GRADE 8

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 8 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme.

By noting the date when each lesson is completed, you can see whether or not you are 'on track' and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed.

In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 8 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Senior Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to do so.

4. Links to Learning and Teaching Support Materials (LTSMs)

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

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

Each tracker is based on the latest print editions of the eight approved Learner's Books. It is important to note that page numbers may differ slightly from other print runs of the same Learner's Book. If the page numbers in your edition are not exactly the same as those given in the tracker, you should use the activity/exercise numbers given in the tracker to guide you to the correct pages. These should only differ by a page or two from those given in the tracker.

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

The tracker gives links to the DBE workbooks relevant to the content prescribed for each day. The worksheets in the DBE workbooks are referred to by worksheet number and page. These workbooks should be used in conjunction with the Learner's Book activities as mentioned above. You should review them before each lesson, and decide how best to use them – for teaching, revision, extension or for consolidation, in class or for homework. Please note that the DBE pages referred to are for the 2017 edition of the workbook. The pages change very little from year to year, but if you are using a different edition of the workbook, you should check that the pages are still relevant for the content to which they are linked in the tracker.

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

6. Managing time allocated in the tracker

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

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

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

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

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

7. Sequence adherence

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

8. Links to assessment

The tracker indicates where in the series of lessons the CAPS assessment activities are to be done and when feedback should be given. The CAPS states that "tests, examinations, projects, assignments and investigations are recommended for Mathematics" (p. 155). The overview of the term indicating where the formal assessments will be done is provided in the *Assessment Term Plan* table for easy reference. The actual task and the date for the assignments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. Some Learner's Books offer more than one assessment activity other than a test. In this case, the tracker identifies which one should be used for the formal Term 1 Assignment. You should use the Learner's Book assignment with due diligence making sure that you personalise it and supplement it using other Learner's Books or ANA past papers and exemplars if necessary in order to be sure that it fulfils the CAPS requirements for the term assignment.

CAPS requires that learners write one test this term. An exemplar term test with a marking memorandum and analysis of cognitive levels has been included for you to use, regardless of the Learner's Book you are using. We recommend that your learners write this test in Week 9. You should use this test in conjunction with your provincial assessement programme. Most of the Learner's Books provide term tests. These may be used for revision or for informal assessments, but they cannot be used for the formal assessment task as learners can prepare for them in advance. If the LTSM you are using has provided a test in the Teacher's Guide, you could use this instead of the exemplar provided here, and you can of course also set your own test. The *Assessment Term Plan* shows where tests are provided in each of the LTSMs. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day.

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

9. Resources

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

B. LESSON PREPARATION KEY STEPS

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

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

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson, depending on the textbook. It is very important that you ***check what is required for each lesson ahead of time*** so that you have all your resources ready for use every day.
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
   - Make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
   - Check the assessment programme so that you can prepare any resources such as test papers needed for formal assessment so that learners can settle down and begin working promptly.

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learnt in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?
   - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The textbook and teacher guide will assist you. Think also about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new Mathematics content and skills to your learners.
   - ***Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself*** to assist learners with any questions they might have during the lesson. Look at the activities in the learner book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. (The teacher guides offer suggestions for remediation and enrichment activities that you might want to use.)
   - ***Consider the needs*** of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
     - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.
     - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work:** Most lessons should include the steps below and we have suggested the time to be spent on each (for a one-hour lesson) – but you might find that you need to work differently in some lessons, such as when a test is being written or when the allocated lesson time is only a half an hour.
   - **Homework review/reflection (15 minutes):** This is the first activity of the lesson. We recommend that you take about 15 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some

learners' books to moderate this marking. Choose one or two activities that you realise were problematic, to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.

- **Lesson content – concept development (15 minutes):** This is the second activity of the lesson. We recommend that you actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the learner book or teacher guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.
- **Classwork activity (25 minutes):** This is the third activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the textbook or DBE workbook. These activities allow them to practise their maths and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the **exercises given in the various Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do.

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

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

  This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those that need extra support and help them to work through the remediation activities**.** If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them the enrichment activities to do.
- **Allocate homework (5 minutes):** This is the fourth and final activity of the lesson. In this step you should tell the learners about the homework for the day and make sure they know what is expected of them and understand what it is that they have to do.

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

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

C. ASSESSMENT TERM PLAN

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

1. Formal assessment

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

Table 1: NUMBER OF ASSESSMENT TASKS AND WEIGHTING

SBA	FORMS OF ASSESSMENT	Minimum requirements per term				Number of tasks per year	Weighting
		Term 1	Term 2	Term 3	Term 4		
	Test	1	1	1		3	**40%**
	Examination		1			1	
	Assignment	1		1	1	3	
	Investigation		1		1	2	
	Project			1		1	
	Total	**2**	**3**	**3**	**2**	**10***	
End-of-year examination						1	**60%**

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

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

Table 2: THE FORMAL ASSESSMENT TERM PLAN FOR EACH SET OF LTSMs

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

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

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

2. Informal assessment

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

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

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

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

D. TRACKERS FOR EACH SET OF APPROVED LTSMs

Premier Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

PREMIER MATHEMATICS Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Mental calculations; Ordering and comparing whole numbers	75	1-2	1-2	1-2	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)						
2	Properties of whole numbers: Commutative, distributive, associative laws; Calculation techniques	75-76	3-4	2-5	2-4	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
3	Multiples and factors	76-77	5	5-7	4-6	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
4	Solving problems using ratio and rate	77	6	7-9	6-8		No. 1-11 (pp. 24-26)						
5	Solving problems in financial contexts	77	7	9-10	8	No. 6 (pp. 14-15)	No. 1-8 (pp. 27-28)						

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

PREMIER MATHEMATICS Week 2 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solving problems in financial contexts	77	8	10-12	9	No. 7-9 (pp. 16-21)						
7	Solving problems in financial contexts involving exchange rates; Revision	77	9 4	13 65	10 43-44	No. 10 (pp. 22-23)						
8	**Integers:** Counting, ordering and comparing integers	78-79	1 2	14-16	10-12	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (pp. 39)					
9	Calculations with integers: Addition	78-79	3#	16-17	12	No. 12 (pp. 26-27)	No. 1-12 (pp. 35-38)					
10	Calculations with integers: Subtraction	78-79	4#	18	13	No. 12 (pp. 26-27)						
Note: Refer to Day 8: Students require cards with integers on them.												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?						
						HOD:		**Date:**				

PREMIER MATHEMATICS Week 3 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Calculations with integers: Multiplication	78-79	5 (no. 1#)	18-20	13-14	No. 12 (pp. 26-27)	No. 1-12 (pp. 40-42)					
12	Calculations with integers: Division	78-79	5 (no. 2-3#)	18-20	13-14	No. 12 (pp. 26-27)	No. 1-6 (pp. 43-44)					
13	Squares, cubes, square roots and cube roots of integers	78-80	6	20-22	14-15		No. 1-13 (pp. 47-49)					
14	Properties of integers	80	7	23-24	15-16	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)					
15	Solving problems in contexts involving multiple operations with integers	80	8	24-25	16		No. 1-2 (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 all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?					
							HOD: **Date:**					

PREMIER MATHEMATICS Week 4

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	Integers: Revision (squares, square roots, cubes, cube roots) (use *DBE workbook* and *Sasol Inzalo*)	78-80				No. 15-18* (pp. 32-39)	No. 1-4 (p. 50)					
17	**Exponents:** Mental calculations Revision (use *Sasol Inzalo*)	81	1	26-28	17-18		No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57)					
18	Comparing and representing numbers then integers in exponential form	81-82	2 3	28-29	18-19		No. 1-7 (pp. 58-59)					
19	Scientific notation	81 85	4	30-31	20	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)					
20	Using the laws of exponents: Multiplication	82-83	5	31-32	21	No. 20 (pp. 42-43)	No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67)					

Reflection

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

PREMIER MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
21	Using the laws of exponents: Division	82-83	6	32	22	No. 21 (pp. 44-45)	No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72)						
22	Using the laws of exponents: A power raised to a power	82-83	7	33	22	No. 22 (pp. 46-47)	No. 1-4 (pp. 72-73) No. 1-2 (p. 73) No. 1-11 (pp. 63-65)						
23	Using the laws of exponents: Two different bases raised to the same power	82-83	8	34	23	No. 24 (pp. 50-51)							
24	Using the laws of exponents: A number raised to the power 0	82-83	9	35	23-24	No. 23 (pp. 48-49)	No. 1-2 (p. 70)						
25	Solving problems in contexts involving numbers in exponential form	82	10	35-36	24		No. 1-8 (pp. 70-71)						

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

PREMIER MATHEMATICS Week 6												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Revision: Exponents	80-84	2	63-64	42-43	No. 25-26 (pp. 52-55)	No. 1-6 (p. 76)					
27	**Numeric and geometric patterns:** Investigating and extending patterns looking for relationships between numbers	85	1	37	25	No. 27a (pp. 56-57)	No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)					
28	Describing and justifying the general rules for observed relationships between numbers	85-86	2	38-40	26-27		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)					
29	Investigating and extending geometric patterns; Looking for relationships between patterns	86-88	3 (no. 1-4)	40-43	28-29		No. 1-5 (pp. 86-87)					
30	Investigating and extending geometric patterns; Looking for relationships between patterns	86-88	3 (no. 5)	40-43	28-29		No. 1-7 (pp. 87-89)					

