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 7 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 7 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Senior Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

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 set of learning and teaching support materials (LTSMs), links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for you to access the correct resources.

In a few instances, when necessary, we recommend that you 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 exercises (*LB ex.*) 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 exercises (*LB ex.*) 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 workbook 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.

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

6. Managing time allocated in the tracker

The CAPS prescribes 4.5 hours of Mathematics per week in Grade 7. This tracker has provided work for 5 x 55 minute lessons in which the CAPS requirements will be covered each week. Each school will organise its timetable differently. For this

reason, 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 4.5 hours for Mathematics is used constructively.

Please note that this tracker is based on a term of 9.5 weeks. Should you use it in a term that is longer or shorter than this, you will need to adjust the pace at which you work accordingly. It is important that you take note of this at the start of the term.

7. Sequence adherence

The content in each tracker 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. To do this you could cut out or cut back on some of the routine activities like mental Mathematics or homework reflection to save time until you are back *on track* for curriculum coverage.

8. Links to assessment

In **Term 1 of Grade 7**, the formal assessment programme specified by CAPS requires at least **one assignment** and **one test**. The approved Learner's Books and Teacher's Guides provide exemplar assignments and tests which you can use with your class. The assessment plan in Section C *Formal Assessment Term Plan* of this document, shows when in the programme of work they are 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 assignment 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.

In Section E *Assessment Resources* we have provided a term test and marking memorandum which you could use instead of the test in the 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 this resource in Section E 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 the tracker, mentioned above. We recommend that your learners write the test in Weeks 8 or 9.

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

In addition to the formal assessments specified in the CAPS, you should of course also assess your leaners informally. Informal assessment is an essential part of teaching and learning as it provides feedback to learners and informs planning for teaching. While informal assessment marks need not be recorded, some informal assessments, such as class written tests, after completion of a section of work, should be marked. In order to **reduce your workload**, learners can mark their own work **(self-assessment)** using a pencil or the learners can mark each other's work **(peer marking)**. The tracker does not indicate which activities should be used for informal assessment – you should use your own discretion in this regard.

9. Resources

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.

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 are:

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

You should review both books carefully to see how you might make best use of them. Although the remediation and enrichment activities are based on work done in grades before Grade 7, learners in Grade 7 who did not fully grasp certain concepts in previous years will benefit from these activities. There are Mental Maths activities that are suitable for learners in all the grades from 4 to 7, and many of the printable resources will also be useful in Grade 7.

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

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

B. LESSON PREPARATION KEY STEPS

The tracker provides a detailed programme to guide you through the daily content you need to teach to your class, and when to do formal assessments. You are still required to draw up your own lesson plans. 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.
- Also make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
- Check the assessment programme so you can prepare any resources such as test papers needed for formal assessment so that leaners can settle down and begin working promptly.

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?

- *Prepare a short introduction* to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. 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. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use.

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

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

Step 1: Mental Mathematics (5–10 minutes): This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. A programme of mental calculation strategy games can be found in Section F of this document to assist you whilst planning and preparing for teaching.

Mental calculations should be used to practice concepts and skills developed through the main lesson, sometimes with smaller number ranges. Learners should not be asked to do random calculations each day (CAPS p. 39). **Rather, mental calculations should be used as an opportunity to consolidate three aspects of learners' number knowledge**:

1. Number facts
1.1 Number bonds
1.2 Times tables

2. Calculation techniques
2.1 Doubling and halving, using multiplication to do division, multiplying and dividing by 10, 100, 1 000

2.2 Multiplying by multiples of 10, 100, 1 000
2.3 Building up and breaking down numbers, rounding off and compensating, etc.

3. Number concept
3.1 Counting, ordering and comparing, place value, odd and even numbers, multiples and factors
3.2 Properties of numbers (Identity elements for addition and multiplication;
3.3 Commutative and associative property for addition and multiplication;
3.4 Inverse operation for multiplication and division; inverse

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, but make a note of which learners are doing this and then spend time with them during remediation to help them with the basic skills.

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

Helping learners develop a range of Mental Mathematics strategies

Learners will be at different stages in terms of number facts that they have committed to memory and the strategies available to them for figuring out other facts. It is important for you to be aware of a range of Mental Mathematics strategies so that:
- When learners are carrying out mental calculations, you will be in a better position to recognise the strategy being used
- You can draw attention to and model a variety of strategies used by learners in the class
- You can make suggestions to learners that will move them on to more efficient strategies.

There are THREE aspects to ensuring that learners become effective in drawing on and using these strategies:
- Raising learners awareness of the range of strategies
- Developing their confidence and fluency with a range of strategies
- Helping them to choose from the range the most efficient method for a given calculation.
- Please refer to the *Mental Maths Activities and Printable Resources* book for ideas to supplement those in the LTSMs.

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 (20 minutes): This is the third activity of the lesson. We recommend that you should actively teach your class for 20 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the learner 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 (15 minutes): This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their maths and problem solving skills. It is important that you *prepare yourself for the classwork activity* – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the **exercises given in the various Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your 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.

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 Mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done. 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.

Step 6. 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 and in discussion with your colleagues.

C. FORMAL ASSESSMENT TERM PLAN

Formal assessment tasks are marked and formally recorded for promotion purposes. In Term 1 a test and an assignment are specified by the CAPS (p.155) for formal assessment. Table 1 below shows the formal assessment tasks that are provided in each set of LTSMs, and where they fit into the work for the term. In addition to these, as noted before, an exemplar test is provided in Section E *Assessment Resources* for you to use instead of the test provided in your chosen LTSMs. The exemplar test has been carefully designed and is in line with the CAPS policy requirements.

Table 1: Formal Assessment Tasks included in each set of LTSMs for Term 1		
LTSM	**ASSIGNMENT** **Numbers, operations and relationships** **OR** Whole numbers: Exponents **Shape and space (Geometry)** Constructions	**TEST** **Numbers, operations and relationships** Whole numbers: Properties; Calculations; Multiples and factors; Exponents and Problem solving **Shape and space (Geometry)** Geometry of straight lines; Construction of geometric figures Geometry of 2-D shapes
Clever: Keeping Mathematics Simple	**Week 7** LB p. 106; TG p. 79–80	**Week 9** LB p. 109–110; TG p. 81–82
Mathematics Today	**Week 6** LB p. 43; TG p. 11	**Week 9** TG p. 24–25
Oxford Headstart Mathematics	**Week 5** LB p. 65; TG p. 75	**Week 9** TG p. 101
Oxford Successful Mathematics	**Week 6** Option 2: LB p. 377; TG p. 246	**Week 8** TG p. 247–248; Memo p. 249
Platinum Mathematics	**Week 5** LB pp. 28–29; TG p. 17	**Week 9** LB pp. 72–73; TG p. 33
Premier Mathematics	**Week 8** LB p. 38–39; TG p. 19	**Week 9** TG p. 22–26; Memo pp. 27–29
Solutions for All Mathematics	**Week 5** TG p. 303–305; Memo pp. 306–307	**Week 9** TG p. 275; Memo p. 276
Spot On Mathematics	**Week 8** TG pp. 105–106; Memo pp.107–108	**Week 9** TG pp. 101–102; Memo pp. 103–104

D. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. Clever: Keeping Mathematics Simple

This section maps out how you should use your school's selected 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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.

	Clever: Keeping Mathematics Simple Week 1 *Select										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**		**Class**				
							Date completed				
1	**Whole numbers p. 39** Inverse operation between multiplication and division	2	10–16	5							
2	Order, compare and represent whole numbers to at least 9-digit numbers	*3	16–17	8	R1 p. ii 1–2 pp. 2–3						
3	**Properties of whole numbers** Recognise and use the commutative, associative, distributive properties with whole numbers; Recognise and use 0 in terms of its additive property (identity element for addition); Recognise and use 1 in terms of its multiplicative property (identity element for multiplication)	4 4	18–19 20–21	12 12	1–4 pp. 2–8 5 p.10						
Reflection											

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

What would you change for next time? Why?

HOD: Date:

Clever: Keeping Mathematics Simple Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
4	**Calculations with whole numbers** without use of calculators Addition and subtraction of whole numbers to at least 6-digit numbers	*5	22–23	15	R5a pp. xii–xiii					
5	**Calculations with whole numbers** without use of calculators Multiplication of at least whole 4-digit by 2-digit numbers	*5	23–26	15	R5b p. xiv					
6	**Calculations with whole numbers** without use of calculators Division of at least whole 4-digit by 2-digit numbers	*5	24–26	15	R5b p. xv					
7	Revision: Whole numbers									
8	**Multiples and factors** Multiples of 2-digit and 3-digit whole numbers; Factors of 2-digit and 3-digit whole numbers	6	28–30	18	R6 p. xvi					
Reflection										

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	Prime factors of numbers to at least 100; List prime factors of numbers to at least 3-digit whole numbers	6	28	19–20	R3 p. viii					
10	Find the LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	6	29	19–20						
11	**Solving problems** involving whole numbers, including: Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (rate); Sharing in a given ratio where the whole is given	7	30–32	24	7 p. 14 8 p. 16					
12	Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: Profit, loss and discount; Budgets; Accounts; Loans; Simple interest	8	33–38	21–23	11 p. 22 12 p. 24					
13	Revision									

Clever: Keeping Mathematics Simple **Week 3**

Reflection

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

What would you change for next time? Why?

