GRADE 6

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 6 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. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker 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 6 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 day 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.

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

The Grade 6 DBE workbook also gives revision worksheets. Links to the relevant worksheets (which are always marked with an R) are given in the tracker.

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 tracker for this term contains details of work to be covered over 48 lessons, 6 per

week for 9.5 weeks. The CAPS prescribes six hours of Mathematics per week in Grade 6. Since each school will organise its timetable differently we have ensured that the work can be covered in five lessons per week. The sixth lesson each week provides the opportunity for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. You might have to divide the sessions in the programme 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.

Please note that if you use this tracker in a year when the first term is longer or shorter than 9.5 weeks, you will need to adjust the pace at which you work accordingly. It is important that you check this before you start the term's work.

7. Sequence adherence

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

8. Links to assessment

In Term 1 of Grade 6, the formal assessment programme specified by the CAPS requires at least one project and one test. The approved Learner's Books and Teacher's Guides provide exemplar projects and tests which you can use with your class. Section D *Assessment Resources* of this document, lists the formal and informal assessments included in each set of materials, and on which pages in the Learner's Books or Teacher's Guides they can be found. The tracker indicates where in the series of lessons the formal assessments are to be done and when feedback should be given. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. 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.

You should use the project and test in your set of LTSMs with due diligence making sure that you personalise them and supplement them using other Learner's Books or ANA past papers and exemplars if necessary in order to be sure that they fulfil the requirements of the CAPS.

We have provided a term test and marking memorandum which you could use instead of the test in the learning and teaching materials (LTSMs) used by your class. In addition, there is an analysis of the test according to the cognitive levels described in the CAPS. You will also find these resources in Section D of this document.

Where the test is in the Learner's Book you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. Where this is the case, you will need to use a test from a Teacher's Guide from a different set of LTSMs, or set your own, or make use of the test in this tracker, mentioned above. We recommend that your learners write the test in Week 10.

A suggested mark record sheet is provided for you to copy and complete for all the learners in your class. This records the marks of the formal assessment that you carry out in the term. You may prefer to use your own mark sheet created using your class list. In addition to the prescribed formal assessment, you should also include some informal 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. If your Learner's Book has the two informal assessments specified in the CAPS, these are indicated in the tracker.

9. Resources

The tracker makes clear which resources you will need each day in order to deliver the lesson. Several of the published Learner's Books and Teacher's Guides provide printable resources that you could copy for the learners' use with the lessons in that book. A list of these for each published book is provided in Section E *Printable Resources* at the end of this document.

The various LTSMs offer either suggestions or actual activities for remediation and extension. These are listed in the tracker. As these vary quite substantially, you might find it helpful to refer to some of the other LTSMs in addition to the one you have chosen for your classes.

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 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. 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.

It is a good idea that you agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and submit your plans to your head of department for quality assurance. To deliver the lessons successfully **you must do the necessary preparation yourself**. Bear in mind that your lessons will not succeed if you have not prepared properly for them. This entails a number of key steps, such as those noted below.

1. **Review the term focus:** Start by looking at the CAPS and *orientating* yourself to the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your Mathematics lessons during the term.
2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the trackers. 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.
   - 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. Think also about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.
   - ***Make sure you have prepared for the teaching of the concepts before you teach.*** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner'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.

- Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
  - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
  - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work:** Most lessons should include the steps below and we have suggested the time to be spent on each – 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 the mental maths activities for the learners.* If the mental mathematics activities are in your Learner's Book (which is the case with most of them), then you do not need to copy the mental Mathematics work for the learners. If the mental Mathematics activity is in the Teacher's Guide, then you will need to make photocopies for the learners. Learners should do mental Mathematics orally most days, but they could do mental Mathematics in written form once a week (choose a set day, such as Wednesday, for example, on which you do written mental Mathematics on a weekly basis) so that there is some record of your daily mental Mathematics activities.

   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.

   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 10 minutes (not more) to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.

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

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

Depending on your learners and the activities, you could go over one or two of the classwork activities orally with the whole class before allowing the learners to work independently. Allow the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. Remember not to give your learners more work than you are able to control

and mark. Look out for the * linked to an exercise or activity which is too long and choose which numbers you want your learners to complete. 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 managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through appropriate remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them enrichment activities to do. You will find useful resources for remediation and enrichment in the *Remediation and Enrichment Activities* toolkit book.

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 day and make sure they know what is expected of them and understand what it is that they have to do.

For homework, you can select a few questions from the daily classwork in their Learner's Book and ask the learners to complete them at home, or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the maths that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done. When you can, take in homework books to check the work, and always allow some time to go through the homework with the learners to check that the work has been understood.

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Fabulous Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 2 Act. 1 No. a–c TG p. 1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1: Whole numbers** Comparing numbers	215–216	1	19–21	13–14	1a pp. 2–3	Place value cards (No. 4), abacus, Dienes blocks, 100s wall chart (No. 3), counters to use for counting, number lines (No. 5), beads/ strings of beads						
2	LB p. 2 Act. 1 No. d–f TG p. 2	Expanded notation	215–216	2	21	15	1b pp. 4–5							
3	LB p. 2 Act. 2 No. a–f TG p. 2	Calculation with zero; Rounding off	215–216	3, 4	22	15–16	2 No. 1–3 p. 6							
4	LB p. 2 Act. 2 No. g–k TG p. 2	Revision Challenge Catch up – Finish off work not yet completed; Add in your own planning here			23 23	16 16	Revision R1a, R1b pp. ii–v	Extension and additional exercises – TG p. 16						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
5	LB p. 2 Act. 2 No. l–p TG p. 2	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1: Number sentences** Number sentences with multiple operations	217–222	1	24–26	17–18	2 No. 4–6 pp. 6–7	Place value cards (No. 4), 100s chart (No. 3), counters, beads/strings of beads					
6	LB p. 2 Act. 2 No. q–t TG p. 2	Order of addition and multiplication; Multiplication and division as inverse operations	217–222	2, 3	26–27	18	3 No. 1–3 p. 8						
7	LB p. 2 Act. 3 No. 1 TG p. 3	Multiplication and division as inverse operations (cont.)	217–222	4	27–28	18–19	3 No. 4–6 pp. 8–9						
8	LB p. 3 Act. 3 No. 2 TG p. 3	Multiplying by 10, 100, 1 000	217–222	5	29–30	19	4 pp. 10–11						
9	LB p. 3 Act. 4 No. 1–g TG p. 3	Dividing by 10, 100, 1 000; Grouping numbers	217–222	6, 7	30–32	20 20	5 pp. 12–13	Extension and additional Exercises – TG p. 20					
10	LB p. 3 Act. 4 No. h–o TG p. 3	Revision Challenge Catch up – Finish off work not yet completed; Add in your own planning here			32 32	20 20	Revision R2a, R2b pp. vi–ix						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 # = Supplement													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**				
11	LB p. 3 Act. 5 No. 1a–i TG p. 3	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Practise addition and subtraction	222–225	1	33–34	21–22	6a pp. 14–15	Number board, flard cards (No. 4), Base 10 blocks, counters, number lines (No. 5)					
12	LB p. 3 Act. 5 No. 1j–o TG p. 3	Methods of addition	222–225	2, 3	34–36	22–24	6b pp. 16–17						
13	LB p. 3 Act. 5 No. 1p–t TG p3	Methods of subtraction	222–225	4, 5	36–37	24–26	7a pp. 18–19 7b pp. 20–21						
14	LB p. 3 Act 5 No. 2a–f TG p. 3	Problem solving	222–225	6#	37	26	8a pp. 22–23 8b pp. 24–25						
15	LB p. 3 Act. 5 No. 2g–l TG p. 3	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Understanding fractions	226–227	1	39–40	27–28	9a pp. 26–27						
16	LB p. 3 Act. 5 No. 2m–r TG p. 3	Revision Challenge Catch up – Finish off work not yet completed; Add in your own planning here		38 38	26 26		Revision R3a, R3b pp. x–xiii						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
17	LB p. 4 Act. 6 No. a–i TG p. 4	Equivalent fractions	226–227	2	40–41	28–29	9b pp. 28–29							
18	LB p. 4 Act. 6 No. k–r TG p. 4	Mixed numbers and improper fractions	226–227	3, 4	41–43	29–30	10a pp. 30–31							
19	LB p. 4 Act. 7 No. a–h TG p. 4	Calculating fractions of an amount	226–227	5, 6	44–45	30	10b pp. 32–33							
20	LB p. 5 Act. 7 No. i–p TG p. 4	Adding and subtracting fractions	226–227	7, 8	45–46	31	10c pp. 34–35	Correction to Act. 8, no. 1b: It should be						
21	LB p. 5 Act. 8 No. 2a–t TG p. 5	Adding and subtracting fractions with different denominators	226–227	9#	47	31–32	11 pp. 36–37							
22	LB p. 5 Act. 8 No. 2a–t TG p. 4	Revision Challenge Catch up – Finish off work not yet completed; Add in your own planning here			48 48	32 32	13 pp. 40–41	Extension and additional exercises – TG p. 32						

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

Fabulous Mathematics Week 5													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
23	LB p. 5 Act. 9 No. 1a–e TG p. 5	**MEASUREMENT** **4.4 Time** Time in 12-hour and 24-hour formats; Count the seconds	228	2, 3	50–52	34–35	16a pp. 46–47	List of resources – TG p. 33 Clock faces (No. 15)					
24	LB p. 5 Act. 9 No. 1f–j TG p. 5	Working with a stopwatch; Timetables	228	4, 5	52–53	36	16b pp. 48–49						
25	LB p. 5 Act. 10 No. a–d TG p. 5	Centuries, decades and years	228	6, 7	53–55	36–37	17a No. 1–2 p. 50						
26	LB p. 6 Act. 10 No. e–h TG p. 5	Time zones	228	8	55–56	37–38	17a No. 3–6 p. 51						
27	LB p. 6 Act. 11 No. a–d TG p. 5	Revision	228		57	38	17b No. 7–8 pp. 52–53						
28	LB p. 6 Act. 11 No. e–g TG p. 5	A history of time Challenge Catch up – Finish off work not yet completed; Add in your own planning here		1	49–50 57	33 38	17b No. 9–10 p. 53	Extension and additional exercises – LB p. 38					

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
29	LB p. 6 Act. 12 TG p. 5	**SPACE AND SHAPE** **3.1 Properties of 2-D Shapes** What do you remember about polygons?	229–232	1	58	39–40	18a p. 54	Grid paper (No. 20 and 21), cut-out shapes (either cardboard or plastic) (No. 39), blank paper					
30	LB p. 6 Act. 13 No. a–c TG p. 6	Dividing 2-D shapes into categories	229–232	2, 3	58–60	40–41	18b No. 3, 4 p. 56						
31	LB p. 7 Act. 13 No. d–f TG p. 6	Regular polygons and angles	229–232	4	60–61	41–42	18b No. 6, 7 p. 58						
32	LB p. 7 Act. 14 No. a–d TG p. 6	Triangles and quadrilaterals	229–232	5, 6	61–62	42–43	18c p. 58						
33	LB p. 7 Act. 14 No. e–g TG p. 6	Sides and angles of polygons	229–232	7, 8	63–64	43–44	19a pp. 60–61						
34	LB p. 7 Act. 14 No. h–j TG p. 6	Revision Challenge – No. 2 only Catch up – Finish off work not yet completed; Add in your own planning here			66 66	45 45	19b pp. 62–63						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
35	LB p. 7 Act. 15 TG p. 6	**DATA HANDLING** Collecting data; Organising data	233–234	1, 2	67–68	47–48	20 No. 1 p. 64	Squared paper (No. 20 and 21), newspaper, magazines					
36	LB p. 8 Act. 15 No. e–g TG p. 6	Mode and median	233–234	3	68–69	48	20 No. 2–3 pp. 64–65						
37	LB p. 8 Act. 15 No. h–j TG p. 6	Representing data – Pictographs	233–234	4	69–70	48–49	21 pp. 66–67						
38	LB p. 8 Act 16 No. a–b TG p. 6	Representing data – Bar graphs and double bar graphs	233–234	5, 6	71–72	49–50	22 No. 1 p. 68						
39	LB p. 8 Act. 16 No. c–d TG p. 6	Representing data – Pie charts	233–234	7	72	50	22 No. 2–3 p. 69	Squared grid paper for drawing bar graphs (No. 20 and 21)					
40	LB p. 8 Act. 16 No. e–f TG p. 6	Revision Challenge Catch up – Finish off work not yet completed; Add in your own planning here			73 73	50 50	Revision 23 pp. 70–71	Extension and additional exercise – LB p. 51					

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
41	LB p. 8 Act. 17 No. a–c TG p. 6	**FUNCTIONS, PATTERNS AND ALGEBRA** **2.1 Numeric patterns** Complete flow diagrams	235–238	1	74–75	52–54	24a No.1–3 p. 72	Number chart (No. 3), number line (No. 5), counters	
42	LB p. 9 Act. 17 No. d–f TG p. 6	Flow diagrams with more than one operator	235–238	2 No. 1, 2	76–77	54–55	24a No. 4a p. 73	Challenge – LB p. 73; TG p. 51	
43	LB p. 9 Act. 18 No. Aa–c TG p. 7	Flow diagrams with more than one operator (cont.)	235–238	2 No. 3	77–78	55–56	24b No. 4b p. 74		
44		**ASSESSMENT – PROJECT** Number patterns				250–255		Photocopy pp. 250–251 for the learners	
45		Complete the project				252–255		Answers – TG pp. 252–255	
46		If needed, give the learners more time to complete the project Catch up – finish off work not yet completed; Add in your own planning here					24b No. 4c pp. 74–75		

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done
Complete any work not done; review assessments and do remediation; revise work learners found difficult

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
47	LB p. 9 Act. 18 No. Ad–f TG p. 7	Flow diagrams with more than one operator (cont.)	235–238	2 No. 4, 5	78–79	56–57	24b No. 4d p. 75						
48	LB p. 9 Act. 18 No. Ag–h TG p. 7	Numeric patterns	235–238	3	79–80	57–58							
49	LB p. 10 Act. 18 No. Bg–h TG p. 7	Revision		LB p. 80 and Test 1 No. 1–2 from TG	80	58–60		Photocopy pp. 59–60 Solutions – pp. 61–62					
50		Return the project to the learner						Discuss answers with the learners and allow them to contribute to the discussion					
51	LB p. 11 Act. 19 TG p. 7	Revision		Test 1 No. 3–5 from TG		59–60 61–62		Complete the photocopied test					
52	LB p. 11 Act. 19 TG p. 7	Revision Catch up – Finish off work not yet completed; Add in your own planning here		20–24	11–13	7–8							