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

PREMIER MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
31	Exponential patterns and revision		4	43	29	No. 27b (pp. 58-59)	No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Formal assessment: Assignment**		Ass.	62	41								
33	**Functions and relationships:** Input and output values or rules using flow diagrams	88-89	1	44-46	29-30		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values using formulae and equations	88-89	2	46-48	30-31		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
35	Equivalent forms of the same relationship or rule	88-89	3	48-49	31		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						

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

PREMIER MATHEMATICS Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Go over assignment solutions** (30 minutes); Revision of functions and relationships (use *DBE workbook*) (30 minutes)	88-89				No. 28 (pp. 60-61)							
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form	90	1	50-51	32-33	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
38	Identifying variables and constants in given formulae and equations; Conventions for writing algebraic expressions	90	2 3	52-53	33-34	No. 29b (pp. 64-65)							
39	Identifying and classifying like and unlike terms	90	4	53-54	34-35	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						
40	Recognising and identifying coefficients and exponents	90	5	55	35		No. 1-12 (pp. 108-111)						

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

PREMIER MATHEMATICS Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
41	Expanding and simplifying algebraic expressions	90	6	56-57	36-37	No. 39 (pp. 86-87)	No. 1-10 (pp. 117-118)						
42	**Formal assessment: Test**												
43	**Algebraic equations:** Setting up equations to describe problem situations; Analysing and interpreting equations that describe a given situation	91	1 2	58-59	38	No. 32-33 (pp. 70-73)	No. 1-3 (pp. 119-122)						
44	Solving equations by inspection	91	3	60	39	No. 34-35 (pp. 74-77)	No. 1-3 (pp. 123-124)						
45	Determining the numerical value of an expression by substitution	91	4	60-61	39-40	No. 36a-36b (pp. 78-81)	No. 1-4 (pp. 124-126)						

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

PREMIER MATHEMATICS Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
46	Revision of algebraic expressions and equations	91	3	64-65	43	No. 37-38 (pp. 82-85)							
47	Go over test solutions												
48	Revision												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

SPOT ON MATHEMATICS Week 1

*Select

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

Reflection

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

SPOT ON MATHEMATICS Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
6	Solving problems involving whole numbers using ratio, rate and financial contexts	77	1.4	12-17	49-50	No. 6-7 (pp. 14-17)	No. 1-11 (pp. 24-26)						
7	Revision of whole numbers	75-77	Rev.	19	52-53	No. 8-9 (pp. 18-21)							
8	**Integers:** Counting, ordering and comparing integers	78-79	2.1a 2.1b (no. 1-2)	23-27	56-57	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34)						
9	Counting, ordering and comparing integers	78-79	2.1b (no. 3-7)	27	57		No. 1-6 (pp. 39)						
10	Calculations with integers: Addition and subtraction	78-79	2.2 (no. 1-4)	28-29	58-59	No. 12 (pp. 26-27)	No. 1-12 (pp. 35-38)						

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

SPOT ON MATHEMATICS Week 3													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	Calculations with integers: Addition and subtraction	78-79	2.2 (no. 5-11)	30	59								
12	Multiplication and division of integers	78-79	2.3	31-32	60-61		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)						
13	Calculations with numbers involving the squares, cubes, square roots and cube roots of integers	78-80	2.4 (no. 1-3)	33-35	62	No. 15-18 (pp. 32-39)	No. 1-13 (pp. 47-49)						
14	Calculations involving properties of integers	80	2.4 (no. 4-8)	35	63	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)						
15	Solving problems in contexts involving multiple operations with integers	80	2.5	36-37	64		No. 1-2 (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 all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: **Date:**						

SPOT ON MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	Revision	78-80	2	39-41	66-67		No. 1-4 (p. 50)						
17	**Exponents:** Mental calculations; Comparing and representing integers in exponential form	81	3.1 (no. 1-5)	44-45	68-71		No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57)						
18	Comparing and representing integers in exponential form	81-82	3.1 (no. 6-8)	46	71-72		No. 1-7 (pp. 58-59)						
19	Using the laws of exponents: Multiplication, division and a power raised to a power	82-83	3.2a (no. 1-3)	47-49	73		No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67) No. 1-6 (pp. 68-69)						
20	Using the laws of exponents: A power raised to a power, power of 0 and mixed operations	82-83	3.2a (no. 4-7)	49	74		No. 1-11 (pp. 63-65) No. 1-2 (p. 70) No. 1-8 (pp. 70-71)						
Note: Refer to Day 17: Students require a 3x3 grid with random square or cube numbers.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: **Date:**						

SPOT ON MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Consolidation of laws of exponents (use *DBE workbook*)	82-83				No. 20-21 (pp. 42-45)	No. 1-3 (pp. 71-72)						
22	Consolidation of laws of exponents cont. (use *DBE workbook*)	82-83				No. 22-23 (pp. 46-49)	No. 1-4 (pp. 72-73)						
23	Consolidation of laws of exponents cont. (use *DBE workbook*)	82-83				No. 24-25 (pp. 50-53)	No. 1-2 (p. 73)						
24	Scientific notation; Solving problems in contexts involving exponents	81-82 85	3.2b	50-51	75-76	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)						
25	Revision of exponents	80-84	3 (no. 1-6)	53	78	No. 26 (pp. 54-55)							

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

SPOT ON MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision of exponents cont.	80-84	3 (no. 7-11)	53-54	78-79	No. 26 (pp. 54-55)	No. 1-6 (p. 76)						
27	**Numeric and geometric patterns:** Investigating and extending number patterns; Describing and justifying the general rule for numeric relationships	85-86	4.1 (no. 1-2)	56-59	82-83		No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)						
28	Investigating and extending number patterns; Describing and justifying the general rule for numeric relationships	85-86	4.1 (no. 3-10)	60	83-84		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)						
29	Investigating and extending geometric patterns; Looking for relationships between patterns	86-88	4.2 (no. 1-3)	61-64	85-87		No. 1-5 (pp. 86-87)						
30	Investigating and extending geometric patterns; Looking for relationships between patterns cont.	86-88	4.2 (no. 4-7)	64-65	88-89		No. 1-7 (pp. 87-89)						
Note: Refer to Day 27: Students require beads, matches, paper clips or noodles.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?												
	HOD: **Date:**												

SPOT ON MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Revision of numeric and geometric patterns (use *DBE workbook*)	85-88				No. 27a-27b (pp. 56-59)	No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Formal assessment: Assignment**		4	67	91-92								
33	**Functions and relationships:** Input and output values or rules using formulae, equations, flow diagrams and tables	88-89	5.1a	68-71	93-96		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values using formulae, equations, flow diagrams and tables	88-89	5.1b	72-73	97	No. 28 (pp. 60-61)	No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
35	Equivalent forms of the same relationship or rule	88-89	5.2	74-75	98-99		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						

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

SPOT ON MATHEMATICS Week 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (30 minutes)	88-89	5	77	101							
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form; Identifying variables and constants	90	6.1	78-81	103-105	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)					
38	Interpreting and writing algebraic expressions	90	6.2	82-83	106-107	No. 32 (pp. 70-71)						
39	Like and unlike terms; Expanding and simplifying algebraic expressions	90	6.3	84-85	108-109	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)					
40	Revision of algebraic expressions	90	6 No. 1-3	87	111		No. 1-10 (pp. 117-118)					

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

SPOT ON MATHEMATICS Week 9

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision of algebraic expressions	90	6 (no. 4-6#)	87	111-112	No. 29b (pp. 64-65)	No. 1-12 (pp. 108-111)					
42	**Formal assessment: Test**											
43	**Algebraic equations:** Setting up equations to describe problem situations; Analysing and interpreting equations	91	7.1	88-91	113-115	No. 32-33 (pp. 70-73)	No. 1-3 (pp. 119-122)					
44	Solving equations	91	7.2	92-93	116-117	No. 34-35 (pp. 74-77)	No. 1-3 (pp. 123-124)					
45	Determining the numerical value of an expression by substitution	91	7.3 (no. 1-4)	94	118	No. 36a (pp. 78-79)	No. 1-4 (pp. 124-126)					

Reflection

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

SPOT ON MATHEMATICS Week 10												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Determining the numerical value of an expression by substitution	91	7.3 (no. 5-12)	95	119-120	No. 36b (pp. 80-81)						
47	Revision of algebraic expressions and equations	91	7	97	122-123	No. 37-39 (pp. 82-87)						
48	Go over test solutions											
49	Revision											
50	Revision											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Platinum Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

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

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

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

PLATINUM MATHEMATICS Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	Solving problems involving whole numbers: Ratios, rates and financial contexts	77	1.6	13-16	7-8	No. 6-8 (pp. 14-19)	No. 1-11 (pp. 24-26) No. 1-8 (pp. 27-28)						
7	Revision of whole numbers	75-77	Rev.	17	8	No. 9-10 (pp. 20-23)							
8	**Integers:** Counting, ordering and comparing integers	78-79	2.1	18-20	9-10	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)						
9	Calculations with integers: Addition and subtraction	78-79	2.2	21-22	10-12		No. 1-12 (pp. 35-38)						
10	Calculations with integers: Multiplication and division; Solving problems in contexts	78-79	2.3	22-25	12		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)						
Note: 1. Refer to Day 6: Students require a list of words such as sum, difference, etc. 2. Refer to Day 8: Pictures, fridge thermometer weather reports may be useful. 3. Refer to Day 9: Students require a table of numbers (TG 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 all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

