GRADE 9

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

By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are on track and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed.

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

3. Links to the CAPS

The Mathematics tracker for Grade 9 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Senior Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to do so.

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

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

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

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

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

The tracker gives links to the DBE workbooks relevant to the content prescribed for each day. The worksheets in the DBE workbooks are referred to by worksheet number and page. These workbooks should be used in conjunction with the Learner's Book activities as mentioned above. You should review them before each lesson, and decide how best to use them – for teaching, revision, extension or for consolidation, in class or for homework. Please note that the DBE pages referred to are for the 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 9. In the tracker, this time is organised into four one-hour lessons and one half-hour lesson. As each school organises its timetable differently, you may have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school and to ensure that the full four and a half hours of time for Mathematics is used constructively.

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

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

7. Sequence adherence

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

8. Links to assessment

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

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

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

9. Resources

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

B. LESSON PREPARATION KEY STEPS

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

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

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

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

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

questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic, to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.

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

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

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

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

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

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

C. ASSESSMENT TERM PLAN

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

1. Formal assessment

Table 1 below shows the minimum requirement for formal assessment in Grade 9 given by the CAPS (p. 155) and as amended by Circular S1 of 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 6 – Lesson 27** Term 1 Formal Assessment: Assignment no. 1-12, 15 LB pp. 58-60 Memorandum: TG pp. 27-28	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Term 1 formal assessment: Test TG p. 46 Memorandum: TG p. 47
Spot On Mathematics	**Week 6 – Lesson 27** Revision no. 9-23 LB pp. 57-58 Memorandum: TG pp. 69-70	**Week 9 – Lesson 43** Exemplar test (60 minutes)
Platinum Mathematics	**Week 6 – Lesson 27** Formal assessment exemplar: Assignment LB pp. 52-53 Memorandum: TG pp. 26-28	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Formal assessment exemplar test LB pp. 82-83 (only for revision) Memorandum: TG p. 42
Oxford Headstart Mathematics	**Week 6 – Lesson 27** Assignment 2 (Powers of 2: Calculate a target) and revision ex. LB pp. 165-167 Memorandum: pp. 119-120	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignment Assignment 3: Consecutive numbers LB p. 166 Memorandum: TG p. 120	**Alternative test** Term 1 test 1 TG p. 183 Memorandum: TG p. 184
Oxford Successful Mathematics	**Week 6 – Lesson 27** Assignment (use Consolidation) LB pp. 115-116 Memorandum: TG pp. 94-98	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignment Assignment: Option 1: Numbers and fractions LB p. 427 Memorandum: TG p. 313	**Alternative test** Control test 1 TG pp. 315-316 Memorandum: TG pp. 317-318

LTSMs	ASSIGNMENT	End-of-term test
Clever: Keeping Maths Simple	**Week 6 – Lesson 27** Assignment 1: Numbers, operations and relationships LB p. 108 Memorandum: TG p. 113	**Week 9 – Lesson 43** Exemplar test (60 minutes)
	Alternative assignments Assignment 2: Patterns, functions and algebra LB p. 109 Memorandum: TG p. 114	**Alternative test** Control test LG pp. 110-111 (only for revision) Memorandum: TG pp. 115-116
Solutions for All Mathematics	**Week 6 – Lesson 27** Assignment (use 'Check what you know') LB pp. 86-87 Memorandum: TG pp. 61-63	**Week 9 – Lesson 44** Exemplar test (60 minutes)
		Alternative test Term 1 control test TG pp. 412-413 Memorandum: TG pp. 414-416
Mathematics Today	**Week 6 – Lesson 27** Formal assessment: Assignment LB pp. 59-60 TG p. 20	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Alternative test Formal assessment: Term 1 test TG pp. 45-46 Memorandum: TG p. 47
Sasol Inzalo Mathematics Book 1	**Week 6 – Lesson 27** Note: Assignment must be sourced from another set of LTSMs	**Week 9 – Lesson 43** Exemplar test (60 minutes)
		Topics in exemplar test • Whole numbers • Integers • Common fractions • Decimal fractions • 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. Extension and remedial activities are also suggested throughout the Teacher's Guide.
- *Oxford Successful Mathematics* has a consolidation exercise at the end of each chapter in the Learner's Book (with full solutions in the Teacher's Guide).
- *Clever: Keeping Maths Simple* does not have revision exercises but there is more than enough material in many of the exercises available for revision purposes.
- *Solutions for All Mathematics* has a revision exercise ('Check what you know') at the end of each unit. The final unit of each term comprises revision of all the units done during the term. Comprehensive solutions are provided in the Teacher's Guide. Enrichment is provided occasionally and is indicated with an enrichment icon.
- Revision tests can be found at the end of each topic in *Mathematics Today* (with full solutions in the Teacher's Guide). For each topic, remedial support and extension exercises are provided in the Teacher's Guide. There is also a separate photocopiable worksheet book covering all the topics.

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

D. TRACKERS FOR EACH SET OF APPROVED LTSMs

Premier Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

PREMIER MATHEMATICS Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Properties of numbers; Describing the real number system; Calculations using whole numbers	119	1-2	1-3	1-2	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)						
2	Calculation techniques; Multiples and factors	119	3-4	4-8	2-3	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)						
3	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	5-6	8-10	3-4	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)						
4	Solving problems in financial contexts: Simple interest, hire purchase and compound interest	121	7-8	11-14	4-5	No. 6-7 (pp. 14-17)	No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26)						
5	Solving problems in financial contexts: Profit, loss, discount, VAT, exchange rates, commissions, rentals; Budgets	121	9-10	14-17	5	No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-3 (p. 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:**						

PREMIER MATHEMATICS Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	**Integers:** Calculations involving all four operations with integers	121	1 (no. 1-5)	18-20	6-7		No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)						
7	Calculations involving all four operations with integers	121	1 (no. 6-10)	18-20	6-7		No. 1-2 (p. 36) No. 1-2 (pp. 36-37)						
8	Calculations involving squares, cubes, square roots and cube roots of integers	121	2	20-21	7-8	No. 10a (pp. 22-23)	No. 1-3 (pp. 37-38)						
9	Properties of integers	121	3	21-23	8	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)						
10	Solving problems involving multiple operations with integers	121	4	23-24	8-9								
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	**Common fractions:** Calculations using fractions	122	1 (no. 1-3)	25-26	9	No. 11 (pp. 26-27 No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					
12	Calculations involving squares, cubes, square roots and cube roots of common fractions; Calculation techniques	122	1 (no. 4) 2	26	10	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
13	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	3	27	10-11	No. 13b-14 (pp. 32-35)	No. 1-2 (pp. 44-45)					
14	Equivalent forms	122	4#	28	11	No. 16 (pp. 40-41)	No. 1-5 (pp. 55-56)					
15	Revision	122	Rev. (no. 9#)	77	44	No. 15a-15b (pp. 36-39)						

Reflection

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

PREMIER MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
													Date completed
16	**Decimal fractions:** Calculations with decimal fractions, including squares, cubes, square roots and cube roots	123	1	29	12	No. 19a-20b (pp. 46-53)	No. 1-7 (pp. 61-64)						
17	Calculation techniques: Estimation and rounding off	123	2	30	13	No. 17 (pp. 42-43)							
18	Solving problems in contexts involving decimal fractions	123	3	30-31	13		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)						
19	Equivalent forms	123	4	32	14		No. 1-7 (pp. 57-61)						
20	Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 18 (pp. 44-45)	No. 1-3 (pp. 68-69) No. 1-5 (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:**

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

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	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	Solving problems in contexts involving numbers in exponential form, including scientific notation; Revision (use *DBE workbook*)	124-126	5	38-39	18	No. 26a-26b (pp. 64-67)						
27	**Formal assessment: Assignment**		Ass. No. 1-12 & 15	58-60	27-28							
28	**Numeric and geometric patterns:** Investigating and extending numeric patterns where there is a constant difference between terms	126-128	1	40-41	19	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
29	Investigating and extending numeric patterns where there is a constant ratio between terms	126-128	2	41-42	19-20		No. 1-6 (pp. 93-95)					
30	Investigating and extending numeric patterns where there is neither a constant difference nor a constant ratio	126-128	3	42-43	20							

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

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

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

PREMIER MATHEMATICS Week 8 *Select												
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	129	4	56-57	25-26		No. 1-4 (pp. 103-106)					
37	General revision	129	Ass.*	58-60	27-28		No. 1-7 (pp. 107-114)					
38	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms	130-131	1-2	61-64	29-31	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)					
39	Multiplying monomials by polynomials	130-131	3	64-65	31-32	No. 30a-30b (pp. 74-77)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134)					
40	Dividing polynomials by monomials; Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	4-5	65-66	32-33	No. 33 (pp. 84-85)	No. 1-15 (pp. 135-139)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Determining the numerical value of algebraic expressions by substitution	130-131	6	66-67	33-34	No. 34 (pp. 86-87)	No. 1-5 (p. 142)						
42	Determining the product of two binomials; Determining the square of a binomial	130-131	7-8	67-68	34-35	No. 31a-31b (pp. 78-81)	No. 1-4 (pp. 134-135) No. 1-7 (pp. 139-141)						
43	**Formal assessment: Test**												
44	**Algebraic equations:** Setting up equations to describe problem situations	132-133	1-2	69-71	36-39		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)						
45	Solving equations by inspection	132-133	3	71	39		No. 1-2 (pp. 143-145)						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Solving equations using additive and multiplicative inverses; Solving equations using laws of exponents	132-133	4-5	71-73	39-41		No. 1-8 (pp. 146-147) No. 1-2 (pp. 153-154) No. 1-2 (p. 155)					
47	Solving equations where the product of two factors = 0; Solving equations involving fractions	132-133	6-7	73-75	41-43	No. 37a (pp. 94-95)						
48	Go over test done in previous week; Solving equations involving fractions (use *DBE workbook*)	132-133				No. 37b (pp. 96-97)						
49	Revision of Algebraic Equations	132-133	Rev. (no. 1-13 excl. 9)	76-77	44		No. 1-2 (p. 156)					
50	Revision of Algebraic Equations cont.	132-133	Rev. (no. 14-21)	77-78	45							