Reflection

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

Fabulous Mathematics Week 10

Complete your own plan for the week
There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
53		REVISION		25–27	13–15	8–9			
54		REVISION		30–33	16–18	10–12			
55		**ASSESSMENT – Term 1 Test**							
56		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections							
57		Revision of any concepts which the learners have found difficult using any exercises not completed in the DBE workbook							
58		Revision of any concepts which the learners have found difficult using any exercises not completed in the DBE workbook							

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	A LB p. 8 TG pp. 25–26	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1: Whole numbers** Counting and representing numbers; Read and write 6-digit numbers; Expanded notation	215–216	1–3	9–10	26–29	1a pp. 2–5	Number grids (No. 3), number lines (No. 5), Dienes blocks, place-value cards (No. 4), 0–9 number cards, abacus, counters, pictures					
2	B, C LB p. 8 TG pp. 25–26	Comparing and ordering 6-digit numbers	215–216	4–6	11	29–30	1b pp. 4–5	Newspapers (careers section)					
3	D, E LB p. 8 TG pp. 25–26	Rounding off	215–216	7–10	12–13	30–31	2 No. 1–3 p. 6						
4	F, G LB p. 8 TG pp. 25–26	Remediation and extension Catch up – Finish off work not yet completed; Add in your own planning here				27–28	Revision R1a, R1b, R2a pp. ii–vii						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB p. 14 No. 1a– l TG pp. 31–32	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1: Number sentences** Quick mental strategies; Multiplying by 10, 100 and 1 000	217–222	1–2	14–15	31–34	2 No. 4–6 p. 7							
6	LB p. 14 No. 1m–x TG pp. 31–32	Multiplying by multiples of 10; Dividing by 10, 100 and 1 000	217–222	3–4	16	28	3 pp. 8–9							
7	LB p. 14 No. 2a–e TG pp. 31–32	Order of operations; Properties of numbers	217–222	5–7	17–19	35–38	4 No. 1–2 p. 10							
8	LB p. 14 No. 2f–i TG pp. 31–32	Inverse operations	217–222	11–13	19–20	38–40	4 No. 3–4 p. 11							
9	LB p. 14 No. 3 TG pp. 31–32	Adding and subtracting 0; Multiplying and dividing by 0 and 1; Problem-solving	217–222	11–13	20–21	40–42	5 pp. 12–13							
10	LB p. 14 No. 4 TG pp. 31–32	Remediation and extension Catch up – Finish off work not yet completed; Add in your own planning here				33–36, 38, 40	Revision R2b, R3a, R3b pp. viii–xiii							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
11	A LB p. 22 TG pp. 42–43	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Know your calculator; Working with rand and cents on a calculator	222–225	1, 2 No. 1	23–24	42–45	6a pp. 14–15	Calculators, chart showing a calculator with all the labels, shopping pamphlets Tips – TG p. 43						
12	B LB p. 22 TG pp. 42–43	Estimating solutions; Problem-solving; Using doubling to estimate answers	222–225	2 No. 2, 3, 4	24–26	45–46	6b pp. 6–17							
13	C LB p. 22 TG pp. 42–43	Revision: Addition and subtraction	222–225	5 No. 1–5	26–29	46–47	7a pp. 18–19							
14	D LB p. 22 TG pp. 42–43	Adding more than 2 numbers; Using odd and even numbers to check answers	222–225	6, 7	30–31	47–48	7b pp. 20–21							
15	E LB p. 22 TG pp. 42–43	More addition and subtraction methods; Problem-solving	222–225	8, 9	32–33	47–49	8a pp. 22–23	Tips – TG p. 49						
16	F LB p. 22 TG pp. 42–43	Remedial and extension Catch up – Finish off work not yet completed; Add in your own planning here				45–46, 48–50	8b pp. 24–25							

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

Oxford Headstart Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB p. 36 No. 1, 2 TG p. 51	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** The meaning of a fraction; Fraction of one item; Fraction of a number of items	226–227	1–3	36–37	50–53	9a pp. 26–27	See *Resources* LB p. 50 for details of the resources needed to teach fractions Tips – TG p. 52						
18	Skip count between 0 and 10 in halves and thirds	Fractions on a number line; Tenths and hundredths	226–227	3–4	37–38	53–54	9b pp. 28–29	Tips – pp. 54–55						
19	Skip count between 0 and 10 in quarters and fifths	Equivalent fractions	226–227	5 No. 1–8	38–39	55–57	10a pp. 30–31	Sheets of scrap paper for folding Tips – TG p. 57						
20	Skip count between 0 and 10 in sixths	Comparing and ordering common fractions	226–227	6	40–41	57–59	10b No. 1–2 p. 32	Tips – TG p. 58						
21	Skip count between 0 and 10 in sevenths	Working with common fractions	226–227	7–8	42–43	59–61	10b No. 3–4 p. 33	Tips – TG p. 61						
22	Skip count between 0 and 10 in eighths	Revision – Assessment 1 Catch up – Finish off work not yet completed; Add in your own planning here		No. 1–4	34	49	10c p. 34							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	Skip count between 0 and 10 in elevenths and twelfths	Mixed numbers	226–227	9–10	44–45	61–64	11 No. 1 p. 36	Tips – TG pp. 62, 64						
24	Count using number chains – see TG p. 51	Problem solving	226–227	11–12	46–47	64–65	13 pp. 40–41							
25	Skip count 24 times backwards or forwards in hours starting at different times	**MEASUREMENT** **4.4 Time** Time on watches and clocks	228	1–3	48–49	66–69	16a pp. 46–47	List of resources – TG p. 66 Tips – TG pp. 67, 68, 69						
26	Skip count 24 times backwards or forwards in half-hours	24-hour digital time	228	4–6	50–51	69–71	16b pp. 48–49	Tips – TG pp. 69, 70						
27	Skip count 24 times backwards or forwards in quarter-hours	Time on calendars	228	7–8	52–53	71–74	17a No. 1–2 p. 50							
28	Say what time it would be if you skip count 24 times backwards or forwards in hours starting at different times	Extension activity Revision – Assessment 1 Catch up – Finish off work not yet completed; Add in your own planning here		No. 5–8	34	60 49	17a No. 3–6 p. 51							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	Skip count 24 times backwards or forwards in 10 minutes	Time zones	228	9–10	54–55	74–76	17b No. 7–8 pp. 52–53							
30	Skip count 24 times backwards or forwards in 2 minutes	Calculations with time	228	11–12	56–57	76–78	17b No. 9–10 p. 53							
31	1 LB p. 58 TG p. 179	**SPACE AND SHAPE** **3.1 Properties of 2-D shapes** What are 2-D shapes?	229–232	1–2	58–61	79–81	18a p. 54	List of resources – TG p. 79, cut outs of 2-D shapes (No. 10), examples of 2-D shapes in natural and cultural forms Tips – LB pp. 80, 81						
32	2 LB p. 58 TG p. 79	Describe, sort and compare 2-D shapes	229–232	3–4	61–62	81–83	18b No. 3–5 p. 56							
33	4 LB p. 60 TG p. 79	Lengths of sides and types of angles	229–232	5–6	63–64	83–85	18b No. 6–7 p. 57	Set square made out of paper (or corner of a sheet of paper) – LB p. 63, angle meter made out of a piece of cardboard, 2 ice cream sticks, pin and glue – LB p. 64 Tips – LB p. 85						
34	3 LB p. 59 TG p. 79	Revision – Assessment 1 Catch up – Finish off work not yet completed; Add in your own planning here		No. 9–13	35	49	18c pp. 58–59							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	5 LB p. 60 TG p. 79	Types of angles in 2-D shapes; Describe a 2-D shape by its features	229–232	7–8	65–66	85–86	19a pp. 60–61							
36	5 LB p. 60 TG p. 79	Compare rectangles and parallelograms; Draw shapes on grid paper	229–232	9–10	67–68	87–88	19b No. 2 p. 62	Cm squared/grid paper – TG pp. 346, 347 (No. 20 and 21)						
37	5 LB p. 60 TG p. 79	Make composite shapes	229–232	11	69	88–89	19b No. 3 p. 63	Cm squared/grid paper – TG pp. 346, 347						
38	Assessment 2 No. 1 LB p. 80 TG p. 94	**DATA HANDLING** Organising data	233–234	1–2	70–71	90–91	20 No. 1 p. 64	Learners need to do a litter survey outdoors; they also need to record types of waste at home Tips – LB p. 91						
39	Assessment 2 No. 3 LB p. 94 TG p. 94	Representing data	233–234	3–4	72	91–92	20 No. 2–3 pp. 64–65	Cm squared/grid paper – TG pp. 346, 347 Tips TG p. 91						
40	Assessment 2 No. 2 LB p. 80 TG p. 94	Revision – Assessment 2 Catch up – Finish off work not yet completed; Add in your own planning here		No. 4–7	80	94–95	21 No. 1 p. 66	Tips TG p. 94						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 There is no MM for the days on which assessment is being done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
41	Assessment 2 No. 8 LB p. 80 TG pp. 94–95	Recording, analysing, interpreting and reporting data	233–234	5, 7	73–74	92	21 No. 2–6 p. 66							
42	Assessment 2 No. 9 LB p. 81 TG p. 95	Mode and median	233–234	8, 9, 6	76, 74	93, 92	22 No. 1 p. 68	Leave Act. 6 until you have dealt with mode and median						
43	Assessment 2 No. 12 LB p. 81 TG p. 95	Interpreting and drawing bar graphs	233–234	10	77–78	93–94	22 No. 2–3 p. 68							
44	Assessment 2 No. 13 LB p. 81 TG p. 95	Interpreting pie charts	233–234	11	79	94	23 No. 1 p. 70							
45		**ASSESSMENT – ASSIGNMENT** Draw a pictograph	233–234		82	97		Learners need to do research about places of interest in your province						
46	Assessment 2 No. 14 LB p. 81 TG p. 95	Revision – Assessment 2 Catch up – Finish off work not yet completed; Add in your own planning here		No. 9, 11, 15, 16	80	95–96	23 No. 2–3 p. 71							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
47		Complete the project	233–234					Rubric – TG p. 97					
48	1 LB p. 83 TG pp. 98–99	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Inverse operations; The order of multiplication	235–238	1–3	84–85	98–101	24a No. 1–3 p. 72						
49	2 LB p. 83 TG pp. 98–99	Multiplication strategies; Revision – multiplication by 0, 1, 10, 100 and 1 000	235–238	4–6	86–88	101–102	24a No. 4a p. 73						
50	3 LB p. 83 TG pp. 98–99	More flow diagrams		7–8		102–103	24b No. 4b p. 74						
51	4 LB p. 83 TG pp. 98–99	More quick multiplication strategies; Number patterns	235–238	9–12	88–89	103–104	24b No. 4c pp. 74–75						
52	5 LB p. 83 TG pp. 98–99	Revision – Assignment Catch up – Finish off work not yet completed; Add in your own planning here		No. 1–8	90	104–105	24b No. 4d p. 75						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
53		Return the project to the learners						Discuss answers with the learners and allow them to contribute to the discussion	
54	Practise 6 x and 7 x tables	Revision – Assignment		9–16	90	105			
55	Practise 8 x and 9 x tables	Revision – Assignment		17–20	90	105		Remediation and extension – LB p. 96	
56		**ASSESSMENT – Term 1 Test**							
57		Hand the test back and do remediation on any aspect in which the learners scored poorly; learners do corrections							
58	Practise 6 x and 7 x tables	Revision of any concepts which the learners may have found difficulty using any exercises not completed in the DBE workbook							

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1

For information on teaching Mental Mathematics see TG pp. 24–35

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
1	LB p. 10 No. 1a–b TG p. 38	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1: Whole numbers** Odd and even numbers and calculating strategies	215–216	1	10–12	38–39	1a pp. 2–3		
2	LB p. 10 No. 1c–d TG p. 38	Read, write and represent 6-digit whole numbers	215–216	2	12–14	39–40	1b pp. 4–5		
3	LB p. 10 No. 1e–f TG p. 38	Place value; Compare and order numbers	215–216	3–4	14 15	40–42	2 pp. 6–7	Unit 1.1 Summary LB p. 15	
4	LB p. 10 No. 1g–h TG p. 8	Catch up – Finish off work not yet completed; Add in your own planning here					Revision R1a, R1b pp. ii–v		

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB p. 16 Practise facts for 1, 10, 100 and for 2, 20, 200 TG p. 42	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1: Number sentences** What is a number sentence?; Properties of whole numbers (addition and subtraction)	217–222	1–2	16–17	42–43	3 pp. 8–9							
6	LB p. 16 Practise facts for 3, 30, 300 and for 5, 50, 500 TG p. 42	Properties of whole numbers	217–222	3–4	18–19	44–46	4 pp. 10–11							
7	LB p. 16 Practise facts for 7, 70, 700; and for 8, 80, 800 and for 9, 90, 900 TG p. 422	Multiple operations; Multiplication and division by tens, hundreds and thousands	217–222	5–6	20–21	46–47	5 pp. 12–13	Unit 1.2 Summary LB p. 21						
8	LB p. 22 Add 1, 10, 100, 1 000 and 2, 20, 200, 2 000 to the given numbers TG p. 48	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Rounding off numbers	222–225	1–2	22–23	48–49	6a pp. 14–15							
9	LB p. 22 Add 3, 30, 300, 3 000 and 5, 50, 500, 5 000 to the given number TG p. 48	Solve addition sums	222–225	3	23–27	49–50	6b pp. 16–17							
10	LB p. 22 Add 6, 60, 600, 6 000 and 8, 80, 800, 8 000 to the given number TG p. 48	Catch up – Finish off work not yet completed; Add in your own planning here					Revision R2a, R2b, R3a, R3b pp. vi–xiii							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 22 Add 9, 90, 900, 9 000 to the given number TG p. 48	Solve addition sums on money	222–225	4	28–29	51	7a pp. 18–19	Unit 1.3 Summary TG p. 29						
12	LB p. 30 Subtract 1, 10, 100, 1 000 and 2, 20, 200, 2 000 from the given numbers TG p. 52	Solve subtraction examples	222–225	1	30–32	52–54	7b pp. 20–21							