HOD: Date:

	Clever: Keeping Mathematics Simple Week 4 *Select										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
14	**Exponents p. 43** **Mental calculations** Determine squares to at least 12^2 and their **square roots**; Determine cubes to at least 6^3 and their **cube roots**	*3–4 6	43–46 47–48	32–36	15a p. 32 15b p. 34						
15	**Comparing and representing numbers in exponential form** Compare and represent whole numbers in exponential form: $ab = a \times a \times a \times ...$ for b number of factors	7	48–49	37	19 p. 42						
16	**Calculations using numbers in exponential form p. 44** Recognise and use the appropriate laws of operations with numbers	8	50–52	38–40	18 p. 40						
17	**Calculations using numbers in exponential form p. 44** Involving exponents and square and cube roots; Perform calculations involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots	8	50–52	39	18 p. 41						
18	**Solving problems** Solve problems in contexts involving numbers in exponential form	9	52–53	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 the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

	Clever: Keeping Mathematics Simple Week 5									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	Revision: Exponents									
20	**Measuring angles** Accurately use a protractor to measure and classify angles	1	55–57	43–47	20 p. 44					
21	Accurately use a protractor	2	58	48	20 p. 45					
22	Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 180° (reflex angles)	3	59–63	48	21a pp. 46–47 21b p. 48					
23	**Constructions p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor – **Angles**	4	64–65	49–50	25a 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 the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Clever: Keeping Mathematics Simple Week 6 *Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
24	**Constructions p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor – **Circles**	5	65–67	51	26 p. 62					
25	Accurately construct geometric figures appropriately using compass, ruler and protractor – **Parallel and perpendicular lines**	*6	67–70	51	24 p. 56					
26	Accurately construct geometric figures appropriately using compass, ruler and protractor – **Equilateral triangles**	*6	70–72	51	25b p. 60					
27	Accurately construct geometric figures appropriately using compass, ruler and protractor – **Patterns**	7	72–75	53	26 p. 62					
28	**Geometry of 2-D shapes p. 46** **Classifying 2-D shapes** Describe, sort, name and compare – **Shapes**	1	76–79	53–54						

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
29	**Geometry of 2-D shapes p. 46** **Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Triangles**	2	80–83	55–58	27b p. 56					
30	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Quadrilaterals**	3	84–85	62	28a p. 68					
31	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Quadrilaterals**	4	86–87	65	28b p. 70					
32	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Quadrilaterals**	5	88–89	65	28b p. 71					
33	Formal assessment: Assignment – **Space and Shape**	Task	106	79–80						

Reflection

Think about and make a note of: What went well? What did not go well? What did the formal **assessment** tell you about learners' strengths and weaknesses? Were you able to remediate and extend their learning abilities? How will this analysis and the results inform your teaching and classroom practices and guide future planning for Term 1? How well did you adhere to the tracker this term? Were there any topics you did not complete? If so, how could you avoid this next time? What will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
34	Describe and name parts of a circle	6	90–93	67	26 p. 62					
35	Solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties	7	93–95	68						
36	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing – shape	*8	96–99	71	29 p. 72					
37	Remediate Assignment	Task	106	252						
38	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing – size	*8	96–99	72	29 p. 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Clever: Keeping Mathematics Simple Week 9										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
39	**Geometry of straight lines** Line segment; Rays; Straight line; Parallel lines; Perpendicular lines	1	102–105	75–77						
40	Revision									
41	Formal assessment: Test	Test	109–110	81–82						
42	Revision									
43	Revision									

Reflection

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
44	Remediate test									
45	Revision: Assignment 2									
46	Revision									
47	Revision									
48	Revision									

End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

2. Mathematics Today

This section maps out how you should use your school's selected Teacher's Guide 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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.

|								

Mathematics Today   Week 1
*Select

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
1	**Whole numbers p. 40** Order, compare and represent numbers to at least 9-digit numbers	1.5	8–9	2	R1 p. ii R2a p. iv R2b p. vi					
2	Recognise and represent prime numbers to at least 100; Rounding off numbers to the nearest 5, 10, 100 or 1 000	1.6 1.7	10 11	2 2	R4 pp. x–xi					
3	**Whole numbers p. 40** **Properties of whole numbers** Recognise and use the commutative, associative and distributive properties with whole numbers; Recognise and use 0 and 1 in terms of its additive property (identity element for addition)	1.8*	12–13	3	1–3 pp. 2–7 4 pp. 8–9					

Reflection

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
4	**Calculations with whole numbers p. 41** Revise the following done in Grade 6, without use of calculators: Addition and subtraction of whole numbers to at least 6-digit numbers	1.9* 1.12*	14 16	3	R5a pp. xii–xiii						
5	**Calculations with whole numbers** Multiplication of at least whole 4-digit by 2-digit numbers; Division of at least whole 4-digit by 2-digit numbers	1.10* 1.13*	15 17	3	R5b pp. xiv–xv						
6	Use a range of techniques to perform and check written and mental calculations of whole numbers including: Estimation; Using a calculator	1.14 1.15	17–18 19	4							
7	Revision	*	29	4							
8	**Multiples and factors p. 42** Multiples of 2-digit and 3-digit whole numbers; Find the LCM of numbers to at least 3-digit whole numbers	1.17 1.18	20–21	4	5 pp. 10–11						

Reflection

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

What would you change for next time? Why?

HOD: Date:

Mathematics Today Week 3 *Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	Factors of 2-digit and 3-digit whole numbers; Prime factors of numbers to at least 100; List prime factors of numbers to at least 3-digit whole numbers	1.19	21–22	4	6 pp. 12–13 R3 p. viii					
10	Find the HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	1.20	22–23	4						
11	Revision	*	29	4						
12	Solve problems involving whole numbers, including: Comparing two or more quantities of the same kind (ratio); Sharing in a given ratio where the whole is given	1.21* 1.22*	24 25	5	7 pp. 14–15					
13	Solve problems involving whole numbers, including: Comparing two quantities of different kinds (rate)	1.23	25–26	6	8 pp. 16–17					

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

Mathematics Today Week 4									
*Select									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class			
						Date completed			
14	Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: Budgets; Accounts	1.24	26	5	11 pp. 22–23				
15	Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: Simple interest	1.25	27	5	12 p. 25				
16	Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: Profit, loss and discount	1.26	28	5	10 pp. 20–21				
17	Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: Loans	1.27	28	5	12 p. 24				
18	Revision: Financial mathematics	*	29	4	13 pp. 26–27				

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	**Exponents p. 43** **Mental calculations** Determine squares to at least 12^2 and their **square roots**	2.1* 2.2*	31 32	7	14 a pp. 28–29					
20	Determine cubes to at least 6^3 and their **cube roots**	2.3* 2.4*	32 33	7	14b pp. 30–31					
21	**Comparing and representing numbers in exponential form** Compare and represent whole numbers in exponential form: $ab = a \times a \times a$ x... for b number of factors	2.5*	34	8	16 pp. 36–37					
22	Use prime factors to write numbers in exponential form	2.6*	35	8						
23	**Calculations using numbers in exponential form** Use the appropriate laws of operations with numbers involving exponents and square and cube roots	2.7 2.8*	36	8	15a 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 the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
24	**Solve problems** in contexts involving numbers in exponential form	2.9* 2.15*	37 41	9	18 pp. 40–41						
25	Revision	*	42	10	17 pp. 38–39						
26	Formal assessment: Assignment	Task	43	11							
27	**Measuring angles p. 45** Accurately use a protractor to measure and classify angles	3.1 No.1	45–47	12							
28	Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 180° (reflex angles)	3.1 No. 2,3	46–48	12	20 pp. 44–45 21a pp. 46–47						

Mathematics Today   Week 6
*Select

Reflection

Think about and make a note of: What went well? What did not go well? What did the formal **assessment** tell you about learners' strengths and weaknesses? Were you able to remediate and extend their learning abilities? How will this analysis and the results inform your teaching and classroom practices and guide future planning for Term 1? How well did you adhere to the tracker this term? Were there any topics you did not complete? If so, how could you avoid this next time? What will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Mathematics Today Week 7										
*Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
29	**Constructions** Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Angles, to one degree of accuracy; Circles	3.2* 3.3*	49–50 51–53	12	23 p. 54					
30	**Constructions** Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Parallel lines; Perpendicular lines	3.4*	54–56	13	24 p. 56					
31	**Revision:** Geometry of straight lines and construction of geometric figures	*	58	13						
32	**Geometry of 2-D shapes p. 46** **Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Triangles**	4.1 4.2*	60–61 62	16	27a p. 64 27b p. 66					
33	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on – **Quadrilaterals**	4.3	63–65	17	28a p. 68 28b p. 70					

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

	Mathematics Today Week 8 *Select									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
34	Describe and name parts of a circle	4.4 4.5*	66–67	17	26 p. 62					
35	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing: Shape and size	4.6	68–69	19	29 p. 72					
36	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing: Shape and size	4.7	70–72	19	29 p. 73					
37	Solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties	4.9	73–74	20						
38	Revision: **Geometry of 2-D shapes**	*	75	20						

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

	Mathematics Today Week 9 *Select									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
39	**Geometry of straight lines p. 47** **Define:** Point; Line segment; Rays; Straight line	5.1	77–78	22						
40	**Define:** Parallel lines and perpendicular lines	5.2	79–80	22	24 p. 56					
41	Revision: **Geometry of straight lines**	*	81	23						
42	Formal assessment: Test	Test		24–25						
43	Revision									

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

									Class			

Mathematics Today   Week 10

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
44	Revision										
45	Remediate test										
46	Revision										
47	Revision										
48	Revision										

End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

3. Oxford Headstart Mathematics

This section maps out how you should use your school's selected 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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.

