GRADE 4

Mathematics

Teacher Toolkit:
CAPS Planner and Tracker

2019 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 4 Mathematics Curriculum and Assessment Planner And Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each lesson of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

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

4. Links to the approved sets of LTSMs

The tracker coordinates the CAPS requirements with the content set out in the approved Learner's Books and Teacher's Guides. There is a tracker for each of the Learner's Books on the list of approved books on the national catalogue. You must therefore refer to the tracker for the book that is used by learners at your school. If you have copies of other Learner's Books, you can of course refer to these too, for ideas for teaching the same content in a different way – but you must be sure to cover the content systematically. For each Learner's Book, links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for teachers to access the correct resources.

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

The tracker uses the latest print editions of the eight approved Learner's Books. It is important to note that page numbers may differ slightly from other print runs of the same Learner's Book. If the page numbers in your edition are not 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 be a page or two different from those given in the tracker.

5. Links to the DBE workbooks

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

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

6. Managing time allocated in the tracker

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

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

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

7. Sequence adherence

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

8. Links to assessment

The tracker indicates where in the series of lessons the CAPS formal assessment activities are to be done and when feedback should be given. The CAPS states that **tests, examinations, projects, assignments and investigations are recommended for Mathematics** (p. 294). The overview of the term indicating where the assessments will be done is provided in a table for easy reference. The actual task and the date for the assignments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. Some Learner's Books offer more than one assessment activity other than a test. In this case, the tracker identifies which one should be used for the formal Term 1 assignment. You should use the Learner's Book assignment with due diligence making sure that you personalise it and supplement it using other Learner's Books or ANA past papers and exemplars if necessary in order to be sure that it fulfils the CAPS requirements for the term assignment.

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

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

9. Resources

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

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

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

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

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

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

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

B. LESSON PREPARATION KEY STEPS

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

1. **Review the term focus:** Start by looking at the CAPS and *familiarising* yourself with the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your Mathematics lessons during the term.

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the tracker. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
   - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
   - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
   - Also make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
   - Check the assessment programme so you can prepare any resources, such as test papers, needed for formal assessment so that 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 learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?
   - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.
   - ***Make sure you have prepared for the teaching of the concepts before you teach.*** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also useful resources in the *Remediation and Enrichment Activities* book.
   - Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
     - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
     - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper*

6. Special needs education: Building an inclusive education and training system. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

- You will also find helpful information and resources in the *Remediation and Enrichment Activities* book.

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

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

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

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

   Step 2: Homework review/reflection (10 minutes): This is the second activity of the lesson. We recommend that you take about ten minutes to remediate and correct the previous lesson's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous lesson's work. Allow learners the opportunity to write corrections as needed.

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

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

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

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

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

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

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Fabulous Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 2 Act. 1	**Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers)**: Counting and representing numbers	37	1–2	19–21	10–11	No. 1a, 1b (pp. 2–5)	MM from LB, grid paper (TG p. 219, also No. 20), number lines (No. 5)						
2	LB p. 2 Act. 2	Place value: Expanded notation; ordering and comparing; odd and even numbers; rounding off		3–7	21–24	12–13	No. 2–5 (pp. 6–13)	MM from LB, Dienes blocks or flard cards (No. 4)						
3	LB p. 3 Act. 3	**Number sentences:** Addition and subtraction as inverse operations; true or false; operators	39–42	1–4	25–27	14–15	No. 6a, 6b (pp. 14–17)	MM from LB, flard cards (No. 4)						
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Fabulous Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
5	LB p. 3 Act. 4	**Complete number sentences: Working with zero; addition and subtraction; commutative properties; breaking down numbers; rounding off**		*5–10	22–32	15–17	No. 7a, 7b (pp. 18–21)	MM from LB, counters					
6	LB p. 3 Act. 5	**Complete number sentences; write number sentences to describe problem situations**					No. 8a, 8b (pp. 22–25), No. 12 (pp. 38–39)						
7	LB p. 4 Act. 6	**Whole numbers: Addition and subtraction (up to 3-digit numbers):** Different strategies	43–45	1	36	19–20	No. 7a (p. 18)	MM from LB, numbers grid (No.3)					
8	LB p. 4 Act. 6	Different methods of addition: Breaking down numbers; rounding off and compensating		2	36–37	20–21	No. 7b (pp. 20–21)	MM from LB					
9	LB p. 4 Act. 6	Addition: Recapping methods		3	38	21–22	No. 11a, 11b (pp. 34–37)	MM from LB, number lines (No. 5)					
10	LB p. 4 Act. 7	Subtraction: Different methods		4 no. 1–5	38–39	22	No. 9a, 9b (pp. 26–29)	MM from LB					

Reflection

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

Fabulous Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 5 Act. 8	Subtraction: Different methods		4 no. 6–8	39–40	23		MM from LB						
12	LB p. 5 Act. 9	Subtraction: Recapping methods		5	40–41	23–24	No. 10a, 10b (pp. 30–33)	MM from LB						
13	LB p. 6 Act. 10	Subtraction: Recapping methods continued		5	40–41	24	No. 11a, 11b (pp. 34–37)	MM from LB						
14	LB p. 6 Act. 10	Revision		Rev.	41	24		MM from LB						
15	LB p. 6 Act. 11	**Numeric patterns:** Investigating patterns	46–51	1	42–43	25–26	No. 17 (pp. 48–49)	MM from LB, numbers grid (No. 3)						
16	LB p. 6 Act. 11	Using flow diagrams		2 no. 1–2	44	26–27		MM from LB, number lines (No. 5), strings of beads, counters						

Reflection

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

Fabulous Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
17	LB p. 7 Act. 12	Using flow diagrams		2 no. 3–6	45–48	27–30	No. 13 (pp. 40–41)	MM from LB						
18	LB p. 7 Act. 12	Numeric patterns using tables		3	49	30	No. 14,15 (pp. 42–45)	MM from LB						
19	LB p. 7 Act. 12	**Whole numbers: Multiplication and division:** Multiplication	52–55	1	51–52	32	No. 16 (pp. 46–47)	MM from LB, counters						
20	LB pp. 7–8 Act. 13	Multiplication: Multiples of 10, 100 and 1000; commutative property		2–3	53–54	33	No. 17 (pp. 48–49)	MM from LB, numbers grid (No. 3), times tables chart (No. 2)						
21	LB pp. 8–9 Act. 14	Division (2-digit by 1-digit numbers); division with a remainder		4–5	54–55	33–34	No. 16 (pp. 46–47)	MM from LB						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Fabulous Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
23	LB p. 9 Act. 15	Division using multiples; grouping and sharing		6–7	56	34		MM from LB					
24	LB p. 10 Act. 16	**Formal assessment: Assignment: Whole numbers**		Assign.	36	37		MM from LB					
25	LB p. 10 Act. 17	**Time: Reading time and time instruments:** A history of time; how we tell the time today	55	1	57–58	38–39	No. 18a (pp. 50–51)	MM from LB, working analogue clock (bring from home), analogue clock faces (TG p. 216, also No.15)					
26	LB p. 10 Act. 18	Reading time		2	58–59	39	No. 18b (pp. 52–53)	MM from LB, calendar, hour glass, sundial, candle					
27	LB p. 11 Act. 19	12-hour and 24-hour formats		3–4	59–60	39		MM from LB					
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or play other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

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

Fabulous Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
29	LB pp. 11–12 Act. 20	Calculation of time intervals		5	60	39	No. 19a (p. 54)	MM from LB					
30	LB pp. 12–13 Act. 21	Reading calendars		6	61	40	No. 19b (pp. 56–57)	MM from LB					
31	LB pp. 13–14 Act. 22	Calculation of time in days		7	61–62	40	No. 19b (pp. 56–57)	MM from LB					
32	LB p. 14 Act. 23	**Data handling:** Discussion about questionnaires; collecting and organising data	57–58	3–4	64–67	41–42	No. 20 (pp. 58–59)	MM from LB, grid paper (TG p. 219; also No. 20), newspapers (bring from home)					
33	LB p. 15 Act. 24	Representing data: Bar graphs		5	68–69	43	No. 21a (pp. 60–61)	MM from LB					
34		Catch up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