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
13	LB p. 30 Subtract 3, 30, 300, 3 000 and 5, 50, 500, 5 000 from the given numbers TG p. 52	Solve subtraction sums on money	222–225	2	33	55	8a pp. 22–23	Unit 1.4 Summary TG p. 33					
14	LB p. 36 No. 1a–d TG p. 57	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Fractions as parts of a whole	226–227	1	36–38	57–58	8b pp. 24–25						
15	LB p. 36 No. 1e–h TG p. 57	Fractions as parts of a group of objects	226–227	2	38–40	59–60	9a pp. 26–27						
16	LB p. 36 No. 2a–c TG p. 57	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 1 No. 1–3	34–35	55–56	9b pp. 28–29						

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

Oxford Successful Mathematics Week 4 # Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
17	LB p. 36 No. 2d–e TG p. 57	Equivalent fractions	226–227	3#	40–41	60	10a pp. 30–31	Supplement with more work using a fraction wall, fraction circles or fraction number lines (No. 29, 30 and 31)						
18	LB p. 36 No. 3a–c TG p. 57	Comparing fractions	226–227	4	41–42	60–61	10b No. 1–2 p. 32	Unit 1.5 Summary LB p. 42						
19	LB p. 43 No. 1a–b TG p. 61	Finding a fraction of a whole number; Comparing fractions	226–227	1–2	43–44 44–45	61–62 63	10b No. 3–4 p. 33							
20	LB p. 43 No. 1c–d TG p. 61	Adding and subtracting fractions of the same kind	226–227	3	45–46	63–64	10c pp. 34–35							
21	LB p. 43 No. 1e–f TG p. 61	Adding fractions of different denominators	226–227	4	47–48	64–65	11 pp. 36–37							
22	LB p. 43 No. 2 LB p. 61	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 1 No. 4	35	56	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:**

Oxford Successful Mathematics Week 5 # Supplement													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**				
23	LB p. 43 No. 3 TG p. 57	Subtracting fractions of different denominators	226–227	5#	49	65	14 pp. 42–43	Unit 1.6 Summary LB p. 49					
24	LB p. 50 No. 1, 2 TG p. 66	**MEASUREMENT** **4.4 Time** Real time and writing time	228	1	50–51	66–67	16a pp. 46–47 16b pp. 48–49						
25	LB p. 50 No. 3 TG p. 66	Time zones	228	2	52–53	67	17a pp. 50–51						
26	LB p. 50 No. 4 TG p. 66	Calendars and more time	228	3–4	53–55	68	17b pp. 52–53	Unit 1.7 Summary LB p. 55					
27	LB p. 50 No. 5 TG p. 66	**SPACE AND SHAPE** **3.1 Properties of 2-D shapes** Recognising shapes	229–232	1#	56	69	18a No. 1 p. 54						
28	LB p. 50 No. 6 TG p. 66	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 1 No. 5	35	56	18a No. 2 p. 55						

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

Oxford Successful Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 56 Round off given numbers to the nearest 10	Understanding angles	229–232	2	57–59	69–70	18b No. 3–5 p. 56							
30	LB p. 56 Round off given numbers to the nearest 100	Recognising shapes by the number of straight sides	229–232	3	59–60	70	18b No. 6–7 p. 57	Grid paper (No. 20 and 21), dotted paper (No. 22 and 23), geoboards						
31	LB p. 56 Round off given numbers to the nearest 1 000	Recognising angle size and side length in shapes	229–232	No. 1–2 p. 60; 4 No. 1	60–61	70–71	18c No. 8 p. 58	Grid paper/dotted paper/ geoboards						
32	LB p. 56 Round off given numbers to the nearest 5	Recognising angle size and side length in shapes (cont.)	229–232	4 No. 2	62	71	18c No. 9 pp. 58–59	Grid paper/dotted paper/ geoboards (No. 22 and 23)						
33	Make up own numbers – round off to the nearest 100	Recognising rectangles, squares and parallelograms	229–232	5 No. 1–4	63–65	71	19a pp. 60–61							
34	Make up own numbers – round off to the nearest 1 000	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 1 No. 6–7	35	56	19b No. 2 p. 62							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	Make up own numbers – round off to the nearest 5	Recognising rectangles, squares and parallelograms (cont.)	229–232	5 No. 5, 6	64	71	19b No. 3 p. 63	Unit 1.8 Summary LB p. 65						
36	LB p. 66 No. 1 – add 10 to the given numbers TG p. 72	**DATA HANDLING** Recording and organising data	233–234	1 No. 1, 2	66–68	72–73	20 No. 1 p. 64							
37	LB p. 66 No. 1 – add 100 to the given numbers TG p. 72	Recording and organising data (cont.)	233–234	1 No. 3, 4	68	73	20 No. 2–3 pp. 64–65							
38	LB p. 66 No. 1 – add 1 000 to the given numbers TG p. 72	Using one-to-one pictographs to show data	233–234	2 No. 1, 2	69	74	21 No. 1 p. 66							
39	LB p. 66 No. 1 – add 10 000 to the given numbers TG p. 72	Using one-to-one pictographs to show data (cont.)	233–234	2 No. 3, 4	70–71	74–75	21 No. 2–6 p. 67							
40	LB p. 66 No. 2 TG p. 72	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 2 No. 1–4	82	82	22 No. 1 p. 68							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
41	LB p. 66 No. 2 TG p. 72	Using many-to-one pictographs to show data	233–234	3	71–73	75–76	22 No. 2–3 p. 69		
42	LB p. 66 No. 2 TG p. 72	Using bar graphs to show data	233–234	4 No. 1–3	73–75	77–78	23 No.1 pp. 70–71		
43	LB p. 66 No. 2 TG p. 72	Using bar graphs to show data (cont.)	233–234	4 No. 4–6	75–77	78–79	23 No. 2–3 p. 71	Unit 1.9 Summary LB p. 77	
44		**ASSESSMENT – PROJECT** Investigating precious gem stones	233–234	Project 1	297	223		The learners need information about the prices of different gem stones – see below for some information	
45		Complete the project	233–234					Rubric TG p. 223	
46	LB p. 66 No. 2 TG p. 72	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 2 No. 5–9	82	82			

Information about gemstones from the internet:
For pictures of the gemstones see http://www.swissgemlab.com/EducationPages/EducationDetailPage.aspx?pcid=331

From L. E. Grant on *Yahoo Answers*:
Value depends on availability: Diamond is the rarest (more precisely, the distribution is more controlled) then Ruby then Emerald then Sapphire (these are all carborundum; the colour difference is through trace elements). The value is highly dependent on the condition of the crystals, but if the condition is the same, the order of value is as shown. With Pearls you have to be extremely careful with valuation; the pearls that are worth the most have an extremely minute "seed" around which the growth occurs. So, a good sized one could take centuries to grow. But there are many pearls that are "forced", with larger "seeds", and, while they can look very much like the expensive ones, can be grown in a year or so. The long-term growth ones can be as expensive as diamonds.

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Complete any work not done; review assessments and do remediation; revise work learners found difficult

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
47	LB p. 78 No. 1a TG p. 79	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Understand calculations using patterns	235–238	1	78–79	79–80	24a No. 1–3 p. 72						
48	LB p. 78 No. 1b TG p. 79	Multiplying by multiples of 10, 100 and 1 000	235–238	2	80–81	81	24a No. 4a p. 73	Unit 1.10 Summary LB p. 81					
49	LB p. 78 No. 1c TG p. 79	Revision		Rev. 2 No. 10–14	83–84	83	24b No. 4b p. 74						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
50		Return project					24b No. 4c pp. 74–75	Discuss answers with the learners and allow them to contribute to the discussion					
51	TG p. 79	Revision		Rev. 2 No. 15–17	84	83–84	24b No. 4d p. 75						
52	TG p. 79	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Rev. 2 No. 18–20	85	84							

Reflection

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

Oxford Successful Mathematics Week 10

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
53		**ASSESSMENT – Term 1 Test**											
54		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections											
55		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections											
56	TG p. 79	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook											
57	TG p. 79	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook											
58	TG p. 79	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook											

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Platinum Mathematics Week 1													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	TG p. 180 1.1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Read and write large numbers; Count large numbers	215–216	1.1, 1.2	4–5	1–5	1a, 1b pp. 2–5	Place value cards (No. 4), number lines marked but not numbered (No. 5), blank place value table, numbers written in words on large cards					
2	TG p. 180 1.2	Use place value to order numbers	215–216	1.3, 1.4, 1.5	6–7	5–7	2 pp. 6–7						
3	TG p. 180 1.3	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Solve number sentences; Equivalent number statements	217–222	2.1, 2.2	8 9	8–10	3 pp. 8–9						
4	TG p. 181 1.4	Challenges Game Catch up – Finish off work not yet completed; Add in your own planning here			5, 7, 8, 9 6	5, 7, 9, 11 6	Revision R1a, R1b, R2a pp. ii–vii						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 # Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
5	TG p. 181 1.5	Equivalent number statements (cont.)	217–222	2.3, 2.4, 2.5	9	11	4 pp. 10–11							
6	TG p. 181 2.1	Revision – could be used for informal assessment	217–222		11	11	5 pp. 12–13							
7	TG p. 181 2.2	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Estimation; Have fun with calculators	222–225	3.1, 3.2	12–13	12–13	6a pp. 14–15	Place value cards (No. 4), calculators, number lines (No. 5), whiteboards, whiteboard markers						
8	TG p. 182 2.3	Use the column method to add; Use the column method to subtract	222–225	3.3, 3.4	14–15	13–15	6b pp. 16–17							
9	TG p. 182 2.4	Addition and subtraction are inverse operations	222–225	3.5#	16	15–16	7b pp. 20–21							
10	TG p. 182 2.5	Challenges Catch up – Finish off work not yet completed; Add in your own planning here			10	11	Revision R2b, R3a, R3b pp. viii–xiii							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
11	TG p. 182 3.1	Addition and subtraction problems	222–225	3.6	17	16–17	8a pp. 22–23						
12	TG p. 183 3.2	*Extension and Remediation Worksheet Book*	222–225	1A		238	8b pp. 24–25						
13	TG p.183 3.3	**NUMBER, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** What is a fraction?	226–227	4.1, 4.2	18–19	17–18	9a pp. 26–27						
14	TG p. 183 3.4	Fractions by grouping	226–227	4.3, 4.4	20	18	9b pp. 28–29						
15	TG p. 184 3.5	Fractions by grouping (cont.)	226–227	4.5	21	18	10a pp. 30–31						
16	TG p. 184 4.1	*Extension and Remediation Worksheet Book* Challenges Catch up – Finish off work not yet completed; Add in your own planning here		1B	19, 20	238 18	10b pp. 32–33						

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

Platinum Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
17	TG p. 184 4.2	Equivalent fractions	226–227	4.6, 4.7	22	18–19	10c No. 1–2 p. 34							
18	TG p. 185 4.3	Equivalent fractions (cont.); Compare and order fractions	226–227	4.8, 4.9	23–24	19–20	10c No. 3–4 p. 35							
19	TG p. 185 4.4	Add and subtract fractions with same denominators	226–227	4.10	25	20	11 No. 1–2 pp. 36–37							
20	TG p. 185 4.5	Solve problems with fractions	226–227	4.11	26	20–21	11 No. 3–4 p. 37							
21	TG p. 186 5.1	Add and subtract fractions where one denominator is a multiple of the other	226–227	30.6	178	138–139	12 No. 1 pp. 38–39							
22	TG p. 186 5.2	Challenges Game – *Fraction Snap* Catch up – Finish off work not yet completed; Add in your own planning here			22, 24 23	19, 20 23	13 No. 1–2 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:**