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
1	**Whole numbers p. 40** Represent and compare numbers to at least 9-digit numbers	2 4	8 10	31 32	R1 p. ii					
2	**Whole numbers p. 40** Order, compare and represent numbers to at least 9-digit numbers; Rounding off numbers to the nearest 5, 10, 100 or 1 000	5 6	11 12	33 34	R2a p. iv R4 p. x					
3	**Properties of whole numbers** Recognise and use the commutative, associative and distributive properties with whole numbers; Recognise and use 0 and 1 in terms of its additive property (identity element for addition)	1	13–14	35–36	*1–4 pp. 2–8					

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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Oxford Headstart Mathematics Week 2										
*Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	**Calculations with whole numbers** Addition of numbers to at least 6-digit numbers; Subtraction of numbers to at least 6-digit numbers	2* 3* 5* 6* 7*	16–19 20 21	37–38 40–41	R5a p. xii R5a p. xiii					
5	Perform calculations using all four operations on whole numbers	8	21–22	42						
6	**Calculations with whole numbers** Multiplication of at least whole 4-digit by 2-digit numbers	9* 10* 13*	22 23 26	42–45	R5b p. xiv					
7	**Calculations with whole numbers** Division of at least whole 4-digit by 2-digit numbers	11* 12*	24 25	43	R5b p. xiv					
8	**Multiples and factors** Multiples of 2-digit and 3-digit whole numbers	1	28–29	46	5 p. 10					

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	**Multiples and factors** Factors of 2-digit and 3-digit whole numbers	1*	27–28	46	6 p. 12					
10	LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	1* 2*	28–29	46–47	6 p. 13					
11	Prime factors of numbers to at least 100; List prime factors of numbers to at least 3-digit whole numbers	3 4	31–32	48–49	R3 p. viii					
12	**Solve problems involving:** Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (rate)	1* 2* 3*	33–34 35–36 36–37	50–53	7 p. 14 8 p. 16					
13	**Solve problems** that involve whole numbers, percentages and decimal fractions in financial contexts	5* 6* 7*	38 39 40	54–57						

Oxford Headstart Mathematics   Week 3
*Select

Reflection

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
								Date completed		
14	**Revision:** Whole numbers	*	47	60						
15	**Exponents** **Mental calculations p. 43** Determine squares to at least 12^2 and their **square roots**; Determine cubes to at least 6^3 and their **cube roots**	1* 3* 4* 5*	50–51 53 54 55	62–63 64 65 65	15a p. 32 15b p. 34					
16	Calculations using numbers in exponential form	2 * 6*	52 55	63 66	17 p. 38					
17	Calculations using numbers in exponential form	8	57	67	18 p. 40					
18	Compare and represent whole numbers in exponential form: $ab = a \times a \times a \times...$ for b number of factors	3*	61	64	19 p. 42					

Reflection

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

What would you change for next time? Why?

HOD: Date:

*Select

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	Calculations with exponents	1 2	62 63	68–69	18 p. 41					
20	Problem solving with exponents	3*	64	70						
21	**Revision:** Exponents		65	71						
22	**Formal assessment:** Assignment	Task	65	75						
23	**Geometry of straight lines p. 47** Points, Lines and Rays	1	68–70	76–78						

Reflection

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

Oxford Headstart Mathematics Week 6											
*Select											
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
24	**Geometry of straight lines** Parallel lines	2	71–73	79	24 p. 56						
25	**Geometry of straight lines** Perpendicular lines	3	74	79	24 p. 57						
26	**Geometry of straight lines** Angles	4	75–77	80							
27	**Measuring angles** Accurately use a protractor to measure and classify angles	5*	78–81	81	20 p. 44						
28	**Measuring angles** Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 180 (reflex angles)	6* 7*	82 85	81 82	20 p. 45 21a pp. 46–47						
Reflection											

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

What would you change for next time? Why?

HOD: Date:

	Oxford Headstart Mathematics Week 7									
	*Select									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
29	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Angles, to one degree of accuracy	1*	86–88	84	23 p. 54 25 p. 58					
30	Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Perpendicular lines	2	89–90	84	24 p. 56					
31	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Parallel lines	3	91	84	24 p. 56					
32	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Circles	2 3	93	84	26 p. 62					
33	**Revision:** Construction of geometric figures		95	85						

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

Oxford Headstart Mathematics Week 8										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
34	**Geometry of 2-D shapes p. 46** Define Triangles; Describe, sort, name and compare triangles according to their sides and angels	1	97–99	90	22a p. 50					
35	Calculate the sizes of angles	2 3	100–101	90	22b p. 52					
36	Construct triangles	4	102–103	91	25a p. 56					
37	Describe, name and compare quadrilaterals in terms of: Length of sides; Parallel and perpendicular sides and size of angles (right angles or not)	1	105	92	28a p. 68					
38	Sort and investigate quadrilaterals in terms of: Parallel and perpendicular sides; Size of angles (right angles or not)	2 3	106–109	93	28b p. 70					
Reflection										

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
39	Sort and investigate quadrilaterals in terms of: Length of sides	1 2	114 115	97 98	29 p. 72					
40	**Similar and congruent 2-D shapes p. 47** Recognise and describe similar and congruent figures by comparing: Shape and size	1	112	96						
41	**Revision:** Describe and name parts of a circle									
42	Formal assessment: Test	Test		101						
43	Revision									

Oxford Headstart Mathematics   Week 9

Reflection

Think about and make a note of: What went well? What did not go well? What did the formal **assessment** tell you about learners' strengths and weaknesses? Were you able to remediate and extend their learning abilities? How will this analysis and the results inform your teaching and classroom practices and guide future planning for Term 1? How well did you adhere to the tracker this term? Were there any topics you did not complete? If so, how could you avoid this next time? What will you do to get back on track?

What would you change for next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 10								
Day	**MM TG**	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**	
							Date completed	
44		Revision						
45		Revision						
46		Revision						
47		Remediate test	Test		103			
48		Revision						

End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

4. Oxford Successful Mathematics

This section maps out how you should use your school's selected 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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										
	*Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook		Class				
						Date completed					
1	**Whole numbers p. 40** Represent and compare numbers to at least 9-digit numbers; Order, compare and represent numbers to at least 9-digit numbers; Rounding off numbers to the nearest 5, 10, 100 or 1 000	*2	14–16	29–31	R1 p. ii R2a p. iv R4 p. x						
2	**Properties of whole numbers** Recognise and use the commutative, associative and distributive properties with whole numbers; Recognise and use 0 and 1 in terms of its additive property (identity element for addition)	*1	17–19	32	*1–4 pp. 2–8						
3	**Calculations with whole numbers** Addition of numbers to at least 6-digit numbers; Subtraction of numbers to at least 6-digit numbers	*1	20–23	34	R1 p. ii R5a p. xiii 5 p. 10						
Reflection											

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	**Calculations with whole numbers** Multiplication of at least whole 4-digit by 2-digit numbers; Division of at least whole 4-digit by 2-digit numbers; Perform calculations using all four operations on whole numbers	*2 *3	23–24 25–26	37 38	R5b p. xiv R5b p. xiv					
5	**Multiples and factors** Factors of 2-digit and 3-digit whole numbers; LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	*1	27–29	39 40	6 pp. 12–3					
6	Prime factors of numbers to at least 100; List prime factors of numbers to at least 3-digit whole numbers	*1	27–29	41	R3 p. viii					
7	**Solve problems involving:** Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (rate)	*2 *3	30–33	41	7 p. 14 8 p. 16					
8	**Solve problems** that involve whole numbers, percentages and decimal fractions in financial contexts	*1	34–35	42						

Reflection

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	**Solving problems p. 42** Solve problems that involve whole numbers, in financial contexts such as: Profit, loss and discount	*2	36–39	44	10 p. 20					
10	Solve problems that involve decimal fractions in financial contexts such as: Budgets; Accounts; Loans	*3 *4	40–41 42–43	47	11 p. 22 12 p 24					
11	**Revision:** Whole numbers	*	45							
12	**Exponents** **Mental calculations p. 43** Determine squares to at least 12^2 and their **square roots**; Determine cubes to at least 6^3 and their **cube roots**	1 2	46–48 48–49	50–51	15a p. 32 15b p. 34					
13	Compare and represent whole numbers in exponential form	1	50	53	17 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
14	Calculations using numbers in exponential form	1 2	51 52	55	18 p. 40						
15	Calculations using numbers in exponential form exponential form: $ab = a \times a \times a \times ...$ for b number of factors	1	53	55	19 p. 42						
16	Calculations with exponents	*1	55–56	56	18 p. 41						
17	Problem solving with exponents	*1	57–59	57–58							
18	**Revision:** Exponents	*	61	60							