PLATINUM MATHEMATICS Week 3 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Properties of integers	80	2.4	26-27	12		No. 1-5 (pp. 44-45)					
12	Properties of integers cont. (use *DBE workbook*)	80				No. 13 (pp. 28-29)						
13	Squares, cubes, square roots and cube roots of integers	78-80	2.5 (no. 1#)	27-28	13	No. 15-18 (pp. 32-39)	No. 1-13 (pp. 47-49)					
14	Solving problems in contexts involving multiple operations with integers; Revision: calculations with integers (use *DBE workbook*)	80	2.5 (no. 2-5)	28	13	No. 12 (pp. 26-27)	No. 1-2 (pp. 46-47)					
15	Revision of integers	78-80	Rev. (no. 1-5)	29	14		No. 1-4 (p. 50)					

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

PLATINUM MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	Revision of integers cont.	78-80	Rev. (no. 6-12)	29	14								
17	**Exponents:** Comparing and representing numbers in exponential form	81-82	3.1	32-34	16-17		No. 1-3 (pp. 51-53) No. 1-7 (pp. 58-59)						
18	Squares, cubes, square roots and cube roots	82-83	3.2	35-37	17-18	No. 25 (pp. 52-53)	No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57)						
19	Calculations using numbers in exponential form: Laws of exponents	82-83	3.3	38-39	18-19		No. 1-8 (pp. 60-62)						
20	Laws of exponents; Solving problems in contexts involving numbers in exponential form	82-83	3.4	39-40	18-19		No. 1-11 (pp. 63-65)						
Note: 1. Refer to Day 17: Students require square shapes and cubes. 2. Refer to Day 18: Charts of square and cube numbers may be helpful.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

PLATINUM MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
21	Revision: Laws of exponents (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 20-21 (pp. 42-45)	No. 1-6 (pp. 65-67) No. 1-6 (pp. 68-69)						
22	Revision: Laws of exponents cont. (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 22-23 (pp. 46-49)	No. 1-2 (p. 70) No. 1-8 (pp. 70-71)						
23	Calculations using numbers in exponential form (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 24 (pp. 50-51) No. 26 (pp. 54-55)	No. 1-3 (pp. 71-72) No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
24	Scientific notation	81 85	3.5	41-42	19-20	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)						
25	Revision: Exponents	80-84	Rev. (no. 1-6)	43	20		No. 1-6 (p. 76)						
Note: 1. Refer to Day 24: Pictures of solar system and other examples of very large numbers may be useful.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						**Date:**	

PLATINUM MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision: exponents	80-84	Rev. (no. 7-20)	43	20								
27	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Describing the general rules for observed relationships	85	4.1	44	21-22		No. 1-8 (pp. 77-79) No. 1-3 (p. 80)						
28	Investigating and extending numeric patterns; Describing the general rules for observed relationships	85-86	4.2	45	22	No. 27a (pp. 56-57)	No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)						
29	Investigating and extending numeric patterns; Describing the general rules for observed relationships	86-88	4.3 4.4	46-48	22-23		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)						
30	Describing and justifying the general rules	86-88	4.5	49	23		No. 1-5 (pp. 86-87)						
Note: 1. Refer to Day 27: Pictures/examples of patterns in our world and different prepared patterns may be helpful. 2. Refer to Day 29: Prepared chart of open table with given rule, flash cards, matches.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

PLATINUM MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
31	Investigating and extending geometric patterns; Looking for relationships between patterns	86-88	4.6	50	24	No. 27b (pp. 58-59)	No. 1-7 (pp. 87-89)						
32	**Formal assessment: Assignment**		Rev.	51	24								
33	**Functions and relationships:** Input and output values or rules using flow diagrams	88-89	5.1	52-54	25		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values using tables	88-89	5.2	55	25-26	No. 28 (pp. 60-61)							
35	Input and output values using formulae	88-89	5.3	56	26		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
Note: Refer to Day 33: Students require pictures of processing plants.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: **Date:**						

PLATINUM MATHEMATICS Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (30 minutes)	88-89	Rev.	57	26		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form	90	6.1	58-60	27-28	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
38	Identifying variables and constants in given equations; Conventions for writing algebraic expressions	90	6.2	61-63	28-29	No. 29b (pp. 64-65)							
39	Identifying and classifying like and unlike terms; Adding and subtracting	90	6.3	64	29	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						
40	Revision of algebraic expressions	90	Rev.	65	30	No. 32 (pp. 70-71)	No. 1-12 (pp. 108-111)						

Note: 1. Refer to Day 37: Tables of algebraic vocabulary, symbols (TG p. 27) are provided.
2. Refer to Day 39: A summary of order of operations should be given.

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

PLATINUM MATHEMATICS Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
41	Revision of all topics covered (use test in LB as revision – leave out No. 16)	90	Test	70-71	33	No. 39 (pp. 86-87)	No. 1-10 (pp. 117-118)						
42	**Formal assessment: Test**												
43	**Algebraic equations:** Solving equations; Setting up equations to describe problem situations	91	7.1	66-68	31,32	No. 33-34 (pp. 72-75)	No. 1-3 (pp. 119-122)						
44	Analysing and interpreting equations that describe a given situation; Revision of algebraic equations	91	7.2 rev. (no. 1-4)	68-69	32	No. 35 (pp. 76-77)	No. 1-3 (pp. 123-124)						
45	Determining the numerical value of an expression using substitution (use *DBE workbook* or *Sasol Inzalo* book)	91				No. 36a (pp. 78-79)	No. 1-4 (pp. 124-126)						
Note: Refer to Day 43: A picture of scales with different weights is required.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:					**Date:**		

PLATINUM MATHEMATICS Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Determining the numerical value of an expression using substitution (use *DBE workbook*)	91				No. 36b (pp. 80-81)							
47	Revision of algebraic equations	91	Rev. (no. 5-10)	69	32	No. 37-38 (pp. 82-85)							
48	Go over test solutions												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

OXFORD HEADSTART MATHEMATICS Week 1 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Ordering and comparing whole numbers	75	1-2	7-8	31-32	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)						
2	Properties of whole numbers; Calculations using whole numbers: Estimating and rounding off	75-76	1 1	9-11 12-13	33-35 35-38	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)						
3	Calculations using whole numbers: Addition and subtraction; Rounding off and compensating	75-76	2-3	14-16	38-40		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14)						
4	Multiplication and division; More rounding off and compensating		4-5	16-18	40-42		No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
5	The order of operations; Multiples and factors	76-77	6 1-3*	20-24	42-49	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?										
			HOD:				**Date:**						

OXFORD HEADSTART MATHEMATICS Week 2

*Select

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

Reflection

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

OXFORD HEADSTART MATHEMATICS Week 3 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
11	Squares, cubes, square roots and cube roots of integers; Properties of integers	78-80	7 1-2	49-50 42-54	66 67-69	No. 15-18 (pp. 32-39) No. 13 (pp. 28-29)	No. 1-13 (pp. 47-49) No. 1-5 (pp. 44-45)						
12	Solving problems in financial contexts involving multiple operations with integers	80	1-3*	55-59	69-74		No. 1-2 (pp. 46-47)						
13	Solving problems in financial contexts	80	4-5	60-64	72-74								
14	Solving problems in financial contexts	80	6-8*	64-69	75-77								
15	Revision	78-80	Rev.	70-71	78		No. 1-4 (p. 50)						
Note: Refer to Day 12: An example of a budget and a cellphone/phone bill must be shown.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						**Date:**	

OXFORD HEADSTART MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
16	Revision	78-80	Rev.	70-71	78								
17	**Exponents:** Squares, cubes, square roots and cube roots	82-83	1-3	73-77	79-82		No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57						
18	Comparing and representing integers in exponential form	81-82	1-3	78-82	83-86		No. 1-7 (pp. 58-59)						
19	Calculations using numbers in exponential form: Laws of exponents: Multiplication	82-83	1	83-84	87-89	No. 20 (pp. 42-43)	No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67)						
20	Laws of exponents: Division	82-83	2	85	89	No. 21 (pp. 44-45)	No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72) No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
Note: Refer to Day 17: Resources: Square shapes, cubes.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: **Date:**						

OXFORD HEADSTART MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Laws of exponents: Raising numbers in brackets to powers; Zero as an exponent	82-83	3 4	86-87	90-91	No. 22-23 (pp. 46-49)	No. 1-11 (pp. 63-65) No. 1-2 (p. 70)						
22	Performing calculations using the laws of exponents	82-83	5 6	87-88	91	No. 24 (pp. 50-51)							
23	Performing calculations with squares, cubes, square roots and cube roots using the laws of exponents; Problem solving involving exponents	81-83	7	89-91	92	No. 25 (pp. 52-53)	No. 1-8 (pp. 70-71)						
24	Scientific notation	81 85	1-2	92-95	93-95	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)						
25	Scientific notation	81 85	3	95	95								