Platinum Mathematics Week 5													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
23	TG p. 186 5.3	Solve problems with fractions (finding a fraction of a number)	226–227	30.7	179	139	13 No. 3 pp. 40–41						
24	TG p. 187 5.4	Revision – Could be used for informal assessment			27	21		Assignment: Different number systems (LB pp. 28–29 and TG p. 21) – could be used as informal assessment or as an extension activity; It is suggested that the learners rather do a Data Handling assignment – see Lesson 45					
25	TG p. 187 5.5	**MEASUREMENT** **4.4 Time** Read and write the time; Convert units of time	228	5.1, 5.2	30–31	22–23	16a No. 1–2 pp. 46–47	Clocks – digital and analogue, stopwatches, cardboard clock – instructions in TG p. 22 (No. 15)					
26	TG p. 187 6.1	Convert units of time (cont.)	228	5.3	32	24	16a No. 3 pp. 47–48						
27	TG p. 187 6.2	Time zones	228	5.4	33–34	24–25	16b pp. 48–49						
28	TG p. 188 6.3	*Extension and Remediation Worksheet Book* Challenge Catch up – Finish off work not yet completed; Add in your own planning here		2A, 2B, 5A, 5B	179, 31, 32, 34	239, 241, 242 139, 23, 24, 25	17a pp. 50–51						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
29	TG p. 188 6.4	Interpret calendars	228	5.5	35	26	17b pp. 52–53	Examples of calendars					
30	TG p. 188 6.5	**SPACE AND SHAPE** **3.1 Properties of 2-D shapes** Identify and name 2-D shapes	229–232	6.1	36	27–28	18a pp. 54–55	Wall chart of 2-D shapes (No. 10), flash cards with shapes and questions LB p. 27, wall chart of different angles					
31	TG p. 189 7.1	Angles and lines in 2-D shapes	229–232	6.2, 6.3	37–38	29	18b No. 3, 4 p. 56	Squared/grid paper (No. 20 and 21)					
32	TG p. 189 7.2	Compare and sort 2-D shapes	229–232	6.4	39	29–30	18b No. 6, 7 p. 57	Squared/grid paper					
33	TG p. 190 7.3	Draw and identify 2-D shapes	229–232	6.5, 6.6	40–41	30–31	18c No. 8 p. 58						
34	TG p. 190 7.4	*Extension and Remediation Worksheet Book* Challenge Game Catch up – Finish off work not yet completed; Add in your own planning here		4A, 4B	38 39	240–241	18c No. 9 p. 59						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
35	TG p. 190 7.5	Draw and identify 2-D shapes (cont.)	229–232	6.7	42	31	19a pp. 60–61	Squared/grid paper (No. 20 and 21)					
36	TG p. 191 8.1	Revision – Could be used for informal assessment	229–232		43	31	19b pp. 62–63						
37	TG p. 191 8.2	**DATA HANDLING** Read and draw pictographs	233–234	7.2	46	32–34	20 No. 1 p. 64	Do Unit 1 at the end of this topic rather than at the beginning					
38	TG p. 191 8.3	Read and draw bar graphs	233–234	7.3 No. 1, 2	47–48	34	20 No. 2, 3 pp. 64–65	Squared/grid paper (No. 20 and 21)					
39	TG p. 191 8.4	Read and draw graphs (cont.)	233–234	7.3 No. 3, 4	47–48	34–35	21 No. 1 p. 66						
40	TG p. 192 8.5	Challenge If you have time the learners could start work on the assignment – Lesson 45 Catch up – Finish off work not yet completed; Add in your own planning here			50	35	21 No. 2–6 p. 67						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
41	TG p. 192 9.1	The mode and median in a set of data	233–234	7.4	49–50	35	22 No. 1 p. 68						
42	TG p. 192 9.2	Interpret and make sense of graphs	233–234	7.5 No. 1–3	51–52	36	22 No. 2–3 p. 69						
43	TG p. 192 9.3	Collect and organise data	233–234	7.1 No. 1–2	44–45	33–34	23 No. 1 pp. 70–71	Do Unit 1 now					
44	TG p. 193 9.4	Collect and organise data (cont.)	233–234	7.1 No. 3–4	45	32–33	23 No. 2–3 pp. 70–71						
45		**ASSESSMENT – ASSIGNMENT** Work through a data cycle	233–234	7.6	53	36–37		The learners have two lessons to complete the work					
46	TG p. 193 9.5	*Extension and Remediation Worksheet Book* Catch up – Finish off work not yet completed; Add in your own planning here		6A (basic concepts), 6B (extension)		37, 242–243							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
47		Complete the project	233–234	7.6	53	36–37		Learners hand in their answers to the questions, mark the work, and return it to them in Lesson 53	
48	TG p. 193 10.1	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Flow diagram	235–238	8.1	54	38–39	24a No. 1–3 p. 72		
49	TG p. 193 10.2	Interesting properties of multiplication	235–238	8.2	55	39	24a No. 4a p. 73		
50	TG p. 194 10.3	Multiplication and division are inverse operations	235–238	8.3	56	39–40	24b No. 4b p. 74		
51	TG p. 194 10.4	Find the missing rules and numbers	235–238	8.4, 8.5	57–58	40–41	24b No. 4c pp. 74–75		
52	TG p. 194 10.5	*Extension and Remediation Worksheet Book* Challenge Game Catch up – Finish off work not yet completed; Add in your own planning here		3A, 3B	 56, 58 58	 239–240 40, 41 41	24b No. 4d p. 75		

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
53		Return the project to the learners	233–234	7.6	53	36–37		Discuss the answers with the learners and allow them to contribute to the discussion					
54		Revision – Could be used for informal assessment			59	42							
55		Exemplar Term 1 Test				170–171 42–43		Photocopy LB pp. 170–171 for the learners; Memo TG pp. 42–43					
56		**ASSESSMENT – Term 1 Test**											
57		Hand the test back and do remediation on any aspect in which learners scored poorly; Learners do corrections											
58		Revision of any concepts which the learners may have found difficult											

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1

Please note that Unit 1 (pp. 1–5) and Unit 3 (pp. 10-16) are both used in Lessons 1–4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
1	TG p. 309 Ex. 1 No. 1–10, p. 292	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1: Whole numbers** Place value of digits in 4-digit and 5-digit whole numbers	215–216	Unit 1 Ex. 1 No. 1–3 Unit 1 Ex. 4 No. 1–2 Unit 1 Ex. 2 No. 1	1, 4, 2	2–4	1a pp. 2–3						
2	TG p. 309 Ex. 1 No. 11–20, p. 292	Place value of digits in 6-digit and 7-digit whole numbers	215–216	Unit 1 Ex. 2 No. 2 Unit 1 Ex. 3 No. 1–3 Unit 1 Ex. 4 No. 3 Unit 1 Ex. 5 No. 1–2	2–4	3–4	1b pp. 4–5						
3	TG p. 309 Ex. 2 No. 1–10, p. 292	Place value of digits in 8-digit and 9-digit whole numbers	215–216	Unit 3 Ex. 2 No. 1–5 Unit 3 Ex. 1 No.1–2	11, 10	10	2 pp. 6–7						
4	TG p. 309 Ex. 2 No. 11–20, p. 292	Catch up – Finish off work not yet completed; Add in your own planning here	215–216				Revision R1a, R1b, R2a, R2b pp. ii–ix						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

Please note that Unit 1 (pp. 1–5) and Unit 3 (pp. 10–16) are combined in Lessons 9–13

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
5	TG p. 310 Ex. 3 No. 1–10, p. 292	Represent prime numbers to at least 100	215–216	Unit 3 Ex. 1 No. 4 then No. 3, Unit 1 Ex. 6	10, 5	10, 4	3 pp. 8–9	1–100 table – TG p. 160, CD, (No. 3)					
6	TG p. 310 Ex. 3 No. 11–20, p. 292	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1: Number sentences** Open number sentences	217–222	Unit 2 Ex. 2, Ex. 3, Ex. 7–9	6, 8	5–8	4 pp. 10–11	Magic Number Code Game, LB p. 8 and TG pp. 183–186, CD					
7	TG p. 310 Ex. 4 No. 1–10, p. 292	Solve closed number sentences	217–222	Unit 2 Ex. 1, Ex. 4, Ex. 5	6–7	5–7	5 pp. 12–13						
8	TG p. 310 Ex. 4 No. 11–20, p. 292	Working with brackets, equations and flow diagrams	217–222	Unit 2 Ex. 6, Ex. 10	7, 9	7–9	6a pp. 14–15						
9	TG p. 311 Ex. 5 No. 1–10, p. 292	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Round off to the nearest 5, 10, 100, 1 000	222–224	Unit 3 Ex. 3, Unit 1 Ex. 7	12, 5	11–12, 4–5	6b pp. 16–17						
10	TG p. 311 Ex. 5 No. 11–20, p. 292	Catch up – Finish off work not yet completed; Add in your own planning here	222–224				Revision R3a, R3b pp. x–xiii						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
11	TG p. 311 Ex. 6 No. 1–10, p. 292	Estimating answers and adding	222–224	Unit 3 Ex. 4, Ex. 5	13–14	12–13	7a pp. 18–19	Calculators					
12	TG p. 311 Ex. 6 No. 11–20, p. 292	Different methods of subtracting numbers and solving problems	222–224	Unit 3 Ex. 6, Ex. 7	14–16	13–14	7b pp. 20–21						
13	TG p. 312 Ex. 7 No. 1–10, p. 292	Revision – Informal assessment	222–224			189–190	8a pp. 22–23	Photocopy TG pp. 189–190, CD, memo on p. 254					
14	TG p. 312 Ex. 7 No. 11–20, p. 292	**NUMBER, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Common fractions	226–227	Unit 4 Ex. 1, Ex. 2	16–17	15–16	8b pp. 24–25						
15	TG p. 312 Ex. 8 No. 1–10, p. 292	Equivalent fractions	226–227	Unit 4 Ex. 3	17–19	16–17	9a pp. 26–27	Fraction chart/wall – TG p. 161, CD, (No. 6, 7 and 8)					
16	TG p. 312 Ex. 8 No. 11–20, p. 292	Catch up – Finish off work not yet completed; Add in your own planning here	226–227				9b pp. 28–29						

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

Premier Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
17	TG p. 313 Ex. 9 No. 1–10, p. 292	Add and subtract fractions	226–227	Unit 4 Ex. 4, 5	19–20	17–18	10a pp. 30–31							
18	TG p. 313 Ex. 9 No. 11–20, p. 292	Finding a fraction of a quantity and more equivalent fractions	226–227	Unit 4 Ex. 6, 7	20–21	18	10b pp. 32–33	½ cm squared grid – TG p. 174, CD, (No. 21)						
19	TG p. 313 Ex. 10 No. 1–10, p. 292	More addition and subtraction	226–227	Unit 30 Ex. 5, 6 No. 2, 4, 5, 6	171–172	179–172	10c pp. 34–35							
20	TG p. 313 Ex. 10 No. 11–20, p. 292	Problem solving	226–227	Unit 4 Ex. 9 No. 1–10, 12	23–24	20	11 pp. 36–37 13 pp. 40–41							
21	TG p. 314 Ex. 11 No. 1–10, p. 292	**MEASUREMENT** **4.4 Time** History of time; Conversions and Calendars	228	Unit 5 Ex. 1, 2, 7	24, 25, 27	20–22	16a pp. 46–47							
22	TG p. 314 Ex. 11 No. 11–20, p. 292	Revision Catch up – Finish off work not yet completed; Add in your own planning here				194 A	16b pp. 48–49	Photocopy TG p. 194 for the learners, memo on p. 256						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	TG p. 314 Ex. 12 No. 1–10, p. 292	Reading time and time instruments	228	Unit 5 Ex. 3–6	26–27	21–22	17a pp. 54–55							
24	TG p. 314 Ex. 12 No. 11–20, p. 292	Time zones	228	Unit 5 Ex. 8–9	28–29	23	17b pp. 52–53							
25	TG p. 315 Ex. 13, p. 293	**SPACE AND SHAPE** **3.1 Properties of 2-D shapes** Organising shapes	229–232	Unit 6 Ex. 1–2	29–30	23–25	18a pp. 54–55	Unit 6 Ex. 2 – TG p. 164, CD						
26	TG p. 315 Ex. 14, p. 292	Polygons	229–232	Unit 6 Ex. 3, Ex. 4 No. 1–2	30–32	25	18b No. 3–5 pp. 56–57	Cm squared grid/ squared paper TG p. 163, CD, (No. 20)						
27	TG p. 316 Ex. 15 No. 1–10, p. 293	Quadrilaterals	229–232	Unit 6 Ex. 5	33	25–26	18b No. 6–7 pp. 56–57	Strips of cardboard, split pins						
28	TG p. 316 Ex. 15 No. 11–20, p. 293	Revision Catch up – Finish off work not yet completed; Add in your own planning here				194 B 195	18c pp. 58–59	Photocopy TG pp.194–195 for the learners, memo on p. 256						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
29	TG p. 316 Ex. 16 No. 1–10, p. 293	Angles	229–232	Unit 6 Ex. 6	34–35	26	19a pp. 60–61							
30	TG p. 316 Ex. 16 No. 11–20, p. 293	Sides and angles of polygons	229–232	Unit 6 Ex. 7	36	26–27	19b pp. 62–63 p. 59	Photocopy LB p. 36 for each learner						
31	TG p. 317 Ex. 17 No. 1–10, p. 293	**DATA HANDLING** Collecting and representing data	232–234	Unit 7 Ex. 1	37	27–28	20 No. 1 p. 64	Unit 7 Ex. 1 – TG p. 165, CD, tray with 15 different items of waste from the playground						
32	TG p. 317 Ex. 17 No. 11–20, p. 293	Double bar graphs	232–234	Unit 7 Ex. 2	38	28–29	20 No. 2, 3 pp. 64–65							
33	TG p. 317 Ex. 18 No. 1–10, p. 293	Pictographs	232–234	Unit 7 Ex. 3	39–40	29–30	21 No. 1 p. 66	Unit 7 Ex. 3 – TG p. 166, CD						
34	TG p. 317 Ex. 18 No. 11–20, p. 293	Revision Catch up – Finish off work not yet completed; Add in your own planning here				195 C	21 No. 2–6 p. 67	Photocopy TG p. 195 for the learners, memo on pp. 256–257						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

Supplement

No MM is given on the days when learners are being assessed

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
35	TG p. 318 Ex. 19 No. 1–10, p. 293	Calculating the mode and the median	232–234	Unit 7 Ex. 4#	40	30	22 No. 1 p. 68		
36	TG p. 318 Ex. 19 No. 11–20, p. 293	Interpreting a pictograph	232–234	Unit 7 Ex. 5	41	30	22 No. 2–3, 69 *Waste not want not*		
37	TG p. 318 Ex. 20 No. 1–10, p. 293	Pie graphs and pictographs	232–234	Unit 7 Ex. 6	42	30–31	23 No. 1, 70	Unit 7 Ex. 6 – TG p. 167, CD	
38	TG p. 318 Ex. 20 No. 11–20, p. 293	Bar graphs and pie graph	232–234	Unit 7 Ex. 7–8	42–45	31–32	23 No. 2–3, 71		
39	TG p. 319 Ex. 21 No. 1–10, p. 293	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Numeric patterns	235–238	Unit 8 Ex. 1–3	46–47	33–34	24a No. 1–3, 72		
40	TG p. 319 Ex. 21 No. 11–20, p. 293	Revision Catch up – Finish off work not yet completed; Add in your own planning here		Ex. 14	55	39	24a No. 4a, 73		

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

No MM is given on the days when learners are being assessed

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
41		**ASSESSMENT – PROJECT** Water in dams				191–192		Photocopy TG pp. 191–193, CD for learners, provide access to information about dams in your area and the effect of dams on the environment	
42		Complete the project						Memo TG p. 255	
43	TG p. 319 Ex. 22 No. 1–10, p. 293	Input and output values	235–238	Unit 8 Ex. 4–5	47–48	34	24b No. b p. 74		
44	TG p. 319 Ex. 22 No. 11–20, p. 293	Inverse operations and the commutative law	235–238	Unit 8 Ex. 6–7	49	34–35	24b No. c p. 75		
45	TG p. 320 Ex. 23 No. 1–10, p. 293	Multiplication by multiples of 10 and multiples of 100	235–238	Unit 8 Ex. 8–9	50–51	35–36	24b No. d p. 75		
46	TG p. 320 Ex. 23 No. 11–20, p. 293	Revision Catch up – Finish off work not yet completed; Add in your own planning here				196 D		Photocopy TG p. 196 for the learners, memo on p. 257	

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

= Supplement

No MM is given on the days when learners are being assessed

Complete any work not done; review assessments and do remediation; revise work learners found difficult