Reflection

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

Oxford Successful Mathematics Week 5										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	**Geometry of straight lines** Angles	1	63	62						
20	**Measuring angles** Accurately use a protractor to measure and classify angles	1	63–65	63	20 p. 44					
21	Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	1 3	64–65 67	63	20 p. 45 21a pp. 46–47					
22	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Angles, to one degree of accuracy	2	66	64	21b p. 48					
23	Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Straight lines	1	69	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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class
						Date completed
24	**Formal assessment:** Assignment – Option 2					
25	**Geometry of straight lines p. 47** Parallel lines	1	75–77	66	24 p. 56	
26	**Geometry of straight lines** Perpendicular lines	2	78–80	66	24 p. 56	
27	Revision	*	82	67		
28	**Define:** Rays; Straight lines; Parallel lines; Perpendicular lines	1	84–86	70		

Oxford Successful Mathematics   Week 6
*Select

Reflection

Think about and make a note of: What went well? What did not go well? What did the formal **assessment** tell you about learners' strengths and weaknesses? Were you able to remediate and extend their learning abilities? How will this analysis and the results inform your teaching and classroom practices and guide future planning for Term 1? How well did you adhere to the tracker this term? Were there any topics you did not complete? If so, how could you avoid this next time? What will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Oxford Successful Mathematics Week 7									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
29	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Triangles	2	71	71	24 p. 56					
30	**Construction of geometric figures p. 45** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Quadrilaterals	2	72	75	26 p. 62					
31	**Revision:** Construction of geometric figures									
32	**Geometry of 2-D shapes p. 46** Describe, sort, name and compare triangles according to their sides and angles, focusing on: Equilateral triangles; Isosceles triangles; Right-angled triangles	1	87–91	74	27a p. 64 27b p. 66					
33	Describe, sort, name and compare triangles according to their sides and angles	2	92–96	74	22a 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
34	Revision									
35	Sort and investigate quadrilaterals in terms of: Length of sides; Parallel and perpendicular sides; Size of angles (right-angles or not)	*1	97–104	75–76	28a p. 68 28b p. 70					
36	**Revision:** Describe and name parts of a circle	2	105	78						
37	**Similar and congruent 2-D shapes p. 47** Recognise and describe similar and congruent figures by comparing: shape and size	1 2	107–109 110–113	79	29 p. 72					
38	Formal assessment: Test	Test		247–248 Memo 249						

Reflection

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

Oxford Successful Mathematics Week 9										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
39	Revision									
40	Revision									
41	Remediate test	Test		247–249						
42	Revision									
43	Revision									

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					Date completed				
44	Revision														
45	Revision														
46	Revision														
47	Revision														
48	Revision														

Oxford Successful Mathematics   Week 10

End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

5. Platinum Mathematics

This section maps out how you should use your school's selected 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.

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1. Day/lesson number.
2. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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.

						Class				
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**					
						Date completed				
1	**Whole numbers p. 40** Ordering and comparing and round off numbers; Order of operations	1.1	4–6	3–4	R1 p. ii R2 p. iv					
2	**Properties of whole numbers** Recognise and use the commutative, associative and distributive properties with whole numbers	1.2	7–8	5	1–4 pp. 2–9					
3	**Calculations with whole numbers** without use of calculators **p. 41** Addition and subtraction of whole numbers to at least 6-digit numbers	1.3	9–10	6	R5a pp. xii–xiii					

Platinum Mathematics Week 1

Reflection

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	**Calculations with whole numbers** without use of calculators: Multiplication of at least whole 4-digit by 2-digit numbers; Division of at least whole 4-digit by 2-digit numbers	1.3*	10–11	7	R5b p. xiv R5b p. xv					
5	**Multiples and factors p. 42** Multiples of 2-digit and 3-digit whole numbers; Factors of 2-digit and 3-digit whole numbers; Prime factors of numbers to at least 100; Find the LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	1.4	12–13	7–8	5 p. 10 6 p. 12 R3 p. viii					
6	**Solve problems** involving whole numbers, including: Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (rate); Sharing in a given ratio where the whole is given; Whole numbers, percentages and decimal fractions in financial contexts such as profit and loss	1.5	14–15	9	7 p. 14 8 p. 16					
7	**Solve problems** involving whole numbers, including: Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (rate); Sharing in a given ratio where the whole is given; Whole numbers, percentages and decimal fractions in financial contexts such as profit and loss	1.6	16	9	7 p. 14 8 p. 14 10 p. 20					
8	**Revision:** Whole numbers	1, 3, 6	17	10						

Reflection

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

| Platinum Mathematics Week 3										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
9	**Exponents** **Comparing numbers in exponential form p. 43** Compare and represent whole numbers in exponential form: *ab* = *a* x *a* x *a* x... for *b* number of factors.	2.1	18–19	11	16 p. 36					
10	Compare and represent whole numbers in exponential form:	2.1	20	11	16 p. 37					
11	Use the appropriate laws of operations with numbers involving exponents and square and cube roots	2.2	21–22	12	17 p. 38					
12	**Calculations** involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots	2.3	23–24	14	18 p. 40					
13	**Calculations** involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots	2.3	23–24	14	18 p. 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: **Date:**

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
14	**Solve problems** in contexts involving numbers in exponential form	2.4	26	15	19 p. 42					
15	**Revision:** Exponents	*	27	16						
16	**Geometry of straight lines** **Define:** Line segment; Straight line; Parallel lines; Perpendicular lines	3.1	30–31	18	21a p. 46					
17	**Geometry of Straight lines** **Define:** Line segment; Straight line; Parallel lines; Perpendicular lines	3.1	32	18	24 p. 56					
18	**Revision:** Geometry of straight lines			18–19						

Reflection

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

Platinum Mathematics Week 5 *Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	**Formal assessment:** Assignment	Task	28–29	17						
20	**Construction of geometric figures** Understanding angles	4.1	34–35	20	20 p. 44					
21	**Measuring angles** Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	*4.2	36–37	21	21a pp. 46–47 21b p. 48					
22	Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	*4.2	36–37	21	21b p. 49 22a p. 50					
23	**Measuring angles** Accurately use a protractor to measure angles	4.3	38–40	21						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the formal **assessment** tell you about learners' strengths and weaknesses? Were you able to remediate and extend their learning abilities? How will this analysis and the results inform your teaching and classroom practices and guide future planning for Term 1? How well did you adhere to the tracker this term? Were there any topics you did not complete? If so, how could you avoid this next time? What will you do to get back on track?	What would you change for next time? Why?
	HOD: **Date:**

Platinum Mathematics Week 6										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
24	Remediate assignment	Task	28–29	17						
25	**Constructions** Accurately construct geometric figures appropriately using ruler and protractor, including: Angles, to one degree of accuracy	4.4	41–42	22	20 p. 44					
26	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on: Equilateral triangles; Isosceles triangles; Right-angled triangles	4.5	43	23	27a p. 64					
27	Describe, sort, name and compare triangles according to their sides and angles, focusing on: Equilateral triangles; Isosceles triangles; Right-angled triangles	4.5	44	23	27b p. 66					
28	**Classifying 2-D shapes** Describe, sort, name and compare quadrilaterals in terms of: Length of sides; Parallel and perpendicular sides; Size of angles (right-angles or not)	4.6	45–46	23	28a p. 68 28b p. 70					
Reflection										

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

What would you change for next time? Why?

HOD: Date:

						Class					
**Platinum Mathematics Week 7**										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**		**Class**				
							**Date completed**				
29	Describe and name parts of a circle		47	24	26 p. 62						
30	**Constructions** Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Circles	4.7	48	24	26 p. 63						
31	Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Circles patterns	4.8	49–50	24							
32	Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Parallel lines	4.9	51–52	25	24 p. 56						
33	Accurately construct geometric figures appropriately using compass, ruler and protractor, including: Perpendicular lines	4.9	53–54	25	24 p. 56						

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

						Platinum Mathematics Week 8				

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
34	**Revision:** Constructions		55	25						
35	**Solving problems** **Triangles** Solve simple geometric problems involving unknown sides and angles in triangles using known properties	5.1	56–58	28						
36	**Solving problems** **Quadrilaterals** Solve simple geometric problems involving unknown sides and angles in quadrilaterals, using known properties	5.2	59–61	29	28b p. 70					
37	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing: Shape; Size	5.6	63–64	31	29 p. 72					
38	**Similar and congruent 2-D shapes** Recognise and describe similar and congruent figures by comparing: Shape; Size	5.7	65	31	29 p. 72					

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

Platinum Mathematics Week 9									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**
						**Date completed**
39	Recognise and describe similar and congruent figures by comparing: Shape; Size	5.8	66–67	31					
40	Describe and name parts of a circle	5.9	68–69	32					
41	**Revision:** Similar and congruent 2-D shapes		70–71	32					
42	**Formal assessment:** Test	Test	72–73	33					
43	Revision								

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

		Platinum Mathematics Week 10					
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class	
						Date completed	
44	Revision						
45	Revision						
46	Revision						
47	Revision						
48	Remediate test	Test	72–73	33			