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

OXFORD HEADSTART MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision: exponents	82-83	Rev.	96-97	96	No. 26 (pp. 54-55)	No. 1-6 (p. 76)						
27	**Numeric and geometric patterns:** Investigating and extending patterns; Looking for relationships; Describing and justifying the general rules for observed relationships between numbers	85-86	MM 1	99-100	97-100		No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)						
28	Creating and justifying the general rules	85-86	2	101	100		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)						
29	Using tables to investigate and extend numeric patterns; Describing and justifying the general rules	86-88	3	101-102	100-102		No. 1-5 (pp. 86-87)						
30	Using tables to investigate and extend numeric patterns; Describing and justifying the general rules	86-88	3	101-102	100-102		No. 1-7 (pp. 87-89)						

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

OXFORD HEADSTART MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Revision of numeric and geometric patterns (use *DBE workbook*)	85-88				No. 27a-27b (pp. 56-59)	No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Functions and relationships:** Input and output values or rules using flow diagrams	88-89	MM 1	104-106	103-105		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
33	Input and output values or rules using formulae, flow diagrams and tables	88-89	2	106-108	105-106	No. 28 (pp. 60-61)	No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
34	Equivalent forms of the same relationship or rule	88-89	MM 1 2	110-113	106-109		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						
35	**Formal assessment: Assignment** (use Revision ex.)		Rev.	114	110								

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

OXFORD HEADSTART MATHEMATICS Week 8 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form; Identifying variables and constants	90	MM 1 2	116-119	111-114	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
37	Go over assignment (30 minutes); Conventions for writing and analysing algebraic expressions (30 minutes)	90	3	119-121	114-115	No. 29b (pp. 64-65)							
38	Identifying and classifying like and unlike terms	90	4 5	121-123	116-117	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						
39	Expanding and simplifying algebraic expressions	90	MM 1 2	124-126	118-120	No. 32 (pp. 70-71)	No. 1-12 (pp. 108-111)						
40	Adding like terms	90	3 4*	126-127	120-121		No. 1-10 (pp. 117-118)						
Note: Refer to Day 38: Resources: Photocopies of coins and notes.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

OXFORD HEADSTART MATHEMATICS Week 9 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Subtracting like terms	90	5 6*	128-129	121-122								
42	**Formal assessment: Test**												
43	**Algebraic equations:** Setting up equations to describe problem situations	91	MM 1	131-133	123-125	No. 33-34 (pp. 72-75)	No. 1-3 (pp. 119-122)						
44	Analysing and interpreting equations that describe a given situation; Solving equations by inspection	91	2 MM 1	133-134 135-136	125-128		No. 1-3 (pp. 123-124)						
45	Determining the numerical value of an expression by substitution	91	2	137	128	No. 36a-36b (pp. 78-81)	No. 1-4 (pp. 124-126)						

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

OXFORD HEADSTART MATHEMATICS Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
46	Revision of algebraic expressions and equations	91	Rev.	138-141	129-130	No. 37-39 (pp. 82-87)							
47	Go over test solutions												
48	Revision												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Oxford Successful Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

OXFORD SUCCESSFUL MATHEMATICS Week 1 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Ordering and comparing whole numbers	75	1 2	9-12	28-31	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)						
2	Properties of whole numbers: Commutative, associative and distributive properties	75-76	1-3	13-15	31-35	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)						
3	Properties of whole numbers: Identity elements; Calculations using whole numbers: Estimating, rounding off, compensating and the four operations	75-76	4 1 2	15-16 17-20	35-36 36-40		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
4	Multiples and factors	76-77	1-3*	21-24	40-44	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
5	Solving problems involving whole numbers: Ratio and rate (including exchange rates)	77	1 2*	25-28	44-46	No. 10 (pp. 22-23)	No. 1-11 (pp. 24-26)						
Note: 1. Refer to Day1: A place chart (9 digits) should be provided. 2. Refer to Day 5: Resources: blocks or sweets.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

OXFORD SUCCESSFUL MATHEMATICS Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	Solving problems involving whole numbers: Financial contexts	77	1	29-32	47-49	No. 6-8 (pp. 14-19)	No. 1-8 (pp. 27-28)						
7	Solving problems: Financial contexts (30 minutes); Revision (consolidation) (30 minutes)	75-77	Cons.	35	49-50	No. 9 (pp. 20-21)							
8	**Integers:** Counting, ordering and comparing integers	78-79	1 2	36-39	51-55	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)						
9	Calculations with integers: Addition and subtraction	78-79	1 (no. 1-8)	40-42	55-57		No. 1-12 (pp. 35-38)						
10	Calculations with integers: Addition and subtraction	78-79	1 (no. 9-10) 2	42-43	57-58								
Note: Refer to day 8: Resources: Cardboard, coloured pens for number lines and various cards (TG p. 52).													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

OXFORD SUCCESSFUL MATHEMATICS Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Calculations with integers: Multiplication	78-79	1	44-45	58-59		No. 1-12 (pp. 40-42)					
12	Calculations with integers: Multiplication and division	78-79	2-3	45-46	60-61		No. 1-6 (pp. 43-44)					
13	Calculations with integers: Multiple operations	78-79	Rev. 1 2	47-48	61-64	No. 12 (pp. 26-27)	No. 1-13 (pp. 47-49)					
14	Properties of integers	80	Rev. 1-4	49-52	64-67	No. 13 (pp. 28-29)	No. 1-5 (pp. 44-45)					
15	Solving problems in contexts involving integers	80	Rev. 1	53-55	67-69	No. 15-16 (pp. 32-35)	No. 1-2 (pp. 46-47)					

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

OXFORD SUCCESSFUL MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	Revision: Integers	78-80	Cons.	57	69	No. 17-18 (pp. 36-39)	No. 1-4 (p. 50)						
17	**Exponents:** Squares, cubes, square roots and cube roots	81-83	1 2	58-60	70-73	No. 25 (pp. 52-53)	No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57)						
18	Comparing and representing whole numbers in exponential form	81-82	1 2	61-62	73-75		No. 1-7 (pp. 58-59)						
19	Comparing and representing integers in exponential form	81-82	3	62-63	75-76								
20	The laws of exponents (use *DBE workbook*)	82-83				No. 20-21 (pp. 42-45)							
Note: Refer to Day 17: Resources: Cardboard, coloured pens for cards (TG p. 71); newspapers/magazines.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**												

OXFORD SUCCESSFUL MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	The laws of exponents (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 22-23 (pp. 46-49)	No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67)						
22	The laws of exponents	82-83	1	64-65	76-78		No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72) No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
23	Calculations with numbers in exponential form	82-83	1-3	66-67	78-80		No. 1-11 (pp. 63-65)						
24	Scientific notation	81 85	1	68-69	80-82	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)						
25	Solving problems in contexts involving numbers in exponential form	82	2	69-70	82-83		No. 1-2 (p. 70) No. 1-8 (pp. 70-71)						

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

OXFORD SUCCESSFUL MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
26	Revision (consolidation): Exponents	80-84	Cons.	72	83	No. 25-26 (pp. 52-55)	No. 1-6 (p. 76)						
27	**Formal assessment: Assignment**		Ass.	432-433	333-334								
28	**Numeric and geometric patterns:** Investigating and extending patterns; Looking for relationships	85	1	74-77	84-88		No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)						
29	Describing and justifying the general rules for observed relationships between numbers/patterns	85-86	1 (no. 1-6)	78-80	88-90		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)						
30	Describing and justifying the general rules for observed relationships between numbers/patterns	85-86	1 (no. 7-10)	80-81	90-91		No. 1-5 (pp. 86-87)						
Note: Refer to Day 28: Resources: Matchsticks, counters, blocks, paper, glue.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: **Date:**						

OXFORD SUCCESSFUL MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Describing and justifying the general rules for observed relationships between numbers/patterns	86-88	2	81-82	91-92		No. 1-7 (pp. 87-89)						
32	Revision of numeric and geometric patterns (use *DBE workbook* or *Sasol Inzalo* book)	85-88				No. 27a-27b (pp. 56-59)	No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
33	Go over assignment solutions												
34	**Functions and relationships:** Input and output values or rules using flow diagrams and tables	88-89	1	83-86	92-94		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
35	Input and output values using formulae	88-89	2	86	95		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						

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

OXFORD SUCCESSFUL MATHEMATICS Week 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
36	Equivalent forms of the same relationship or rule	88-89	1	87-88	96-99		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)					
37	Revision of functions and relationships (consolidation)	88-89	Cons.	90	99	No. 28 (pp. 60-61)						
38	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form; Identifying variables and constants	90	1 2	91-94	100-103	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)					
39	Conventions for writing algebraic expressions	90	3	94-95	103-104	No. 29b (pp. 64-65)						
40	Identifying and classifying like and unlike terms; Adding and subtracting like terms	90	1-3	96-98	104-106	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)					