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
47		Return the project to the learners						Discuss the answers with the learners and allow them to contribute to the discussion					
48	TG p. 320 Ex. 24, p. 294	Multiplication by 25	235–238	Unit 8 Ex. 10#	51	36							
49	TG p. 321 Ex. 25, and 294	Revision		Ex. 1–5	52	36–37							
50	TG p. 321 Ex. 26, p. 294	Revision		Ex. 6–10	53	37–38							
51	TG p. 322 Ex. 27, p. 294	Revision		Ex. 11–13	54	38–39							
52	TG p. 322 Ex. 28, p. 294	Revision		Ex. 15–16	54–55	39							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

No MM is given on the days when learners are being assessed

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
53	TG p. 323 Ex. 29, p. 294	Revision – Formal Assessment Test 1				197–199 No. 1–4		Photocopy TG pp.197–201 for the learners, memo on TG pp. 258–260					
54	TG p. 323 Ex 30, p. 294	Revision – Formal Assessment Test 1				199–201 No. 5–8							
55		**ASSESSMENT – Term 1 Test**											
56		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections.											
57	TG p. 324 Ex. 31, p. 294	Revision of any concepts which the learners have found difficult using any exercises not completed in the DBE workbook											
58	TG p. 324 Ex. 32, p. 294	Revision of any concepts which the learners have found difficult using any exercises not completed in the DBE workbook											

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Solutions for All Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
1	LB p. 339 No. 1 TG p. 309	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Working with large numbers	215–219	1, 2 No. 1–3	2–3	1–3	1a pp. 2–3, 1b pp. 2–5							
2	LB p. 339 No. 2 TG p. 309	Working with large numbers (cont.)	215–216	2 No. 4–8	3–4	4	2 pp. 6–7							
3	LB p. 339 No. 3 TG p. 309	Working with large numbers (cont.)	217–222	1	4–5	4–5	3 pp. 8–9							
4	LB p. 339 No. 4 TG p. 309	Getting Started – Counting Catch up – Finish off work not yet completed; Add in your own planning here			1	1	Revision R1a, R1b, R2a pp. ii–vii							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
5	LB p. 339 No. 5 TG p.309	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Operating with numbers	217–222	3	5–6	5–6	4 pp. 10–11						
6	LB p.339 No. 6 TG p.309	Check what you know	217–222		7–8	6–7	5 pp. 12–13						
7	LB p.340 No. 7 TG p.309	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Estimating answers	222–225	*Getting started* 1	9–11	9–10	6a pp. 14–15						
8	LB p. 340 No. 8 TG p. 309	Estimating before calculating	222–225	1	11–12	11–12	6b pp. 16–17						
9	LB p. 340 No. 9 TG p. 310	Different ways to add	222–225	2	13	12–13	7a pp. 18–19						
10	LB p. 340 No. 10 TG p. 310	Revision – Counting, calculating, number sentences and number patterns Catch up – Finish off work not yet completed; Add in your own planning here		1 No. 1–5	77	61	Revision R2b, R3a, R3b pp. viii–xiii						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
11	LB p. 340 No. 11 LB p. 310	Different ways to subtract	222–225	3	14–16	13–14	7b pp. 20–21						
12	LB p. 340 No. 12 LB p. 310	More addition and subtraction and checking solutions	222–225	4 Ex. 2	16–17	14–15	8a pp. 22–23						
13	LB p. 340 No. 13 LB p. 310	Check what you know	222–225		18	16	8b pp. 24–26						
14	LB p. 340 No. 14 TG p. 310	**NUMBER, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Revision of fractions	226–227	Getting started with fractions and Ex. 1	19–21	18–19	9a pp. 26–27						
15	LB p. 341 No. 15 TG p. 311	Equivalent fractions	226–227	1–2	22–24	19–20	9b pp. 28–29						
16	LB p. 341 No. 16 TG p. 311	Revision – Counting, calculating, number sentences and number patterns Catch up – Finish off work not yet completed; Add in your own planning here		1 No. 6–11	78–79	61–62	10a pp. 30–31						

Reflection

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

Solutions for All Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB p. 341 No. 17 TG p. 311	Adding fractions	226–227	3 Ex. 2	24–26	20–21	10b pp. 30–31							
18	LB p. 341 No. 18 TG p. 311	Subtracting fractions	226–227	4 Ex. 3 No. 1	26–28	21	10c pp. 34–35							
19	LB p. 341 No. 19 TG p. 311	Finding fractions of whole numbers	226–227	5 Ex 3 No. 2, 3	27–28	21–22	11 pp. 36–37							
20	LB p. 342 No. 20 TG p. 311	Check what you know	226–227		28–29	22	13 pp. 40–41							
21	LB p. 342 No. 21 TG p. 311	**MEASUREMENT** **4.4 Time** Reading and writing time using clocks and calendars	228	1–2	31–33	25–26	16a pp. 46–47							
22	LB p. 342 No. 22 TG p. 312	Getting started – Time Revision – Common fractions Catch up – Finish off work not yet completed; Add in your own planning here		2 No. 1–2	30 79	24 62	16b pp. 48–49							

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

Solutions for All Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	LB p. 342 No. 23 TG p. 312	Time conversions and calculations	228	3–4	31–33	26–27	17a No. 1–2 pp. 50–51							
24	LB p. 342 No. 24 TG p. 312	Time zones	228	5	35–36	27	17a No. 3–6 p. 51							
25	LB p. 343 No. 25 TG p. 312	Check what you know			37	28	17b pp. 52–53							
26	LB p. 343 No. 26 TG p. 312	**SPACE AND SHAPE** **3.1 Properties of 2-D shapes** Same or different	229–232	1–2	39–40	30–33	18a p. 54	Geoboards – see Grade 5 TG for a description of how to make them, paper to be used for tracing shapes						
27	LB p. 343 No. 27 TG p. 312	Sorting triangles; Comparing shapes	229–232	3 Ex. 1	41–42	33	18b No. 3–4 p. 56	Square grids and triangular grids (No. 20, 21, 22 and 23)						
28	LB p. 343 No. 28 TG p. 312	Getting started Revision – Time Catch up – Finish off work not yet completed; Add in your own planning here		3 No. 1–3	38 80–81	30 63	18b No. 6–7 p. 57							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 343 No. 25 TG p. 312	Shapes with many sides; Making angles	229–232	4–5	43–45	34–35	18c pp. 58–59							
30	LB p. 343 No. 26 TG p. 312	Quarter turns, three-quarter turns and matching angles	229–232	6 Ex. 2	46–47	36	19a p. 60	Scrap paper for making an angle measurer TG p. 35						
31	LB p. 343 No. 27 TG p. 312	Same or different angles	229–232	7	48–49	36	19b pp. 62–63	Tracing paper						
32	LB p. 344 No. 28 TG p. 312	**DATA HANDLING** Getting Started – Different ways to show information	233–234		50–51	38–40	20 No. 1 p. 64							
33	LB p. 343 No. 29 TG p. 312	Representing information	233–234	Ex. 1	52–53	40–41	20 No. 2–3 pp. 64–65							
34		Revision – Time Catch up – Finish off work not yet completed; Add in your own planning here		3 No. 4–5	81	63	21 No. 1 p. 66							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
35	LB p. 344 No. 35 TG p. 313	Recycling glass	233–234	1	53–54	41–42	21 No. 2–6 p. 67							
36	LB p. 344 No. 36 TG p. 314	Reading bar graphs	233–234	2	54–55	43	22 No. 1 p. 68							
37	LB p. 345 No. 37 TG p. 314	Check what you know	233–234		56–58	43–44	22 No. 2–3 p. 69							
38	LB p. 345 No. 38 TG p. 314	Organising data	233–234	1	60	47–48	23 No. 1 pp. 70–71							
39	LB p. 345 No. 39 TG p. 314	Representing data in bar graphs and double bar graphs	233–234	2	61–62		23 No. 2–3 pp. 70–71	Squared grid paper for drawing graphs (No. 20 and 21)						
40	LB p. 345 No. 40 TG p. 314	Revision – Properties of 2-D shapes Catch up – Finish off work not yet completed; Add in your own planning here		4 No. 1–3	82–83	64								

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 There is no MM for the days on which assessment is being done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
41	LB p. 345 No. 41 TG p. 314	Double bar graphs and pie charts	233–234	3	63–64	49–50								
42	LB p. 345 No. 42 TG p. 314	Mode and mean	233–234	4	65	50								
43	LB p.3 46 No. 43 TG p. 314	Check what you know	233–234		66–67	50								
44		**ASSESSMENT – PROJECT**				271–273		Photocopy TG pp. 271–273 for the learners						
45		Complete the project						The answers are given on pp. 274–275 in the TG						
46	LB p. 346 No. 44 TG p. 315	Getting started If needed, give the learners more time to complete the project Catch up – Finish off work not yet completed; Add in your own planning here			68	52–53								

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
47	LB p. 346 No. 45 TG p. 315	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Patterns and rules	235–238	1	69	53	24a No. 1–3 p. 72		
48	LB p. 346 No. 46 TG p. 315	Tables and flow diagrams	235–238	1	70–71	53–54	24a No. 4a p. 73		
49	LB p. 346 No. 47 TG p. 315	More inputs and outputs	235–238	2	71–72	55–56	24b No. 4b p. 74		
50		Return the project to the learners						Discuss answers with the learners and allow them to contribute to the discussion	
51	LB p. 346 No. 48 TG p. 315	Finding inputs		3	73	56	24b No. 4c pp. 74–75		
52	LB p. 347 No. 49 TG p. 315	Revision – Term 1 Test				266–270	24b No. 4d p. 75	Photocopy TG pp. 266–268 for the learners, memo on pp. 269–270	

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
53	LB p. 347 No. 50 TG p. 316	Check what you know	235–238		74–75	57–58							
54		Revision – Data handling		5	83–85	64–65							
55		**ASSESSMENT – Term 1 Test**											
56		Hand the test back and do any remediation on any aspect in which the learners scored poorly; Learners do corrections.											
57		Revision of any concepts which the learners have found difficult using any exercises not competed in the DBE workbook											
58		Revision of any concepts which the learners have found difficult using any exercises not competed in the DBE workbook											

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. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
1	LB p. 2 TG p. 2	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Revising number facts	215–219	1.1*	2–4	3–6	1a pp. 2–3	Template of *I have …; who has …?* – TG p. 494 (No. 12)						
2	LB p. 5 No. 1–5 TG p. 7	Count, order and compare numbers and place value	215–216	2.1*	5–8	7–11	1b pp. 4–5	Template of mental mathematics grid – TG p. 464						
3	LB p. 5 No. 6–10 TG p. 7	Count, order and compare numbers and place value	215–216	2.2	8–9	11–12	2 pp. 6–7							
4	Play *I have…; who has …?*	Catch up – Finish off work not yet completed; Add in your own planning here					Revision R1a, R1b, R2a pp. ii–vii							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
5	LB p. 10 TG p. 15	**PATTERNS, FUNCTIONS AND ALGEBRA** **1.2 Number sentences** Create number sentences	217–222	3.1	10–12	15–18	3 pp. 8–9						
6	LB p. 12 TG p. 18	Making number sentences true	217–222	4.1*	12–13	18–21	4 pp. 10–11	*Did you know?* LB p. 14, TG p. 23					
7	LB p. 15 TG p. 23	Number sentences that describe problems	217–222	5.1*	16–17	23–27	5 pp. 12–13						
8	LB p. 18 TG p. 31	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Addition and subtraction calculations	222–225	6.1– 6.2	18	31	6a pp. 14–15	Template for *I have… who has…?* – TG p. 494 Template for one-minute addition and subtraction – TG p. 465					
9	LB p. 19 TG p. 32	Strategies for adding and subtracting	222–225	7.1	19	32–35	6b pp. 16–17						
10	Play *I have… who has…?*	Challenge Problem solving and investigation Catch up – Finish off work not yet completed; Add in your own planning here		4.2	10 14	15 22–23	Revision R2b, R3a, R3b pp. viii–xiii						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
11	LB p. 20 TG p. 35	Rounding off to estimate	222–225	8.1*	21–22	35–38	7a pp. 18–19						
12	LB p. 22 TG p. 38	More calculation methods	222–225	9.1	23	39–41	7b pp. 20–21						
13	LB p. 24 TG p. 41	Short cuts to calculate	222–225	10.1	24–25	41–43	8a pp. 22–23						
14	LB p. 25 TG p. 44	Solving real-life problems	222–225	11.1*	25–27	44–45	8b pp. 24–26						
15	LB p. 30 TG p. 52	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Order and count fractions	226–227	13.1*	30–32	52–55	9a pp. 26–27	Template for number chains – LB p. 469					
16	LB p. 28 TG p. 49	Represent fractions in diagrams Catch up – Finish off work not yet completed; Add in your own planning here		12.1*	28–29	49–51	9b pp. 28–29	Template for fraction circles – TG p. 470 There is an error on the template for *Fraction Dominoes* (TG p. 497) – do not use					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS page**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
17	LB p. 32 TG p. 55	Identify and order fractions		14.1 No. 2–3	32–34	55–58	10a No. 1 p. 30	Template for number lines – TG p. 467, (No. 5)						
18	LB p. 35 TG p. 58	Creating equivalent fractions		15.1*	35–36	58–60	10a No. 2 p. 31							
19	LB p. 36 TG p. 60	More equivalent fractions	226–227	16.1*	36–38	61–62	10b No. 1–2 p. 32	Template for 1cm square grid – LB p. 486, (No. 20)						
20	LB p. 39 No. 2–3 TG p. 62	Solving problems with fractions	226–227	17.1*	39–40	63–65	10b No. 3–4 p. 33	There is an error on the template for *Fraction Snap* (TG p. 496) – do not use it						
21	LB p. 41 TG p. 66	Subtracting fractions to solve problems	226–227	18.1*	42–44	66–69	10c No. 1–2 p. 34							
22	Play *I have… who has…?*	Catch up – Finish off work not yet completed; Add in your own planning here					10c No. 3–4 p. 35							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

