using scientific notation; Revision (use *DBE workbook*)	124-126	1-2	84	84	No. 26a-26b (pp. 64-67)						
22	**Revision on exponents**											
23	**Numeric and geometric patterns:** Geometric patterns: Investigating and extending	126-129	1-7	87-90	85-90	No. 27 (pp. 68-69)						
24	More patterns: Drawing and investigating	126-129	1-4	91-92	91-92							
25	Different kinds of patterns in sequences: Do the same thing repeatedly	126-128	1-6	93-95	93-95							

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	Formulae for sequences: Make two formulae for the same sequence	126-128	1-4	96-98	96-98							
27	Revise numeric and geometric number patterns (use *DBE workbook*)	126-128										
28	**Functions and relationships:** Find output numbers for given input numbers (30 minutes)	129	1-5	101-102	99-102							
29	Different ways to represent the same relationship	129	1-4	103-106	103-106							
30	Different representations of the same relationship	129	1-4	107-111	107-111							

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 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
31	Different representations of the same relationship cont.	129	1-4	107 112-114	107 112-114							
32	Revision on geometric and number pattens: consolidation	129										
33	Revision on whole numbers	119										
34	Revision on integers	121										
35	Revision on exponents											

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												
Day	CAPS concepts and skills	CAPS pp.	LB no.	LB pp.	TG pp.	DBE workbook	Class					
							Date completed					
36	**Formal Task: TEST: All topics covered**											
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:**

SASOL INZALO MATHEMATICS BOOK 1 Week 9												
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:**

SASOL INZALO MATHEMATICS BOOK 1 Week 10												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
46	Revision											
47	schools											
48												
49												
50												

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 9 MATHEMATICS FORMAL AND INFORMAL ASSESSMENT								
	Assignment 1	**Test 1**	**FORMAL ASSESSMENT TERM 1 MARK**					
Total marks/rating								
NAME AND SURNAME								

Grade 9 Mathematics Test Term 1

Time: 60 minutes

Total: 50 marks

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Show all your working.
3. No calculators allowed.

QUESTION 1:

1.1 State whether the expressions below are rational or irrational:

1.1.1 $-2,3564$ (1)

1.1.2 $\sqrt{64+4}$ (1)

1.2 Write down one factor of 18 which is a prime number. (1)

1.3 Express 32 and 54 as products of their prime factors (2)

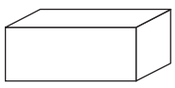
1.4 Find the HCF and LCM of 32 and 54 ,leaving answers in power form (2)

[7]

QUESTION 2:

2.1 Christian installed an electric pump to pump water from a borehole into a 30 000 litre cement dam. If the water is pumped at a rate of 75 litres per minute. How long does it take to fill the dam? (2)

2.2 The ratio of the length to the breadth of a rectangular box is 8:5. If the length is 50 cm, calculate the breadth of the box. (2)



QUESTION 3:

3.1 There are 96 boys and 120 girls in a Grade 9 class.

Write down the ratio of the number of boys to the number of girls in its simplest form. (2)

3.2 Five men take 45 hours to build a wall.

How long will it take nine men working at the same pace to build this wall? (2)

3.3 A motorbike has a fuel capacity of 16 litres. The rider decides to go on a trip which is 140 kilometres from where he is.

3.3.1 He stops for a lunch break after $\frac{4}{7}$ of the journey.
How many kilometres is this? (1)

3.3.2 How many litres is $\frac{3}{4}$ tank's capacity?
(1)

3.3.3. If the biker uses $\frac{3}{4}$ of the tank's fuel for $\frac{4}{7}$ of the journey,
How many litres of fuel will he need for the whole trip? (2)

[8]

QUESTION 4:

Simplify

4.1 $(-5x^2)(-5x)^3$ (2)

4.2 $\sqrt[3]{27x^3}$ (2)

4.3 $\frac{2^{x+1}.8^{x-1}}{2^{x-1}}$ (4)

4.4. $0{,}125 \div \sqrt{25}$ (2)

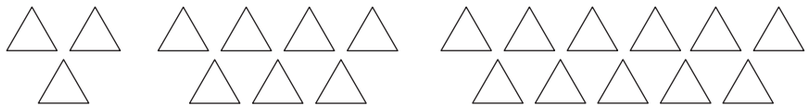
4.5 $\sqrt[3]{10^3} \times \sqrt{0{,}01}$ (2)

[12]

QUESTION 5:

5.1 Give the general rule (the n-th term) of the number sequence $\frac{3}{2}; 2; \frac{5}{2}; 3; \ldots\ldots$ (2)

5.2.A pattern of triangles is given below:



5.2.1 Write down the number of triangles in each pattern. (1)

5.2.2 How many triangles form the 4th and 5th patterns of triangles? (1)

5.2.3 Give the general rule (the n-th term) of the sequence. (1)

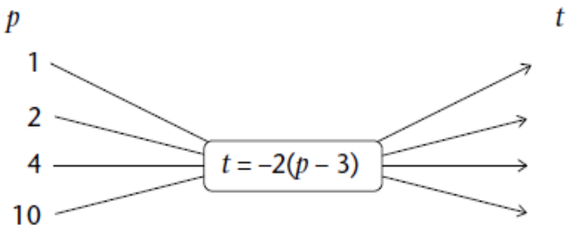
5.2.4 How many triangles will make up the 25th pattern? (1)

5.2.5 Which term (pattern number) will have 127 triangles? (2)

[8]

Question 6

6.1 Study the flow diagram below and answer questions that follow.



Complete the flow diagram (4)

6.2.Study the pattern below and then answer the questions that follow.