Fabulous Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	LB p. 15 Act. 25	Go over assignment done in Week 5						MM from LB						
36	LB p. 15 Act. 26	Representing data: Pictographs		6	69–70	43	No. 21b (pp. 62–63)	MM from LB: Revision						
37	LB p. 15 Act. 26	Representing data: Pictographs		7	70	44		MM from LB: Revision						
38	LB p. 16 Act. 27	Carrying out a survey		8	71	44		MM from LB: Revision, the data cycle (No. 17)						
39	LB p. 16 Act. 27	Representing data: Bar graph		9	71	44		MM from LB: Revision						
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Fabulous Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
41	LB p. 16 Act. 27	Representing data: Pie chart		10	72	45		MM from LB: Revision						
42	LB p. 16 Act. 28	Representing data: Pie chart; revision		11	72	45		MM from LB: Revision						
43	LB p. 16 Act. 28	**Properties of 2-D shapes:** Identifying polygons	59–61	1	74–75	47–48	No. 22a (pp. 64–65)	MM from LB: Revision, grid paper (TG p. 219; No. 20), cut-out cardboard or plastic shapes (No. 20) (prepare beforehand)						
44	LB p. 16 Act. 28	Naming shapes		2	75	48–49	No. 22b (pp. 66–67)	MM own activities, 2-D shapes (TG pp. 217–218, No. 20)						
45	LB p. 16 Act. 28	Regular polygons		3	75–76	49		MM own activities See *MM Activities and Printable Resources* book (No. 20)						
46		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or play other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Fabulous Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
47	Rev.	Regular and irregular polygons; creating polygons from triangles		4–5	76	50		MM own activities See *MM Activities and Printable Resources* book, grid paper (TG p. 219, also No. 20), tangrams (No. 11)					
48	Rev.	Analysing complex shapes; polygons (closed shapes)		6–7	76–77	50		MM own activities See LB and *MM Activities and Printable Resources book*, 2-D shapes (No. 10)					
49	Rev.	**Test (all work done up to 2-D shapes)**						Copies of test (see *Assessment Resources* in Section D)					
50	Rev.	**Whole numbers: Multiplication and division**	62–65	1	79	52–53	No. 23a, 23b (pp. 68–71)	MM own activities See LB and *MM Activities and Printable Resources* book					
51	Rev.	Multiplication: Doubling; using multiples		2–3	80	53	No. 24a, 24b (pp. 72–75)	MM own activities See LB and *MM Activities and Printable Resources* book, numbers grid (No. 3), times tables 12x12 chart (prepare beforehand) (No.2)					
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

Fabulous Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
53	Rev.	Multiplication using different methods		4–6	81–83	53–54		MM own activities See *MM and Printable Resources* book						
54	Rev.	Division: Using multiples		7	83–84	55		MM own activities See *MM and Printable Resources* book						
55	Rev.	Go over test from previous week												
56	Rev.	Consolidation of multiplication and division		Rev.	84	55		MM own activities See *MM and Printable Resources* book						
57	Rev.	Catch up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track												
58		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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:**

2. Oxford Headstart Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Oxford Headstart Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
1	LB p. 8 no. 1–2	**Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers)**	37	1–4	9–13	28–32	No. 1a, 1b (pp. 2–5)	MM from LB, counters, abacus, counting grid (LB p. 9; No. 3), Dienes blocks or flard cards (see No. 4)					
2	LB p. 8 no. 3–5	Expanded notation; comparing and ordering numbers		5–8	13–16	32–35	No. 2, 3 (pp. 6–9)	MM from LB, ice-cream tub of numbers (prepare beforehand)					
3	LB p. 17 no. 1–2	**Number sentences:** Solve and complete number sentences	39–42	1	18	37	No. 6a, 6b (pp. 14–17)	MM from LB					
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

Reflection

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

Oxford Headstart Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB p. 17 no. 4	**Complete number sentences by creating patterns, addition and subtraction**		2–3	19	38	No. 7a (p. 19)	MM from TG						
6	LB p. 17 no. 5	**Number sentences: Addition and subtraction**		4–5	20	40–41	No. 7b (pp. 20–21)	MM from TG						
7	LB p. 21 no. 1	**Whole numbers: Addition and subtraction (up to 3-digit numbers);** rounding off to the nearest 10 and 100	43–45	1–2	23–24	43–45	No. 4, 5 (pp. 10–13)	MM from LB, groups of objects, e.g. paper clips/ beans (bring from home), flard cards (No.40)						
8	LB p. 21 no. 1	Rounding off and doubling		3	25	45	No. 4 (p. 11), No. 7b (pp. 20–21)	MM from LB						
9	LB p. 22 no. 2	Addition of 2-digit numbers by breaking down numbers		4	26–27	45–47	No. 11a, 11b (pp. 33–37)	MM from LB						
10	LB p. 22 no. 3	Addition of 3-digit numbers		5	28–30	48–51	No. 12 (pp. 38–39)	MM from LB						

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

Oxford Headstart Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 22 no. 3	Solving problems in different contexts		6	30–31	52	No. 8a, 8b (pp. 20–25)	MM from TG						
12	LB p. 22 no. 4	Subtraction of 2-digit numbers by breaking down numbers; solving problems		7–8	32–34	53–56	No. 9a, 9b (pp. 26–29)	MM from LB						
13	LB p. 22 no. 5	Subtraction of 3-digit numbers		9	35–37	57–59		MM from LB						
14	LB p. 22 no. 5	Solving problems in different contexts		10	37–38	60–62	No. 10a–12 (pp. 30–39)	MM from LB						
15	LB p. 40 no. 1	**Numeric patterns:** Investigate and extend patterns	46–51	1	41	64–65	No. 13 (pp. 40–41), No. 17 (pp. 48–49)	MM from LB, shapes and objects for constructing patterns (bring from home)						
16	LB p. 40 no. 2, 4	Multiplication using flow diagrams		2	42–44	65–67		MM from LB						

Reflection

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

Oxford Headstart Mathematics Week 4 # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
17	LB p. 40 no. 3	Multiplication by 10 and 100 using flow diagrams		3	44–45	67–68	No. 13 (pp. 40–41)	MM from LB						
18	LB p. 40 no. 5–6	Multiplication and division as inverse operations		4#	45	69	No. 14 (pp. 42–43)	MM from LB						
19	LB p. 46 no. 1	**Whole numbers: Multiplication and division:** Multiplication as repeated addition	52–55	1	47	70–71		MM from LB, poster of multiplication words (TG p. 56)						
20	LB p. 46 no. 2	Multiples of 1-digit numbers: 7, 5 and 10		2–3	48–49	71–72	No. 15 (pp. 44–45)	MM from LB						
21	LB p. 46 no. 3	Multiples of 1-digit numbers: 9 and the commutative property		4–5	49–50	73	No. 16, 17 (pp. 46–49)	MM from LB						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities (see toolkit book)*						

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

Oxford Headstart Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
23	LB p. 46 no. 4	Division as repeated subtraction; solving problems		6–8	50–52	74–75		MM from LB					
24	LB p. 53	**Time: Reading time and time instruments:** A history of time; 12-hour time (analogue and digital): Time on the hour and on the half-hour	55	1, 2 no. 1–2	53–56	78–80	No. 18a (pp. 50–51)	MM from LB, cardboard and stick for shadow clock (bring from home)					
25	LB p. 53	12-hour time (analogue and digital): Time on the quarter-hour and on the minute; seconds		2 no. 3–5, 3	56–57	81–82	No. 18b (pp. 52–53)	MM from LB, candles for candle clocks (bring from home)					
26	LB p. 53	24-hour time: Before and after noon (analogue)		4	58	83–84		MM from LB, analogue clock faces (No. 15) analogue and digital clocks, watches (bring from home)					
27	LB p. 53	24-hour time (digital)		5	59	84–85	No. 19a (p. 54)	MM from LB					
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

Reflection

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

Oxford Headstart Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 53	Reading calendars		6	60	85–86		MM from LB						
30	LB p. 53	Calculation of time intervals		7	61–62	86–87	No. 19a,b (pp. 55–57)	MM from LB						
31	LB p. 53	**Assignment: Formal Assessment**		Assessment 2	63	87–88		MM from LB						
32	TG p. 73	**Data handling:** Collecting and organising data	57–58	1–2	64–65	90	No. 20 (pp. 58–59)	For MM ideas: TG p. 73, graphs from newspapers (bring from home)						
33	TG p. 73	Collecting and analysing data		3	65–66	90		For MM ideas: TG p. 73						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Headstart Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	TG p. 73	Go over assignment done in previous week						For MM ideas: TG p. 73						
36	TG p. 73	Representing data: Pictographs		4	66–67	90–91	No. 21a (pp. 60–61)	For MM ideas: TG p. 73						
37	TG p. 73	Representing data: Bar graphs		5 no. 1–3	67–68	92		For MM ideas: TG p. 73						
38	Rev.	Analysing and summarising data		5 no. 4	69–70	92–93		MM: Revise previous MM done						
39	Rev.	Reading and interpreting pie charts		6	70–71	93		MM: Revise						
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Headstart Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
41	Rev.	Interpreting data represented in graphs					No. 21b (pp. 62–63)	MM: Revise						
42	Rev.	The data cycle: Number of vowels in a paragraph						MM: Revise, the data cycle (No. 17), number of vowels (No. 18)						
43	Rev.	The data cycle continued						MM: Revise						
44	LB p. 72	**Properties of 2-D shapes:** Describing, comparing and sorting shapes	59–61	1	72–73	95–96	No. 22a (pp. 64–65)	MM from LB, 2-D shapes (No. 10), poster of shapes (prepare beforehand)						
45	LB p. 72	Naming and identifying 2-D shapes using straight sides		2	74	96		MM from LB, examples of natural and cultural 2-D shapes (bring from home)						
46		Learners play the game *Three, Two, One, Turn*. Start with addition, and go on to multiplication. And/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Oxford Headstart Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
47	LB p. 72	Making of 2-D shapes		3	75	97		MM from LB, aids to make shapes (bring from home)						
48	LB p. 72	Drawing of 2-D shapes		4	76	97–98	No. 22b (pp. 66–67)	MM from LB, grid and dotted paper (No. 20, No. 22)						
49	LB p. 72	Building of 2-D shapes		5	76	98		MM from LB, dotted paper (No. 22)						
50		**Test (all work done up to 2-D shapes)**						Copies of test (see Assessment Resources in Section D)						
51	LB p. 77 no. 1	**Whole numbers: Multiplication and division:** Multiplication (2-digit by 1-digit numbers)	62– 65	1	78–79	101–102	No. 23a, 23b (pp. 68–71)	MM from LB, counters						
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Headstart Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
53	LB p. 77 no. 2	Factors		2	79–80	102–103		MM from LB						
54	LB p. 77 no. 3	Division: Divide or share		3	80–81	103	No. 24a, 24b (pp. 72–75)	MM from LB						
55		Go over test from previous week												
56	LB p. 77 no. 4	Multiplication and division as inverse operations		4	81	104		MM from LB						
57	TG p. 82	Division (2-digit by 1-digit numbers)		5	82	104–105		For MM ideas: TG p. 82						
58		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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:**