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Spot on Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

SPOT ON MATHEMATICS Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Properties of numbers: Describing the real number system; Solving problems using whole numbers; Calculation techniques	119	1.1 (no. 1-4)	1-7, 17	39-41	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13)						
2	Solving problems involving ratio and rate, direct and indirect proportion	119	1.5	37-39	54-56	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)						
3	Solving problems in financial contexts: Exchange rates; Calculation techniques – rounding off and compensating, long division, estimation; Budgets, profit, loss, commission, VAT	120-121	1.1 (no. 5-16)	7-14, 18-19	41-42	No. 6-7 (pp. 14-17)	No. 1-6 (pp. 14-15) No. 1-6 (pp. 20-22) No. 1-3 (p. 26)						
4	Solving problems in financial contexts: Simple and compound interest; Discounts, percentage profit and loss	121	1.6	40-43	57-60	No. 8-9 (pp. 18-21)	No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26)						
5	Multiples and factors	119	1.1 (no. 17-29)	14-16 19-20	42-43	No. 2 (pp. 6-7)	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:**										

SPOT ON MATHEMATICS Week 2

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
6	**Integers:** Properties of integers; Calculations involving all four operations with integers	121	1.2 (no. 1-6)	21-25	44-45		No. 1 (pp. 27-29) No. 1-12 (pp. 33-35) No. 1-6 (p. 32) No. 1-2 (p. 32) No. 1-2 (p. 36)					
7	Calculations involving squares, cubes, square roots and cube roots of integers (use DBE workbook)	121				No. 10b (pp. 24-25)						
8	Calculations involving squares, cubes, square roots and cube roots of integers cont.	121	1.2 (no. 3, 4, 6, 7)	23-25	45		No. 1-3 (pp. 37-38)					
9	Calculations; Solving problems in contexts involving multiple operations with integers	121	1.2 (no. 8-14)	25-26	45-46		No. 1-2 (pp. 36-37)					
10	Revision of whole numbers and integers	121	Rev. (no. 3-4#)	56-58	68-70	No. 10a (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 3

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	**Common fractions:** Calculations using fractions	122	1.3 (no. 3-4#)	27-29 32-33	47-49	No. 11 (pp. 26-27) No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					
12	Calculations involving squares, cubes, square roots and cube roots of common fractions; Calculation techniques	122	1.3 (no. 5-8)	30 31 33	49-50	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
13	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	1.3 (no. 9-11)	31-33	51	No. 13b-14 (pp. 32-35)	No. 1-2 (pp. 44-45)					
14	Equivalent forms	122	1.3 (no. 1, 2#)	31-33	48	No. 16 (pp. 40-41)	No. 1-5 (pp. 55-56)					
15	Revision of common fractions	122	Rev. (no. 5-8)	56-57	68-69	No. 15a-15b (pp. 36-39)						

Reflection

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

SPOT ON MATHEMATICS Week 4 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Decimal fractions:** Calculations with decimal fractions, including squares, cubes, square roots and cube roots	123	1.4 (no. 1-3#)	34-36		No. 19a-20b (pp. 46-53)	No. 1-7 (pp. 62-64)					
17	Calculation techniques: Estimation and rounding off (use *DBE workbook*)	123				No. 17 (pp. 42-43)						
18	Solving problems in contexts involving decimal fractions	123	1.4 (no. 4-9)	35-36	53		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)					
19	Equivalent forms	123	Rev. (no. 1-2)	56	68		No. 1-7 (pp. 57-61)					
20	Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 18 (pp. 44-45)	No. 1-3 (p. 68-69) No. 1-5 (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:**

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

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

SPOT ON MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision of exponents (use *DBE workbook*)	124-126				No. 26a- 26b (pp. 64-67)							
27	**Formal assessment: Assignment**		Rev. (no. 9-23)	57-58	69-70								
28	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns; Describing and justifying the general rules in algebraic language	126-129	2.1 (no. 1-3)	59-64	71-73	No. 27 (pp. 68-69)	No. 1-7 (pp. 85-90)						
29	Investigating and extending numeric and geometric patterns; Describing and justifying the general rules	126-129	2.1 (no. 4-7)	65-68	73		No. 1-6 (pp. 93-95)						
30	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	2.1 (no. 8-10)	69	73		No. 1-4 (pp. 91-92) No. 1-4 (pp. 96-98)						

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

SPOT ON MATHEMATICS Week 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 patterns (use *DBE workbook*)	126-128				No. 27 (pp. 68-69)						
32	Revision of numeric and geometric patterns (use *DBE workbook*)	126-129				No. 28 (pp. 70-71)						
33	Go over assignment done in previous week; **Functions and relationships:** Determining input and output values using various representations	129	2.2 (no. 1-2)	70-73	74		No. 1-5 (pp. 99-102)					
34	Determining input and output values using various representations	129	2.2 (no. 3-4)	70-73	74		No. 1-4 (pp. 103-106)					
35	General revision including determining input and output values using various representations	129	Rev. 2 (no. 1-7)	95-96	81		No. 1-7 (pp. 107-114)					

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

SPOT ON MATHEMATICS Week 8 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
												Date completed
36	General revision including determining input and output values using various representations cont.	129	Rev.2 (no. 17-20)	97-98	83-84							
37	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms; Multiplying monomials by polynomials	130-131	2.3 (no. 1-4)	74-82	75-76	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124) No. 1-10 (pp. 127-131) No. 1-7 (pp. 124-126)					
38	Determining the product of two binomials; Determining the square of a binomial	130-131	2.3 (no. 5-6#)	82	76	No. 31a-31b (pp. 78-81)	No. 1-9 (pp. 131-134) No. 1-7 (pp. 139-141)					
39	Dividing polyomials by monomials; Determining the squares, cubes, square roots and cube roots of algebraic expressions; Determining the numerical value of algebraic expressions by substitution	130-131	2.3 (no. 7-10#)	82	76-77	No. 33-34 (pp. 84-87)	No. 1-4 (pp. 134-135) No. 1-15 (pp. 135-139) No. 1-5 (p. 142)					
40	Simplifying algebraic expressions	130-131	2.3 (no. 11-13)	82-83	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:**

SPOT ON MATHEMATICS Week 9
#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Revision of algebraic expressions (use *DBE workbook*)	130-131				No. 30a-30b (pp. 74-77)						
42	Revision of algebraic expressions	130-131	Rev.2 (no. 8-11)	96-97	82							
43	**Formal assessment: Test**											
44	**Algebraic equations:** Solving equations by inspection and by using multiplicative and additive inverses; Using substitution to check for solutions	132-133	2.4 (no. 1a-1b, 3-6, 8)	84-86, 91	78		No. 1-2 (pp. 143-145) No. 1-8 (pp. 146-147)					
45	Solving equations involving fractions	132-133	2.4 (no. 1c-1e, 2#)	86-87, 91	78	No. 37a (pp. 94-95)						

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:**

SPOT ON MATHEMATICS Week 10													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Solving equations involving fractions (use *DBE workbook*); Using substitution to generate a table of ordered pairs; Solving equations where the product of two factors = 0	132-133	2.4 (no. 10, 15, 1f, 1h)	88, 93	78-79	No. 37b (pp. 96-97)							
47	Solving equations using the rule of exponents; Setting up equations to describe problem situations	132-133	2.4 (no. 1i-1j, 7, 11-14, 16)	89-90, 92-93	78-79		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)						
48	Go over test done in previous week; Revision of equations	132-133	Rev.2 (no. 12-16)	97	82-83		No. 1-2 (pp. 153-154) No. 1-2 (p. 155) No. 1-2 (p. 156)						
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 Platinum Mathematics Learner's Book and Teacher's Guide in a way that enables you to cover the curriculum sequentially, aligning with CAPS, for well-paced and meaningful teaching.

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

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

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

Weekly reflection

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

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

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

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

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

PLATINUM MATHEMATICS Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Properties of numbers; Describing the real number system	119	1.1	2-6	3-4	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)						
2	Calculations using whole numbers; Calculation techniques	119	1.2	7-10	4-5		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)						
3	Multiples and factors; Solving problems in contexts involving ratio and rate	119-120	1.3 1.4 (no. 1-5)	11-12	5-6	No. 2 (pp. 6-7) No. 3 (pp. 8-9)	No. 1-4 (pp. 16-17) No. 1-9 (pp. 18-20)						
4	Solving problems in contexts involving speed, direct and indirect proportion; In financial contexts: Discounts, VAT, loans, profit, loss, budgets, accounts, rentals, commission, simple and compound interest	120-121	1.4 (no. 6-15)	13-16	6-7	No. 4-5 (pp. 10-13) No. 6-7 (pp. 14-17)	No. 1-6 (pp. 20-22) No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26) No. 1-3 (p. 26)						
5	Revision	119-121	Rev.	17	7	No. 8-9 (pp. 18-21)							