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. Premier Mathematics

This section maps out how you should use your school's selected 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
1	**Whole numbers p. 40** Ordering and comparing numbers; Order of operations	2	2–3	2	R1 p. ii 1–2 pp. 2–3					
2	Recognise and use the commutative, associative and distributive properties (+ and x); Recognise and use 0 and 1 in terms of its additive and multiplicative property	3	4–5	2–3	2–3 pp. 4–5 4 pp. 8–9					
3	**Calculations p. 41** Addition and subtraction of whole numbers to at least 6-digit numbers	4	5	3–4	R5a pp. xii–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 the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	Multiplication and division of at least whole 4-digit by 2-digit numbers	5	6–8	4	R5b p. xiv					
5	**Calculation techniques p. 41** Use a range of techniques to perform and check written and mental calculations of whole numbers including: **Estimation; Rounding off; Compensating**	6	9–10	5	R4 p. x					
6	**Multiples and factors p. 42** Multiples of 2-digit and 3-digit whole numbers; Factors of 2-digit and 3-digit whole numbers; Find the LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	7	11 12 13	6	5 pp. 10–11 6 pp. 12–13					
7	List prime factors to at least 3-digit whole numbers; Prime factors of numbers to at least 100	8	14	6	R3 p. viii					
8	**Solving problems p. 42** Solving problems involving whole numbers, including: Comparing two or more quantities of the same kind **(ratio)**	*9	15–16	7	7 p. 14					

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	Comparing two quantities of different kinds (**rate**)	*9	15–16	7	8 pp. 16–17					
10	**Solving problems p. 42** Solve problems that involve whole numbers, in financial contexts such as: Profit, loss and discount	10	17–18	8	10 pp. 20–21					
11	Solve problems that involve decimal fractions in financial contexts such as: Budgets; Accounts; Loans	11	19–21	9	11 pp. 22–23 12 pp. 24–25					
12	**Revision:** Whole numbers: Multiples and factors and problem solving	1, 2, 3, 5	45–46							
13	**Exponents p. 43** Determine squares to at least 12^2 and their **square roots**	1	22	10	14a 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

Premier Mathematics Week 4										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
14	Determine cubes to at least 6^3 and their **cube roots**	1	23	10	14b pp. 30–31					
15	**Calculating using numbers in exponential form** Perform calculations involving all four operations using numbers in exponents up to 5, and square and cube roots	2	24	11	16 pp. 36–37 17 pp. 38–39					
16	**Solving problems** Solve problems in contexts involving numbers in exponential form	3	25	11	15 b p. 35					
17	**Revision:** Exponents	6, 7, 8	46–47		15a–b pp. 33–35					
18	**Measuring angles p. 45** Accurately use a **protractor** to measure and classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	1	25–27	12	20 pp. 44–45 21a pp. 46–47					
Reflection										

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

Premier Mathematics Week 5										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	**Constructions** Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Angles, to one degree of accuracy	2	28	12	23 pp. 54–55					
20	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Circles	3	29–30	13	26 pp. 62–63					
21	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Parallel lines	4	30	16	24 pp. 56–57					
22	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Perpendicular lines	4	31	17	24 pp. 56–57					
23	**Revision:** Geometry of straight lines terminology	5	31	14						
Reflection										

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

Premier Mathematics Week 6										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**
						**Date completed**
24	**Revision:** Geometry of straight lines and construction of geometric figures	9	47–48		25b pp. 60–61					
25	**Classifying 2-D shapes p. 46** Describe, sort, name and compare **triangles** according to their sides and angles, focusing on: Equilateral triangles	1 No. 1a–e	31–32	14	27a p. 64					
26	Describe, sort, name and compare **triangles** according to their sides and angles, focusing on: Isosceles triangles	1 No. 2–3	32	14	27a p. 65					
27	Describe, sort, name and compare **triangles** according to their sides and angles, focusing on: Right angled triangles	1 No. 4	32	14	27b p. 67					
28	Describe, sort, name and compare **quadrilaterals** in terms of: Length of sides; Parallel and perpendicular sides; Size of angles (right-angles or not)	2	33	15	28a pp. 68–69 28b pp. 70–71					
**Reflection**
\multicolumn{5}{l}{**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?}	\multicolumn{6}{l}{What would you change for next time? Why?}
					HOD: Date:

Premier Mathematics Week 7										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
29	Describe and name parts of a **circle**	3	34	15						
30	**Similar and congruent 2-D shapes p. 47** Recognise and describe similar and congruent figures by comparing: Shape; Size	4 No. 1–2	35–36	15	29 p. 71					
31	Recognise and describe similar and congruent figures by comparing: Shape; Size	4 No. 3–4	35–36	15	29 p. 72					
32	**Solving problems** Solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties	5	37	16						
33	**Geometry of straight lines p. 47** Types of lines	1	38	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 the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD: Date:

Premier Mathematics Week 8 *Select										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
34	Define: Parallel Lines	2	39	17	24 p. 56					
35	Define: Perpendicular lines	3	41	17	24 p. 24					
36	**Revision:** Geometry of 2-D shapes	10–11	48							
37	**Formal assessment:** Assignment	Task	38–39	19						
38	Revision	*	45	20						

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

Premier Mathematics   Week 9
*Select

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
39	Revision: Geometry of 2-D shapes	*8–9	47		28b pp. 70–71					
40	Revision	*	45	20						
41	**Formal assessment:** **Test**	Test		22–26 Memo 27–29						
42	**Revision**	*		20						
43	Revision	*	44	20						

Reflection

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

Premier Mathematics Week 10									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**			
						Date completed			
44	Revision								
45	**Remediate test**			27					
46	Revision								
47	Revision								
48	Revision								

End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term? 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD: **Date:**	

7. Solutions for All Mathematics

This section maps out how you should use your school's selected 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:
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2. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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						
*Select										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
1	**Whole numbers p. 40** Ordering and comparing numbers; Order of operations	1.1 Act. 1.1	1–3	2–3	R2a p. ii					
2	Recognise and use the commutative, associative, distributive properties (+ and x)	1.2 Act. 1.2 Act. 1.3	4–5	4	*1–4 pp. 2–8					
3	Recognise and use 0 and 1 in terms of its additive and multiplicative property	1.4 Act. 1.5	6–7	5–6	5 p. 10					
Reflection										

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	Calculations: Addition and subtraction of whole numbers to at least 6-digit numbers	1.5 Act. 1.5	7–8	6–7	R5a p. xiii					
5	Multiplication of at least whole 4-digit by 2-digit numbers	1.6 Act. 1.6	8–9	7	R5b p. xiv					
6	Division of at least whole 4-digit by 2-digit numbers	1.6 Act. 1.6	8–9	7	R5b p. xv					
7	**Calculations with whole numbers** p. 41 Perform calculations using all four operations on whole numbers, estimating and using calculators where appropriate	1.11 *Act. 1.11	16	8–9						
8	**Calculation techniques** p. 42 Use a range of techniques to perform and check written and mental calculations of whole numbers including: Estimation; Division	*1.7 No. 1	10	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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

	Solutions for All Mathematics Week 3									
	*Select									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	**Calculation techniques** Use a range of techniques to perform and check written and mental calculations of whole numbers including: Long division	*1.7 No. 2	10	7						
10	**Calculation techniques** Use a range of techniques to perform and check written and mental calculations of whole numbers including: Rounding off and compensating	Act. 1.8	11	8						
11	**Calculation techniques** Use a range of techniques to perform and check written and mental calculations of whole numbers	1.8	14	9						
12	Revision: Calculation techniques; Whole numbers	*Check what you know	18	10						
13	**Multiples and factors** Multiples of 2-digit and 3-digit whole numbers; Factors of 2-digit and 3-digit whole numbers; Prime factors of numbers to at least 100	2.1 Act. 2.1	20–22	12–14	R6 p. xvi					
Reflection										

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
						Date completed					
14	Find the LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation	2.2 Act. 2.2 2.3 Act. 2.3	22–23 23–24	14–15							
15	List prime factors to at least 3-digit whole numbers	2.4 Act. 2.4	24–25	15	R3 p. viii						
16	**Revision**	*Check what you know	27	16							
17	**Solving problems** Solving problems involving whole numbers, including: Comparing two or more quantities of the same kind (ratio); Comparing two quantities of different kinds (**rate**)	3.1 Act. 3.1 3.2 Act. 3.2	29–31 32–33	17 18–20	7 p. 14 8 p. 16						
18	**Solving problems** Solving problems involving whole numbers, including: Sharing in a given ratio where the whole is given (ratio)	3.3 Act. 3.3	34–35	21							

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	Solving problems involving whole numbers, including: Comparing two quantities of different kinds **(rate)**	3.3 Act. 3.3	34–35	21	7 p. 15					
20	Solve problems that involve whole numbers, in financial contexts such as: Profit, loss and discount	3.5 Act. 3.5	36–37	21–22	10 p. 20					
21	Solve problems that involve decimal fractions in financial contexts such as: Budgets; Accounts; Loans; Interest	3.6 Act. 3.6	38–39	22	11 p. 22					
22	Revision: Whole numbers; Multiples and factors; Problem solving	*Check what you know	41	23	5–6 pp. 10–12					
23	Formal assessment: Assignment	Task		303–305 Memo 306–307						

Solutions for All Mathematics   Week 5
*Select

Reflection

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

What would you change for next time? Why?