3. Oxford Successful Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Oxford Successful Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 10 1.1	**Whole numbers: Counting, ordering, comparing, representing and place value (3 digit-numbers)**: Counting and representing numbers; place value	37	1–2	10–13	38–40	No. 1a, 1b (pp. 2–5)	MM from LB, number grid (LB), (no.3)						
2	LB p. 10 1.1	Comparing and ordering numbers; odd and even numbers		3–5	13–15	40–42	No. 2, 3 (pp. 6–9)	MM from LB, Dienes blocks or flard cards (No.4), abacuses, counters/counting beads						
3	LB p. 16 1.2	**Number sentences:** Completing number sentences	39–42	1–2	16–18	43–45	No. 6a, 6b (pp. 14–17)	MM from LB						
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Successful Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
5	LB p. 16 1.2	Commutative and associative properties for addition and subtraction		3	18–19		No. 7a–b (pp. 18–21)	MM from TG						
6	LB p. 16 1.2	Addition and subtraction as inverse operations; bonds		4–5	19–20	45–46	No. 9a (p. 27), No. 29 (pp. 81–85)	MM from TG						
7	LB p. 21 1.3	**Whole numbers: Addition and subtraction (up to 3-digit numbers**: Addition of 2-digit numbers	43–45	1–2	21–24	47–49	No. 4–5 (pp. 10–13)	MM from LB, number lines (No.5)						
8	LB p. 21 1.3	Addition of 2-digit numbers continued; solving problems in contexts		1–2	21–24	47–49	No. 8a–b (pp. 22–25)	MM from LB						
9	LB p. 21 1.3	Addition of 3-digit numbers using different methods		3	24–25	50–51		MM from LB						
10	LB p. 21 1.3	Addition of 3-digit numbers continued		3	24–25	50–51		MM from LB						

Reflection

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

Oxford Successful Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 26 1.4	Subtraction of 2-digit numbers by breaking down numbers		1	26–27	51–53	No. 9a–b (pp. 26–29)	MM from LB, number lines (No.5)						
12	LB p. 26 1.4	Subtraction of 2-digit numbers by breaking down numbers		1	26–27	51–53		MM from LB						
13	LB p. 26 1.4	Subtraction of 3-digit numbers using different methods		2	28	54–55		MM from LB						
14	LB p. 26 1.4	Subtraction of 3-digit numbers continued; solving problems in contexts		2–3	28–29	54–56	No. 10a–12 (pp. 30–39)	MM from LB						
15	LB p. 31 1.5	**Numeric patterns:** Investigating patterns using input-output diagrams	46–51	1	31–32	57–59	No. 13 (pp. 40–41)	MM from LB, number lines (No.5)						
16	LB p. 31 1.5	Multiplication and division as inverse operations (using flow diagrams)		2	33–34	59–60	No. 14 (pp. 42–43)	MM from LB						

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

Oxford Successful Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB p. 31 1.5	Commutative property using flow diagrams and tables		3	35–36	60–61		MM from LB						
18	LB p. 31 1.5	Consolidation of numeric patterns (group work)		Assessment 2	273	208		MM from LB, copies of assignment						
19	LB p. 37 1.6	**Whole numbers: Multiplication and division (1-digit by 1-digit numbers)**: Multiplication as repeated addition	52–55	1	37–38	62–63	No. 15 (pp. 44–45)	MM from LB, number lines (No.5), counters						
20	LB p. 37 1.6	Multiplication using tables		2	38–39	63–64	No. 16 (pp. 46–47)	MM from LB						
21	LB p. 37 1.6	Properties of whole numbers		3–4	39–41	64–65	No. 17 (pp. 48–49)	MM from LB						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Successful Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	LB p. 37 1.6	Division (including multiplication and division as inverse operations)		5–6	42–43	65–67		MM from LB						
24	LB p. 44 1.7	**Time: Reading time and time instruments:** Analogue time	55	1	44–46	67–69	No. 18a (pp. 50–51)	MM from LB, clocks, watches, calendars, digital clock (bring from home)						
25	LB p. 44 1.7	Analogue time		1	44–46	67–69	No. 18b (pp. 52–53)	MM from LB, analogue clock faces (No. 15)						
26	LB p. 44 1.7	Digital time		2	46–48	69–70		MM from LB						
27	LB p. 44 1.7	A history of time		3	48	70–71		MM from LB						
28		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Successful Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
29	LB p. 44 1.7	Calculation of time intervals		4	48–49	71	No. 19a (pp. 54–55)	MM from LB, chart with units of time (LB)					
30	LB p. 44 1.7	Reading calendars		5	49–51	71–72	No. 19b (pp. 56–57)	MM from LB					
31		**Formal assessment: Assignment: Numbers and operations**		Assign-ment 1	272	207–208		MM from LB					
32	LB p. 53 1.8	**Data handling:** Collecting and organising data	57–58	1	53–54	73–74	No. 20 (pp. 58–59)	MM from LB					
33	LB p. 53 1.8	Representing data: Pictographs		2	55–56	75–76	No. 21a (pp. 60–61)	MM from LB					
34		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

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

Oxford Successful Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	LB p. 53 1.8	Go over assignment done in previous week						MM from LB						
36	LB p. 53 1.8	Representing data: Bar graphs		3	56–58	76–77	No. 21b (pp. 62–63)	MM from LB						
37	LB p. 53 1.8	Analysing pie charts		4	58–59	77–78		MM from LB						
38	LB p. 53 1.8	Data handling (group work)		Project 1	276	211		MM from LB						
39	LB p. 53 1.8	Data handling (group work)		Project 1	276	211		MM from LB						
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Successful Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
41	LB p. 60 1.9	**Properties of 2-D shapes:** Recognising shapes	59-61	1	60	78–79	No. 22a (pp. 64–65)	MM from LB, 2-D shapes (No. 10)					
42	LB p. 60 1.9	Identifying polygons		2	61–62	79		MM from LB					
43	LB p. 60 1.9	Polygons: Including pentagons and hexagons; shapes in our environment		3	62–65	79–80		MM from LB, grid paper (No. 20), tangram (No. 11)					
44	LB p. 60 1.9	Drawing of 2-D shapes					No. 22b (pp. 66–67)	MM from LB					
45	LB p. 60 1.9	Drawing of big cardboard cut-out 2-D polygons and summarising characteristics as posters for the classroom						MM from LB, scissors, cardboard					
46		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

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

Oxford Successful Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
47		**Test (all work done up to 2-D shapes)**						Copies of test (see *Assessment Resources* in Section D)						
48	LB p. 66 1.10	**Whole numbers: Multiplication and division:** Multiplication; distributive and commutative properties	62–65	1	66–67	80–82	No. 23a–b (pp. 68–71)	MM from LB						
49	LB p. 66 1.10	Multiplication (2-digit by 1-digit numbers)		2	67–68	82–83		MM from LB						
50	LB p. 66 1.10	Division (2-digit by 1-digit numbers): Using different methods		3	69–72	83–85		MM from LB						
51	LB p. 66 1.10	Division		3	69–72	83–85		MM from LB						
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Oxford Successful Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
53	LB p. 66 1.10	Consolidation of multiplication and division					No. 24a, 24b (pp. 72–75)	MM from LB						
54		Go over test from previous week												
55	LB p. 66 1.10	Revision		Rev. 3	73	85		MM from LB						
56		Revision: Term 1 work					No. in DBE workbook which have not been done*	*Select						
57		Revision continued					No. in DBE workbook which have not been done	*Select						
58		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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:**