$2\ ;\ 5\ ;\ 8\ ;\ x\ ;\ y\ ;\ z\ ;\ \ldots$

6.2.1 Find the terms represented by y and z (2)

6.2.2 Describe the pattern in 4.1.1 in your own words (1)

6.2.3 Write down the equation representing the general term of this pattern in the form T_n = ... (2)

6.2.4 Use your formula to find the 9th term in the sequence. (2)

[11]

TOTAL : 50

GRADE 9 TERM 1 2021 TEST MEMORANDUM

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 1: 1.1		

1.1.1 −2,3564 – a rational number✓ *answer* 1.1.2 $64 + 4 + 68$ – an irrational number✓ *answer* *1.2* 2 or 3 ✓*one mark for either answer* 1.3 $32=2\times2\times2\times2\times2$ ✓ $54=2\times3\times3\times3$✓ 1.4 HCF=2✓ LCM=$2\times2\times2\times2\times2\times3\times3\times3=2^5\times3^3$✓	(1) (1) (1) (1) (1) (1) (1)	K K K K K K
QUESTION 2 2.1 75Lts =1 Min 30000Ltrs=? Mins(more) $\frac{30000}{75}\times1$✓ =400mins $\frac{400}{60}$hrs =$6\frac{2}{3}$hrs ✓ 1 Mark for working 1 mark for answer in mins or hrs 2.2 L:B = 8: 5 50:x(less) $=\frac{x}{5}\times\frac{50}{8}$✓ X=$\frac{50\times5}{8}=\frac{250}{8}$=31.25cm ✓	(2) (2)	PS CP
Question 3 3.1 96:120 =4:5✓✓ 1 mark each value 3.2. 5men =45hrs 9men =? Less $\frac{5}{9}\times\frac{45}{1}$ =25hrs ✓✓ 1mark calculation, 1-mark answer 3.3.1 $\frac{4}{7}\times140$=80km✓ 3.3.2 $\frac{3}{4}\times16$ =12ltrs✓ 3.3.3 $\frac{x}{140}=\frac{12}{80}$ $X=\frac{12}{80}\times140$✓ X=21ltrs✓	(2) (2) (1) (1) (2)	RP PS PS CP
QUESTION 4 4.1. $(-5x^2)(-5x)^3$ $=-5x^2\times-5x\times-5x\times-5x$ *simplification* $=5^4\ x^5$ ✓ $=625\ x^5$ ✓*answer* 4.2 $\sqrt[3]{27x^3}$	(2)	RP

$=27^{\frac{1}{3}}(x^3)^{\frac{1}{3}}$ ✓ $=3x^1$ ✓	(2)	RP
4.3 $\frac{2^{x+1}.8^{x-1}}{2^{x-1}}$ $\frac{2^{x+1}.(2^3)^{x-1}}{2^{x-1}}$ ✓ $\frac{2^{x+1}.2^{3x-3}}{2^{x-1}}$ ✓ $2^{x+1+3x-3-x+1}$ ✓ 2^{3x-1} ✓	(4)	CP
4.4. $0{,}125 \div \sqrt{25}$ $= \frac{125}{1000} \times 5$ ✓ $= 0{,}625$ ✓	(2)	RP
4.5 $\sqrt[3]{10^3} \times \sqrt{0{,}01}$ $= 10 \times \frac{1}{10}$ ✓ $= 1$ ✓	(2)	RP
Question 5 5.1 $\frac{3}{2}$;2;$\frac{5}{2}$;3;…… $T_n = \frac{1}{2}n + 1$ ✓ ✓ *formula for general rule*	(2)	RP
5.2	(1)	RP
5.2.1 3; 7; 11; 15; … ✓	(1)	RP
5.2.2 15; 19 ✓*answer*		
5.2.3 $T_n = 4n - 1$ ✓ *formula for general rule*	(1)	RP
5.2.4 $T_{25} = 4(25) - 1 = 100 - 1 = 99$ *answer* ✓	(1)	RP
5.2.5 $T_n = 127$ $4n - 1 = 127$ *equation* ✓	(2)	CP

$4n = 128$ $n=\frac{128}{4}$ $n = 32$ ✓ *answer*		
Question 6 6.1 T_n =-2p+6 T_1 = -2(1) +6 =-2+6 =4✓ T_2 = -2(2) +6 =-4+6 = 2✓ T_4 = -2(4) +6 = -8+ 6 = -2✓ T_{10} = -2(10) + 6 = -20 + 6 =- 14✓ 6.2 6.2.1 $X = 11;\ y = 14$ ✓ ; $z = 17$ ✓ 6.2.2 There is a common difference of three between two consecutive terms. ✓ 6.2.3 $T_n = 3n$ ✓ $- 1$ ✓ 6.2.4 $T_9 = 3(9) - 1$ ✓ $= 26$ ✓	(1) (1) (1) (1) (3) (1) (2) (2)	RP RP RP RP RP K CP CP
TOTAL	50	

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 55%, while the two higher levels add up to approximately 45%. In this exemplar test, the two lower levels together account for 62% of the marks, and the two higher levels for 38%.

ANALYSIS OF COGNITIVE LEVELS OF THE TEST			
Cognitive levels	**Mark out of 50**	**Percentage**	**Percentage of marks at each level prescribed by the CAPS (p. 53)**
Knowledge	8	16%	≈ 20%
Routine procedures	22	44%	≈ 35%
Complex procedures	14	28%	≈ 30%
Problem solving	6	12%	≈ 15%