HOD: Date:

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class					
	*Select										
						Date completed					
24	**Exponents p. 43** **Mental calculations** Determine squares to at least 12^2 and their **square roots**	4.1 *Act. 4.1	43–44	24–25	14a p. 28						
25	**Mental calculations** Determine cubes to at least 6^3 and their **cube roots**	4.1 *Act. 4.1	44–45	26–27	14b p. 30						
26	**Comparing and representing numbers in exponential form** Compare and represent whole numbers in exponential form: $ab = a \times a \times a$ x... for b number of factors	4.2 Act. 4.2	45–46	26–27	19 p. 42						
27	**Calculations using numbers in exponential form p. 44** Recognise and use the appropriate laws of operations with numbers	4.3	48	27							
28	Calculations involving exponents and square and cube roots	4.4	49	28	17 p. 38						

Solutions for All Mathematics   Week 6

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

HOD: Date:

	Solutions for All Mathematics Week 7									
	*Select									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
29	Perform calculations involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots	*5.1 Act. 5.1	52–53	30–31	18 p. 40					
30	Revision: Exponents	*Check what you know	50, 55	32						
31	**Measuring angles** Accurately use a protractor to measure and classify angles	6.1 Act. 6.1	56–57	33–35	22a p. 50					
32	Classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	6.2 *Act. 6.2 6.3 *Act. 6.3	61–63	36–37	20 pp. 44–45 21a pp. 46–47					
33	**Constructions** Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Parallel lines; Perpendicular lines	7.1 Act. 7.1	40–42		24 p. 56					
Reflection										

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

What would you change for next time? Why?

HOD: Date:

	Solutions for All Mathematics Week 8									
	*Select									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**		**Class**
							**Date completed**
34	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Circles; Circle designs	7.4 Act. 7.4 7.5 Act. 7.5	72–74	42–43	26 p. 62					
35	Revision: Geometry of straight lines and construction of geometric figures	*	76–77	45						
36	**Geometry of 2-D shapes p. 46** **Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on: **Triangles**	8.1 Act. 8.1	78–81	49	27a p. 64					
37	**Classifying 2-D shapes** Describe, sort, name and compare triangles according to their sides and angles, focusing on: **Quadrilaterals**	8.4 Act. 8.4	84–86	50	28a p. 68					
38	Describe and name parts of a circle	9.1 Act. 9.1	94–97	56–59						
**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 the work set for the week? If not, what will you do to get back on track?		What would you change for next time? Why?
			HOD: Date:

	Solutions for All Mathematics　Week 9 *Select									
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
39	**Similar and congruent 2-D shapes:** Recognise and describe similar and congruent figures by comparing: Shape; Size	9.2 Act. 9.3 9.4	99–102	60–61	29 p. 72					
40	Revision: **Geometry of 2-D shapes**	*Check what you know*	91	61						
41	Formal assessment: Test			275 Memo 276						
42	Revision	Unit 1	104	62						
43	Revision	Unit 2	105	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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD:　　　　　　　　　　　　　　　　　　　　　　　　　**Date:**

Solutions for All Mathematics Week 10										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
44	Revision	Unit 3	106	63						
45	Remediate test			277–278						
46	Revision	Unit 4	107	64						
47	Revision									
48	Revision									

End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

8. Spot On Mathematics

This section maps out how you should use your school's selected 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. 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.

Spot On Mathematics						Week 1					
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class
						Date completed
1	**Whole numbers p. 40** Ordering, comparing and representing whole numbers to at least 9-digit numbers	Unit 2	4–5	41	R1 p. ii 1–2 p. 2–3						
2	Recognise and represent prime numbers to at least 100; Rounding off numbers to the nearest 5, 10, 100 or 1 000	Unit 3 Unit 4	7–8 9–10	42 45	R3 p. viii R4 p. x						
3	Properties of whole numbers; Order of operations; Recognise and use the commutative property with whole numbers	Unit 5 Unit 6	11 12	47 48	1 p. 2						
Reflection

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

Spot On Mathematics Week 2										
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
4	Recognise and use the **associative property** with whole numbers	Unit 7	13	49	2 p. 4					
5	Recognise and use the **distributive property** with whole numbers	Unit 8	14	50	3 p. 6					
6	Recognise and use 0 and 1 in terms of its **additive and multiplicative property** (identity element for addition and multiplication)	Unit 9	15	51	4 p. 8					
7	**Calculations with whole numbers** without use of calculators: **Addition and subtraction** of whole numbers to at least 6-digit numbers	Unit 10	16–17	52	R5a pp. xii–xiii					
8	**Calculations with whole numbers** without use of calculators: **Multiplication** of at least whole 4-digit by 2-digit numbers	Unit 10	18–20	53	R5b p. xiv					
Reflection										

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

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
9	**Calculations with whole numbers** without use of calculator: **Division** of at least whole 4-digit by 2-digit numbers	Unit 10	18–20	53	R5b p. xv					
10	Using all four operations on whole numbers, **estimating and using calculators** where appropriate	Unit 10	18–20	53						
11	**Multiples and factors** of 2-digit and 3-digit whole numbers	Unit 11	21–22	54	R56 p. xvii					
12	**Prime factors** of numbers to at least 100 List prime factors of numbers to at least 3-digit whole numbers	Unit 12	23	55	R3 p. viii					
13	**Solving problems** Comparing two or more quantities of the same kind (ratio)	Unit 13	24–26	58	7 p. 14					

Spot On Mathematics   Week 3

Reflection

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

What would you change for next time? Why?

HOD: Date:

*Spot On Mathematics*   Week 4

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook		Class
							Date completed
14	Comparing two quantities of different kinds (rate)	Unit 14	27–28	61	8 p. 16					
15	**Solving problems** p. 42 Solve problems that involve whole numbers, in financial contexts such as: Profit, loss and discount	Unit 15	29	62	10 p. 20					
16	Solve problems that involve decimal fractions in financial contexts such as: Budgets; Accounts; Loans	Unit 15	30–31	63	11 p. 22 12 p. 24					
17	**Revision:** Whole numbers; Multiples and factors; Problem solving	Acts. 3, 5, 8, 11, 12, 13, 14, 17, 20, 23	33–34	65						
18	**Exponents p. 43** Comparing and representing numbers in exponential form	Unit 1	36–37	68	16 p. 36					

Reflection

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

	Spot On Mathematics Week 5									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
19	Determine squares to at least 12^2 and their **square roots**	Unit 2	38–39		15a p. 32					
20	Determine cubes to at least 6^3 and their **cube roots**	Unit 3	40	70	15b p. 34					
21	**Calculations using numbers in exponential form** Use the appropriate laws of operations with numbers involving exponents and square and cube roots	Unit 4	41	71	17 p. 38					
22	Calculations involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots	Unit 4	41	71	18 p. 40					
23	**Solving problems** In contexts involving numbers in exponential form	Unit 4	42	72						
Reflection										

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

What would you change for next time? Why?

HOD: Date:

Spot On Mathematics Week 6						
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class
						Date completed
24	**Revision:** Exponents	Acts. 1, 3, 6, 7	44	74		
25	**Measuring angles p. 45** Accurately use a **protractor** to measure and classify angles: < 90° (acute angles); Right angles; > 90° (obtuse angles); Straight angles; > 108° (reflex angles)	Unit 1 e.g. 1 Act. 3. No. 1b	46–50	76	20 pp. 44–45 21a pp. 46–47	
26	**Constructions** Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Angles, to one degree of accuracy	Unit 2	51–53	78	25a p. 58	
27	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Circles	Unit 3	54–55	80	26 p. 62	
28	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Perpendicular lines	Unit 4	56–57	81	24 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

		Spot On Mathematics Week 7										
Day	CAPS concepts and skills		LB ex.	LB pp.	TG pp.	DBE workbook	Class					
							Date completed					
29	Accurately construct geometric figures appropriately using **compass, ruler and protractor**, including: Parallel lines		Unit 4	58	82	24 p. 57						
30	**Revision:** Geometry of straight lines and construction of geometric figures		Acts. 5–6	61–62	84							
31	**Classifying 2-D shapes p. 46** Describe, sort, name and compare **triangles** according to their sides and angles, focusing on: Equilateral triangles; Isosceles triangles; Right-angled triangles		Unit 1	64–67	87	27a p. 64 27b p. 66						
32	Describe, sort, name and compare **quadrilaterals** in terms of: Length of sides; Parallel and perpendicular sides; Size of angles (right-angles or not)		Unit 2	68–69	89	28a p. 68 28b p. 70						
33	Describe and name parts of a **circle**		Unit 3	70–71	90	26 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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

						Class					
Day	**APS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**						
						Date completed					
34	**Similar and congruent 2-D shapes p. 47** Recognise and describe similar and congruent figures by comparing: Shape; Size	Unit 4	72–74	91	29 p. 72						
35	**Solving problems** Solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties	Unit 5	75–76	92							
36	**Revision:** Geometry of 2-D shapes	Unit 4	84–85	94							
37	**Formal assessment:** Assignment	Task		105–106 Memo 107–108							
38	**Geometry of straight lines p. 47** Types of lines	Unit 4	56								

Spot On Mathematics **Week 8**

Reflection

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

What would you change for next time? Why?

HOD: Date:

						Class				
**Spot On Mathematics   Week 9**
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook		Class
							Date completed
39	**Define:** Parallel lines; Perpendicular lines	Unit 4	56	82	24 p. 56						
40	Revision	Unit 1	80–81	96							
41	Remediate assignment	Task		105–106 107–108							
42	Revision	Unit 1	82								
43	Assessment task: **Test**	Test		101–102 Memo 103–104							

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 the work set for the week? If not, what will you do to get back on track?	What would you change for next time? Why?
	HOD: Date:

	Spot On Mathematics Week 10									
Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
44	Revision									
45	Remediate test									
46	Remediate test									
47	Revision									
48	Revision									

End-of-term reflection

Think about and make a note of:
1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?