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

OXFORD SUCCESSFUL MATHEMATICS Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Identifying coefficients, constants and exponents in algebraic expressions	90	1-2	99-101	106-108	No. 32 (pp. 70-71)	No. 1-12 (pp. 108-111)						
42	Expanding and simplifying algebraic expressions	90	1-3	102-105	108-112	No. 39 (pp. 86-87)	No. 1-10 (pp. 117-118)						
43	**Formal assessment: Test**												
44	**Algebraic equations:** Setting up equations to describe problem situations; Analysing and interpreting equations that describe a given situation	91	1 2	106-108	112-113	No. 33-34 (pp. 72-75)	No. 1-3 (pp. 119-122)						
45	Solving equations by inspection	91	3	108	113-114	No. 35 (pp. 76-77)	No. 1-3 (pp. 123-124)						

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

OXFORD SUCCESSFUL MATHEMATICS Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Determining the numerical value of an expression by substitution	91	4	108-109	114	No. 36a-36b (pp. 78-81)	No. 1-4 (pp. 124-126)						
47	Revision of algebraic expressions and equations (consolidation)	91	Cons.	111	115	No. 37-39 (pp. 82-87)							
48	Go over test solutions												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

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

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

CLEVER: KEEPING MATHS SIMPLE Week 2

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
6	Solving problems involving whole numbers: Ratio and rate; Financial contexts	77	4-5*	19-23	16-23	No. 6-7 (pp. 14-17)	No. 1-8 (pp. 27-28)					
7	Solving problems involving whole numbers: Financial contexts	77	6	24-26	23-24	No. 8-10 (pp. 18-23)						
8	**Integers:** *What you already know*; Counting, ordering and comparing integers	78-79	1	27-32	25-30	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)					
9	Calculations with integers: Addition and subtraction	78-79	2	33-37	30-34		No. 1-12 (pp. 35-38)					
10	Calculations with integers: Multiplication and division	78-79	3 (no. 1-2)	37-41	35		No. 1-12 (pp. 40-42) No. 1-6 (pp. 43-44)					

Note: Refer to Day 8: Resources: Chain diagram, thermometer, bank statements, newspapers.

Reflection

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

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

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

CLEVER: KEEPING MATHS SIMPLE Week 4

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	Revision (use *DBE workbook*)	78-80				No. 13 (pp. 28-29)						
17	**Exponents:** Comparing and representing whole numbers in exponential form: Squares, square roots, cubes, cube roots	81-83	1	50-54	41-47		No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55)					
18	Comparing and representing integers in exponential form	81-82	2 (no. 1, 2, 5, 6)	54-58	48		No. 1-4 (pp. 56-57) No. 1-7 (pp. 58-59)					
19	Scientific notation	81 85	2 (no. 3-4#)	56-58	48	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)					
20	The laws of exponents	82-83	3	58-62	49-51		No. 1-8 (pp. 60-62)					

Note: Refer to Day 17: Squared paper should be provided.

Reflection

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

CLEVER: KEEPING MATHS SIMPLE Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	The laws of exponents cont. (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 20-21 (pp. 42-45)	No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72) No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
22	The laws of exponents cont. (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 22-23 (pp. 46-49)	No. 1-11 (pp. 63-65) No. 1-6 (pp. 65-67)						
23	Calculations using numbers in exponential form	82-83	4	62-66	51-53	No. 24 (pp. 50-51)	No. 1-2 (p. 70)						
24	Solving problems in contexts involving numbers in exponential form	82	5 (no. 1-7)	67-69	53-55		No. 1-8 (pp. 70-71)						
25	Solving problems in contexts involving numbers in exponential form cont.	82	5 (no. 8-10)	69-70	55								

Reflection

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

CLEVER: KEEPING MATHS SIMPLE Week 6

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
26	Revision: exponents (use *DBE workbook* or *Sasol Inzalo* book)	80-84				No. 25-26 (pp. 52-55)	No. 1-6 (p. 76)					
27	**Numeric and geometric patterns:** Revision *What you already know*	85		71	56-62							
28	Investigating and extending patterns; Describing and justifying the general rules for observed relationships between numbers	85	1 (no. 1-2)	72-75	62-64	No. 27a (pp. 56-57)	No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)					
29	Investigating and extending patterns; Describing and justifying the general rules for observed relationships between numbers	85-86	1 (no. 3-6)	75-76	64-66		No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)					
30	Investigating and extending geometric patterns; Describing and justifying the general rules	86-88	2 (no. 1#)	77-79	66	No. 27b (pp. 58-59)	No. 1-5 (pp. 86-87)					
Note: Refer to Day 27: Resources: Matches and 2-D shapes.												

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

CLEVER: KEEPING MATHS SIMPLE Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Investigating and extending geometric patterns; Describing and justifying the general rules cont.	86-88	2 (no. 2-3)	79-80	66-67		No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Formal assessment: Assignment**		Cont. test	107-108	92-93								
33	**Functions and relationships:** Input and output values or rules using flow diagrams, tables and equations	88-89	What you…	81	68-72		No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values using flow diagrams, tables and equations; Equivalent forms of the same relationship or rule	88-89	1 (no. 1-4)	82-85	73-74		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						
35	Input and output values using flow diagrams, tables and equations; Equivalent forms of the same relationship or rule cont.	88-89	1 (no. 5)	85-86	74		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						

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

CLEVER: KEEPING MATHS SIMPLE Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (30 minutes)	88-89	Ass. 2 (q. 1)	106	91	No. 28 (pp. 60-61)							
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form; Algebraic conventions	90	*What you…* 1	87-89	75-81	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
38	Identifying coefficients and exponents in expressions	90	2	90,91	81	No. 29b (pp. 64-65)	No. 1-12 (pp. 108-111)						
39	Formulating algebraic expressions	90	3	91-93	82-83	No. 32 (pp. 70-71)							
40	Identifying like terms and degrees of algebraic expressions	90	4	93-94	83	No. 30 (pp. 66-67)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						

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

CLEVER: KEEPING MATHS SIMPLE Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
41	Identifying and classifying like and unlike terms	90	5	94-97	83-84	No. 31 (pp. 68-69)	No. 1-10 (pp. 117-118)						
42	**Formal assessment: Test**												
43	**Algebraic equations:** Solving equations by inspection	91	*What you…*	98	85-87		No. 1-3 (pp. 123-124)						
44	Solving equations; Setting up equations to describe problem situations	91	1 (no. 1-4)	98-103	87-88	No. 33-34 (pp. 72-75)	No. 1-3 (pp. 119-122)						
45	Determining the numerical value of an expression by substitution	91	1 (no. 5-9)	103-104	88-89	No. 36a-36b (pp. 78-81)	No. 1-4 (pp. 124-126)						

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

CLEVER: KEEPING MATHS SIMPLE Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Revision of algebraic equations (use *DBE workbook*)	91				No. 35 (pp. 76-77) No. 37-39 (pp. 82-87)							
47	Go over test solutions												
48	Revision												
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Solutions for All Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

SOLUTIONS FOR ALL MATHEMATICS Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Times tables (MM); Ordering and comparing numbers; Rounding off; Calculations using whole numbers	75	MM Ex. 1.1 Act. 1.1	1-4	1-4	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)						
2	Calculations using whole numbers: Mixed operations; Factors and multiples	75-76	Ex. 1.2 Act. 1.2 Ex. 1.3	5-7	4-6	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)						
3	Properties of whole numbers	75-76	Act. 1.3 Ex.1.4 Act. 1.4 Ex. 1.5	8-12	7-9	No. 2a-2b (pp. 4-7)	No. 1-4 (pp. 1-3) No. 1-7 (p. 4)						
4	Revising order of operations; Calculations	75-76	Act. 1.5 Ex. 1.6	12-14	9-10		No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14)						
5	Solving problems involving whole numbers	77	Act. 1.6 Ex. 1.7	14-18	10-11		No. 1-4 (p. 15) No. 1-4 (pp. 16-17)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?										
			HOD:				**Date:**						

SOLUTIONS FOR ALL MATHEMATICS Week 2 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solving problems involving whole numbers: Ratio and rate	77	Act. 1.7 Ex. 1.8 Act. 1.8 Ex. 1.9	18-23	11-12		No. 1-11 (pp. 24-26)					
7	Solving problems in financial contexts (30 minutes); Revision (check what you know) (30 minutes)	75-77	Act. 1.9 Ex. 1.10 Act. 1.10 Check what…	23-25 27-32*	13 14-16	No. 6-10 (pp. 14-23)	No. 1-8 (pp. 27-28)					
8	**Integers:** Counting, ordering and comparing integers (*Getting started*); Calculations with integers: Addition and subtraction	78-79	Act. 2.1 Act. 2.2 Ex. 2.1 (no. 1-3)	33-36	17-19	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)					
9	Calculations with integers: Subtraction	78-79	Ex. 2.1 (no. 4-13)	36-38	19-20		No. 1-12 (pp. 35-38)					
10	Calculations with integers: Multiplication	78-79	Act. 2.3 Act. 2.4	38-40	20-21	No. 12 (pp. 26-27)	No. 1-12 (pp. 40-42)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why? **HOD:** **Date:**									