4. Platinum Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Platinum Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	TG p. 172	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)**	37	1.1 1.2	4–5	3–5	No. 1a, 1b (pp. 2–5)	MM from TG, counters, beads, counting grids (LB p. 209, No. 3), flard cards (No. 4)						
2	TG p. 172	Rounding off to the nearest 10; comparing and ordering numbers		1.3 1.4	6–7	5–7	No. 2, 3, 4 (pp. 6–11)	MM from TG, flard cards (No. 4)						
3	TG p. 172	**Number sentences:** Solve and complete number sentences	39–42	2.1 2.2	8	8–9	No. 6a, 6b (pp. 14–17)	MM from TG						
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Platinum Mathematics Week 2													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
5	TG p. 173	**Complete number sentences**		2.3 2.4 2.5	9	9							
6	TG p. 173	**Number sentences: Addition and subtraction facts**		2.6 2.7	10	10	No. 7a (p. 18)	MM from TG					
7	TG p. 173	**Whole numbers: Addition and subtraction (up to 3-digit numbers);** rounding off	43–45	3.1 3.2	12–13	11–12	No. 7a (p. 18)	MM from TG, flard cards (No. 4)					
8	TG p. 173	Rounding off to the nearest 100; addition and subtraction of 3-digit numbers		3.3	9	10	No. 4 (p. 11), No. 7b (pp. 20–21)	MM from TG					
9	TG p. 173	Addition and subtraction by breaking down numbers		3.4	14	12–13	No. 8a–10b (pp. 22–33)	MM from TG					
10	TG p. 174	Solving problems in contexts		3.5	15	13–14	No. 12 (pp. 38–39)	MM from TG					

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

Platinum Mathematics Week 3

* = Select # = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
11	TG pp. 173–174	Subtraction of 3-digit numbers		3.6	16	14–15		MM from TG (revision of week's MM)					
12	TG p. 174	Subtraction of 3-digit numbers; solving problems in contexts		3.7	17	15		MM from TG					
13	TG p. 174	Addition and subtraction consolidation					No. 11a, 11b (pp. 34–37)	MM from TG					
14	TG p. 174	Revision of concepts		Rev.*				MM from TG					
15	TG p. 175	**Numeric patterns:** Investigate patterns using input-output diagrams	46–51	4.1 4.2	18–19	16–17	No. 13–14 (pp. 40–43), No. 17 (pp. 48–49)	MM from TG					
16	TG p. 175	Multiplication and division as inverse operations		4.3#	19	17	No. 15 (pp. 44–45)	MM from TG					

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														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	TG p. 175	Using flow diagrams		4.4 4.5	20	17	No. 13 (pp. 40–41)	MM from TG						
18	TG p. 175	Using flow diagrams; determining rules for patterns		4.6*	20	17	No. 14 (pp. 42–43)	MM from TG *Supplement – see *MM Activities and Printable Resources* book						
19	TG p. 176	**Whole numbers: Multiplication and division:** Doubling and halving	52–55	6.1	30	24–25	No. 16 (pp. 46–47)	MM from TG, counters						
20	TG p. 176	Multiplication and division as inverse operations		6.2	31	25	No. 16 (pp. 46–47)	MM from TG						
21	TG p. 176	Multiplication and division; breaking up numbers		6.3 6.4	32	26		MM from TG						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrich*ment Activities (see toolkit book)						

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

Platinum Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
23	TG p. 176	Revision (excluding time)		Rev.	33	26		MM from TG						
24	TG p. 178	**Time: Reading time and time instruments:** 12-hour time (analogue and digital)	55	5.1	22	18–19	No. 18a (pp. 50–51)	MM from TG, analogue clock faces (No. 15)						
25	TG p. 178	24-hour time (analogue and digital)		5.2	23	20	No. 18b (pp. 52–53)	MM from TG, digital clock model, calendar, (bring from home)						
26	TG p. 177	Conversion between units of time		5.3	25	20–21		MM from TG						
27	TG p. 177	Calculation of time intervals		5.4 5.5	26	21–22	No. 19a (p. 54)	MM from TG						
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Platinum Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	TG p. 177	Reading calendars		5.6	27	22–23	No. 19a, 19b (pp. 55–57)	MM from TG						
30	TG p. 177	A history of time						MM from TG						
31	TG p. 178	**Formal Assessment: Assignment: Time**		Assignment	28–29	23		MM from TG						
32	TG p. 178	**Data handling:** Collecting and organising data	57–58	7.1	34	27–28	No. 20 (pp. 58, 59)	MM from TG						
33	TG p. 179	Collecting and analysing data		7.2	35	28–29		MM from TG, tally chart with vowels (No. 18)						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Platinum Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	TG p. 179	Go over assignment done in previous week						MM from TG						
36	TG p. 179	Representing data: Pictographs		7.3	36	29–30	No. 21a (pp. 60–61)	MM from TG						
37	TG p. 179	Representing data: Bar graphs		7.4	37	30–31	No. 21b (pp. 62–63)	MM from TG						
38	TG p. 180	Analysing and summarising data		7.5	38	31–32		MM from TG, copies of writing frame (TG p. 31)						
39	TG p. 180	Reading and interpreting pie charts		7.6	39	32–33		MM from TG, groups of four items, big paper circle (bring from home)						
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Platinum Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
41	TG p. 180	Interpreting data represented in graphs		7.7	40	33		MM from TG						
42	TG p. 180	The data cycle		7.8	41	33–34		MM from TG, the data cycle (No. 17)						
43	TG p. 181	The data cycle – continued		7.8	41	33–34		MM from TG						
44	TG p. 181	**Properties of 2-D shapes:** Comparing and sorting shapes	59–61	8.1	42	35–36		MM from TG, 2-D shapes (No. 10)						
45	TG p. 181	Naming and identifying 2-D shapes		8.2	43–44	36		MM from TG						
46		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Platinum Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
47	TG p. 181	Regular and irregular shapes		8.3	45	31	No. 22a (pp. 64–65)	MM from TG						
48	TG p. 182	Drawing of 2-D shapes		8.4	46	37	No. 22b (pp. 66–67)	MM from TG, grid paper (No. 20)						
49	TG p. 182	Revision		Rev.	47	38		MM from TG						
50	TG p. 182	**Test (all work done up to 2-D shapes)**						MM from TG, copies of test (see *Assessment Resources* in Section D)						
51	TG p. 182	**Whole numbers: Multiplication and division:** Multiplication and solving problems	62–65	9.1	48	39–40	No. 23a, 23b (pp. 68–71)	MM from TG, counters						
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Platinum Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
53	TG p. 183	Division (of 2-digit by 1-digit numbers) and solving problems		9.2	49	40	No. 24a, 24b (pp. 72–75)	MM from TG						
54	TG p. 183	Division (2-digit by 1-digit numbers) – continued		9.2	49	40		MM from TG						
55	TG p. 183	Go over test from previous week						MM from TG						
56	TG p. 183	Estimation of answers by rounding off		9.3	50	41		MM from TG						
57	TG p. 184	Multiplication and division as inverse operations		9.4	51	41		MM from TG						
58		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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:**

5. Premier Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Premier Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	TG p. 188 Act. 1	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers):** Counting	37	1	1–2	2–3	No. 1a, 1b (pp. 2–5)	MM activities from TG (photocopy as needed every day), Dienes blocks or flard cards (No. 4)						
2	TG p. 188 Act. 2	Place value: Comparing and ordering		2–3	2–4	3–4	No. 2–3 (pp. 6–9)	MM from TG, flard cards (No. 4)						
3	TG p. 188 Act. 3	**Number sentences:** Complete number sentences	39–42	1–2	5–6	4	No. 6a, 6b (pp. 14–17)	MM from TG						
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Premier Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	TG p. 188 Act. 4	Write number sentences to describe problem situations; complete number sentences		3–4	5	5	No. 8a, 8b (pp. 22–25)	MM from TG						
6	TG p. 189 Act. 5	Complete number sentences		5–7	7	5		MM from TG						
7	TG p. 189 Act. 6	**Whole numbers: Addition and subtraction (up to 3-digit numbers):** Rounding off to the nearest 10, 100	43–45	1	8–9	6	No. 4, 5 (pp. 10–13)	MM from TG						
8	TG p. 189	Doubling and halving numbers		2–3	9–10	6		MM from TG						
9	TG p. 189 Act. 8	Addition by breaking down numbers		4	10–11	6–7	No. 7a, 7b (pp. 18–21)	MM from TG						
10	TG p. 190 Act. 9	Subtraction by breaking down numbers		5	11	7	No. 9a, 9b (pp. 26–29)	MM from TG						