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

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

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

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

Reflection

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

PLATINUM MATHEMATICS Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
												Date completed
11	**Common fractions:** Equivalent forms; Calculations using fractions	122	3.1-3.2	28-32	13-15	No. 11 (pp. 26-27) No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 46-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54) No. 1-5 (pp. 55-56)					
12	Calculations involving squares, cubes, square roots and cube roots of common fractions (use *DBE workbook* or *Sasol Inzalo* book)	122				No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
13	Solving algebraic equations with fractions as coefficients	122	3.3	32-33	15	No. 13b-14 (pp. 32-35)						
14	Solving problems in contexts involving common fractions, mixed numbers and percentages; Revision of common fractions	122	3.4 Rev. (no. 1-3)	34-35	16	No. 16 (pp. 40-41)	No. 1-2 (pp. 44-45)					
15	Revision of common fractions	122	Rev. (no. 4-9)	34-35	16	No.15a-15b (pp. 36-39)						
Note: Refer to Day 11: Revision worksheet of Grade 8 fractions 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:**					

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	**Decimal fractions:** Equivalent forms; Calculations and calculation techniques with decimal fractions, including squares, cubes, square roots and cube roots	123	4.1-4.2	36-37	17-20	No. 19a-20b (pp. 46-53)	No. 1-7 (pp. 57-61) No. 1-7 (pp. 61-64)						
17	Simplifying algebraic expressions with decimal fractions as coefficients; Solving algebraic equations with decimal fractions as coefficients	123	4.3-4.4	38-39	19	No. 17 (pp. 42-43)							
18	Solving problems in contexts involving decimal fractions	123	4.5	40	19-20		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)						
19	Revision of decimal fractions	123	Rev.	41	20								
20	Revision of decimal fractions cont. (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 18 (pp. 44-45)	No. 1-3 (p. 68-69) No. 1-5 (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:**

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	**Exponents:** Calculations using the laws of exponents	124-125	5.1-5.2	42-43	21-22	No. 22-23 (pp. 56-59)	No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
22	Calculations using the laws of exponents	124-125	5.3-5.5	43-46	22-23	No. 24-25 (pp. 60-63)	No. 1-8 (pp. 74-77)					
23	Solving equations using numbers in exponential form; Solving problems in contexts involving numbers in exponential form	124-125	5.6	47	23	No. 26a-26b (pp. 64-67)	No. 1-7 (pp. 77-79)					
24	Representing numbers in scientific notation; Solving problems in contexts involving scientific notation	125-126	5.7-5.8 (no. 1)	48-50	24	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83)					
25	Solving problems in contexts involving scientific notation	125-126	5.8 (no. 2-6)	50	24		No. 1-2 (p. 84)					

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

PLATINUM MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision of exponents	124-126	Rev.	51	25								
27	**Formal assessment: Assignment**		Ass.	52-53	26-28								
28	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Justifying and describing the general rules using words	126-128	6.1-6.2	54-56	29-30	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)						
29	Investigating and extending numeric patterns using tables and rules	126-128	6.3-6.4	56-57	30-31		No. 1-6 (pp. 93-95)						
30	Investigating and extending geometric tables using tables and rules; Justifying and describing the general rules using algebra	126-129	6.5-6.6	58-59	31	No. 28 (pp. 70-71)	No. 1-4 (pp. 96-98)						
Note: Refer to Day 28: Resources: Pictures of patterns in natural and social contexts.													

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

PLATINUM MATHEMATICS Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Describing and justifying the general rules in algebraic language	126-128	6.7	60	32							
32	Revision of numeric and geometric patterns	126-129	Rev.	61	32		No. 1-7 (pp. 85-90)					
33	Go over assignment done in previous week (30 minutes); **Functions and relationships:** Determining input and output values using flow diagrams (30 minutes)	129	7.1	62-63	33		No. 1-5 (pp. 99-102)					
34	Determining input and output values using tables	129	7.2	64-65	34							
35	Determining input and output values using formulae	129	7.3	66-67	34							

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

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	Determining rules from tables and using substitution	129	7.4	67-68	35		No. 1-4 (pp. 103-106)						
37	Revision of functions and relationships	129	Rev.	69	35		No. 1-7 (pp. 107-114)						
38	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms	130-131	8.1	70-72	36-37	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)						
39	Multiplying and dividing polyomials by monomials; Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	8.2	72-73	37	No. 30a-30b (pp. 74-77) No. 33 (pp. 84-85)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134) No. 1-15 (pp. 135-139)						
40	Determining the product of two binomials; Determining the square of a binomial	130-131	8.3	73-74	37	No. 31a-31b (pp. 78-81)	No. 1-4 (pp. 134-135) No. 1-7 (pp. 139-141)						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Determining the numerical value of an algebraic expression using substitution (use *DBE workbook* or *Sasol Inzalo* book)	130-131				No. 34 (pp. 86-87)	No. 1-5 (p. 142)						
42	Revision of algebraic expressions	130-131	Rev.	75	38								
43	**Formal assessment: Test**												
44	**Algebraic equations:** Solving equations by using additive and multiplicative inverses	132-133	9.1	76-77	39-40	No. 37a (pp. 94-95)	No. 1-8 (pp. 146-147)						
45	Solving equations using laws of exponents	132-133	9.2	78	40		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Setting up and solving equations to describe problem situations	132-133	9.3	79-80	40		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)						
47	Revision of algebraic equations	132-133	Rev.	81	40-41		No. 1-2 (p. 156)						
48	Go over test done in previous week; Revision of solving equations involving fractions (use *DBE workbook*)	132-133				No. 37b (pp. 96-97)							
49	General revision		Test (no. 1-9)	82	42								
50	General revision		Test (no. 10-15)	83	42								

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Oxford Headstart Mathematics

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

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

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

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

Weekly reflection

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

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

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

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

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

OXFORD HEADSTART MATHEMATICS Week 1 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Whole numbers:** Properties of numbers: The properties of zero and one; Describing the real number system	119	1-4	7-13	25-29	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)					
2	Calculation techniques and calculations using whole numbers	119	1-6	14-23	30-35		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)					
3	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1-6	24-28	36-40	No. 2 (pp. 6-7)	No. 1-4 (pp. 16-17)					
4	Solving problems in contexts involving ratio and rate, direct and indirect proportion	120	1-8*	29-49	41-51	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
5	Percentages (increase and decrease); Solving problems in financial contexts: VAT, profit, loss and discounts, interest rates, simple and compound interest, loans, hire purchase, commission and rentals, exchange rates and budgets	121	1-17*	50-73	52-64	No. 6-7 (pp. 14-17) No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26) No. 1-3 (p. 26)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?									
			HOD:				**Date:**					

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

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

OXFORD HEADSTART MATHEMATICS Week 3

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	**Common fractions:** Revision: Equivalent fractions, mixed and improper fractions	122	1-4	97-103	79-83	No. 11 (pp. 26-27)	No. 1-10 (pp. 39-43) No. 1-2 (pp. 44-45)					
12	Calculations involving squares, cubes, square roots and cube roots of common fractions	122	5-11*	103-108	83-86	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
13	Equivalent forms; Calculation techniques	122	1-3	109-115	86-89	No. 15a-15b (pp. 36-39)	No. 1-5 (pp. 55-56)					
14	Calculations with fractions: Addition and subtraction	122	1-6*	116-123	89-92	No. 16 (pp. 40-41)	No. 1-5 (pp. 45-47)					
15	Calculations with fractions: Multiplication and division; Solving problems in contexts with common fractions	122	7-10	123-128	93-94	No. 13a-14 (pp. 30-35)	No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					

Reflection

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

OXFORD HEADSTART MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Decimal fractions:** Revision of decimal fractions; Calculation techniques;	123	1-4	131-135	96-99								
17	Calculations with decimal fractions involving all four operations	123	1-4	136-140	100-103	No. 17 (pp. 42-43)							
18	Equivalent forms; Calculations with squares, cubes, square roots and cube roots of decimal fractions	123	1-2	141-143	103-105	No. 19a-20b (pp. 46-53)	No. 1-7 (pp. 57-61) No. 1-7 (pp. 61-64)						
19	Revision, including solving problems in contexts with decimal fractions	123	Rev.	144	105		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)						
20	Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 18 (pp. 44-45)	No. 1-3 (p. 68-69) No. 1-5 (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:**

OXFORD HEADSTART MATHEMATICS Week 5

#Supplement

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

Reflection

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

OXFORD HEADSTART MATHEMATICS Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Solving problems in contexts involving numbers in exponential form (informal investigation); Revision (use *DBE workbook*)	124-126	Inv.	164-165	119	No. 26a-26b (pp. 64-67)							
27	**Formal assessment: Assignment**		Ass. 2 & Rev.	165-167	119-120								
28	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns where there is a constant difference between terms	126-129	1-2	169-173	121-124	No. 27 (pp. 68, 69)	No. 1-4 (pp. 91-92)						
29	Investigating and extending numeric and geometric patterns where there is a constant ratio between terms	126-129	3-4	173-175	125-126	No. 28 (pp. 70-71)	No. 1-6 (pp. 93-95)						
30	Investigating and extending numeric patterns where there is neither a constant difference nor a constant ratio	126-128	5	176-178	126-128								

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

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

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

OXFORD HEADSTART MATHEMATICS Week 8 *Select												
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	129	1	196-198	140-142							
37	Equivalent forms; Determining the relationship or rule	129	2	199-202	142-144		No. 1-7 (pp. 107-114)					
38	**Algebraic expressions:** Algebraic language; Simplifying algebraic expressions	130-131	1-3	206-209	147-150	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)					
39	Using algebraic language; Adding, subtracting and multiplying algebraic expressions	130-131	4-6* 1-3	210-215	151-155	No. 30a-30b (pp. 74-77)						
40	Multiplying monomials by polynomials; Dividing polynomials by monomials	130-131	4-6	215-218	155-157	No. 33 (pp. 84-85)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134) No. 1-15 (pp. 135-139)					