= Supplement
* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
23	Play *I have… who has…?*	Addition and subtraction of common fractions and of mixed numbers where the one denominator is a multiple of the other	226–227	#			11 No. 1–2 p. 36	*This section is missing from this textbook. Consult other books and the DBE workbook for activities to use here*					
24	LB p. 44 TG p. 69	Finding fractions of whole numbers	226–227	19.1*	45–46	69–72	11 No. 3–4 p. 37						
25	LB p. 46 TG p. 72	Solving sharing problems; More fraction problems	226–227	20.1*, 21.1*	46–50	72–78	13 pp. 40–41						
26	LB p. 51 TG p. 84	**MEASUREMENT** **4.4 Time** Reading analogue and digital time	228	22.1* 22.2* 22.3*	51–56	84–87	16a pp. 46–47						
27	LB p. 56 TG p. 88	Calculations with watches and stopwatches	228	23.1* 23.2*	56–59	88–90	16b pp. 48–49						
28	Play *I have… who has…?*	Catch up – Finish off work not yet completed; Add in your own planning here					17a No. 1–2 p. 50						

Reflection

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

Study and Master Mathematics Week 6 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
29	LB p. 60 TG p. 91	Calculating time with calendars	228	24.1*	60–62	91–93	17a No. 3–6 p. 51							
30	LB p. 63 TG p. 93	Time zones	228		63–65	93–95	17b pp. 52–53							
31	LB p. 70 TG p. 97	**SHAPE AND SPACE** **3.1 Properties of 2-D shapes** Polygons: Shapes with straight sides	229–232	28.1	70–71	97–98	18a pp. 54–55	Geoboards and elastic bands, templates of polygons – TG pp. 478–483, (No. 10); template of square dotted grid – TG p. 488, (No. 22)						
32	LB p. 72 TG p. 99	Angles	229–232	29.1* 29.2* 29.3*	72–76	99–101	18b No. 3–4 p. 56	Template of angles – TG p. 476						
33	LB p. 77 TG pp. 101–102	Rectangles and parallelograms	229–232	30.1* 30.2* 30.3*	76–78	101–103	18c pp. 58–59	Template of 2 cm squares and 2 cm equilateral triangles – TG p. 484						
34	LB p. 69 TG p. 96	Investigation The history of measuring time Crossword involving time Catch up – Finish off work not yet completed; Add in your own planning here		26.1 26.2	76 66–67 68	101 94–95 95	19a pp. 60–61							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

We have listed what we feel are the essential activities in the Data handling section
If you need more activities, select from the ones not listed here

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
35	LB p. 79 TG p. 103	Building bigger shapes	229–232	31.1	78–79	103	19b pp. 62–63						
36	Count forwards and backwards in fives from 1–500	**DATA HANDLING** Collecting and organising data – Tallies and tables	233–234	32.1 No. 1	81–82	107–108	20 No. 1 p. 64						
37	Count forwards and backwards in fives from 4–99	Collecting and organising data – Questionnaires	233–234	32.2	83–86	108–110	20 No. 2–3 pp. 64–65	Template of questionnaire – TG p. 464					
38	LB p. 88 TG p. 110	Showing data using graphs – Pictographs	233–234	33.1 No. 2	86–89	110–111	21 No. 1 p. 66	Template of cm squared grid paper – TG p. 486, (No. 20)					
39	Count forwards and backwards in 500s from 400–5 900	Showing data using graphs – Bar graphs	233–234	33.2	89–91	112–113	21 No. 2–6 p. 67	Cm squared grid paper					
40	Play *I have… who has…?*	in the LB and TG provided Assignment Catch up – Finish off work not yet completed; Add in your own planning here			79 80	103 104 104 104	22 No. 1 p. 68	Remedial activities – TG p. 104, Extension activities – TG p. 104					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
41	LB p. 95 TG p. 116	Showing data using graphs – Double bar graphs	233–234	33.4	92–93	114–115	22 No. 2–3 p. 69	Cm squared grid paper (No. 20)					
42	LB p. 99 TG pp. 118–119	Explaining data – Double bar graphs	233–234	34.4	98–99	115–119	23 No.1 p. 70						
43	LB p. 100 TG pp. 119–120	Explaining data – Pie charts	233–234	34.5	100–101	119–121	23 No. 2–3 p. 71						
44	LB p. 103 TG p. 123	Explaining data – Mode and median	233–234	34.7	103–104	122–123		Remedial activities – TG p. 125, Extension activities – TG p. 125					
45		**ASSESSMENT – PROJECT** Find out how children try to save water and energy at home	233–234		107			Continue working on the project on Day 47, criteria for marking – TG p. 124					
46	Play *I have… who has…?*	Revision – Data handling Catch up – Finish off work not yet completed; Add in your own planning here	233–234		105–106	123–124							

Reflection

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

Study and Master Mathematics Week 9

* = Select

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
47		Complete the project											
48	LB p. 108 No. 2–5 TG p. 130	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Numeric patterns in African beadwork	235–238	35.1 No. 1–2	108–110	130–136	24a No. 1–3 p. 72	Template of flow charts LB p. 468					
49	LB p. 111 No. 1, 4 TG p. 136	Multiplication strategies	235–238	36.1*	111–112	136–139	24a No. 4a p. 73						
50	LB p. 113 TG p. 139	Spot patterns	235–238	37.1*	113–115	139–142	24b No. 4b p. 74	Template of a function machine LB p. 468					
51	LB p. 115 TG p. 142	Using rules	235–238	38.1*	115–116	142–145	24b No. 4c pp. 74–75						
52	Play *I have… who has…?*	Did you know? Revision – 1.1 Counting, ordering, representing numbers and place value* Catch up – Finish off work not yet completed; Add in your own planning here			116	143 13–14	24 No. 4d p. 75	Photocopy TG p. 13 No. 1.1 for the learners					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 * = Select There is no MM for the days on which assessment is being done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
53		Return the projects to the learners						Discuss answers with the learners and allow them to contribute to the discussion						
54	Play *I have… who has …?* TG pp. 2, 3, 494	Revision – 1.2 Number sentences* Revision – 1.3 Addition and subtraction of whole numbers* Revision – 1.4 Common fractions*				28–30 46–48 79–83		Photocopy TG p. 28 for the learners Photocopy TG p. 46 for the learners Photocopy TG pp. 79–81 for the learners						
55	Play *I have… who has …?* TG pp. 2, 3, 494	Revision – 1.5 Properties of 2-D shapes* Revision – 1.6 Collecting, representing, analysing and reporting data* Revision – 1.7 Number patterns*				105–106 126–129 144–145		Photocopy TG p. 105 for the learners Photocopy TG pp. 126–127 for the learners Photocopy TG p. 144 for the learners						
56		**ASSESSMENT – Term 1 Test**												
57		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections												
58	Play *I have… who has …?*	Revision of any concepts which the learners have found difficult using material not yet used in the DBE workbook												

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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	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 CAPS, for well-paced and meaningful teaching.

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and TG provided, as well as activity numbers). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day'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 (complete this daily).

Weekly reflection

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

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

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

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

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

Viva Mathematics Week 1													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	LB p. 1 Mon. TG p. 153	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Complete number patterns; Write words as numbers; Place value	215–216	Unit 1 Act. 1 No. 1–4	2	6–8	1a pp. 2–3	Template for number lines – TG p. 184, (No. 5)					
2	LB p. 1 Tues. No. 1–15 TG p. 153	Compare numbers; Arrange numbers in order; Round off to the nearest 5, 10, 100 and 1 000; Prime numbers	215–216	Unit 1 Act. 1 No. 5–8	2–3	81	1b pp. 4–5						
3	LB p. 1 Tues. No. 16–30 TG p. 153	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Properties of numbers	217–222	Unit 1 Act. 2	4	9	2 pp. 6–7						
4	LB p. 1 Wed. No. 1–30 Fri. No. 1–30 TG p153	Catch up – Finish off work not yet completed; Add in own planning here					Revision R1a, R1b, R1c pp. ii–v						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB p. 1 Thurs. No. 1–15 TG p. 153	Flow charts	217–222	Unit 1 Act. 3	5	9	3 pp. 8–9							
6	LB p. 1 Thurs. No. 16–30 TG p. 153	Problem solving	217–222	Unit 1 Act. 4	6	10	4 pp. 10–11							
7	LB p. 7 Tues. No. 1–8 TG p. 153	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers: Addition and subtraction** Working with 5-digit numbers; Mental addition and subtraction	222–225	Unit 2 Act. 1 Unit 1 Act. 2 No. 1–2	8–9	11–12	5 pp. 12–13	Counters, counting grids – TG pp. 182–183, (No. 3); number lines – TG p. 184, (No. 5), calculators						
8	LB p. 7 Tues. No. 9–16 TG p. 154	Mental addition and subtraction (cont.); Rounding off	222–225	Unit 2 Act. 2 No. 3–4 Unit 2 Act. 3	9–10	12–13	6a pp. 14–15 6b pp. 16–17							
9	LB p. 7 Tues. No. 17–24 TG p. 154	Addition of 5-digit numbers; Subtraction of 5-digit numbers	222–225	Unit 2 Act. 4 Unit 2 Act. 5 No. 1	11–12	13	7a pp. 18–19							
10	LB p. 7 Mon. No. 1–40 Wed. No. 16–25 Fri. No. 1–10 TG p. 154	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				10 10	Revision R2a, R2b, R3a, R3b pp. vi–xiii							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
11	LB p. 7 Thurs. No. 1–21 TG p. 154	Subtraction of 5-digit number (cont.); Addition and subtraction of 5-digit numbers	222–225	Unit 2 Act. 5 No. 2–3 Unit 2 Act. 6	12–13	13	7b pp. 20–21						
12	LB p. 7 Thurs. No. 22–28 TG p. 154	Using inverse operations to check answers	222–225	Unit 2 Act. 7	14	14	8a pp. 22–23						
13	LB p. 7 Fri. No. 11–25 TG p. 154	Revision – Can be used for informal assessment	222–225		15	16	8b pp. 24–26						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
14	LB p. 16 Mon. No. 1–8 TG p. 154	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.2 Common fractions** Meaning of fractions	226–227	Unit 3 Act. 1 No. 1–4	17–18	17–19	9a pp. 26–27	Details of resources – TG p. 18, cm square paper – TG p. 191, (No. 20 and 21)					
15	LB p. 16 Mon. No. 9–17 TG p. 155	Meaning of fractions (cont.)	226–227	Unit 3 Act. 1 No. 5–7	19	19							
16	LB p. 16 Tues. No. 1–16 Wed. No. 1–26 Thurs. No. 1–26 TG p. 155	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				15 15							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
17	LB p. 16 Mon. No. 18–26 TG p. 155	Paper folding for equivalent fractions	226–227	Unit 3 Act. 2	20	19	9b pp. 28–29	Different coloured strips of paper – see TG p. 18 for details					
18	LB p. 16 Fri. No. 10–24 TG p. 155	Equivalent fractions and simplifying fractions	226–227	Unit 3 Act. 3	21	19	10a pp. 30–31						
19	LB p. 22 Mon. No. 1–8 TG p. 156	Comparing and ordering fractions	226–227	Unit 4 Act. 1	23	22	10b No. 1–2 pp. 32–33						
20	LB p. 22 Mon. No. 9–16 TG p. 156	Fractions of groups of objects	226–227	Unit 4 Act. 2	24	22–23	10b No. 3–4 pp. 34–35						
21	LB p. 22 Mon. No. 15–24 TG p. 156	Tenths and hundredths	226–227	Unit 4 Act. 3	25–26	23	10c No. 1–2 p. 34						
22	LB p. 22 Wed. Thurs. Fri. TG p. 156	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				20 21	11 pp. 36–37						

Reflection

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

Viva Mathematics Week 5

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
23	LB p. 22 Tues. No. 1–7 TG p. 156	Addition and subtraction of fractions with same denominators	226–227	Unit 4 Act 4	27	23	12 No. 1 pp. 38–39		
24	LB p. 22 Tues. No. 8–25 TG p. 156	Addition and subtraction of fractions where one denominator is a multiple of the other	226–227	Term 4 Unit 3 Act 6#	211	126–128	13 pp. 40–41	Include supplementary exercises where mixed numbers are added and subtracted	
25	LB p. 28 Mon. No. 1–8 TG p. 156	**MEASUREMENT** **4.4 Time** History of time; Reading, writing and telling the time; Centuries	228	Unit 5 Act 1 and Unit 5 Act 2	29–30	24–26	16a pp. 46–47 16b pp. 48–49	Template of large clock – TG p. 187, template of small clocks – TG p. 188, (No. 15)	
26	LB p. 28 Mon. No. 9–18 TG p. 157	Time conversions; Time zones	228	Unit 5 Act 3 and Unit 5 Act 4	31 32	26 26	17a pp. 50–51	Globe of earth (if possible), atlases with time-zone maps	
27	LB p. 28 Mon. No. 18–25 TG p. 157	World times	228	Unit 5 Act 5	33	26	17b No. 78 p. 52	Old calendars and diaries, calendars for the current year, class timetable	
28	LB p. 28 Tues. Wed. Thurs. Fri. TG p. 157	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				23, 27 23, 27	17b No. 9–10 p. 53		

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 No MM is given on the days when learners are being assessed													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**				
29		**ASSESSMENT – ASSIGNMENT** Time zones	228		34	27		Get the learners to hand in their answers to the questions; Mark the work and hand it back in a week's time					
30	LB p. 35 Mon. No. 1–20 TG p. 158	**SHAPE AND SPACE** **3.1 Properties of 2-D shapes** Properties of 2-D shapes	229–232	Unit 6–7 Act. 1	37	28–29	18a pp. 54–55	Geoboards and elastics (if available), regular and irregular shapes (cut from cardboard or commercially made) (No. 10)					
31	LB p. 35 Mon. No. 21–29 TG p. 157	Closed shapes with curved and straight sides	229–232	Unit 6–7 Act. 2	38	29	18b No. 3, 4, 5 p. 56	Shape stencil					
32	LB p. 35 Tues. No. 1–22 TG p. 158	Quadrilaterals	229–232	Unit 6–7 Act. 3	39	30	18b No. 3, 4, 5 p. 56	Cm square grid paper – TG p. 191, (No. 20)					
33	LB p. 35 Tues. No. 23–28 TG p. 158	Matching 2-D shapes and descriptions	229–232	Unit 6–7 Act. 4	40	30	18b No. 6, 7 p. 57	Shape stencil, cm square grid paper – TG p. 191 OR dotty paper – TG p. 193, (No. 22 and 23)					
34	LB p. 35 Thurs. No. 1–26 Fri. No. 1–28 TG p. 158	Catch up – Finish off work not yet completed; Add in your own planning here					18c pp. 58–59						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