Reflection

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

Premier Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	TG p. 190 Act. 10	Addition and subtraction as inverse operations		6	12	7		MM from TG						
12	TG p. 190 Act. 11	Addition and subtraction: Solving problems in contexts		7	12–13	7	No. 10a–11b (pp. 30–37)	MM from TG						
13	TG p. 191 Act. 12	Addition and subtraction: Revision					No. 12 (pp. 38–39)	MM from TG						
14	TG p. 191 Act. 13	Revision of concepts		Informal assessment 1		126–127		MM from TG, photocopies of informal assessment (TG pp. 126–127) Answers: TG p. 161						
15	TG p. 191 Act. 14	**Numeric patterns:** Investigating number patterns; using flow diagrams	46–51	1–2	13	8	No. 14 (pp. 42–43)	MM from TG						
16	TG p. 191 Act. 15	Investigating and extending number patterns		3–5	14–15	9	No. 13 (pp. 40–41)							

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														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
17	TG p. 16	Completing number patterns		6–7	15	9		MM from TG						
18	TG p. 192 Act. 17	Investigating number patterns using flow diagrams; completing number patterns and identifying rules		8–10	16–18	9–10	No. 15 (pp. 44–45)	MM from TG						
19	TG p. 192 Act. 18	**Whole numbers: Multiplication and division (1-digit by 1-digit numbers)**: Multiples and grouping; repeated addition and multiplication	52–55	1–2	18–19	10–11	No. 16 (pp. 46–47)	MM from TG						
20	TG p. 193 Act. 19	Multiplication and division as inverse operations		3–5	20–22	11–12	No. 17 (pp. 48–49)	MM from TG						
21	TG p. 193 Act. 20	Multiplication and division using flow diagrams; as inverse operations		6–10	22–24	12		MM from TG						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrich*ment Activities (see toolkit book)						

Reflection

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

Premier Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	TG p. 193 Act. 21	Multiplication and division using flow diagrams; solving problems in contexts		11–14	24–26	13		MM from TG						
24	TG p. 194 Act. 22	**Time: Reading time and time instruments:** 12-hour time (analogue and digital)	55	1–2	26–28	14	No. 18a, 18b (pp. 50–53)	MM from TG, analogue clock faces (No. 15)						
25	TG p. 194 Act. 23	24-hour time		3–4	28–29	14–15		MM from TG, digital clocks (TG p. 174)						
26	TG p. 194 Act. 24	Calculations with time in hours, minutes, seconds; calculation of time intervals		5–7	30–31	15	No. 19a (p. 54)	MM from TG						
27	TG p. 194 Act. 25	Reading calendars		8	31–32	15–16	No. 19b (pp. 55–57)	MM from TG						
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Premier Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
29	TG p. 195 Act. 26	A history of time		9	33	16		MM from TG						
30	TG p. 195 Act. 27	Revision of concepts		Informal assessment 2		128–129		MM from TG Answers in TG pp. 161–162						
31	TG p. 195 Act. 28	**Data handling:** Collecting and organising data	57–58	1	34–35	16–17	No. 20 (pp. 58–59)	MM from TG						
32	TG p. 196 Act. 29	Representing data: Bar graphs		2	35	17	No. 21b (pp. 62–63)	MM from TG						
33	TG p. 196 Act. 30	Representing data: Pictographs		3	36	17	No. 21a (pp. 60–61)	MM from TG						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track and/or mathematics games						*Remediation and Enrichment Activities* (see toolkit book), *MM Activities and Printable Resources* (see toolkit book)						

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

Premier Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	TG p. 196 Act. 31	Representing data: Pictographs		4	37–38	17		MM from TG						
36	TG p. 197 Act. 32	Representing and analysing data: Bar graphs		5	38–39	17		MM from TG						
37	TG p. 197 Act. 33	Analysing data: Pie charts		6–7	39–40	17–18		MM from TG						
38	TG p. 197 Act. 34	**Group work classwork: Data handling**		8	40	18		MM from TG						
39	TG p. 197 Act. 35	**Group work classwork: Data handling**		8	40	18								
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Premier Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
41	TG p. 198 Act. 36	**Properties of 2-D shapes:** Analysing shapes	59–61	1	41	18		MM from TG, 2-D shapes (TG p. 171 or No. 10)					
42	TG p. 198 Act. 37	Identifying regular and irregular polygons		2	41–42	18–19	No. 22a (pp. 64–65)	MM from TG					
43	TG p. 198 Act. 38	Polygons including pentagons and hexagons		3–4	42–43	19–20		MM from TG					
44	TG p. 199 Act. 39	Analysing shapes in our environment: Assignment: Formal assessment				130		Photocopy p. 130 for the learners Mark allocation given on p. 130 in the TG MM from TG					
45	TG p. 199 Act. 40	Drawing 2-D shapes		5–6	43	20	No. 22b (pp. 66–67)	MM from TG, grid paper (No. 20) or geoboards (TG p. 169)					
46		Catch up and consolidation; remediation and enrichment						*Remediation and Enrichment Activities* (see toolkit book)					

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

Premier Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
47	TG p. 199 Act.41	**Revision**		1–9*	49–51	23–25		MM from TG						
48		**Test (all work done up to 2-D shapes)**						Copies of test (see *Assessment Resources* in Section D)						
49	TG p. 200 Act. 42	**Whole numbers: Multiplication and division:** Writing number sentences and calculations	62–65	1–2	44–45	20–21	No. 23a, 23b (pp. 68–71)	MM from TG						
50	TG p. 200 Act. 43	Multiplication and division (of 2-digit by 1-digit numbers); distributive property		3–4	45	21	No. 24a, 24b (pp. 72–75)	MM from TG						
51	TG p. 200 Act. 44	Multiplication and division (of 2-digit by 1-digit numbers); distributive property		5–6	46	21–22		MM from TG						
52	TG p. 200 Act. 45	Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book) MM from TG						

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 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
53	TG p. 201 Act. 46	Go over test from previous week						MM from TG						
54	TG p. 201 Act. 47	Division (with remainder – using distributive property; using inverse operations		7–8	47	22		MM from TG						
55	TG p. 201 Act. 48	Solving problems in contexts		9	48	22		MM from TG						
56	TG p. 202 Act. 49	Go over assignment						MM from TG						
57	TG p. 202 Act. 50	Revision		10–15*	52–55	25–26		MM from TG						
58		**Maths games**						*MM Activities and Printable Resources* (see toolkit book)						

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:**

6. Solutions for All Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Solutions for All Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
1	LB p. 328 1	**Whole numbers: Counting, ordering, comparing, representing and place value (3-digit numbers)**	37	Act. 1	1–3	1–3	No. 1a, 1b (pp. 2–5)	MM from LB, counters, counting beads, numbers grid (No. 3)					
2	LB p. 328 2	Counting, ordering		Ex. 1	3	3	No. 2, 3 (pp. 6–9)	MM from LB					
3	LB p. 328 3	**Number sentences:** Writing number sentences; building up and breaking down numbers	39–42	Act. 2 Ex. 2	4–5	3–5	No. 6a, 6b (pp. 14–17)	MM from LB, numbers grid (No. 3)					
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

Solutions for All Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
5	LB p. 328 4	**Number sentences: Addition and subtraction as inverse operations**		Act. 3	5–6	5		MM from LB						
6	LB p. 328 5	**Order of operations; rounding off to the nearest 10**		Act. 4	7–8	6	No. 4 (pp. 10–11)	MM from LB						
7	LB p. 328 6	**Whole numbers: Addition and subtraction (up to 3-digit numbers):** Place value; breaking down numbers	43–45	Act. 1	10–12	8–10	No. 7a, 7b (pp. 18–21)	MM from LB, numbers grid (No. 3), counters, counting beads						
8	LB p. 329 7	Addition and subtraction (up to 3-digit numbers)		Ex. 1	12–13	11	No. 9a, 9b (pp. 26–29)	MM from LB, flard cards (No. 4)						
9	LB p. 329 8	Estimation of answers by rounding off; checking solutions		Act. 2 Act. 3	13–15	11–12	No. 5 (pp. 12–13), No. 11a, 11b (pp. 33–37)	MM from LB						
10	LB p. 329 9	Addition and subtraction as inverse operations: Estimating and checking solutions		Ex. 2	15–16	12	No. 12 (pp. 38–39)	MM from LB						

Reflection

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

Solutions for All Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
11	LB p. 329 10	Revision: **Check what you know**		Rev.	16–17	12–13		MM from LB						
12	LB p. 329 11	Revision: **Check what you know** – continued		Rev.	16–17	12–13		MM from LB						
13	LB p. 329 12	Solving problems in different contexts (using addition, subtraction)					No. 8a, 8b (pp. 22–25)	MM from LB						
14	LB p. 330 13	Solving problems in different contexts, including financial					No. 10a–12 (pp. 30–39)	MM from LB						
15	LB p. 330 14	**Numeric patterns:** Investigate and extend patterns	46–51	Act. 1	18–19	14–17	No. 13 (pp. 40–41), No. 17 (pp. 48–49)	MM from LB, numbers grid (No. 3)						
16	LB p. 330 15	Multiplication using flow diagrams		Act. 2 Ex. 1	19–20	17–18	No. 14 (pp. 42–43)	MM from LB						