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

OXFORD HEADSTART MATHEMATICS Week 9

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Determining the product of two binomials; Determining the square of a binomial	130-131	1-5	219-224	157-160	No. 31a-31b (pp. 78-81)	No. 1-7 (pp. 139-141)					
42	Determining the squares, cubes, square roots and cube roots of monomials; Substitution	130-131	6-8	225-229	161-163	No. 34 (pp. 86-87)	No. 1-4 (pp. 134-135) No. 1-5 (p. 142)					
43	**Formal assessment: Test**											
44	**Algebraic equations:** Solving equations by inspection; Solving equations using additive and multiplicative inverses	132-133	1-4*	232-236	165-170		No. 1-2 (pp. 143-145) No. 1-8 (pp. 146-147)					
45	Solving equations using additive and multiplicative inverses	132-133	1-3*	237-241	170-174		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)					

Reflection

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

OXFORD HEADSTART MATHEMATICS Week 10

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
46	Solving equations involving fractions	132-133	1-2	242-244	174-176	No. 37a-37b (pp. 94-97)						
47	Setting up equations to describe problem situations	132-133	1-4*	245-249	177-181		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)					
48	Go over test done in previous week; Revision of algebraic equations	132-133	Rev.	250	181-182		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)					
49	General revision (use Test 1 in TG)		Test (no. 1-6)		183-184							
50	General revision (use Test 1 in TG)		Test (no. 7-10)		183-184							

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

OXFORD SUCCESSFUL MATHEMATICS Week 1 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class** **Date completed**				
1	**Whole numbers:** Properties of numbers: Describing the real number system	119	1-5	11-18	28-33	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6)					
2	Calculations with whole numbers; Calculation techniques	119	1	19-21	33-35		No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10) No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15)					
3	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1-2	22-25	36-38	No. 2 (pp. 6-7)	No. 1-4 (pp. 16-17)					
4	Solving problems in contexts involving ratio and rate, direct and indirect proportion	120	1-2* 1-3*	26-30 31-34	38-40 41-42	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
5	Solving problems in financial contexts: Profit, loss, discount, VAT, simple interest, budgets, hire purchase; Compound, exchange rates, commissions, rentals	121	1-3* 1-4*	41-47 48-53	46-49 50-54	No. 6-7 (pp. 14-17) No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26) No. 1-3 (p. 26)					
Note: 1. Refer to Day 1: Number and comparison cards; Grid paper; Cardboard. 2. Refer to Day 5: Financial information from newspapers, flyers, etc. (TG p. 29).												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **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	**Integers:** Calculations involving all four operations with integers	121	1-4	35-37	43-45	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32)						
7	Properties of integers	121	5	37-39	45	No. 10b (pp. 24-25)	No. 1-12 (pp. 33-35)						
8	Calculations involving squares, cubes, square roots and cube roots of integers; Solving problems involving multiple operations with integers	121	6-7	40	46		No. 1-2 (p. 36) No. 1-2 (pp. 36-37) No. 1-3 (pp. 37-38)						
9	Revision (consolidation) of whole numbers and integers	121	Cons. (no. 1-4)	61-62	57-58								
10	Revision (consolidation) of whole numbers and integers	121	Cons. (no. 5-8)	61-62	57-58								

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

OXFORD SUCCESSFUL MATHEMATICS Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	**Common fractions:** Calculation techniques; Equivalent fractions	122	1-2	64-68	59-61	No. 11 (pp. 26-27)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54) No. 1-5 (pp. 55-56)					
12	Calculations with common fractions involving all four operations	122	3	70-71	62-63	No. 13a-14 (pp. 30-35)						
13	Calculations involving squares, cubes, square roots and cube roots of common fractions	122	4	71-73	63-64	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
14	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	1 (no. 1-9)	74-76	64-67	No. 15a-15b (pp. 36-39)	No. 1-2 (pp. 44-45)					
15	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	1 (no. 10-15)	77	64-67	No. 16 (pp. 40-41)						
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?									
			HOD:				**Date:**					

OXFORD SUCCESSFUL MATHEMATICS Week 4 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Decimal fractions:** Place value, equivalent forms, calculation techniques; Calculations involving squares, cubes, square roots and cube roots of decimal fractions	123	1-3	78-81	68-70	No. 19a-20b* (pp. 46-53)*						
17	Calculations with decimal fractions involving all four operations	123	4-5	81-84	70-72	No. 17 (pp. 42-43)	No. 1-7 (pp. 61-64)					
18	Solving problems in contexts involving decimal fractions	123	1	85-86	72-73	No. 18 (pp. 44-45)	No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)					
19	Equivalent forms	123	1-2	87-89	74-75		No. 1-7 (pp. 57-61)					
20	Revision of decimal fractions (consolidation)	123	Cons.	91	75-76		No. 1-3 (p. 68-69) No. 1-5 (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:**

OXFORD SUCCESSFUL MATHEMATICS Week 5 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	**Exponents:** Comparing and representing numbers in exponential form	124-125	1-3	93-95	77-80		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)					
22	Calculations using numbers in exponential form: Using the laws of exponents	124-125	1	96-98	79	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)					
23	Calculations using numbers in exponential form: Using the laws of exponents and algebra	124-125	2-3	98-103	80-85	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79)					
24	Calculations: Using the laws of exponents, substitution, with and without calculators; Solving exponential equations	124-125	1-3* 4 (all)	104-107	86-90		No. 1-2 (pp. 80-81)					
25	Representing numbers in scientific notation	125-126	1-4*	108-112		No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)					

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

OXFORD SUCCESSFUL MATHEMATICS Week 6 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Solving problems in contexts involving numbers in exponential form, including scientific notation	124-126	5	112-113	94-95	No. 26a-26b (pp. 64-67)						
27	**Formal assessment: Assignment**		Ass.*	115-116	94-98							
28	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns	126-129	1	118-119	99-102	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
29	Investigating and extending numeric and geometric patterns	126-129	2	119-122	102-104		No. 1-6 (pp. 93-95)					
30	Describing and justifying the general rules in words	126-128	1	123-124	105-106							

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

OXFORD SUCCESSFUL MATHEMATICS Week 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 in algebraic language	126-128	2	124-127	107-109		No. 1-4 (pp. 96-98)						
32	Revision of numeric and geometric patterns	126-129	Cons. (no. 1-3)	138	114-115	No. 28 (pp. 70-71)	No. 1-7 (pp. 85-90)						
33	Go over assignment done in previous week; **Functions and relationships:** Determining input and output values using various representations	129	1 (no. 1-2)	128-131	109-111		No. 1-5 (pp. 99-102)						
34	Determining input and output values using various representations	129	1 (no. 3-5)	128-131	109-111								
35	Equivalent forms of the same relationship or rule	129	1	132-136	111-114		No. 1-4 (pp. 103-106)						

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

OXFORD SUCCESSFUL MATHEMATICS Week 8 *Select												
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	129	1	132-136	111-114							
37	Revision of functions and relationships	129	Cons. (no. 4-6)	138-139	115		No. 1-7 (pp. 107-114)					
38	**Algebraic expressions:** Algebraic language; Definition of polynomial	130-131	Rev. (no. 1) 1*	140-145	118-121	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)					
39	Adding and subtracting like terms; Multiplying monomials by polynomials; Dividing polyomials by monomials	130-131	1	146-149	121-123	No. 30a-30b (pp. 74-77)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134) No. 1-15 (pp. 135-139)					
40	Simplifying; Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	2 (no. 1-2)	149-151	124-125							
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Determining the numerical value of algebraic expressions by substitution; Dividing and multiplying	130-131	2 (no. 3) 3	152	124-125	No. 33-34 (pp. 84-87)	No. 1-5 (p. 142)						
42	Determining the product of two binomials; Determining the square of a binomial	130-131	4	153-155	125-127	No. 31a-31b (pp. 78-81)	No. 1-4 (pp. 134-135) No. 1-7 (pp. 139-141)						
43	**Formal assessment: Test**												
44	**Algebraic equations:** Setting up equations to solve problem situations	132-133	1	156-158	127-128		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)						
45	Solving equations by inspection and by using additive and multiplicative inverses	132-133	2	158-160	129-130		No. 1-2 (pp. 143-145) No. 1-8 (pp. 146-147)						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Solving equations using laws of exponents; Determining the numerical value of an expression by substitution	132-133	3-4	161-162	131-133		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)						
47	Solving equations using fractions (use *DBE workbook*)	132-133				No. 37a-37b (pp. 94-97)							
48	Go over test done in previous week; Revision of algebraic equations	132-133	Cons. (no. 11-12)	165	134								
49	General revision (use test in TG)		Test (Q 1-3)		315-318								
50	General revision (use test in TG)		Test (Q 4-5)		315-318								

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Clever: Keeping Maths Simple

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

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

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

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

Weekly reflection

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

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

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

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

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

CLEVER: KEEPING MATHS SIMPLE Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Properties of numbers: Describing the real number system; Calculations and calculation techniques using whole numbers	119	1-2	1-7	1-9	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)						
2	Multiples and factors	119	3	7-9	9-13	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)						
3	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	4	9-15	13-19	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)						
4	Solving problems in financial contexts: Profit, loss, discount, VAT, budgets, accounts, loans, hire purchase, exchange rates, simple and compound interest, commission	121	5 (no. 1-4)	15-20	20-21	No. 6-7 (pp. 14-17)	No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26)						
5	Solving problems in financial contexts	121	5 (no. 5-7)	20	20-21	No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-3 (p. 26)						
Note: 1. Refer to Day 1: Resources: Real number system chart. 2. Refer to Day 3: Resources: Chart showing triangle of speed, distance and time. 3. Refer to Day 4: Resources: Advertisements of property agencies.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

CLEVER: KEEPING MATHS SIMPLE Week 2

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

Reflection

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

What will you change next time? Why?