SOLUTIONS FOR ALL MATHEMATICS Week 3

#Supplement

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

Reflection

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

SOLUTIONS FOR ALL MATHEMATICS Week 4 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class** **Date completed**				
16	Solving problems in financial contexts involving integers (20 minutes); Revision (*Check what you know*) (40minutes)	78-80	Act. 3.6 Check what…*	55 56-58	29-30		No. 1-2 (pp. 46-47)					
17	**Exponents:** Mental calculations; Comparing and representing numbers in exponential form	81-82	Act. 4.1 Ex. 4.1	59-63	31-35		No. 1-3 (pp. 51-53) No. 1-7 (pp. 58-59)					
18	Squares and cubes; Laws of exponents: Multiplication	81-83	Act. 4.2 Act. 4.3 Ex. 4.2	64-66	35-36	No. 20 (pp. 42-43)	No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57) No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67)					
19	Laws of exponents: Division	82-83	Act. 4.4 Ex. 4.3*	66-67	36-37	No. 21 (pp. 44-45)	No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72)					
20	Laws of exponents: Raising a power to another power; The power of zero	82-83	Act. 4.5 Ex. 4.4 Act. 4.6	67-68	37-38	No. 22-23 (pp. 46-49)	No. 1-11 (pp. 63-65) No. 1-2 (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 all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?									
			HOD:				**Date:**					

SOLUTIONS FOR ALL MATHEMATICS Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Laws of exponents: The power of zero; Calculations using numbers in exponential form	82-83	Ex. 4.5 Act. 4.7	68-69	38-40	No. 24 (pp. 50-51)	No. 1-8 (pp. 70-71)						
22	Calculations using numbers in exponential form (use *DBE workbook* or *Sasol Inzalo* book)	82-83				No. 25-26 (pp. 52-55)	No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
23	Scientific notation	81 85	Act. 4.8	70-71	40	No. 19 (pp. 40-41)	No. 1-8 (pp. 74-75)						
24	Scientific notation	81 85	Ex. 4.6	72-73	41								
25	Revision: Exponents (*Check what you know*)	80-84	*Check what…* (no. 1-3)	73-74	41-42		No. 1-6 (p. 76)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?										
			HOD:				**Date:**						

SOLUTIONS FOR ALL MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
26	Revision: Exponents (*Check what you know*)		*Check what…* (no. 4-6)	73-74	42-43								
27	**Numeric and geometric patterns:** Investigating and extending patterns; Describing and justifying the general rules for observed relationships	85	*Getting started*	75-77	44-47		No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)						
28	Investigating and extending numeric patterns; Describing and justifying the general rules	85-86	Act. 5.1 Ex. 5.1 No. 1.2	77-80	47-48	No. 27a (pp. 56-57)	No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)						
29	Investigating and extending numeric patterns; Describing and justifying the general rules cont.	85-86	Ex. 5.1 No. 3-7	80-82	48-50		No. 1-5 (pp. 86-87)						
30	Investigating and extending geometric patterns; Describing and justifying the general rules cont.	86-88	Act. 5.3	83-87	50-52	No. 27b (pp. 58-59)	No. 1-7 (pp. 87-89)						

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

SOLUTIONS FOR ALL MATHEMATICS Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Investigating and extending exponential patterns	85-88	Act. 5.4	88	52-53		No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Formal assessment: Assignment**		*Check what…*	89-91	53-54								
33	**Functions and relationships:** Input and output values or rules using flow diagrams	88-89	*Getting started* Act. 6.1 Act. 6.2	92-95	55-59	No. 28 (pp. 60-61)	No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values using flow diagrams and equations	88-89	Ex. 6.1	96-98	59-63		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
35	Equivalent forms of the same relationship or rule	88-89	Act. 6.3 Ex. 6.3	98-102	63-65		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						

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

SOLUTIONS FOR ALL MATHEMATICS Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (30 minutes)	88-89	*Check what…*	103-104	65-66								
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form	90	Act. 7.1 Ex. 7.1	107-110	67-68 70-72	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
38	Identifying variables and constants in given formulae and equations; Conventions for writing algebraic expressions	90	Act. 7.2 Ex. 7.2	111-113	72-74	No. 29b (pp. 64-65)							
39	Identifying, classifying and simplifying like and unlike terms	90	Act. 7.3 Act. 7.4 Ex. 7.3	114-116	74-76	No. 30-31 (pp. 66-69)	No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						
40	Formulating algebraic expressions	90	Act. 7.5	116	76	No. 32 (pp. 70-71)	No. 1-12 (pp. 108-111)						

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

SOLUTIONS FOR ALL MATHEMATICS Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Revision of algebraic expressions	90	*Check what…*	117-118	76-77	No. 39 (pp. 86-87)	No. 1-10 (pp. 117-118)						
42	**Formal assessment: Test**												
43	**Algebraic equations:** Setting up expressions and equations to describe problem situations	91	*Getting started* Ex. 8.1	119-123	78-80	No. 33-34 (pp. 72-75)	No. 1-3 (pp. 119-122)						
44	Using substitution in equations to generate tables of ordered pairs; Setting up equations to describe problem situations	91	Act. 8.1 Ex. 8.2 Act. 8.2	123-126	80-81	No. 35 (pp. 76-77)							
45	Solving equations by inspection	91	Act. 8.3 Ex. 8.3	126-127	81	No. 37 (pp. 82-83)	No. 1-3 (pp. 123-124)						

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

SOLUTIONS FOR ALL MATHEMATICS Week 10 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Setting up and solving equations	91	Ex. 8.4	128-131	82	No. 38 (pp. 84-85)						
47	Determining the numerical value of an expression by substitution	91	Ex. 8.5*	132-134	83	No. 36a-36b (pp. 78-81)	No. 1-4 (pp. 124-126)					
48	Go over test solutions											
49	Revision											
50	Revision											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

MATHEMATICS TODAY Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Whole numbers:** Mental calculations; Ordering and comparing numbers; Properties of whole numbers	75	1.1 1.2 1.3	5-7	1	No. 1 (pp. 2-3)	No. 1-7 (pp. 7-8) No. 1-2 (p. 9) No. 1-3 (pp. 10-11)					
2	Calculations using whole numbers: Without a calculator, estimation and with a calculator	76	1.4 1.5 1.6	8-10	2		No. 1-4 (pp. 1-3) No. 1-7 (p. 4) No. 1-4 (pp. 5-6) No. 1-7 (pp. 12-14) No. 1-4 (p. 15) No. 1-4 (pp. 16-17)					
3	Multiples and factors	76-77	1.7-1.10	11-12	2	No. 3-5 (pp. 8-13)	No. 1-5 (p. 18) No. 1-6 (pp. 19-20) No. 1-3 (pp. 22-23)					
4	Solving problems involving whole numbers: Ratio and rate	77	1.11-1.14	13-14	3		No. 1-11 (pp. 24-26)					
5	Solving problems involving whole numbers: Financial contexts	77	1.15 1.16	15-16	3	No. 6-7 (pp. 14-17)	No. 1-8 (pp. 27-28)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?									
			HOD:				**Date:**					

MATHEMATICS TODAY Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solving problems involving whole numbers: Financial contexts	77	1.17 1.18	16-17	3-4	No. 8-10 (pp. 18-23)						
7	Whole numbers revision	75-77	Rev.	18	4-5							
8	**Integers:** Ordering and comparing integers	78-79	2.1	18-21	6	No. 11 (pp. 24-25)	No. 1-9 (pp. 29-34) No. 1-6 (p. 39)					
9	Counting integers; Calculations with integers: Addition	78-79	2.2-2.4	22-23	6-7		No. 1-12 (pp. 35-38)					
10	Calculations with integers: Subtraction	78-79	2.5	24	7							
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**					

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

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

MATHEMATICS TODAY Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	Revision: Integers	78-80	Rev.	31	8-9		No. 1-4 (p. 50)						
17	**Exponents:** Mental calculations with squares, square roots, cubes and cube roots	81-83	3.1 3.2	32-34	10		No. 1-3 (pp. 51-53) No. 1-2 (p. 54) No. 1-3 (p. 55) No. 1-4 (pp. 56-57)						
18	Comparing and representing whole numbers and integers in exponential form	81-82	3.3 3.4	35-36	10-11		No. 1-7 (pp. 58-59)						
19	The laws of exponents	82-83	3.5 3.6	37-38	11	No. 20-21 (pp. 42-45)	No. 1-8 (pp. 60-62) No. 1-6 (pp. 65-67)						
20	Calculations using numbers in exponential form	82-83	3.7 3.8	39	11	No. 22-23 (pp. 46-49)	No. 1-11 (pp. 63-65) No. 1-2 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

MATHEMATICS TODAY Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Calculations using integers in exponential form; Calculations with square roots and cube roots of integers	81-83	3.9 3.10	40-41	12	No. 24 (pp. 50-51)	No. 1-6 (pp. 68-69) No. 1-3 (pp. 71-72) No. 1-4 (pp. 72-73) No. 1-2 (p. 73)						
22	Squares, cubes, square roots and cube roots of rational numbers	81-83	3.11	41	12	No. 25 (pp. 52-53)							
23	Scientific notation; Problem solving in contexts involving numbers in exponential form	81 85	3.12	42-43	12	No. 19 (pp. 40-41)	No. 1-8 (pp. 70-71)						
24	Scientific notation	81 85	3.13	43	12		No. 1-8 (pp. 74-75)						
25	Revision: Exponents	80-84	Rev.	44	12-13	No. 26 (pp. 54-55)							