Reflection

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

Solutions for All Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB p. 330 16	Multiplication and division as inverse operations using flow diagrams		Act. 3	21–22	18–19		MM from LB						
18	LB p. 330 17	Using flow diagrams to combine rules (illustrating associative property of multiplication)		Act. 4	22–23	19–20		MM from LB						
19	LB p. 330 18	**Whole numbers: Multiplication:** Completing patterns; repeated addition	52–55	Act. 1	27–28	23–25	No. 15 (pp. 44–45)	MM from LB, numbers grid (No. 3)						
20	LB p. 331 19	Multiplication: Using tables; using rows and columns		Act. 2 Act. 3	28–30	26–27	No. 16 (pp. 46–47)	MM from LB						
21	LB p. 331 20	Multiplication: By doubling		Act. 4 Ex. 1	31–32	27–28		MM from LB						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Solutions for All Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
23	LB p. 331 21	Multiplication: By ten and by five; solving problems in contexts		Act. 5 Ex. 2 Act. 6	32–35	29–30	No. 17 (pp. 48–49)	MM from LB					
24	LB p. 331 22	**Time: Reading time and time instruments:** 12-hour time using the analogue clock	55	Act. 1	38–40	33–34	No. 18a (pp. 50–51)	MM from LB, analogue clock faces (No. 15)					
25	LB p. 331 23	24-hour time using analogue and digital clocks		Act. 2 Ex. 1	40–42	35	No. 18b (pp. 52–53)	MM from LB					
26	LB p. 331 24	Calculation of time intervals		Act. 3 Act. 4	42–44	35	No. 19a (pp. 54–55)	MM from LB					
27	LB p. 332 25	A history of time		Act. 5	44–45	36		MM from LB					
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

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

Solutions for All Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 332 26	Reading calendars; calculation of time intervals		Ex. 2	45–46	36	No. 19b (pp. 56–57)	MM from LB						
30	LB p. 332 27	Revision: **Check what you know**		Rev.	46–48	36		MM from LB						
31	LB p. 332 28	**Data handling:** Collecting and organising data	57–58	Act. 1 Act. 2	49–50	37–38	No. 20 (pp. 58–59)	MM from LB, rulers, pencils, crayons, grid paper (No. 20)						
32	LB p. 332 29	Representing data: Pictographs		Act. 3 Act. 4 Act. 5	51–53	38–39	No. 21a (pp. 60–61)	MM from LB						
33	LB p. 332 30	Revision: **Check what you know**		Rev.	54–55	39		MM from LB						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Solutions for All Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
35	LB p. 333 31	Representing data: Pictographs and bar graphs		Act. 1	57–58	40–41	No. 21b (pp. 62–63)	MM from LB						
36	LB p. 333 32	Representing data: Bar graphs		Act. 2 Ex.1	58–59	41–42		MM from LB						
37	LB p. 333 33	Reading and representing data		Act. 3	59–60	42		MM from LB						
38	LB p. 333 34	Interpreting data represented in graphs; analysing data represented in pie charts		Ex. 2 Act. 4	61	42–43		MM from LB						
39	LB p. 333 35	Representing data: Pie charts		Act. 5 Ex. 3	62	43								
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Solutions for All Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
41	LB p. 333 36	Revision: **Check what you know**			63	43–44		MM from LB, the data cycle (No.17)						
42	LB p. 334 37	**Formal Assessment: Assignment**				1, 2 and 7 on pp. 275-276 Memo: 277–279		Photocopy Assignment for the learners. Solutions on p 277 and 279						
43	LB p. 334 38	**Properties of 2-D shapes:** Describing, comparing and sorting shapes; defining a polygon	59–61	Act. 1	64–65	45–47	No. 22a (pp. 64–65)	MM from LB						
44	LB p. 334 39	Naming and identifying polygons		Act. 2 Ex. 1	66–67	47–48		MM from LB, 2-D shapes (No.10)						
45	LB p. 334 40	Drawing of 2-D shapes		Act. 3	68	48–49	No. 22b (pp. 66–67)	MM from LB, cardboard, rulers, pencils, scissors, grid paper (No.20)						
46		Go over assignment with learners Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

Reflection

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

Solutions for All Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
47	LB p. 334 41	Making designs (including tangrams) with polygons		Act. 4	69–70	50		MM from LB, tangrams (No. 11)						
48	LB p. 334 42	Revision: **Check what you know**		Rev.	71	51		MM from LB						
49	LB p. 335 43	**Test (all work done up to 2-D shapes)**						Copies of test (see *Assessment Resources* in Section D)						
50	LB p. 335 44	**Whole numbers: Multiplication and division:** From multiplication to division	62–65	Act. 1	73–74	53–55	No. 23a, 23b (pp. 68–71)	MM from LB, counters, numbers grid (No. 3)						
51	LB p. 335 45	Multiplication and division as inverse operations		Act. 2 Ex. 1	74–75	56								
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Solutions for All Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
53	LB p. 335 46	Multiplication: Different methods		Act. 3 Act. 4	76–78	57	No. 24a, 24b (pp. 72–75)	MM from LB					
54	LB p. 335 47	Multiplication: Using rounding off		Act. 5	79	57–58		MM from LB					
55	LB p. 335 48	Go over test from previous week						MM from LB					
56	LB p. 336 49	Revision: **Check what you know**		Rev.	80–82	58		MM from LB					
57	LB p. 336 50	Go over assignment done in Week 8						MM from LB					
58		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see M*M Activities and Printable Resources* book)					

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:**

7. Study and Master Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Study and Master Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 1	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)**	37	1.1	2–5	1–7	No. 1a, 1b (pp. 2–5)	MM from LB, A5 cards, number pin board (prepare beforehand), MM assessment template (TG p. 398)						
2	LB pp. 2–3	Addition and subtraction: Comparing numbers; multiples of 10		2.1 3.1	5–7	7–10	No. 2, 3 (pp. 6–9)	MM from LB, words board (TG p. 3: prepare beforehand)						
3	LB pp. 4–5	Multiplication and division: As inverse operations; problem-solving		4.1 5.1	8–10	11–15		MM from LB, 200–number grid (No. 3), flard cards (TG pp. 405–406, also No.4)						
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Study and Master Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
5	LB p. 6	**Number sentences: Writing and solving number sentences**	39–42	6.1 6.2	11–12	16–18		MM from LB, *I have ...* cards (TG: prepare beforehand)	
6	LB pp. 7–8	**Write number sentences to describe problem situations**		7.1 8.1*	13–16	19–23		MM from TG *	
7	LB pp. 9–10	Completing number sentences; patterns in number sentences		9.1 10.1	17–19	23–27		MM from LB, calculators	
8	LB p. 11	**Whole numbers: Addition and subtraction (up to 3-digit numbers):** Counting, ordering and comparing numbers	43–45	11.1	20–21	30–33	No. 7a, 7b (pp. 18–21)	MM from LB, picture cards, copies of 109–number grid (TG, also No. 3)	
9	LB pp. 12–13	Place value and representing numbers		12.1 13.1	22–25	33–37		MM from LB, flard cards (TG, also No. 4)	
10	LB pp. 14–15	Representing numbers; breaking down numbers; comparing numbers; commutative property		14 15.1	25–27	37–39		MM from LB, calculators, counters	

Reflection

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

Study and Master Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 16	Associative property; addition and subtraction as inverse operations		15.2	28–29	39–40		MM from LB						
12	LB p. 17	Solving problems in contexts using addition and subtraction		17.1	30–31	44–46	No. 10a, 10b (pp. 30–33)	MM from LB						
13	LB pp. 18–19	Addition and subtraction of 3-digit numbers: Different strategies		18.1 19.1	31–33	46–49	No. 9a, 9b (pp. 26–29)	MM from LB						
14	LB pp. 20–21	Addition and subtraction of 3-digit numbers: Different strategies continued; solving problems in contexts		20.1 21.1	34–36	49–52	No. 11a–12 (pp. 34–39)	MM from LB						
15	LB p. 22	Addition and subtraction using rounding off and compensating		22.1	36–37	52–53	No. 4, 5 (pp. 10–13)	MM from LB						
16	LB p. 24	**Numeric patterns:** Investigating patterns	46–51	24.1 24.2	39–40	59–61	No. 13 (pp. 40–41)	MM from LB, copies of the number grid (TG, also No. 3)						