HOD: **Date:**

CLEVER: KEEPING MATHS SIMPLE Week 3

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	**Common fractions:** Calculation techniques: Equivalent fractions; Calculations using common fractions	122	*What you…* 1 (no. 1)	31-36	32-37	No. 11 (pp. 26-27) No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)					
12	Calculations involving squares, cubes, square roots and cube roots of common fractions	122	1 (no. 2#)	36-37	37	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)					
13	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	2	37-39	37-40		No. 1-2 (pp. 44-45)					
14	Equivalent forms	122	3	39-40	40-42	No. 15a-15b (pp. 36-39)	No. 1-5 (pp. 55-56)					
15	Revision (use *DBE workbook*)	122				No. 13b-14, 16 (pp. 32-35, 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:**

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	**Decimal fractions:** Calculations with decimal fractions; Calculation techniques: Estimation and rounding off	123	*What you…* 1 (no. 1-7)	41-48	44-52		No. 1-7 (pp. 61-64)					
17	Calculations with squares, cubes, square roots and cube roots of decimal fractions	123	1 (no. 8#)	47-48	52	No. 19a-20b (pp. 46-53)						
18	Solving problems in contexts involving decimal fractions	123	2	48-51	53-55		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)					
19	Equivalent forms; Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123	3	51-53	55-58	No. 17 (pp. 42-43)	No. 1-7 (pp. 57-61)					
20	Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 18 (pp. 44-45)	No. 1-3 (p. 68-69) No. 1-5 (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:**

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

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

CLEVER: KEEPING MATHS SIMPLE Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Revision (use *DBE workbook*)	124-126				No. 26a-26b (pp. 64-67)							
27	**Formal assessment: Assignment**		Ass.	108	113								
28	**Numeric and geometric patterns:** Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	*What you…* 1 (no. 1-2)	69-73	72-81		No. 1-4 (pp. 91-92)						
29	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	1 (no. 3-6)	74	78-81		No. 1-6 (pp. 93-95)						
30	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	2 (no. 1-2)	75-77	81-83								

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	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	126-129	2 (no. 3-4)	78-79	81-83		No. 1-4 (pp. 96-98)						
32	Revision of numeric and geometric patterns (use *DBE workbook* or *Sasol Inzalo* book)	126-129				No. 27-28 (pp. 68-71)	No. 1-7 (pp. 85-90)						
33	Go over assignment done in previous week; **Functions and relationships:** Determining input and output values using various relationships	129	*What you…*	80	84-88		No. 1-5 (pp. 99-102)						
34	Determining input and output values using various representations	129	1 (no. 1-3)	81-85	88-90								
35	Determining input and output values using various; Equivalent forms of the same relationship or rule	129	1 (no. 4-5)	84-85	88-90		No. 1-4 (pp. 103-106)						

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

CLEVER: KEEPING MATHS SIMPLE Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	General revision	129	Control test (Q 1)	110-111	115-116								
37	General revision	129	Control test (Q 2-4)	110-111	115-116		No. 1-7 (pp. 107-114)						
38	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms	130-131	*What you…* 1-2 (no. 1-2)	86-91	91-99	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)						
39	Adding and subtracting like terms; Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	2 (no. 3-8)	91	99-100	No. 33 (pp. 84-85)	No. 1-4 (pp. 134-135)						
40	Multiplying and dividing polynomials by monomials; Determining the numerical value of algebraic expressions by substitution	130-131	3 (no. 1-5)	92-94	100	No. 30a-30b (pp. 74-77) No. 34 (pp. 86-87)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134) No. 1-5 (p. 142)						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Multiplying and dividing polyomials by monomials; Determining the product of two binomials and the squares of two binomials	130-131	3 (no. 6-10) 4 (no. 1-3)	94-98	101	No. 31a (pp. 78-79)							
42	Determining the product of two binomials and the squares of two binomials	130-131	4 (no. 4-10)	98-99	101-102	No. 31b (pp. 80-81)	No. 1-7 (pp. 139-141)						
43	**Formal assessment: Test**												
44	**Algebraic equations:** Setting up equations to describe problem situations	132-133	*What you…* 1	100-102	103-108		No. 1-2 (pp. 143-145) No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)						
45	Solving equations using additive and multiplicative inverses; Determining the numerical value of an expression using substitution	132-133	2 (no. 1-3)	100-102, 105	109		No. 1-8 (pp. 146-147) No. 1-2 (pp. 153-154) No. 1-2 (p. 155)						

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

CLEVER: KEEPING MATHS SIMPLE Week 10

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
46	Solving equations where the product of two factors = 0; Solving equations involving fractions	132-133	2 (no. 4-7#)	103-105	109-110	No. 37a (pp. 94-95)						
47	Solving equations involving fractions cont.	132-133	2 (no. 8-9)	106	110-111	No. 37b (pp. 96-97)						
48	Go over test done in previous week; Setting up and solving equations to describe problem situations	132-133	2 (no. 10-12)	106-107	111-112							
49	Revision of algebraic equations (use *Sasol Inzalo* book)	132-133										
50	General revision						No. 1-2 (p. 156)					

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

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

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

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

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

Weekly reflection

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

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

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

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

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

SOLUTIONS FOR ALL MATHEMATICS Week 1 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Whole numbers:** Properties of numbers; Calculations using whole numbers; Describing the real number system	119	*Getting started;* Act.1.1-1.8* Ex. 1.1-1.4	1-14	1-9	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)					
2	Multiples and factors: Using prime factorisation to find LCM and HCF	119	Act. 1.8 Ex. 1.5 Act. 1.9 Ex. 1.6	15-18	9-11	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)					
3	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	Act. 1.10 Ex. 1.7 Act. 1.11 Ex. 1.8	18-21	11-13	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)					
4	Solving problems in financial contexts: Simple and compound interest, interest rates, accounts and VAT, profit, loss, discount, budgets, rentals	121	Act. 1.12-1.17	22-27	13-16	No. 6-7 (pp. 14-17)	No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26)					
5	Solving problems in financial contexts	121	Ex. 1.9	28	16-17	No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-3 (p. 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:**

SOLUTIONS FOR ALL MATHEMATICS Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	**Integers:** Calculations involving all four operations with integers; Calculations involving squares, cubes, square roots and cube roots of integers; Properties of integers	121	*Getting started* Ex. 2.1 Act. 2.1 Act. 2.2 Ex. 2.2	35-39	24-26	No. 10a (pp. 22-23)	No. 1 (pp. 27-29) No. 1-6 (pp. 30-32) No. 1-2 (p. 32) No. 1-12 (pp. 33-35)						
7	Calculations in Algebra involving integers	121	Act. 2.3 Ex. 2.3	39-41	26-27	No. 10b (pp. 24-25)	No. 1-2 (p. 36) No. 1-2 (pp. 36-37)						
8	Solving problems involving multiple operations with integers and algebraic expressions	121	Act. 2.4 Ex. 2.4	42-43	28		No. 1-3 (pp. 37-38)						
9	Revision (Check what you know)	121	*Check what…* No. 1-10	44-45	28-30								
10	Revision (Check what you know)	121	*Check what…* No. 11-17	45-46	28-30								
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?										
			HOD: **Date:**										

SOLUTIONS FOR ALL MATHEMATICS Week 3													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	**Common fractions:** Equivalent fractions; Calculations using fractions	122	*Getting started* Act. 3.1 Ex. 3.1	47-50	31-36	No. 11 (pp. 26-27) No. 13a (pp. 30-31)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47) No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)						
12	Calculations with fractions using all four operations; Calculations involving squares, cubes, square roots and cube roots of common fractions; Percentages; Equivalent forms	122	Act. 3.2 Ex. 3.2 Act. 3.3 Act. 3.4 Ex. 3.3 No. 1-12	50-55	36-37	No. 12 (pp. 28-29) No. 15a-15b (pp. 36-39)	No. 1-4 (pp. 54-55) No. 1-5 (pp. 55-56)						
13	Solving problems in contexts involving common fractions, mixed numbers and percentages	122	Ex. 3.3 No. 13-18 *Check what…* No. 8-12	55-56, 60-61	37-38 40	No. 13b-14 (pp. 32-35)	No. 1-2 (pp. 44-45)						
14	Using fractions as coefficients in algebraic expressions and equations	122	Act. 3.5 Ex. 3.4	56-58	38	No. 16 (pp. 40-41)							
15	Revision (Check what you know)	122	*Check what…* No. 1-7 13	59-61	39-40								
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?										
			HOD: **Date:**										

SOLUTIONS FOR ALL MATHEMATICS Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Decimal fractions:** Calculations with decimal fractions, including squares, cubes, square roots and cube roots	123	*Getting started;* Act. 4.1	62-64	41-44		No. 1-7 (pp. 61-64)						
17	Calculation techniques: Estimation and rounding off; Calculations (including squares, cubes, square roots and cube roots)	123	Ex. 4.1 Act. 4.2 Ex. 4.2	64-66	44-45	No. 19a-20b (pp. 46-53)							
18	Equivalent forms	123	Act. 4.3 Ex. 4.3 Act. 4.4	67-68	46-47		No. 1-7 (pp. 57-61)						
19	Revision of decimal fractions (including solving problems in contexts involving decimal fractions) (Check what you know)	123	*Check what…*	70-71	47		No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)						
20	Revision of decimal fractions (use *DBE workbook* or *Sasol Inzalo* book)	123				No. 17-18 (pp. 42-45)	No. 1-3 (p. 68-69) No. 1-5 (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	**Exponents:** Comparing and representing numbers in exponential form; Representing numbers in scientific notation	124-126	*Getting started*	72-73	48-52		No. 1-2 (pp. 71-73) No. 1-4 (p. 74)						
22	Comparing and representing numbers in exponential form	124-125	Act. 5.1 Ex. 5.1	73-75	52-54								
23	Solving problems involving numbers in exponential form; Calculations using numbers in exponential form: Using the laws of exponents	124-125	Act. 5.2 Ex. 5.2 No. 1-4)	75-78	54-56	No. 22-23 (pp. 56-59)	No. 1-8 (pp. 74-77)						
24	Calculations using numbers in exponential form: Using the laws of exponents; Solving simple exponential equations (use *Sasol Inzalo* book)	124-125	Ex. 5.2 No. 5-6 Act. 5.3	79	54-56	No. 24-25 (pp. 60-63)	No. 1-7 (pp. 77-79) No. 1-2 (pp. 80-81)						
25	Representing numbers in scientific notation	125-126	Act. 5.4 Ex. 5.3 Act. 5.5	80-82	57-58	No. 21 (pp. 54-55)	No. 1-4 (pp. 82-83) No. 1-2 (p. 84)						