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

MATHEMATICS TODAY Week 6 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Revision: Exponents cont.	80-84	Rev.	44	12-13		No. 1-6 (p. 76)					
27	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Describing and justifying the general rules for observed relationships	85-86	4.1	45-48	14		No. 1-8 (pp. 77-79) No. 1-3 (p. 80) No. 1-3 (pp. 81-82) No. 1-4 (pp. 82-83)					
28	Investigating and extending numeric patterns; Describing and justifying the general rules	85-86	4.2#	49	14	No. 27a (pp. 56-57)	No. 1-4 (pp. 84-85) No. 1-4 (pp. 85-86)					
29	Investigating and extending geometric patterns; Describing and justifying the general rules	86-88	4.3	50-51	15	No. 27b (pp. 58-59)	No. 1-5 (pp. 86-87)					
30	Investigating and extending geometric patterns; Describing and justifying the general rules cont.	86-88	4.4	52	15		No. 1-7 (pp. 87-89)					

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

MATHEMATICS TODAY Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Revision of numeric and geometric patterns	85-88	Rev.	53	16		No. 1-2 (pp. 90-91) No. 1-2 (p. 91) No. 1-3 (p. 92)						
32	**Formal assessment: Assignment**		Ass.	54-55	17								
33	**Functions and relationships:** Input and output values or rules using flow diagrams	88-89	5.1	56-58	18	No. 28 (pp. 60-61)	No. 1-9 (pp. 93-96) No. 1-6 (pp. 97-99)						
34	Input and output values or rules using flow diagrams and equations	88-89	5.2	59-60	18-19		No. 1-3 (pp. 103-104) No. 1-3 (p. 104)						
35	Equivalent forms of the same relationship or rule	88-89	5.3	62-63	19-20		No. 1-11 (pp. 100-101) No. 1-2 (p. 102)						

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

MATHEMATICS TODAY Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (30 minutes)	88-89	Rev.	64	20-21								
37	**Algebraic expressions:** Recognising and interpreting rules or relationships represented in symbolic form	90	6.1 6.2	65-68	22	No. 29a (pp. 62-63)	No. 1-2 (pp. 105-107)						
38	Recognising and identifying terms, coefficients and exponents in given equations; Expanding and simplifying algebraic expressions	90	6.3 6.4	68-71	22-23	No. 29b-31 (pp. 64-69)	No. 1-12 (pp. 108-111) No. 1-8 (pp. 112-114) No. 1-9 (pp. 114-116)						
39	Squares, cubes, square roots and cube roots	90	6.5-6.7	71-74	23-24								
40	Determining the numerical value of algebraic expressions by substitution	90	6.8	74-75	24	No. 36a-36b (pp. 78-81)							

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

MATHEMATICS TODAY Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Revision of algebraic expressions (use the *Revision test*)	90	Rev.	76	24		No. 1-10 (pp. 117-118)						
42	**Formal assessment: Test**												
43	**Algebraic equations:** Setting up equations to describe problem situations; Analysing and interpreting equations that describe a given situation	91	7.1	77-79	26	No. 32-33 (pp. 70-73)	No. 1-3 (pp. 119-122)						
44	Solving equations by inspection	91	7.2	80-81	26-28	No. 34 (pp. 74-75)	No. 1-3 (pp. 123-124)						
45	Solving equations using additive and multiplicative inverses	91	7.3	81-82	28-29	No. 35 (pp. 76-77)							

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

MATHEMATICS TODAY Week 10 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Solving problems using algebraic equations; Determining numerical values using substitution	91	7.4* 7.5*	83-86	29-30	No. 37-38 (pp. 82-85)	No. 1-4 (pp. 124-126)						
47	Go over test solutions												
48	Using substitution in equations to generate tables of ordered pairs	91	7.6	87	31	No. 36a-36b (pp. 78-81)							
49	Revision												
50	Revision												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Sasol Inzalo Mathematics Book 1

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

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

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

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

Weekly reflection

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

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

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

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

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

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

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

SASOL INZALO MATHEMATICS BOOK 1 **Week 2** *Select											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
6	Solving problems: Profit, loss, discount and interest	77	1-8	27-28	27-28	No. 6-9 (pp. 14-21)					
7	Revision (use *DBE workbook*)	77				No. 6-10* (pp. 14-23)					
8	**Integers:** What is beyond 0? Why people decided to have negative numbers	78-79	1-9	31-34	29-34	No. 11 (pp. 24-25)					
9	Adding and subtracting with integers: Adding can make less and subtraction can make more	78-79	1-12	35-38	35-38	No. 12 (pp. 26-27)					
10	Comparing integers and solving problems	78-79	1-6	39	39	No. 12 (pp. 26-27)					
Note: Refer to Day 8: Learners may require cards with integers on them.											
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?					
						HOD: **Date:**					

SASOL INZALO MATHEMATICS BOOK 1 Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
11	Multiplication with integers	78-79	1-12	40-42	40-42	No. 12 (pp. 26-27)						
12	Division with integers	78-79	1-6	43-44	43-44	No. 12 (pp. 26-27)						
13	The associative properties of operations with integers	78-80	1-5	44-45	44-45							
14	Mixed calculations with integers	80	1-2	46-47	46-47	No. 13 (pp. 28-29)						
15	Squares and cubes of integers	80	1-13	47-49	47-49	No. 14 (pp. 30-31)						

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

SASOL INZALO MATHEMATICS BOOK 1 Week 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
16	Revision worksheet	78-80	1-4	50	50							
17	**Exponents:** Revision: Exponential notation; Squares; Cubes; Square and cube roots	81	1-3 1-2 1-3 1-4	53 54 55 56-57	51-53 54 55 56-57	No. 15-18 (pp. 32-39)						
18	Working with integers: Representing integers in exponential form	81-82	1-7	58-59	58-59							
19	Laws of exponents: Product of powers	82-83	1-8	60-62	60-62	No. 20 (pp. 42-43)						
20	Raising a power to a power; Power of a product		1-11 1-6	63-65 65-67	63-65 65-67							

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

SASOL INZALO MATHEMATICS BOOK 1 Week 5												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
21	A quotient of powers; The power of zero	82-83	1-6 1-2	68-69 70	68-69 70	No. 21 (pp. 44-45) No. 23 (pp. 48-49)						
22	Calculations: Mixed operations	82-83	1-8#	70-71	70-71	No. 22 (pp. 46-47)						
23	Squares, cubes and roots of rational numbers: Squaring a fraction	82-83	1-3	71-72	71-72	No. 24 (pp. 50-51)						
24	Finding the square root of a fraction; Cubing a fraction	82-83	1-4 1-2	72-73 73	72-73 73	No. 25-26 (pp. 52-55)						
25	Scientific notation: Very large numbers	82	1-8	74-75	74-75	No. 19 (pp. 40-41)						

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

SASOL INZALO MATHEMATICS BOOK 1 Week 6												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
26	Revision: Worksheet	80-84	1-6	76	76							
27	**Numeric and geometric patterns:** The term-term relationship in a sequence: Going from one term to the next; Adding or subtracting the same number	85	1-8 1-3	77-79 80	79 80	No. 27a (pp. 56-57)						
28	Multiplying or dividing with the same number; Neither adding nor multiplying by the same number	85-86	1-3 1-4	81-82 82-83	81-82 82-83	No. 27b (pp. 58-59)						
29	The position-term relationship in a sequence: Using position to make predictions; More predictions	86-88	1-4 1-4	84-85 85-86	84-85 85-86							
30	Investigating and extending geometric patterns: Square numbers; Triangular numbers	86-88	1-5 1-7	86-87 87-89	86-87 87-89							

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

SASOL INZALO MATHEMATICS BOOK 1 Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
31	Describing patterns in different ways; T-shaped numbers and some other shapes; Revision: Worksheet		1-2 1-2 1-3	90-91 91 92	90-91 91 92							
32	**Formal assessment: Assignment**											
33	**Functions and relationships:** Constant and variable quantities: Looking for connections between quantities; Completing some flow diagrams	88-89	1-9 1-6	95-96 97-99	93-96 97-99							
34	Different ways to describe relationships: A relationship between red dots and blue dots; Translating between different languages of description	88-89	1-11 1-2	100-101 102	100-101 102							
35	Algebraic symbols for variables and relationships: Describing procedures in different ways; Writing symbolic formulae	88-89	1-3 1-3	103-104 104	103-104 104							
Note: Refer to Day 32: The assignment should be sourced from another set of LTSMs.												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?											
	HOD: **Date:**											

SASOL INZALO MATHEMATICS BOOK 1 **Week 8** #Supplement											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
36	Go over assignment solutions (30 minutes); Revision of functions and relationships (use *DBE workbook*) (30 minutes)	88-89				No. 28 (pp. 60-61)					
37	**Algebraic expressions:** Algebraic language: Words, diagrams and symbols	90	1-2#	107	105-107	No. 29a-29b (pp. 62-65)					
38	Looking different but yet the same	90	1-12	108-111	108-111						
39	Add and subtract like terms: Rearrange terms and then combine like terms	90	1-8	112-114	112-114	No. 30-31 (pp. 66-69)					
40	Convenient replacements	90	1-9	114-116	114-116						

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

SASOL INZALO MATHEMATICS BOOK 1 Week 9												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
41	Revision: Worksheet	90	1-10	117-118	117-118	No. 39 (pp. 86-87)						
42	**Formal assessment: Test**											
43	**Algebraic equations:** Setting up equations: Looking for numbers to make statements true	91	1-3	121-122	119-122	No. 32-33 (pp. 70-73)						
44	Solving equations by inspection: The answer is in plain sight	91	1-3	123-124	123-124	No. 34-35 (pp. 74-77)						
45	More examples: Looking for and checking solutions	91	1-4	124-126	124-126	No. 36a-36b (pp. 78-81)						

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

SASOL INZALO MATHEMATICS BOOK 1 Week 10												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
46	Revision of algebraic expressions and equations (use *DBE workbook*)	91				No. 37-38 (pp. 82-85)						
47	Go over test solutions											
48	Revision											
49	Revision											
50	Revision											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

E. ASSESSMENT RESOURCES

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

Grade 8 Mathematics Test Term 1

Time: 60 minutes

Total: 50 marks

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Answer all the questions.
3. Show all your workings.
3. No calculators.