2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?

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

4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD: **Date:**

1. Grade 7 Mathematics Test Term 1

Surname:		
Name:	Boy	Girl
Date of birth:		
School:		
Province:		
EMIS no.:	Date:	75

INSTRUCTIONS TO LEARNERS:
1. The use of calculators is not allowed.
2. Answer all the questions in the spaces provided.
3. Show ALL calculations where necessary.

NUMBER OPERATIONS AND RELATIONSHIPS   (8 marks)

1. Complete

   a) The hundreds digit in 395 491 is _____ (1)

   b) The value of digit 5 in 4 356 869 is _____ (1)

2. Arrange the given numbers in descending order of size:

   212   143   123   243   413   123   342   123

   _____ (2)

3. Write the following number in words: 234 709

   _____ (1)

4. Thabo rounded the number of marbles to the nearest 5. His answer was 340.
   Write down 2 possible numbers for the actual number of marbles.

   _____ (2)

5. Calculate the value of p if $2p + 12 = 58$

   A. 22   B. 12   C. 18   D. 23   (1)

MULTIPLES AND FACTORS OF WHOLE NUMBERS   (9 marks)

6. Write down the multiples of 7 between 44 and 54.

   _____ (1)

7. List all the factors of 225.

_____ (2)

8. 1 , 2 , 4 , 16 and 32 are 5 of the 6 factors of 32. Write down the missing factor.

_____ (1)

9. List two whole numbers that I can multiply to get to 125?

_____ (2)

10. Find the Lowest Common Multiple of 12 and 36.

_____ (1)

11. Write down the factors of 57 which lie between 1 and 57

_____ (2)

PRIME NUMBERS

(5 marks)

12. List all the prime numbers between 27 and 35.

_____ (2)

13. Write down all the even numbers less than 100 that are prime numbers.

_____ (1)

14. From these numbers: 5; 33; 27; 72; 36; 61; 81; 45; choose:
a) A prime number

_____ (1)

b) A number which is the product of two prime numbers

_____ (1)

ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF WHOLE NUMBER   **(14 marks)**

15. A supermarket sold 1 625 407 orange lollipops, 68 945 green lollipops,
2 165 001 yellow lollipops and 770 239 red lollipops. **(Show ALL calculations)**

a) How many lollipops were sold altogether?

(3)

b) How many more yellow lollipops than red lollipops were sold?

(2)

16. Calculate using columns.

a) R3 423 567 + R766 678 + R2 378 487

(3)

b) 3 032 512 − 1 753 769

(2)

17. Calculate the product of 7 876 and 393.

(2)

RATIO AND RATE

18. (Show ALL calculations) **(5 marks)**

18.1   A normal, healthy adult heart beats about 78 beats per minute.
       How many times will a heart beat in half an hour?

(1)

18.2   Lionel works for 40 minutes at his homework. Cindy works for 2 hours at her homework.

       Lionel says: The ratio of our times is 40 : 2. that is 20 : 1.

       Cindy says: No! That ratio says that you worked much, much longer at your
       homework than I did. That is not true. I worked much longer than you did!

       a) Do you agree with Cindy? Or would you help Lionel understand what is wrong with
          what he said?(1)

(1)

_____

_____

       b) What is the ratio of the times that they spent on their homework?

_____

_____

(2)

19. Complete the number sentence to make the following sentence true:

    125 × _____ = 123 250

(1)

EXPONENTS **(4 marks)**

20. First estimate and then calculate and simplify the answers: (Show ALL your calculations)

a) $5^2 + 1^2 + 3^3$
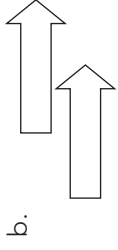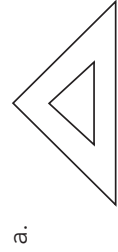
(2)

b) $4^3 \div \sqrt{64}$

(3)

SHAPE AND SPACE **(30 marks)**

21. A parallelogram with at least one angle equal to 90° is called a …. (1)

    A. Kite   B.   Rhombus   C. Trapezium   D. Rectangle

22. **Study and compare the 4 pairs of diagrams below and state whether each
pair is SIMILAR or CONGRUENT.** (4)

a.

b.

_____

c.

d.

_____

23. Draw an EQUILATERAL and a RIGHT ANGLED TRIANGLE and list two of the properties of each:
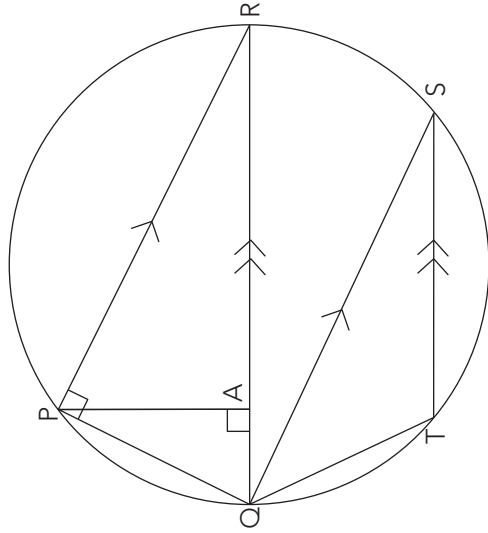
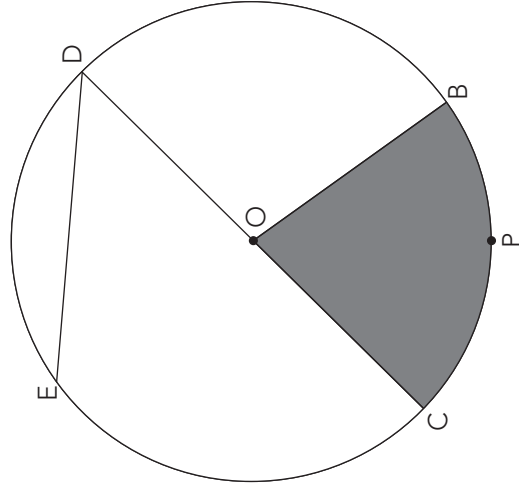a) Equilateral triangle (4)

_____

b) Right angled triangle (4)

_____

24. List all the similarities between a RECTANGLE and a SQUARE (4)

_____

_____

_____

25. **Complete**

Refer to the adjacent diagram and name

a) 2 pairs of parallel line segments

_____ (2)

b) 3 right angles

_____ (3)

c) 2 pairs of perpendicular line segments

_____ (2)

d) 3 acute angles

_____ (3)

e) 1 obtuse angle

_____ (1)

26. Label the Circle by completing the statements.

In the adjacent diagram:
O is the CENTRE of the circle

a) What is line segment OB of the circle?

_____ (2)

b) What is line segment CD of the circle?

_____ (3)

c) What is line segment DE of the circle?

_____ (2)

d) What is the distance around the circle
called?

_____ (3)

TOTAL: 75 MARKS

2. Grade 7 Mathematics Test Term 1: Memorandum

Question	Marks	Cognitive levels
NUMBER, OPERATIONS AND RELATIONSHIPS (8 marks)		
1. Complete	**(2)**	RP
a) 4 Hundreds ✓	1	RP
b) 50 000 ✓	1	S
2. Arrange in descending order	**(2)**	S
413 123 ✓	$\frac{1}{2}$	
342 123 ✓	$\frac{1}{2}$	
212 143 ✓	$\frac{1}{2}$	
123 243 ✓	$\frac{1}{2}$	RP
3. Write 234 709 in words	**(1)**	K
Two hundred and thirty four thousands, seven hundred and nine ✓		
4. Possible number of marbles	Any two	RP
338 339 340 341 342 ✓✓	**(2)**	PS
5. Calculate the value	**(1)**	K
D. 23 ✓		
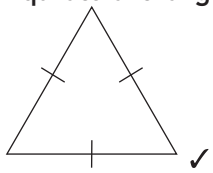
Question	Marks	Cognitive levels
MULTIPLES AND FACTORS OF WHOLE NUMBERS (9 marks)		
6. Multiples of 7 between 44 and 54	**(1)**	K
49 ✓		
7. Factors of 225	**(2)**	RP
1; 3; 5; 9; 15; 25; 45; 75; 225 ✓✓		
8. Missing factor of 32	**(1)**	K
8 ✓		
9. Two whole numbers	**(2)**	K
1 and 125 OR 5 and 25 ✓✓		
10. LCM of 12 and 36	**(1)**	RP
36 ✓		
11. Factors of 57 between 1 and 57	**(2)**	RP
3 ✓ and 19 ✓		
PRIME NUMBERS (5 marks)		
12. Between 27 and 35	**(2)**	C
29 ✓ and 31 ✓	(1) / (1)	S / RP
13. All prime even numbers	**(1)**	K
2 ✓		
14. Choose from 5; 33; 27; 72; 36; 61; 81; 45	**(2)**	
a) Prime number – 61 ✓	(1)	RP
b) Product of prime numbers – 57 ✓	(1)	PS
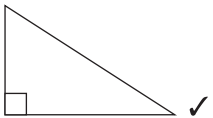
Question	Marks	Cognitive levels
ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION (14 marks)		
15. How many lollipops sold		
a) Lollipops sold = 4 629 592		
$\quad$ 1 625 407		
$\quad$ 68 945		
$\quad$ 2 165 001		
$\quad$ + 770 239 ✓		
$\quad$ **4 629 592** ✓✓	**(3)**	RP
b) Yellow and red lollipops		
$\quad$ 2 165 001		
$\quad$ − 770 239		
$\quad$ **1 394 762** ✓✓	**(2)**	RP
16. Calculate		
a) $\quad$ R 3 423 567		
$\quad$ R 766 678		
$\quad$ + R 2 378 487 ✓		
$\quad$ R **6 568 732** ✓✓	**(3)**	RP
b) $\quad$ 3 032 512		
$\quad$ − 1 753 769		
$\quad$ **1 278 743** ✓✓	**(2)**	RP
17. Product of 7 876 and 393	**(4)**	
$\quad$ 7 876		
✓ × 393	**(1)**	C
$\quad$ 23 628		
$\quad$ 708 840 ✓	**(3)**	RP
$\quad$ + 2 362 800 ✓		
$\quad$ **3 095 268** ✓		