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

SOLUTIONS FOR ALL MATHEMATICS Week 6 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Solving problems in contexts involving numbers in exponential form including scientific notation	124-126	Act. 5.6 Ex. 5.4*	82-86	59-61	No. 26a-26b (pp. 64-67)						
27	**Formal assessment: Assignment**		*Check what you know*	86-87	61-63							
28	**Numeric and geometric patterns:** Investigating and extending numeric and geometric patterns	126-129	*Getting started*	88-91	64-69	No. 27 (pp. 68-69)	No. 1-4 (pp. 91-92)					
29	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	Act. 6.1 Ex. 6.1 No. 1-3	91-94	69-73		No. 1-6 (pp. 93-95)					
30	Investigating and extending numeric patterns; Describing and justifying the general rules	126-128	Ex. 6.1 No. 4-6	94-95	69-73		No. 1-4 (pp. 96-98)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?									
			HOD:				**Date:**					

SOLUTIONS FOR ALL MATHEMATICS Week 7

*Select

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	126-129	Act. 6.2 Ex. 6.2 No. 1-2	96-99	73-76		No. 1-7 (pp. 85-90)					
32	Investigating and extending geometric patterns; Describing and justifying the general rules	126-129	Ex. 6.2 No. 3-5 Act. 6.3	99-101	75-77	No. 28 (pp. 70-71)						
33	Go over assignment done in previous week; **Functions and relationships:** Determining input and output values using various representations	129	*Getting started* Act. 7.1 No. 1	105-106	80-85		No. 1-5 (pp. 99-102)					
34	Determining input and output values using various representations	129	Act. 7.1 No. 2-4	106-107	83-85							
35	Determining input and output values; Equivalent functions	129	Act. 7.2 Ex. 7.1*	107-110	85-91		No. 1-4 (pp. 103-106)					

Reflection

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

SOLUTIONS FOR ALL MATHEMATICS Week 8 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
36	Determining and using formulae	129	Act. 7.3 Act. 7.4*	110-112	91-94							
37	Working with various representations; Revision of functions and relationships	129	Ex. 7.2 *Check what…*	113, 114	93-95		No. 1-7 (pp. 107-114)					
38	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms	130-131	*Getting started* Ex. 8.1	115-117	96-100	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)					
39	Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	Ex. 8.2 Act. 8.1	117-119	100-102		No. 1-4 (pp. 134-135)					
40	Multiplying polynomials by monomials; Multiplying binomials by binomials	130-131	Ex. 8.3 Ex. 8.4	119-121	102-103	No. 30a-30b (pp. 74-77)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134)					

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

SOLUTIONS FOR ALL MATHEMATICS Week 9

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Determining the square of a binomial; More binomial multiplication	130-131	Act. 8.2 Ex. 8.5 Act. 8.3	121-123	103-104	No. 31a-31b (pp. 78-81)	No. 1-7 (pp. 139-141)					
42	Dividing polynomials by monomials by separating terms (not by factorisation)	130-131	Ex. 8.9 Act. 8.7	127-129	106-108	No. 33 (pp. 84-85)	No. 1-15 (pp. 135-139)					
43	Determining the numeric value of algebraic expressions by substitution	130-131	Act. 8.8 Ex. 8.10 Act. 8.9*	129-131	108-110	No. 34 (pp. 86-87)	No. 1-5 (p. 142)					
44	**Formal assessment: Test**											
45	**Algebraic equations:** Solving equations using additive and multiplicative inverses	132-133	*Getting started* Act. 9.1 Ex. 9.1	133-135	113-115		No. 1-8 (pp. 146-147)					

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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 equations to describe problem situations	132-133	Ex. 9.2	135-137	115		No. 1-5 (p. 148) No. 1-2 (p. 149) No. 1-3 (p. 150) No. 1-7 (pp. 151-152)					
47	Solving equations using laws of exponents	132-133	Act. 9.2 Ex. 9.3	138-139	115-116		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)					
48	Solving equations involving fractions	132-133	Ex. 9.4	139-140	116	No. 37a-37b (pp. 94-97)						
49	Go over test done in previous week; Using substitution in equations	132-133	Act. 9.3 Ex. 9.5-9.7*	141-144	116-117							
50	Revision of algebraic equations	132-133	*Check what…*	145	117		No. 1-2 (p. 156)					

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Mathematics Today

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

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

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

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

Weekly reflection

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

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

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

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

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

MATHEMATICS TODAY Week 1													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Whole numbers:** Properties of numbers; Describing the real number system; Calculations and calculation techniques using whole numbers	119	1.1-1.3	5-8	1-2	No. 1a-1b (pp. 3-5)	No. 1-9 (pp. 1-6) No. 1-6 (pp. 7-9) No. 1-5 (pp. 9-10)						
2	Multiples and factors: Using prime factorisation to find the HCF and the LCM	119	1.4-1.6	9-10	2	No. 2 (pp. 6-7)	No. 1-4 (p. 11) No. 1-11 (pp. 12-13) No. 1-6 (pp. 14-15) No. 1-4 (pp. 16-17)						
3	Solving problems in contexts involving ratio and rate; Direct and indirect proportion	120	1.7-1.8	11-13	2-3	No. 3-5 (pp. 8-13)	No. 1-9 (pp. 18-20)						
4	Solving problems in financial contexts: Profit, loss, discount, VAT, budgets and accounts, simple interest, loans and hire purchase	121	1.9-1.10	14-16	3-4	No. 6-7 (pp. 14-17)	No. 1-2 (pp. 22-23) No. 1-6 (pp. 23-24) No. 1-5 (pp. 25-26)						
5	Solving problems in financial contexts: Compound interest, exchange rates, commissions and rentals	121	1.11-1.13	16-19	4	No. 8-9 (pp. 18-21)	No. 1-6 (pp. 20-22) No. 1-3 (p. 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:**

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

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

MATHEMATICS TODAY Week 3													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	**Common fractions:** Calculations using fractions: Addition and subtraction	122	3.1	29	9	No. 11 (pp. 26-27)	No. 1-10 (pp. 39-43) No. 1-5 (pp. 45-47)						
12	Calculations using fractions: Multiplication and division	122	3.2-3.3	30-31	9-10	No. 13a-14 (pp. 30-35)	No. 1-3 (pp. 48-50) No. 1-8 (pp. 51-54)						
13	Calculations involving multiple operations; Calculations involving squares, cubes, square roots and cube roots of common fractions	122	3.4-3.5	32-33	10	No. 12 (pp. 28-29)	No. 1-4 (pp. 54-55)						
14	Solving problems in contexts involving fractions	122	3.6	34	10	No. 15a-15b (pp. 36-39)	No. 1-2 (pp. 44-45)						
15	Equivalent forms	122	3.7	35	10	No. 16 (pp. 40-41)	No. 1-5 (pp. 55-56)						

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

MATHEMATICS TODAY Week 4

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
16	**Decimal fractions:** Calculations with decimal fractions: Addition and subtraction; Calculation techniques: rounding off	123	4.1-4.2	38-39	12		No. 1-7 (pp. 57-61)					
17	Calculations with decimal fractions: Multiplication and division	123	4.3-4.4	39-41	12	No. 17 (pp. 42-43)	No. 1-7 (pp. 61-64)					
18	Calculations involving multiple operations; Calculations with squares, cubes, square roots and cube roots	123	4.5-4.6*	41-42	12-13	No. 19a-20b (pp. 46-53)						
19	Equivalent forms; Solving problems in contexts involving decimal fractions	123	4.7-4.8	43-44	13		No. 1-7 (pp. 57-61) No. 1-5 (pp. 64-65) No. 1-10 (pp. 66-67)					
20	Revision of decimal fractions	123	Rev.	45	14	No. 18 (pp. 44-45)	No. 1-3 (p. 68-69) No. 1-5 (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

*Select

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

Reflection

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

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

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

MATHEMATICS TODAY Week 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	126-129	6.4	69-70	24							
32	Revision of numeric and geometric patterns	126-129	Rev.	71	24	No. 28 (pp. 70-71)						
33	Go over assignment done in previous week; **Functions and relationships:** Determining input and output values using various representations	129	7.1 (no. 1-2)	73-74	31-32		No. 1-5 (pp. 99-102)					
34	Determining input and output values using various representations; Determining the rules for patterns and relationships	129	7.1 (no. 3) 7.2 (no. 1)	74-76	31-32							
35	Determining the rules for patterns and relationships	129	7.2 (no. 2)	76	32							