QUESTION 1:

1.1 Arrange the following numbers from smallest to largest:
318 752; 319 052; 318 952; 309 999 (1)

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

1.3 Give three multiples of 20. (1)

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

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

[8]

QUESTION 2:

2.1 The ratio of boys to girls at an athletics practice is 4:3.
There are 49 athletes in total at the practice.
How many boys were at the practice? (2)

2.2 The usual price of a heater is R300. There is a 30% discount on all items. How much does the heater cost after the discount? (2)

2.3 Thandi deposits R850 into a bank. The bank will pay a simple interest rate of 8% per year.
How much money will Thandi get when she withdraws all her money after five years? (2)

[6]

QUESTION 3:

Find the value of each of the following:

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

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

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

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

[8]

QUESTION 4:

Evaluate:

4.1 $\sqrt{16 + 9}$ (1)

4.2 $\sqrt{-16}$ (1)

4.3 $\sqrt[3]{\frac{-64}{27}}$ (1)

4.4 $2^5x^2 \times 2^3(x^4)^2$ (2)

4.5 $(3^4 - 5^2) \div 0$ (1)

4.6 $\frac{9m^4n^2p^0}{-(0,3)^2n^2m^{10}}$ (2)

[8]

QUESTION 5:

Sipho's family has inherited $5{,}24 \times 10^6$ rand from a wealthy uncle.
How much money is this in normal notation? **[1]**

QUESTION 6:

The first three terms of a number sequence are 8; 14; 20

6.1 If the pattern continues in this manner, give the next two terms. (2)

6.2 Work out the rule for the *n-th* term in the pattern. (2)

6.3 Determine the 20th term in the pattern? (1)

6.4 Which term is the number 302 in the pattern? (2)

[7]

QUESTION 7:

If the relationship between x and y is $y = x^2 + 1$, determine the missing values of y in the table:

x	-2	0	2
y			

[2]

QUESTION 8:

Given the algebraic expression: $-7x^3 + 2x - 5 + 3x^4$

8.1 Rewrite the expression in descending powers of x. (1)

8.2 What is the constant term? (1)

8.3 What is the coefficient of x^2? (1)

[3]

QUESTION 9:

Determine the sum of x^4 and $x^4 - 3xy + y^2$ and $-3x^4 + 7xy + 10y^2$

[2]

QUESTION 10:

10.1 Write an algebraic expression for: *The difference between x and 7.* (1)

10.2 Write an algebraic sentence: *The quotient of 2 and y.* (1)

10.3 Shakila is w years old. Her mother is 4 times her age.
Her father is 3 years older than her mother.

a) How old is Shakila's father in terms of w? (2)

b) If Shakila is 9 years old, how old is her father? (1)

[5]

TOTAL: 50

Grade 8 Mathematics Test Term 1: Memorandum

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 1:		
1.1 309 999; 318 752; 318 952; 319 050 ✓ *order*	(1)	K
1.2 22 101 < 22 110 ✓ *comparison*	(1)	K
1.3 20; 40; 60; … ✓ (any 3 correct multiples)	(1)	K
1.4 $360 = 2 \times 2 \times 2 \times 3 \times 3 \times 5$ ✓ *prime factors*	(1)	RP
$450 = 2 \times 3 \times 3 \times 5 \times 2$ ✓ *prime factors*	(1)	RP
HCF $= 2 \times 3 \times 3 \times 5 = 90$ ✓ *answer*	(1)	RP
LCM $= 2 \times 2 \times 2 \times 3 \times 3 \times 5 \times 2 = 720$ ✓ *answer*	(1)	RP
1.5 Bongani is correct ✓ *conclusion*	(1)	K
QUESTION 2:		
2.1 $4 + 3 = 7$ ✓ *addition*	(2)	CP
$\frac{4}{7} \times 49 =$ boys ✓ *answer*		
2.2 $\frac{30}{100}$ ✓ $\times 300 =$ R300 – R90 = R210 ✓ *calculation and answer*	(2)	CP
2.3 $A = P(1 + i \times n)$	(2)	CP
$A = 850(1 + 8\% \times 5)$		
$= 850\ (1 + 40\%)$		
$= 850\ (1{,}4)$ ✓ *expression*		
= R1 190 ✓ *answer*		

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 3:		
3.1 $11(2 - 3) - 5 \times 2 \times 0$		
$=11(-1)$ ✓ $-0 = -11$ ✓ *simplification and answer*	(2)	RP
3.2 $1 - (-15) + 3 \times -6$		
$= 1 + 15 - 18$ ✓ $= 16 - 18 = -2$ ✓ *simplification and answer*	(2)	RP
3.3 $-12 \times -21 + 49 \div (-7)$		
$= 252 - 7$ ✓ $= 245$ ✓ *simplification and answer*	(2)	RP
3.4 $(3 + 12)(-5) + (3 + 12) - 5$		
$= (15)(-5) + 15 - 5$ ✓ $= -75 + 15 - 5 = -65$ ✓ *simplification and answer*	(2)	RP
QUESTION 4:		
4.1 $\sqrt{16 + 9} + \sqrt{25} = 5$ ✓ *simplification and answer*	(1)	RP
4.2 $\sqrt{-16}$ cannot be simplified.	(1)	K
A non-real number. ✓ *answer*	(1)	K
4.3 $\sqrt[3]{\frac{-64}{27}} = \frac{-4}{3}$ ✓ or $\frac{4}{-3} = -\frac{4}{3}$ ✓ *answer*		
4.4 $2^5x^2 \times 2^3(x^4)^2$		
$= 2^5x^2 \times 2^3x^8 = 2^8x^{10}$	(2)	RP
$= 256x^{10}$ ✓✓ *simplification and answer*	(1)	K
4.5 $(3^4 - 5^2) \div 0$ - undefined (division by zero) ✓ *reason*	(2)	RP
4.6 $\frac{(9m^4n^2p^0)}{-(0{,}3)^2n^2m^{10}} = \frac{9m^4n^21}{-0{,}9n^2m^{10}} = -\frac{900}{0{,}9m^6} = -\frac{100}{m^6}$ ✓✓ *simplification and answer*		

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 5: $5{,}24 \times 10^6$ $= 5{,}24 \times 1\,000\,000$ $= R5\,240\,000$ ✓ *answer*	(1)	K
QUESTION 6: 6.1 26; 32 ✓✓ *one mark for each answer* 6.2 $T_n = 6n + 2$ ✓✓ *general term/formula* 6.3 $T_{20} = 6(20) + 2 = 120 + 2 = 122$ ✓ *substitution* 6.4 $6n + 2 = 302$ ✓ *equation* $6n = 300$ $n = 50$ ✓ *answer*	(2) (2) (1) (2)	RP PS CP CP
QUESTION 7: x | −2 | 0 | 2 y | 5 | 1 | 5 ✓✓ *table*	(2)	RP
QUESTION 8: $-7x^3 + 2x - 5 + 3x^4$ 8.1 descending powers: $3x^4 - 7x^3 + 2x - 5$ ✓ *answer* 8.2 constant value: −5 ✓ *answer* 8.3 coefficient of x^3: −7 ✓ *answer*	(1) (1) (1)	K K K

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 9: $(x^4 - 3xy + y^2) + (-3x^4 + 7xy + 10y^2)$ $= x^4 - 3xy + y^2 - 3x^4 + 7xy + 10y^2$ $= -2x^4 + 4xy + 11y^2$ ✓✓ *simplification and answer*	(2)	RP
QUESTION 10: 10.1 $x - 7$ ✓ *expression* (or: $7 - x$) 10.2 $\frac{2}{y}$ ✓ *expression* (or: $\frac{y}{2}$) 10.3 a) $4w + 3$ ✓✓ *expression* b) $4(9) + 3 = 39$ ✓ *substitution*	(1) (1) (2) (1)	K K PS PS

Analysis of Cognitive Levels of Test

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

ANALYSIS OF COGNITIVE LEVELS OF THE TEST			
Cognitive levels	**Mark out of 50**	**Percentage**	**Percentage of marks at each level prescribed by the CAPS (p. 157)**
Knowledge	13	26%	≈ 25%
Routine procedures	23	46%	≈ 45%
Complex procedures	9	18%	≈ 20%
Problem solving	5	10%	≈ 10%