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

Study and Master Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
17	LB p. 25	Investigating patterns using number grids: Doubling, halving		25.1 25.2	40–41	61–63	No. 15 (pp. 44–45)	MM from LB						
18	LB p. 26	Investigating patterns using number groups		26.1	41–42	63–65		MM from LB						
19	LB p. 42	Patterns given in flow (input-output) diagrams					No. 14 (pp. 42–43)	MM from LB						
20		**Whole numbers: Multiplication and division (2-digit by 1-digit numbers):** Multiplication by grouping and repeated addition	52–55	27.1	43–45	69–72		MM from LB, cubes, counters or bottle tops (bring from home)						
21	LB p. 27	Multiplication: Getting to know times tables		28.1	46–48	74–75	No. 16, 17 (pp. 46–49)	MM from LB, copies of times tables						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Study and Master Mathematics Week 5

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
23	LB p. 28	Rounding off to the nearest 10 and estimation		29.1 29.2	48–49	76–79		MM from LB, number lines (No. 5)					
24	LB p. 29	Multiplication and division: Grouping and sharing; Inverse operations		30.1 30.2 31.1*	50–54	77–82		MM from LB, counters, cubes or beads					
25	LB pp. 30-31	**Time: Reading time and time instruments:** Revision	55	32.1	55–56	83	No. 18a (pp. 50–51)	MM from LB, copies of clock faces, analogue clocks (No. 15)					
26		24-hour time (analogue and digital)		33.1	56–58	87–89	No. 18b (pp. 52–53)	MM from LB, stopwatches (bring from home)					
27	LB p. 32	Reading time in 5-minute intervals		34.1 Rev.	58–60	89–90		MM from LB					
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

Reflection

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

Study and Master Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 33	Reading calendars		35.1 35.2	61–62	90–92	No. 19a (p. 54)	MM from LB, calendars (bring from home)						
30	LB p. 34	Calculation of time intervals: Reading timetables		36.1	63–64	92	No. 19b (pp. 56–57)	MM from LB, timetables (prepare beforehand)						
31	LB p. 35	A history of time		37.2	64–66	93–94		MM from LB						
32	LB p. 36	**Formal Assessment: Assignment: Time**				94–95		Copies of assignment Answers are given on p. 95 of TG						
33		**Data handling:** Collecting and organising data	57–58	38.1 39.1	67–69	95–96	No. 20 (pp. 58–59)	MM from LB, paper, pencils						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Study and Master Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35		Representation of data: Pictographs		40.1	70–72	98–99	No. 21a (pp. 60–61)	MM from LB						
36	LB p. 38–39	Representation of data: Bar graphs; the data cycle		Inv. 41.1	72–74	100	No. 21b (pp. 62–63)	MM from LB						
37	LB p. 40	Interpretation of data		42.1	74–76	100–101		MM from LB						
38	LB p. 41	Reading and analysing data: Pictographs		43.1	76–77	101–102		MM from LB						
39	LB p. 42	Representing and analysing data: Pie charts		44.1	77–78	102		MM from LB						
40		Return assignment; go over the answers with the learners and give them time to do corrections						*Remediation and Enrichment Activities* (see toolkit book)						

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

Study and Master Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
41	LB p. 43	Reading and analysing: Bar graphs		45.1	79–80	103		MM from LB						
42	LB p. 44	Drawing bar graphs; the data cycle		46.1 46.2	80–81	103–104		MM from LB, the data cycle (No. 17)						
43	LB p. 45	Data handling: Revision		Rev.	81–82	104–105		MM from LB, extension activities for revision (TG pp. 93–94)						
44	LB p. 46	**Properties of 2-D shapes:** Different shapes and regular polygons	59–61	47.1	83–84	106–108	No. 22a (pp. 64–65)	MM from LB, 2-D cardboard shapes (TG, also No. 10)						
45		More polygons: Triangles and quadrilaterals		48.1	85–86	108–109		MM from LB, geoboard, grid paper (TG, also No. 3)						
46		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

Reflection

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

Study and Master Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
47		Pentagons and hexagons: Regular and irregular; investigation		49.1	86–88	110	No. 22b (pp. 66–67)	MM from LB						
48	LB p. 48	Building 2-D shapes from smaller shapes		50.1	88–89	111–112		MM from LB, small cardboard cut-out shapes (prepare beforehand)						
49	LB p. 49	Revision of 2-D shapes		Rev.	89–90	112–114		MM from LB						
50		**Test (all work done up to 2-D shapes)**						Copies of test (see *Assessment Resources* in Section D)						
51	LB p. 89	**Whole numbers: Multiplication and division:** Multiples; different methods	62–65	51.1 52.1	91–94	115–117	No. 23a, 23b (pp. 68–71)	MM from LB, MM mathematics grid (TG)						
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Study and Master Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
53	LB pp. 51–52	Multiplication and division: Looking for patterns		53.1	94–95	117–119	No. 24a, 24b (pp. 72–75)	MM from LB						
54	LB p. 53	Multiplication and division (2-digit by 1-digit numbers): Using flow diagrams		54.1	95–96	119–120		MM from LB, copies of flow diagrams (TG)						
55	LB p. 54	Go over test from previous week						MM from LB						
56	LB p. 55	Multiplication and division (3-digit by 1-digit numbers)		55.1	96–97	120–123		MM from LB, MM mathematics grid (TG)						
57	LB p. 56	Ratio and rate		56.1 56.2	97–100	123–125		MM from LB						
58		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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:**

8. Viva Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Viva Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
1	LB p. 1	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)**	37	1–2	2–3	6–7	No. 1a–3 (pp. 2–9)	MM from LB, counters, counting grids (TG pp. 137–138, also No. 3)					
2	LB p. 1	Place value: Rounding off to the nearest 10		3–5	4–5	7	No. 2, 4 (pp. 6, 7, 10, 11)	MM from LB, base 10 apparatus (TG p. 144), number lines (TG p. 139, also No. 5)					
3	LB p. 1	**Number sentences:** Complete number sentences	39–42	6	5–6	7	No. 6a, 6b (pp. 14–17)	MM from LB					
4		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

Viva Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB p. 1	Number sentences continued		6	6	7	No. 7a (p. 19)	MM from LB						
6	LB p. 1	Complete number sentences; write number sentences to describe problem situations		6	6	7		MM from LB						
7	LB p. 7	**Whole numbers: addition and subtraction (up to 3-digit numbers):** Rounding off	43–45	1	8	9–10		MM from LB						
8	LB p. 7	Rounding off to the nearest 100; addition of 3-digit numbers		2	9	10	No. 4 (p. 11), No. 7b (pp. 20–21)	MM from LB						
9	LB p. 7	Addition and subtraction by breaking down numbers; solving problems in contexts		3	10	10	No. 8a–11b (pp. 22–37)	MM from LB						
10	LB p. 7	Using addition and subtraction as inverse operations		4	11	11		MM from LB						

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

Viva Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 7	Working with 3-digit numbers		5–6	11	11		MM from LB						
12	LB p. 12	Odd and even whole numbers; doubling and halving		1	13	12		MM from LB						
13	LB p. 12	Addition and subtraction of 3-digit numbers		2	14	12–13		MM from LB						
14	LB p. 12	Addition and subtraction of whole numbers		4	16	13		MM from LB, one dice for each group of three learners (TG p. 145), one counter per learner						
15	LB p. 12	Revision of concepts		Ass.	17	15		MM from LB						
16	LB p. 12	**Numeric patterns:** Investigate patterns using input-output diagrams	46–51	3	15	13	No. 17 (pp. 48–49)	MM from LB, flow diagrams (TG p. 153)						