No MM is given on the days when learners are being assessed

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
35		Return the project to the learners						Discuss the answers with the learners and allow them to contribute to the discussions					
36	LB p. 35 Wed. No. 1–12 T G p. 158	Angles; Triangles	229–232	Unit 6–7 Act. 5 Unit 6–7 Act. 7	41, 44	30–31	19a pp. 60–61						
37	LB p. 35 Wed. No. 13–20 TG p. 158	Squares, rectangles and parallelograms	229–232	Unit 6–7 Act. 6	42–43	30	19b pp. 44–45	Drinking straws and string, shape stencil, cm square grid paper					

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
38	LB p. 45 Mon. No. 1–15 TG p. 159	**DATA HANDLING** Collecting data using tallies	233–234	Unit 8 Act. 1 No. 1	46–47	32–33	20 No. 1 p. 64	Learners need to know how much water their family uses every month; If this data is not available for them, give amounts to the learners to use					
39	LB p. 45 Mon. No. 16–30 TG p. 159	Represent data on a pictograph	233–234	Unit 8 Act. 1 No. 2, 3	48	33	20 No. 2–3 pp. 64–65	Cm square grid paper on which to draw a double bar graph – TG p. 191, (No.20)					
40	LB p. 35 Thurs. No. 1–21 Fri. No. 1–25 TG p. 158	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				31 31	21 No. 1 pp. 66–67						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
41	LB p. 45 Tues. No. 1–8 TG p. 159	Analyse data by finding the mean and the mode	233–234	Unit 8 Act. 2	49	34	21 No. 2–6 p. 67						
42	LB p. 45 Tues. No. 9–16 TG p. 159	Data cycle – Ask a question and then collect and organise the data	233–234	Unit 9 Act. 1 No. 1–2	52	36	22 No. 1 p. 68						
43	LB p. 45 Tues. No. 17–25 TG p. 159	Data cycle – Represent data on a double bar graph	233–234	Unit 9 Act. 1 No. 3	53	36	22 No. 2–3 p. 69						
44	LB p. 45 Wed. No. 1–17 TG p. 159	Data cycle – Analyse and interpret the data and report on your findings	233–234	Unit 9 Act. 1 No. 4, 5	54	36	23 No. 1 p. 70						
45	LB p. 45 Wed. No. 18–26 TG p. 159	Read and interpret data on a pictograph, table and pie graphs	233–234	Unit 9 Act. 2	55–56	37	23 No. 2–3 p. 71						
46	LB p. 45 Thurs. No. 1–26 Fri. No. 1–27 TG p. 159	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				34, 37 35, 37							

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

Viva Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
47	LB p. 57 Mon. No. 1–20 TG p. 160	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Numeric patterns** Number patterns and rules; Revision of multiples from 1–10	235–238	Unit 10 Act. 1 Act. 2 No. 1	58–59	38–39	24a No. 1–3 p. 71	Cm square grid paper – TG p. 191, (No. 20)					
48	LB p. 57 Mon. No. 21–28 TG p. 160	Revision of multiples from 1–10 (cont.); Multiples of 11 and 12	235–238	Unit 10 Act. 2 No. 2–3 Act. 3	59–60	39–40	24a No. 4a p. 73						
49	LB p. 57 Tues. No. 1–8 TG p. 160	Flow diagrams	235–238	Unit 10 Act. 4	61–63	40–41	24b No. 4b p. 74	Flow diagrams – TG p. 198					
50	LB p. 57 Wed. No. 1–28 TG p. 160	Revision – Mental Mathematics with vocabulary		1, 2, 3	64	161	24b No. 4c pp. 74–75						
51	LB p. 57 Thurs. No. 1–28 TG p. 160	Revision – Mental Mathematics with vocabulary (cont.)		4, 5, 6	64	161	24b No. 4d p. 75						
52	LB p. 57 Fri. No. 1–26 TG p. 160	Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here				41 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:**

Viva Mathematics Week 10 No MM Activities when assessment is done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
53		**ASSESSMENT – Term 1 Test**												
54		Consolidation MM p. 36 – Monday, Tuesday, Wednesday			36	158								
55		Consolidation MM p. 36 – Thursday, Friday; Consolidation MM p. 51 – Monday, Tuesday			36, 51	158–159								
56		Consolidation MM p. 51 – Wednesday, Thursday, Friday			51	158–159								
57		Hand the test back and do remediation on any aspect in which the learners scored poorly; Learners do corrections												
58		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook												

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

According to the CAPS, in Term 1, you need to set and mark ONE project and ONE formal test. You also could conduct TWO informal assessment tasks and could carry out other informal assessment activities (using your Teacher's Guide or other resources) at your discretion.

The formal term test should be written during Week 10. A project is noted in the tracker, either in Week 6 or 8, corresponding to the LTSM which you are using.

You should assess learners informally to monitor progress and provide remediation and enrichment. Informal assessment happens continuously as you interact with learners in class and when you mark the written work. The LTSMs all have examples of exercises that you can use for informal assessment at the following key points in the learning programme.

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

At the end of **Addition and Subtraction** in the CAPS document (p. 225) it states: **At this stage the learners should have been assessed on:**

- **6-digit numbers**
- **adding and subtracting with 5-digit numbers**
- **working with number sentences.**

Again, at the end of **Numeric Patterns** in the CAPS document (p. 238) it states: **At this stage the learners should have been assessed on:**

- **fractions**
- **time**
- **2-D shapes.**

The *Assessment Term Plan*, provided in Section D, gives an overview of how the assessment programme fits into the weekly planned lessons and where in each set of LTSMs you can find appropriate informal and formal assessment tasks. You have to plan the dates on which other informal tests and assignments will be written, should you wish to do so.

Note that where a test is provided in the Learner's Book it should not be used as a formal assessment task as learners are able to prepare for it in advance; you should use a test in a different set of LTSMs, set your own or use the example provided in this *Assessment Resources* section. A memorandum and analysis of the cognitive levels of this test are also provided in this section.

A suggested mark record sheet is provided in the *Assessment Resources* section for you to record the marks for the project and the test.

1. Assessment Term Plan

Table 1: FORMAL AND CAPS-SPECIFIED INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSM FOR TERM 1

LTSM	CAPS informal assessment (Week 3) *6-digit numbers; Adding and subtracting with 5-digit numbers*	CAPS informal assessment (Week 9) *Fractions; Time; 2-D shapes including angles; Number patterns*	Formal assessment task: project	Formal assessment task: test (Week 10) *6-digit numbers; Adding and subtracting with 5-digit numbers; Fractions; Time; 2-D shapes including angles; Number patterns*
Fabulous Mathematics	Revision at the end of each chapter – could be used as informal assessment	Revision at the end of each chapter – could be used as informal assessment	**Week 8** Number patterns – TG pp. 250–251; Solutions – TG pp. 252–255	Test 1 – LB pp. 59–60; Answers – LB pp. 61–62; or make use of exemplar in tracker
Oxford Headstart Mathematics	Assessment 1: Whole numbers; Number sentences; Addition and subtraction – LB pp. 34–35, TG pp. 49–50	Assessment 2: Fractions; Time; 2-D shapes; Data handling – LB pp. 80–81, TG pp. 94–96	**Week 8** Draw a pictograph – LB p. 82; Rubric – TG p. 97	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
Oxford Successful Mathematics	Revision 1: Whole numbers; Number sentences; Addition and subtraction – LB pp. 35–36, TG pp. 55–56	Revision 2: Fractions, Time; 2-D Shapes; Data handling; Numeric patterns – LB pp. 82–85, TG pp. 82–84	**Week 8** Investigating precious stones – LB p. 297; Rubric – TG p. 223	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
Platinum Mathematics	Revision: Whole numbers; Number sentences – LB p. 11, TG p. 11; Revision: Addition and subtraction – LB p. 27, TG p. 21	Revision: Time and 2-D shapes – LB p. 43, TG p. 31; Revision: Data handling; Numeric patterns – LB p. 59, TG p. 42	**Week 8** Different number systems – LB p. 53, TG pp. 36–37	Exemplar Term 1 Test TG pp. 170–171; Solutions LB p. 42 or make use of the exemplar provided in the tracker
Premier Mathematics	Informal Assessment 1 – TG pp. 189–190; Answers TG p. 254	Informal Assessment 2 – TG pp. 194–196; Answers pp. 256–257; Revision for Weeks 1 to 8 – LB pp. 52–56, TG pp. 36–39	**Week 8** Data handling – TG pp. 191–193; Memo TG p. 255	Term 1 Test TG pp. 197–201; Memo pp. 258–260; or make use of the exemplar in the tracker
Solutions for All Mathematics	*Check what you know* at the end of each chapter – could be used as informal assessment	*Check what you know* at the end of each chapter – could be used as informal assessment	**Week 8** Data handling: Recycling waste – TG pp. 271–273; Memo – TG pp. 274–275	Term 1 Test – TG pp. 255–268; Memo pp. 269–270; or make use of the exemplar in the tracker
Study and Master Mathematics	*Assessment 1.1* Counting, ordering, representing numbers and place value – TG pp. 12–14 *Assessment 1.2* Number sentences – LB pp. 27–30 *Assessment 1.3* Addition and subtraction of whole numbers – TG pp. 45–48	*Assessment 1.4* Common fractions – LB pp. 78–81 *Assessment 1.5* Properties of 2-D shapes – TG pp. 105–106 *Assessment 1.6* Collecting, representing, analysing and reporting data – TG pp. 126–129 *Assessment 1.7* Number patterns – TG pp. 144–145	**Week 8** Data handling project – LB p. 107; Criteria for marking – TG p. 124	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
Viva Mathematics	Assessment: Whole numbers; Number sentence – LB p. 15, TG p. 16		**Week 6** Time zones – LB p. 34, TG p. 27	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker

2. Suggested Assessment Record Sheet

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 6 YEAR: 2016			SCHOOL														CLASS:		
			GRADE 6 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																			
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 6 Mathematics Test Term 1

Total: 50 marks

Please give every learner a piece of paper to use to work out their calculations.

INSTRUCTIONS TO LEARNERS:

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

1. Fill in <, >, or = in the underlined space so that the number sentence is correct:
   a) 5 × 3 ____ 1 500 ÷ 100 (1)
   b) (2 × 10 000) + (8 × 1 000) + (5 × 100) + (6 × 10) + (3 × 1) _____ 25 863 (1)

2. Calculate 250 – (32 × 0) + (60 ÷ 5 × 1)

   ……

   ……

   …… (3)

3. What is the value of the underlined digit in the following numbers:
   a) 9<u>6</u>7 677 …… (1)
   b) <u>3</u>25 632 117 …… (1)

4. The following table gives the population of some of the municipalities in South Africa in 2011:

MUNICIPALITY	POPULATION IN 2011
Nelson Mandela Bay (Port Elizabeth)	776 225
Johannesburg	4 434 827
uMhlathuze (Richards Bay and Empangeni)	252 968
eThekwini (Durban)	3 442 361
Ga-Segonyana (Kuruman)	93 651

www.statssa.gov.za

   a) Write the population of Johannesburg in words.

   ……

   …… (1)

   b) Arrange the populations of the 5 municipalities in descending order.

   ……

   …… (3)

   c) Which municipalities have a population of less than half-a-million?

   ……

   ……

(2)

5. Calculate: $3\frac{1}{8} - 2\frac{1}{2}$

.....

.....

.....

..... (4)

6. Thandi must choose between a half of 154 Smarties or a quarter of 280 Smarties. (3)

Which choice will give her the most Smarties?
Show your working out.

.....

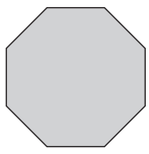
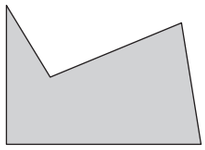
.....

.....

.....

7. Complete the table showing two polygons

a)

	Type of Polygon	Number of acute angles Number of obtuse angles
	Type of Polygon	Number of acute angles Number of right angles Number of reflex angles

(4)

8. Mr Radebe has R50 000.
He buys a fridge for R33 999.

a) Does he have enough money to buy a television set which costs R16 850?

Show all your calculations in the space below.

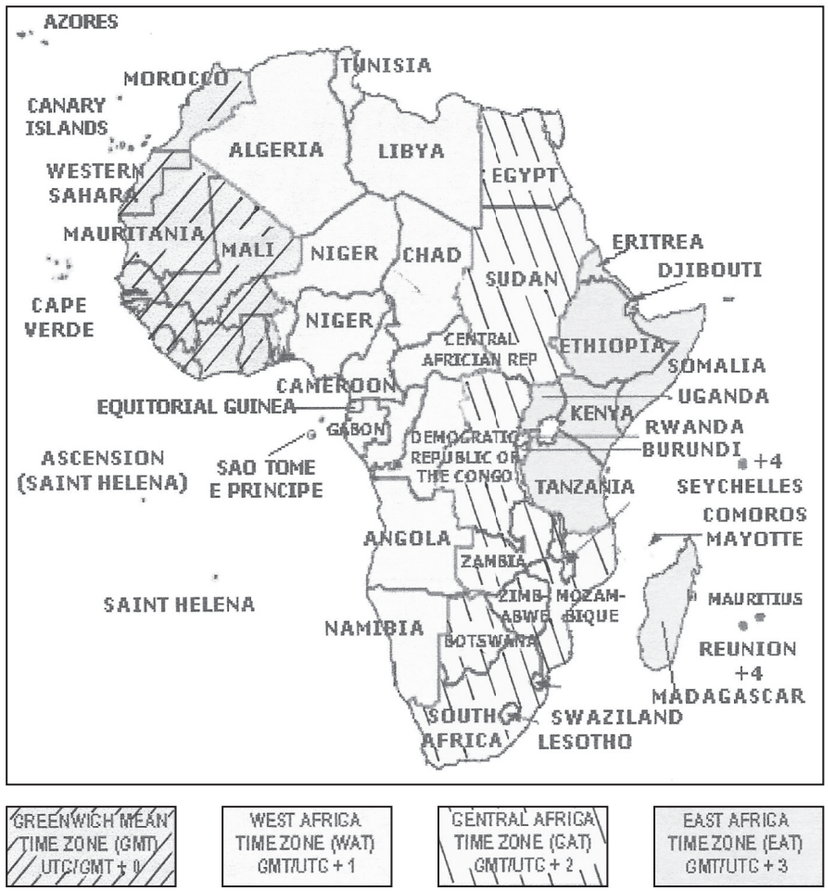
Fridge R33 999

Television set R16 850

(2)

b) How much money will he have over or will he be short of? (2)

9. This map shows the four different time zones in Africa:



Greenwich Mean Time Zone (GMT) GMT + 0	West Africa Time Zone (WAT) GMT + 1	Central Africa Time Zone (CAT) GMT + 2	East Africa Time Zone (EAT) GMT + 3
http://www.ugandamission.net/aboutug/timezones.html			

a) In which time zone does South Africa lie?