Question	Marks	Cognitive levels
RATIO AND RATE (5 marks)		
18.1 Heartbeat of an adult – 78 beats/minute		
Number of heartbeats in half hour		
= 78 x 30 ✓$\frac{1}{2}$		
= 780 x 3		
= **2 340** ✓$\frac{1}{2}$	**(1)**	CPA
18.2 Ratio of times	**(3)**	
a) Cindy is correct. We cannot compare minutes with hours. ✓	**(1)**	CPA
b) Cindy worked 120 minutes. ✓		
$\quad$ 40:120 = 1:3 ✓	**(2)**	RP
19. Complete number sentence	**(1)**	CP
= 123 250 ÷ 125		
= 986 ✓ $\quad$ OR		
$\quad\quad$ 9 8 6 ✓		
$\quad$ 1 2 5 ⟌ 1 2 3 2 5 0		
$\quad$ − 1 1 2 5		
$\quad$ − 1 0 7 5		
$\quad\quad$ 1 0 0 0		
$\quad\quad\quad$ 7 5		
$\quad\quad\quad$ 5 0		

Question	Marks	Cognitive levels
EXPONENTS (4 marks)		
20. Estimate and Calculate	**(4)**	
a) $16^2 + 1^3 - 2^2$	(1)	CP
$= 256 + 1 - 4$ ✓		
$= 257 - 4$		
$= 253$ ✓	(1)	RP
b) $4^3 \div \sqrt{64}$		
$= 64 \div 8$ ✓	(1)	CP
$= 8$ ✓	(1)	RP
SHAPE AND SPACE (30 marks)		
21. Parallelogram with at least one angle equal to 90°	**(1)**	K
D. Rectangle ✓		
22. Similar or congruent	**(4)**	RP
a) similar ✓	(1)	
b) congruent ✓	(1)	
c) similar ✓	(1)	
d) congruent ✓	(1)	
23 a) Equilateral triangle	**(3)**	RP
✓	(1) drawing	
All sides are equal ✓	(2)	
All angles equal 60° ✓	properties	

Question	Marks	Cognitive levels
b) Right angled triangle	**(3)**	RP
✓	(1) drawing	
Has one angle that equals 90° ✓	(2)	
The other two angles are less than 90° each ✓	properties	
24. Similarities of a RECTANGLE and a SQUARE	**(4)**	RP
They are both quadrilaterals ✓	(1)	
They each have 4 right angles ✓	(1)	
Opposite sides are parallel ✓	(1)	
Opposite sides are equal ✓	(1)	
25. Complete	**(11)**	
a) PR ‖ QS ✓ QR ‖ TS ✓	(2)	CP
b) $P\hat{A}Q$ $Q\hat{P}R$ $P\hat{A}R$ ✓✓✓	(3)	C / S
c) PA ⊥ OR ✓ and PQ ⊥ PR ✓	(2)	C / S
d) $P\hat{R}A$ $Q\hat{S}T$ $A\hat{P}O$		
$P\hat{Q}A$ $S\hat{Q}T$ $A\hat{P}R$ (Any three) ✓✓✓	(3)	K
e) $Q\hat{T}S$ ✓	(1)	S
26. In the diagram of the Circle the:	**(4)**	
a) Line segment OB is a **radius** ✓ of the circle.	(1)	K
b) Line segment CD is a **diameter** ✓ of the circle.	(1)	K
c) Line segment DE is a **chord** ✓ of the circle.	(1)	K
d) The distance around the circle is called the **circumference.** ✓	(1)	K
TOTAL 75 MARKS		

3. Analysis of Cognitive Levels of Test

Table 1. WEIGHTING OF THE COGNITIVE LEVELS AS SPECIFIED BY THE CAPS FOR TESTS AND EXAMINATIONS FOR SENIOR PHASE

LEVELS	VERBS	SAMPLE TASKS	CAPS WEIGHTING
KNOWLEDGE Learn terms, facts, methods, procedures, concepts	Draw, Recognise, Count, Group, Reproduce, Memorise, State, Tabulate, Identify, Point, Follow Directions, Arrange	1. Can you identify the different place values in the metric system? 2. State the mode, mean, median, and range from your set of data. 3. How do you reproduce a circle using a compass? 4. Arrange the following in descending order.	25 %
COMPREHENSION Understand uses and implications of terms, facts, methods, procedures, concepts	Change, Classify, Convert, Estimate, Interpret, Measure, Put in Order, Show, Suggest, Express in other terms	1. Classify polygons by regularity, concavity, and line symmetry. 2. Explain how to convert between fractions, decimals, and percentages. 3. What is your interpretation of the data expressed on the graph?	
ROUTINE PROCEDURES APPLICATION Practice theory, solve problems, use information in the new situations	Calculate, Compute, Construct, Demonstrate, Derive, Graph, Manipulate, Operate, Practice, Prove, Solve, Find	1. How do you calculate the percent of a given whole? 2. Solve for area of a rectangle by using **A = l x w** 3. What information do you consider when graphing data derived from a survey? 4. Find the value of…	45%
COMPLEX PROCEDURES ANALYSIS Analyse structure, recognise assumptions, breaking down material into parts	Break down, Deduce, Diagram, Distinguish, Formulate, Group, Order, Separate, Simplify, Sort	1. What methods can be used to compare and order fractions? 2. Analyse the relationship between variables on a graph. 3. What factors do you consider when formulating a plan for problem solving?	20%
SYNTHESIS Putting information together into a new and creative way.	Construct, Create, Derive, Develop, Document, Generate, Integrate, Plan, Predict, Prepare, Propose, Specify, Tell	1. Describe some patterns that you recognised in the construction of Pascal's Triangle. 2. What kind of table can you create that represents change in temperature? 3. What prediction can you make from this graph?	
PROBLEM SOLVING EVALUATION Set standards, Judge with purpose, accept or reject on basis of criteria	Appraise, Choose, Compare, Conclude, Decide, Describe, Evaluate, Justify, Measure, Validate	1. Evaluate the expression after changing the order of operations. 2. Describe how to solve a problem using the 4-step method. 3. Justify your reason for choosing the strategy selected.	10%

Table 2. WEIGHTING OF MARKS ACROSS THE COGNITIVE LEVELS IN THE TEST FOR TERM 1

QUESTION	L1 (K) and (C)	L2 (RP)	L3 (CPA) and (S)	L4 (PS) and (E)	Total
NUMBER, OPERATIONS AND RELATIONSHIPS (8 Marks)					
1a		1			1
1b		1			1
2		2			2
3	1				1
4		1		1	2
5		1			1
MULTIPLES AND FACTORS OF WHOLE NUMBERS (9 Marks)					
6		2			2
7	1				1
8		2			2
9		1			1
10	1		1		2
11		2			2
PRIME NUMBERS (5 Marks)					
12	1	1			2
13		1			1
14a		3			1
14b		2			1
ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION (14 Marks)					
15a		3			3
15b		2			2
16a	1	3			3
16b		2			2
17	1		2		4
RATIO AND RATE (5 Marks)					
18.1	1				1
18.2			1	1	3
19		2			1
EXPONENTS (4 Marks)					
20		2	2		4
SHAPE AND SPACE (30 Marks)					
21	1			1	1
22a				1	1
22b				1	1
22c				1	1
22d				1	1
23a	1	1	1		3
23b	1	1	1		3
24	1	1	2		4
25a			2		2
25b	1		2		3
25c	1		1		2
25d	1		2		3
25e			1		1
26a	1				1
26b	1				1
26c	1				1
26d	1				1
TOTAL	20	34	15	7	75
%	26,00	45,00	20,00	9,00	100,00
% Specified by CAPS (p. 157)	25%	45%	20%	10%	

Table 2 above shows that the Term 1 Test (see Section E *Assessment Resources*) is aligned to the CAPS.

4. Suggested Assessment Record

MARK RECORDING SHEET			SCHOOL:														CLASS:	
SUBJECT: Mathematics			GRADE 7 MATHEMATICS FORMAL ASSESSMENT TASKS																
GRADE: 7			TERM 1			TERM 2			TERM 3			TERM 4							
YEAR:			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 40%	EXAMINATION 60%	TOTAL %		COMMENT
DATE OF ASSESSMENT TASK																			
TOTAL POSSIBLE MARKS																			
No	SURNAME	NAME														40%	60%	100%	
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
HOD Signature																			
Date																			
TEACHER Signature																			
Date																			