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Viva Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB p. 18	Extending patterns: Revision of multiples of 2, 3, 4		1	19–20	16	No. 13 (pp. 40–41)	MM from LB						
18	LB p. 18	Extending patterns: Revision of multiples of 5, 10 and multiples of 6		2–3	20–21	17–18	No. 14 (pp. 42–43)	MM from LB						
19	LB p. 18	Extending patterns: Multiples of 7		4	22	17–18	No. 15 (pp. 44–45)	MM from LB						
20	LB p. 18	**Whole numbers: Multiplication and division (1-digit by 1-digit numbers) – multiples continued:** Multiples of 8	52–55	1	24	19–20		MM from LB						
21	LB p. 18	Multiples of 9		2	25	20		MM from LB						
22		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Viva Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
23	LB p. 23	Consolidation of multiplication and numeric patterns					No. 16, 17 (pp. 46–49)	MM from LB, tables (TG p. 154)						
24	LB p. 23	**Time: Reading time and time instruments:** 12-hour time (analogue)	55	3	26	20	No. 18a (pp. 50–51)	MM from LB, analogue clock faces (TG pp. 142–143, also No. 15)						
25	LB p. 23	24-hour time (analogue and digital)		4	27	20	No. 18b (pp. 52–53)	MM from LB						
26	LB p. 23	Calculation of time intervals		1	29	21		MM from LB						
27	LB p. 23	Calculations with time in seconds		2	30	21	No. 19a (p. 54)	MM from LB						
28		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Viva Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 28	Reading calendars		3	31	22	No. 19a (p. 55)	MM from LB						
30	LB p. 28	Calculations with time and a history of time		4–5	32	22	No. 19b (pp. 56–57)	MM from LB						
31	LB p. 28	**Formal Assessment: Assignment: Time**		Ass.	34	24		MM from LB						
32	LB p. 28	**Data handling:** Collecting and organising data	57–58	1	36	25	No. 20 (pp. 58–59)	MM from LB						
33	LB p. 28	Representing data: Pictographs		2	37	26		MM from LB						
34		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Viva Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	LB p. 35	Go over assignment done in previous week						MM from LB						
36	LB p. 35	Representing data: Bar graphs		3	38	26		MM from LB						
37	LB p. 35	Analysing pie charts		4	39	26		MM from LB						
38	LB p. 35	Class bar graph		1	41–42	28		MM from LB, copies of birthday grid (LB p. 41)						
39	LB p. 35	Class bar graph (continued)		2	43–44	28–29		MM from LB						
40		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Viva Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
41	LB p. 40	Individual bar graph		2	43–44	28–29		MM from LB, copies of litter bar graph (LB p. 44)						
42	LB p. 40	Individual bar graph (continued)					No. 21a (pp. 60–61)	MM from LB						
43	LB p. 40	**Properties of 2-D shapes:** Regular polygons	59–61	1	46	30	No. 21b (pp. 62–63)	MM from LB, 2-D shapes (No. 10)						
44	LB p. 40	Closed shapes		2	47	31	No. 22a (pp. 64–65)	MM from LB						
45	LB p. 40	Pentagons and hexagons: Regular and irregular		3	48	31	No. 22b (pp. 66–67)	MM from LB						
46		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)						

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

Viva Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
47	LB p. 45	Properties of regular 2-D shapes		4	49	31		MM from LB						
48	LB p. 45	**Test (all work done up to 2-D shapes)**						MM from LB, copies of test (see *Assessment Resources* in Section D)						
49	LB p. 45	**Whole numbers: Multiplication and division:** Multiplication	62–65	1	51–52	32–33	No. 23a, 23b (pp. 68–71)	MM from LB						
50	LB p. 45	Division (of 2-digit by 1-digit numbers)		2	53	33		MM from LB						
51	LB p. 45	Division (2-digit by 1-digit numbers)		3	54–55	33–34		MM from LB						
52		Catch-up on work not completed; remediation of concepts which weaker learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Reflection

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

Viva Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
53	LB p. 50	Multiplication (2-digit by 2-digit numbers)		4	55–56	34		MM from LB					
54	LB p. 50	Consolidation of multiplication and division					No. 24a, 24b (pp. 72–75)	MM from LB Tables (TG p. 154, also No. 2)					
55	LB p. 50	Go over test from previous week						MM from LB					
56	LB p. 50	Revision: Mental Mathematics with vocabulary		MM	57			MM from LB					
57	LB p. 50	Revision: Assessment worksheet		Assessment	58–59	35		MM from LB					
58		Learners play the game *Three, Two, One, Turn*; start with addition, and go on to multiplication; and/or other mathematics games of your choice						A set of playing cards per group of three learners – from home or make own (No. 24) – and the instructions for the game/s (see *MM Activities and Printable Resources* book)					

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:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

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

1.1 Informal assessment

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

1.2 Formal Assessment

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

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

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

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

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

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

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

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

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

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

2. Suggested Assessment Record

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 4 YEAR:			SCHOOL:													CLASS:			
			GRADE 4 MATHEMATICS FORMAL ASSESSMENT TASKS																
			TERM 1			TERM 2			TERM 3			TERM 4							
			ASSIGNMENT	TEST 1	TOTAL TERM 1	TEST 2	EXAMINATION	TOTAL TERM 2	PROJECT	TEST 3	TOTAL TERM 3	ASSIGNMENT	INVESTIGATION	TOTAL TERM 4	SBA TOTAL 75%	EXAMINATION 25%	TOTAL %	COMMENT
DATE OF ASSESSMENT TASK																			
TOTAL POSSIBLE MARKS																			
No	SURNAME	NAME													75%	25%	100%		
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
HOD Signature																			
Date																			
TEACHER Signature																			
Date																			

3. Grade 4 Mathematics Test Term 1

Time: One hour

Total: 50 marks

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

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

SECTION A

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

SECTION B

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

_____

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

701 = _____

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

71		963
	420	
371	752	15
	611	

4. Complete: 10 + 10 + 10 + ☐ = 40 (1)

5. How many days are there between July 25th and August 31st? (2)

_____

6. Complete the following number sentences: (4)

a) 16 – ☐ = 7 b) ☐ x 7 = 28

c) 48 + 7 = ☐ d) ☐ ÷ 6 = 3

7. My friend buys 24 chocolate bars. They cost R5 each. How much do they cost altogether?

a) Write a number sentence about this. (1)

_____

b) Solve the problem using halving. (2)

_____

8. Calculate the following:

a) 467 + 985 (using expanded notation) (3)	b) 655 – 228 (using rounding off and compensation) (3)

9. Draw the following shapes:

a) A triangle (2)	b) An irregular pentagon (2)

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

_____

_____

_____

11. Answer the questions:

a) How many sides does a hexagon have? _____ (1)

b) Is a rectangle a quadrilateral? _____ (1)

12. How many matches are needed to make the 4th shape?
(The first pattern is made up of two matches.) (2)

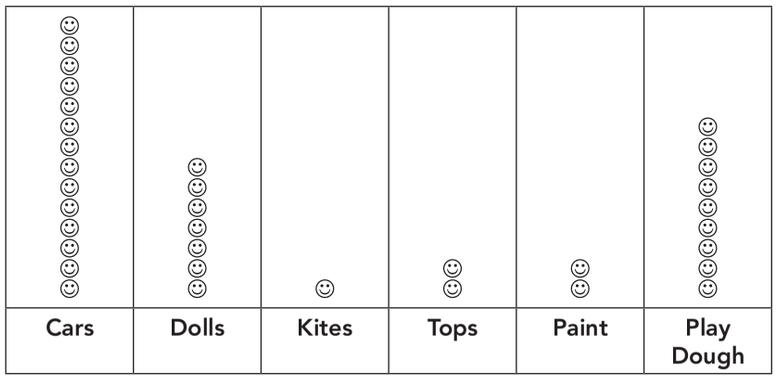
_____

13. Complete the following number pattern: 5; 16; 27; 38; ____; ____; ____ (3)

_____

14. The pictograph shows the popular toys amongst learners:

KEY: 1 face represents 5 learners



Cars	Dolls	Kites	Tops	Paint	Play Dough

a) Which toy is the most popular?

_____ (1)

b) Which toy is the least popular?

_____ (1)

c) How many learners chose to play with dough?

_____ (1)

d) How many learners prefer dolls to tops?

_____ (1)

TOTAL: _____
50

4. Grade 4 Mathematics Test Term 1: Memorandum

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

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

Question	Marks	Cognitive levels
5. 5 weeks and 1 day ✓✓ or 7 x 5 + 1 = 35 + 1 ✓ = 36 days ✓	2 marks for the correct answer (2)	CP
6. a) 9 ✓ b) 4 ✓ c) 55 ✓ d) 18 ✓	1 mark for each answer (4)	CP (1) RP (3)
7. a) 24 x R5 = 120 ✓ b) 24 x 5 = half of 24 x 10 ✓ = half of 240 = R120 altogether ✓	1 mark for the number sentence and 2 marks for the answer (3)	PS
8. a) 467 + 985 = (400 + 60 + 7) + (900 + 80 + 5) ✓ = (400 + 900) + (60 + 80) + (7 + 5) ✓ = 1 300 + 140 + 12 = 1440 + 12 = 1 452 ✓ b) 655 – 228 = (660 – 5) – (230 – 2) ✓ = (660 – 230) – (5 + 2) ✓ = 430 – 3 = 427 ✓	2 marks each for the method and 1 mark each for the final answers (6)	a) CP b) CP

Question	Marks	Cognitive levels
9. Answers will vary but must be correct. a)  ✓ (any triangle) b)  ✓ (any irregular pentagon – 5 sides not all equal in length)	2 marks for each correct drawing (4)	a) K b) K
10. R795 + R55 ✓ = R850 ✓	2 marks for the sentence 1 mark for the answer (3)	PS
11. a) 6 sides ✓ b) yes ✓	1 mark for each correct answer (2)	a) K b) K
12. 8 matches üü	2 marks (2)	RP
13. 49, 60, 71 üü	2 marks for the correct answer (2)	RP
14. a) Cars ü b) Kites ü c) 45 (9 x 5 = 45) ü d) 25 (35 – 10 = 25) üü	1 mark for each correct answer for a, b and c 2 marks for d (5)	a) RP b) RP c) RP d) CP
Total	**50 marks**	

5. Analysis of Cognitive Levels in the Mathematics Test

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

Table 3: Cognitive levels Term 1 Test

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