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

MATHEMATICS TODAY Week 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	129	7.3 (no. 1-3)	77-79	32-33		No. 1-4 (pp. 103-106)						
37	Equivalent forms of the same relationship or rule	129	7.3 (no. 4-5)	79-80	32-33		No. 1-7 (pp. 107-114)						
38	**Algebraic expressions:** Algebraic language; Adding and subtracting like terms	130-131	8.1-8.4	82-86	36-37	No. 29 (pp. 72-73)	No. 1-3 (pp. 115-118) No. 1-2 (p. 118) No. 1-5 (pp. 119-120) No. 1-9 (pp. 120-124)						
39	Multiplying and dividing polyomials by monomials	130-131	8.5-8.6	86-87	37	No. 33 (pp. 84-85)	No. 1-7 (pp. 124-126) No. 1-10 (pp. 127-131) No. 1-9 (pp. 131-134)						
40	Simplifying algebraic expressions; Determining the squares, cubes, square roots and cube roots of algebraic expressions	130-131	8.7-8.8	88-89	37		No. 1-15 (pp. 135-139)						

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

MATHEMATICS TODAY Week 9

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
41	Determining the numerical value of algebraic expressions by substitution; Determining the product of two binomials	130-131	8.9-8.10	90-91	37-38	No. 34 (pp. 86-87)	No. 1-5 (p. 142)					
42	Determining the square of a binomial; Revision of algebraic expressions	130-131	8.11 Rev.*	92-94	38	No. 31a-31b (pp. 78-81)	No. 1-4 (pp. 134-135) No. 1-7 (pp. 139-141)					
43	**Formal assessment: Test**											
44	**Algebraic equations:** Setting up equations to describe problem situations	132-133	9.1	95-97	40		No. 1-5 (p. 148) No. 1-2 (p. 149)					
45	Setting up equations to describe problem situations	132-133	9.2-9.3*	98-100	40-41		No. 1-3 (p. 150) No. 1-7 (pp. 151-152)					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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 equations by inspection and by using additive and multiplicative inverses	132-133	9.4-9.5	101-103	41-42		No. 1-2 (pp. 143-145) No. 1-8 (pp. 146-147)					
47	Solving more complicated equations; Solving equations using the laws of exponents	132-133	9.6*-9.7	104-105	42		No. 1-2 (pp. 153-154) No. 1-2 (p. 155)					
48	Go over test done in previous week; Solving equations involving fractions (use *DBE workbook*)	132-133				No. 37a-37b (pp. 94-97)						
49	Revision of algebraic equations	132-133	Rev.	106	43		No. 1-2 (p. 156)					
50	General revision (use Term Test in TG)		Test		45-47							

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Sasol Inzalo Mathematics Book 1 Learner's Book and Teacher's Guide in a way that enables you to cover the curriculum sequentially, aligning with CAPS, for well-paced and meaningful teaching.

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

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

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

Weekly reflection

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

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

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

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

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

SASOL INZALO MATHEMATICS BOOK 1 Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
1	**Whole numbers:** Properties of numbers: Different types of numbers; Calculations with whole numbers: Estimating, rounding off and compensating; Adding columns	119	1-9 1-6 1-5	3-6 7-9 9-10	1-6 7-9 9-10	No. 1a-1b (pp. 3-5)						
2	Multiplying in columns; Subtracting in columns; Long division; Multiples and factors: Lowest common multiples and prime factorisation	119	1-4 1-11 1-6 1-4	11 12-13 14-15 16-17	11 12-13 14-15 16-17	No. 2 (pp. 6-7)						
3	Solving problems about ratio rate and proportion	120	1-9	18-20	18-20	No. 3-5 (pp. 8-13)						
4	Solving problems in financial contexts: Discount, profit and loss; Hire purchase	121	1-6 1-2	20-22 22-23		No. 6-7 (pp. 14-17)						
5	Solving problems in financial contexts: Simple interest; Compound interest; Exchange rate and commission	121	1-6 1-5 1-3	23-24 25-26 26		No. 8-9 (pp. 18-21)						

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

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

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

SASOL INZALO MATHEMATICS BOOK 1 Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
11	**Common fractions:** Equivalent fractions: The same number in different forms; Converting between mixed numbers and fractions	122	1-10 1-2	41-43 44-45	39-43 44-45							
12	Adding and subtracting fractions; Multiplying and dividing fractions: Think about multiplication and division with fractions	122	1-5 1-3	45-47 48-50	45-47 48-50	No. 11 (pp. 26-27) No. 13a (pp. 30-31)						
13	Multiplying and dividing fractions	122	1-8	51-54	51-54	No. 13b-14 (pp. 32-35)						
14	Squares, cubes, square roots and cube roots	122	1-4	54-55	54-55	No. 12 (pp. 28-29)						
15	Equivalent forms: Fractions, decimals and percentage forms	122	1-5	55-56	55-56	No. 15a-15b (pp. 36-39)						

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

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	**Decimal fractions:** Equivalent forms: Common fractions, decimal fractions and percentages	123	1-7	59-61	57-61	No. 16 (pp. 40-41)						
17	Calculations with decimals	123	1-7	61-64	61-64	No. 17 (pp. 42-43)						
18	Solving all kinds of problems; More problems and calculations	123	1-5 1-10	64-65 66-67	64-65 66-67	No. 19a-20b (pp. 46-53)						
19	Decimals in algebraic expressions and equations	123	1-3	68-69	68-69							
20	Revision worksheet of decimal fractions	123	1-5	70	70	No. 18 (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:**

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	**Exponents:** Revision: The exponential form of a number; Order of operations	124-125	1-2 1-4	73 74	71-73 74							
22	Laws of exponents	124-125	1-8	74-77	74-77	No. 22-23 (pp. 56-59)						
23	Negative exponents	124-125	1-7	77-79	77-79	No. 24-25 (pp. 60-63)						
24	Solving simple exponential equations	125-126	1-2	80-81	80-81							
25	Scientific notation: Writing very small and very large numbers	124-125	1-4	82-83	82-83	No. 21 (pp. 54-55)						

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

SASOL INZALO MATHEMATICS BOOK 1 Week 6												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
26	Calculations using scientific notation; Revision (use *DBE workbook*)	124-126	1-2	84	84	No. 26a-26b (pp. 64-67)						
27	**Formal assessment: Assignment**											
28	**Numeric and geometric patterns:** Geometric patterns: Investigating and extending	126-129	1-7	87-90	85-90	No. 27 (pp. 68-69)						
29	More patterns: Drawing and investigating	126-129	1-4	91-92	91-92							
30	Different kinds of patterns in sequences: Do the same thing repeatedly	126-128	1-6	93-95	93-95							
Note: Refer to Day 27: The assignment must 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 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
31	Formulae for sequences: Make two formulae for the same sequence	126-128	1-4	96-98	96-98							
32	Revise numeric and geometric number patterns (use *DBE workbook*)	126-128										
33	Go over assignment done in previous week (30 minutes); **Functions and relationships:** Find output numbers for given input numbers (30 minutes)	129	1-5	101-102	99-102							
34	Different ways to represent the same relationship	129	1-4	103-106	103-106							
35	Different representations of the same relationship	129	1-4	107-111	107-111							

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:**

SASOL INZALO MATHEMATICS BOOK 1 Week 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB no.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
36	Different representations of the same relationship cont.	129	1-4	107 112-114	107 112-114							
37	**Algebraic expressions:** Algebraic language: Words, diagrams and expressions; Some words we use in algebra; Equivalent algebraic expressions; Conventions for writing algebraic expressions	130-131	1-3 1-2 1-5 1-9	117-118 118 119-120 120-124	117-118 118 119-120 120-124	No. 29 (pp. 72-73)						
38	Properties of operations; Combining like terms in algebraic expressions	130-131	1-7 1-10	127-131	127-131							
39	Multiplication of algebraic expressions: Multiply polynomials by monomials	130-131	1-9	131-134	131-134	No. 30a-30b (pp. 74-77)						
40	Squares and cubes and roots of monomials	130-131	1-4	134-135	134-135							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Dividing polynomials by integers and monomials	130-131			117-118	No. 33 (pp. 84-85)						
42	Products and squares of binomials; Substitution into algebraic expressions	130-131	1-7 1-5	139-141 142	139-141 142	No. 31a-31b (pp. 78-81) No. 34 (pp. 86-87)						
43	**Formal assessment: Test**											
44	**Algebraic equations:** Solving equations by inspection	132-133	1-2	145	143-145							
45	Solving equations using additive and multiplicative inverses	132-133	1-8	146-147	146-147							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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	Setting up equations: Constructing equations; Solving equations; Number patterns and equations	132-133	1-5 1-2 1-3	148 149 150	148 149 150							
47	Equations and situations; Solving equations by using the laws of exponents	132-133	1-7 1-2	151-152 153-154	151-152 153-154	No. 37a (pp. 94-95)						
48	Go over test done in previous week; Solving equations involving fractions (use *DBE workbook*)	132-133				No. 37b (pp. 96-97)						
49	Solving equations with a variable in the base	132-133	1-2	155	155							
50	Revision of algebraic equations (worksheet)	132-133	1-2	156	156							

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

E. ASSESSMENT RESOURCES

Suggested Assessment Record Sheet: Term 1								
GRADE 9 MATHEMATICS FORMAL AND INFORMAL ASSESSMENT								
	Assignment 1	Test 1	FORMAL ASSESSMENT TERM 1 MARK					
Total marks/rating								
NAME AND SURNAME								

Grade 9 Mathematics Test Term 1

Time: 60 minutes

Total: 50 marks

INSTRUCTIONS TO LEARNERS:

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

QUESTION 1:

1.1 State whether the expressions below are rational or irrational:

1.1.1 $-2{,}3564$ (1)

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

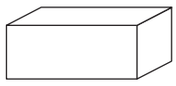
1.2 Write down one factor of 18 which is a prime number. (1)

[3]

QUESTION 2:

2.1 Mr Mudau deposits R6 900 into a savings account at an interest rate of 10% per annum, compounded annually. How much money will be in his account at the end of two years? (2)

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



[4]

QUESTION 3:

Simplify the following expressions fully:

3.1 $\frac{5a}{7} - \frac{7a}{6}$ (2)

3.2 $\left(\frac{6}{11} + \frac{3}{5}\right) - \frac{6}{5} \div \frac{11}{3}$ (2)

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

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

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

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

[8]

QUESTION 4:

Write $4{,}\dot{6}\dot{7}$ as a common fraction. **[2]**

QUESTION 5:

Simplify (answers with positive exponents):

5.1 $(-5x^2)(-5x)^3$ (2)

5.2 $\frac{(13x^{-2})^2}{(26x^4)^2}$ (2)

5.3 $\sqrt{16}\,x^{-1}y^{-7}z^0$ (2)

[6]

QUESTION 6:

Solve for the variable p:

6.1 $6^{3p} = \frac{1}{216}$ (2)

6.2 $(7^2)^{3p-4} = 1$ (2)

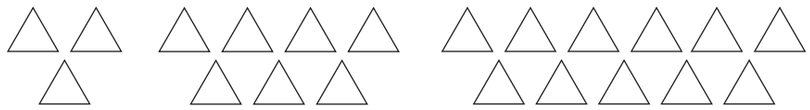
6.3 $p = 2{,}1 \times 1^{-3} \times 5{,}3 \times 10^{-2}$ (answer in decimal notation) (2)

[6]

QUESTION 7:

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

7.2 A pattern of triangles is given below:



1 **2** **3**

7.2.1 Write down the number of triangles in each pattern.
How many triangles form the 4th and 5th patterns of triangles? (1)

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

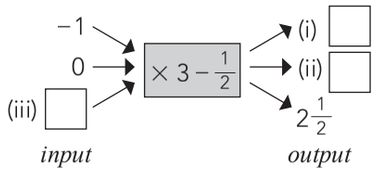
7.2.3 How many triangles will make up the 25th pattern? (1)

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

[7]

QUESTION 8:

Use this flow diagram to fill in the values where the empty squares are given:



[4]

QUESTION 9:

Simplify:

9.1 $x^2(13x^2 - 1) + 11x^2$ (2)

9.2 $-5(x + 4)(2x - 7) + 4(x + 3)^2$ (3)

9.3 $\frac{7x^4 - 8x^3 - 2x}{2x}$ (3)

[8]

QUESTION 10:

If $x + \frac{1}{x} = 3$, find the value of $x^2 + \frac{1}{x^2}$ **[2]**

Grade 9 Mathematics Test Term 1: Memorandum

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 1:		
1.1		
1.1.1 $-2{,}3564$ – a rational number ✓ *answer*	(1)	K
1.1.2 $\sqrt{64+4}+\sqrt{68}$ – an irrational number ✓ *answer*	(1)	K
1.2 2 or 3 ✓ *one mark for either answer*	(1)	K
QUESTION 2:		
2.1 $A = P(1+i)^n$		
$= 6\,900(1+0{,}1)^2$ ✓ *substitution*		
$= 6\,900(1{,}1)^2$		
$= 6\,900(1{,}21)$		
$=$ R8 349 ✓ *answer*	(2)	CP
2.2 Let the breadth be x		
$\frac{x}{50} = \frac{5}{8}$ ✓ *equation*		
$x = \frac{5}{8} \times 50$		
$=$ 31, 25 cm ✓ *answer*	(2)	CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 3:		
3.1 $\frac{5a}{7} + \frac{7a}{6}$		
$= \frac{30a - 49a}{42}$ ✓ *simplification using LCD*		
$= \frac{-19a}{42}$ ✓ *answer* or $= -\frac{19a}{42}$	(2)	RP
3.2 $\left(\frac{6}{11} + \frac{3}{5}\right) - \frac{6}{5} \div \frac{11}{3}$		
$= \frac{30+33}{42} - \frac{6}{5} \times \frac{3}{11}$ ✓ *simplification*		
$= \frac{63}{55} - \frac{18}{55}$		
$= \frac{45}{55} = \frac{9}{11}$ ✓ *answer*	(2)	RP
3.3		
3.3.1 $\frac{4}{7} \times 140 = 80$ km ✓ *answer*	(1)	RP
3.3.2 $\frac{3}{4} \times 16 = 12\,\ell$ ✓ *answer*	(1)	RP
3.3.3 $\frac{x}{140} = \frac{12}{80}$ ✓ *equation*		
$x = \frac{12}{80} \times 140 = 21\,\ell$ ✓ *answer*	(2)	PS
QUESTION 4:		
$4{,}\dot{6}\dot{7}$		
Let $x = 0{,}\dot{6}\dot{7}$		
$100x = 67{,}676767\ldots$ ✓ *procedure*		
$99x = 67$		
$x = \frac{67}{99}$ ✓ *answer*		
$4{,}\dot{6}\dot{7} = 4\frac{67}{99}$	(2)	CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 5:		
5.1 $(-5x^2)(-5x)^3$ $= -5x^2 \times 5^3x^3$ ✓ *simplification* $= 5^4x^5$ $= 625x^5$ ✓ *answer*	(2)	RP
5.2 $\frac{(13x^{-2})^2}{(26x^{-4})^2}$ $= \left(\frac{1}{2x^6}\right)^2$ ✓ *simplification* $= \frac{1}{4x^{12}}$ ✓ *answer*	(2)	CP
5.3 $\sqrt{16}\,x^{-1}y^{-7}z^0$ $= \frac{4}{xy}$ ✓✓ *final answer with positive exponents*	(2)	RP
QUESTION 6:		
6.1 $6^{3p} = \frac{1}{216}$ $6^{3p} = \frac{1}{6^3}$ $6^{3p} = 6^{-3}$ ✓ *simplification* $3p = -3$ $p = -1$ ✓ *answer*	(2)	RP
6.2 $(7^2)^{3p-4} = 1$ $= 7^{6p-8} = 7^0$ ✓ *simplification* $= 6p - 8 = 0$ $p = \frac{8}{6}$ $p = \frac{4}{3}$ ✓ *answer*	(2)	CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
6.3 $p = 2{,}1 \times 1^{-3} \times 5{,}3 \times 10^{-2}$ $p = (2{,}1 \times 5{,}3) \times 5{,}3 \times 10^{-5}$ ✓ *re-organising terms* $p = 11{,}13 \times 10^{-5}$ $p = 0{,}000\ 111\ 3$ ✓ *answer*	(2)	CP
QUESTION 7:		
7.1 $\frac{3}{2}$; 2; $\frac{5}{2}$; 3; … $T_n = \frac{1}{2}n + 1$ ✓✓ *formula for general rule*	(2)	PS
7.2 3; 7; 11; 15; …		
7.2.1 19; 23 ✓ *answer*	(1)	RP
7.2.2 $T_n = 4n - 1$ ✓ *formula for general rule*	(1)	PS
7.2.3 $T_{25} = 4(25) - 1 = 100 - 1 = 99$ ✓ *answer*	(1)	RP
7.2.4 $T_n = 127$ $4n - 1 = 127$ ✓ *equation* $4n = 128$ $n = \frac{128}{4}$ $n = 32$ ✓ *answer*	(2)	RP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 8:		
(i) $x = -1$: *output*: $-1 \times 3 - \frac{1}{2} = -3 - \frac{1}{2} = -3\frac{1}{2}$ ✓ *answer*	(1)	RP
(ii) $x = 0$: *output*: $0 \times 3 - \frac{1}{2} = 0 - \frac{1}{2} = -\frac{1}{2}$ ✓ *answer*	(1)	RP
(iii) *output*: $2\frac{1}{2} = x \times 3 - \frac{1}{2}$ ✓ *equation* $2\frac{1}{2} + \frac{1}{2} = 3x$ $3 = 3x$ $x = 1$ *input* ✓ *answer*	(2)	RP
QUESTION 9:		
9.1 $x^2(13x^2 - 1) + 11x^2$ $= 13x^4 - x^2 + 11x^2$ ✓ *multiplication* $= 13x^4 + 10x^2$ ✓ *simplified expression*	(2)	RP
9.2 $-5(x + 4)(2x - 7) + 4(x + 3)^2$ $= -5(2x^2 - 7x + 8x - 28) + 4(x + 3)(x + 3)$ ✓ *multiplication* $= 10x^2 + 35x - 40x - 140 + 4(x^2 + 6x + 9)$ ✓ *multiplication* $= 10x^2 + 35x - 40x - 140 + 4x^2 + 24x + 36$ $= -6x^2 + 19x - 176$ ✓ *simplified expression*	(3)	RP
9.3 $\frac{7x^4 - 8x^3 - 2x}{2x}$ $= \frac{7x^4}{2x} - \frac{8x^3}{2x} - \frac{2x}{2x}$ ✓ *split into separate fractions* $= \frac{7x^4}{2} - 4x^2 - 1$ ✓✓ *simplified expression*	(3)	RP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 10:		
$x + \frac{1}{x} = 3$ $(x + \frac{1}{x})^2 = 3^2$ ✓ *squaring both sides* $(x + \frac{1}{x})(x + \frac{1}{x}) = 9$ $x^2 + 1 + 1 + \frac{1}{x^2} = 9$ $\therefore x^2 + \frac{1}{x^2} = 9 - 2$ $= 7$ ✓ *value of expression*	(2)	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 55%, while the two higher levels add up to approximately 45%. In this exemplar test, the two lower levels together account for 62% of the marks, and the two higher levels for 38%.

ANALYSIS OF COGNITIVE LEVELS OF THE TEST			
Cognitive levels	**Mark out of 50**	**Percentage**	**Percentage of marks at each level prescribed by the CAPS (p. 53)**
Knowledge	3	6%	≈ 20%
Routine procedures	28	56%	≈ 35%
Complex procedures	12	24%	≈ 30%
Problem solving	7	14%	≈ 15%