…… (1)

b) In which time zone does Tanzania lie?

…….. (1)

c) If it is 5 p.m. in South Africa, what is the time in Tanzania?

…….. (2)

d) Nandi lives in Durban and her brother lives in Mali.

Nandi's brother asks her to phone him at 12 noon, Mali time.

At what time in South Africa must she phone him?

……..

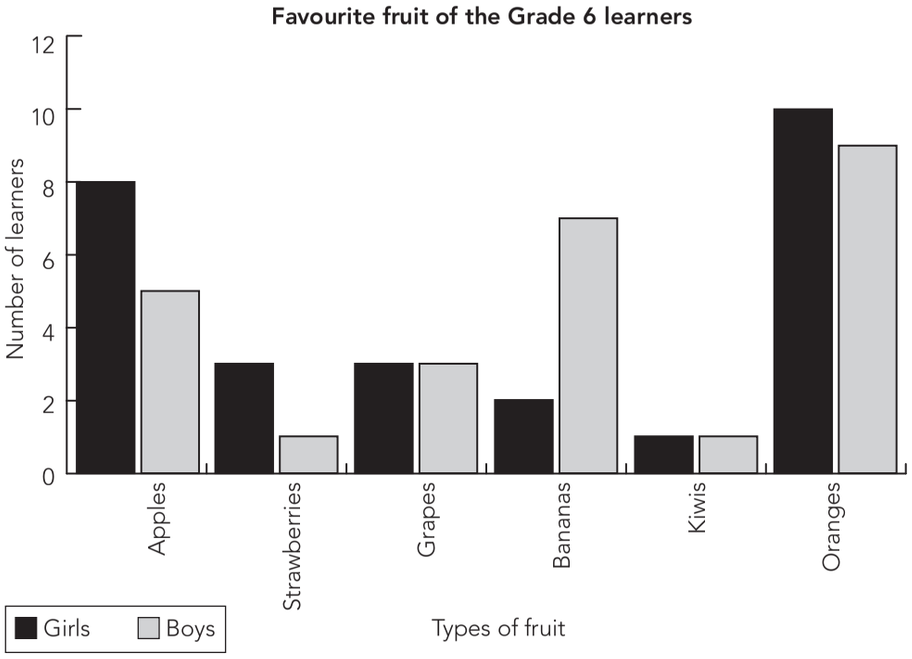
…….. (2)

10. The Grade 6 learners at Greenpark Primary did a survey to find the favourite fruits of the girls and boys in their Grade 6 class.

The frequency table shows the results of the survey:

Favourite Fruit	Favourite Girls	Favourite Boys
Apples	8	5
Strawberries	3	1
Grapes	3	3
Bananas	2	7
Kiwi	1	1
Oranges	10	9

a) Complete the following double bar graph showing the girls' and boys' favourite fruits. (4)



b) How many learners were there in the Grade 6 class?

..... (1)

c) Which fruit was the girls' favourite?

..... (1)

If you were a fruit seller outside this school, which fruit would you not bring to sell? Why?

.....

..... (2)

11. Steven and his 6 friends compared their mathematics marks.
They were: 86%; 49%; 52%; 80%; 65%; 73%; 52%

a) Arrange the marks in ascending order

..... (1)

b) What mark is the mode?

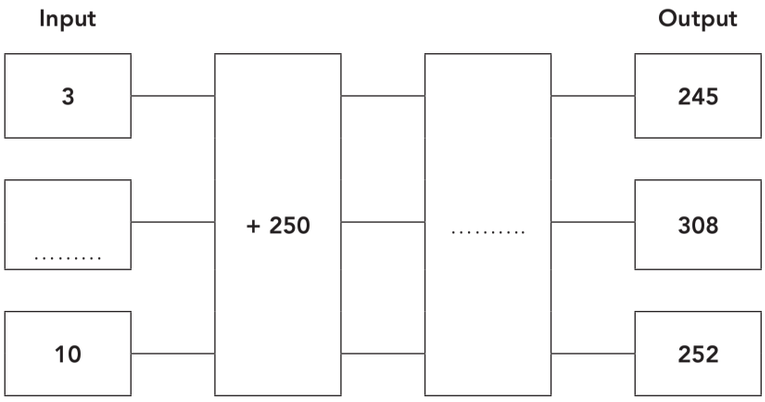
..... (1)

c) What mark is the median?

..... (1)

(2)

12. Complete the flow diagram.



(2)

TOTAL: 50 marks

4. Grade 6 Mathematics Test Term 1: Memorandum

Note: The last column in the memorandum shows the cognitive level for each question in the test.

The levels are:

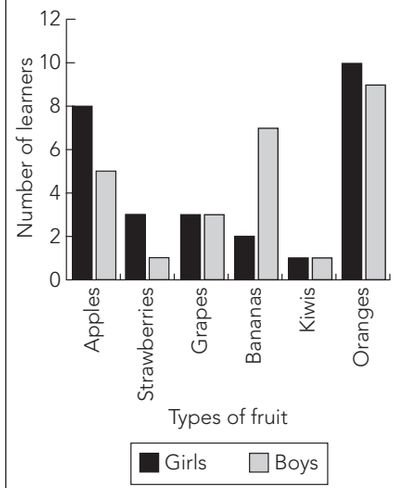
K Knowledge – straight recall of facts
RP Routine Procedures – well-known, simple applications and calculations
C Complex Procedures – procedures involving complex calculations and/or higher reasoning
P Problem Solving – solving problems for which higher order reasoning and processes are involved

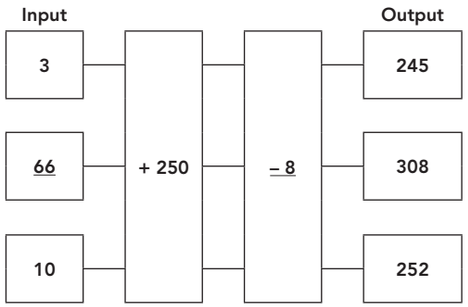
More information about these levels can be found in the CAPS (p. 296).

	EXPECTED ANSWERS		Marks and comments	COGNITIVE LEVELS
1a	= ✓		1	K
1b	< ✓		1	K
2	250 – (32 × 0) + (60 ÷ 5 × 1) = 250 – 0 ✓ + 12 ✓ = 262 ✓		3	RP
3a	60 000 or 6 TTh or 6 × 10 000 ✓		1	K
3b	300 000 000 or 3 HM or 3×100 000 000 ✓		1	K
4a	Four million, four hundred and thirty four thousand, eight hundred and twenty seven ✓		1	K
4b	93 651 252 968 776 225 3 442 361 4 434 827	✓ for the order being ascending ✓✓ for getting the numbers in the correct order	3	RP
4c	uMhlathuze (Richards Bay and Empangeni) ✓ Kuruman ✓		2	K

	EXPECTED ANSWERS		Marks and comments	COGNITIVE LEVELS
5	$3\frac{1}{8} - 2\frac{1}{2}$ $= \frac{25}{8} - \frac{5}{2}$ ✓✓ $= \frac{25}{8} - \frac{20}{8}$ ✓ $= \frac{5}{8}$ ✓	(one for each improper fraction) (one for $\frac{20}{8}$) (one for answer)		
	OR			
	$3\frac{1}{8} - 2\frac{1}{2}$ $= 3 + \frac{1}{8} - 2 + \frac{1}{2}$ ✓ $= 2 + 1 + \frac{1}{8} - 2 - \frac{4}{8}$ ✓ $= 2 + \frac{9}{8} - 2 - \frac{4}{8}$ ✓ $= \frac{5}{8}$ ✓	(one for splitting up) (one for changing $\frac{1}{2}$) (one for changing 1) (one for answer)		
	OR			
	$2\frac{1}{3} + \frac{1}{2} = 3$ ✓ $3 + \frac{1}{8} = 3\frac{1}{3}$ ✓ $\frac{1}{2} + \frac{1}{8}$ $= \frac{4}{8} + \frac{1}{8}$ ✓ $= \frac{5}{8}$ ✓	(one for adding on $\frac{1}{2}$) (one for adding on $\frac{1}{8}$) (one for converting $\frac{1}{2}$ to $\frac{4}{8}$ or for adding over a common denominator) (one for answer)	4	RP

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS
6	One half of 154 Smarties $= \frac{154}{2}$ = 77 ✓ One quarter of 280 Smarties $= \frac{280}{4}$ = 70 ✓ One half of 154 Smarties gives more ✓	3	C
7a	NAME OF POLYGON: Octagon ✓ — No. of acute angles: 0 ✓; No. of obtuse angles: 8 ✓	3	RP
7b	NAME OF POLYGON: Pentagon ✓ — No. of acute angles: 3 ✓; No. of right angles: 1 ✓; No. of reflex angles: 1 ✓	4	RP
8a	R50 000 – R33 999 R16 111 ✓ for the correct answer He won't have enough money for a TV ✓	2	P
8b	R16 850 – R16 111 R 739 ✓ for the correct answer He is short of R739 ✓	2	P

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS
9a	Central Africa Time Zone (CAT) ✓	1	K
9b	East Africa Time Zone (EAT) ✓	1	K
9c	It is 5 p.m. + 1 hour ✓ = 6 pm / 18:00 ✓	2	RP
9d	It is 12 noon + 2 hours ✓ = 2 pm / 14:00 ✓	2	C
10a	Graph – 1 mark for getting both boys' bar and girls' bar for each type of fruit correct **Favourite fruit of the Grade 6 learners**  	4	C
10b	Number of girls = 8 + 3 + 3 + 2 + 1 + 10 = 27 Number of boys = 5 + 1 + 3 + 7 + 1 + 9 = 26 Number of learners = 27 + 26 = 53 ✓	1	RP
10c	Oranges ✓	1	K
10d	Kiwi ✓ Only 2 of the learners like kiwi so they wouldn't sell many (or something similar ✓	2	P

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS
11a	49%; 52%; 52%; 65%; 73%; 80%; 86% ✓	1	K
11b	Mode = 52% ✓	1	K
11c	Median = 65% ✓	1	K
12	–8 ✓ 66 ✓  	2	C

5. *Analysis of Weightings of Marks in the Mathematics Test Term 1*

Table 1 below shows the percentage of marks that should be allocated to the different content areas and the actual marks for each area in the Term 1 test.

Table 1: WEIGHTING OF CONTENT AREAS IN TERM 1

	CAPS	PERCENTAGE DONE IN TERM 1	MARKS PER AREA IN A TEST OUT OF 50	ACTUAL MARKS PER AREA IN THE TERM 1 TEST
Patterns, functions and algebra	**10%**	15%	7,5 marks	6 marks
Number- , operations and relationships	**50%**	40%	20 marks	21 marks
Space and shape	**15%**	17,5%	8,75 marks	8 marks
Measuring	**15%**	7,5%	3,75 marks	4 marks
Data handling	**10%**	20%	10 marks	11 marks
	100%	**100%**	**50 marks**	**50 marks**

Table 2 below shows the percentage of marks that should be allocated to cognitive levels and the number of marks in each level in the Term 1 test.

Table 2: COGNITIVE LEVELS IN THE TERM 1 TEST

COGNITIVE LEVEL	CAPS	MARKS PER LEVEL IN A TEST OUT OF 50	ACTUAL MARKS PER LEVEL IN THE TERM 1 TEST
Knowledge	25%	12,5	13
Routine Procedures	45%	22,5	20
Complex Procedures	20%	10	11
Problem Solving	10%	5	6
	100%	**50**	**50**

Both tables show that the test complies with the specified weightings.

E. PRINTABLE RESOURCES

Printable resources per each set of approved LTSMs
Each day make sure that you have the resources needed for each lesson as listed in the tracker. The following list shows the printable resources provided in each of the eight textbooks on the approved list.

1. Fabulous Mathematics
- No printable resources

2. Oxford Headstart Mathematics
- Centimetre squared grid paper: TG pp. 346–347

3. Oxford Successful Mathematics
- No printable resources

4. Platinum Mathematics
- Separate *Extension and Remediation Worksheet Book*

5. Premier Mathematics

Premier Mathematics provides a Resources CD containing the following printable resources:
- 1–100 table: TG p. 160 + CD
- Magic Number Code Game: TG pp. 183–186 + CD
- Fraction chart: TG p. 161 + CD
- **½ centimetr**e squared grid paper: TG p. 174 + CD
- Unit 6 Exercise 2: TG p. 164 + CD
- Centimetre squared grid paper: TG p. 163 + CD
- Unit 7 Exercise 1: TG p. 165 + CD
- Unit 7 Exercise 3: TG p. 166 + CD
- Unit 7 Exercise 6: TG p. 167 + CD

6. Solutions for All Mathematics
- No printable resources

7. Study and Master Mathematics
- Mental maths grid: TG p. 464
- One-minute addition and subtraction: TG p. 465
- Questionnaire for data handling: TG p. 466
- Number lines: LB p. 467
- Flow charts: LB p. 468
- Fraction circles: TG p. 470
  - Flard cards: TG pp. 471–472
  - Dienes blocks: TG p. 473
  - Number grid: 200 grid: TG p. 474
  - Number grids – 99 grid; 100 grid; 109 grid: TG p. 475
  - Angles, angle names: TG pp. 476–477
  - Shapes: TG pp. 478–483
  - Shapes – 2 cm squares; 2 cm equilateral triangles: TG p. 484
  - Square grid: TG p. 486
  - Square dotted grid: TG p. 488
  - *I have … who has...?*: TG pp. 494–495

8. Viva Mathematics (Copymasters in the Teacher's Guide)
- Number grid 1–500: TG p. 182
- Number grid 501–1 000: TG p. 183
- Number lines: TG p. 184
- Place value cards: TG p. 185
- Large clock: TG p. 187
- Small clocks: TG p. 188
- Base 10 apparatus: TG p. 189
- 1 cm × 1 cm grid paper: TG p. 191
- Fraction mat/wall: TG p. 194
- Flow diagrams: TG p. 198