GRADE 4

Mathematics
Teacher Toolkit: CAPS Planner and Tracker

2020 TERM 2

CONTENTS

A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

What you do matters! What you do every day as a teacher can change the life-chances of every child that you teach. The NECT supports teachers by providing CAPS planners and trackers so that teachers can plan to cover the curriculum, track progress, and seek help when they are falling behind.

But who will help me?

The NECT will work with your school management team (SMT) and assist them to have supportive and professional conversations with you about curriculum coverage that will be orientated to identifying and solving problems.

I have looked at the planner and tracker. It goes too fast!

The CAPS planner and tracker is an expanded ATP. It helps you pace yourself as if you were able to cover everything in the ATP/CAPS. When you fall behind because time has been lost, or because the learners are progressing slowly, you need to confidently discuss this with your teaching team without feeling blamed. The pace of coverage will be determined by the pace of learning. That is why coverage must be tracked by the teacher and the SMT.

How do I use the planner and tracker?

See the "**Quick 5-step Guide to Using the CAPS Planners and Trackers**" on the opposite page.

QUICK 5-STEP GUIDE TO USING THE CAPS PLANNERS AND TRACKERS

1. Find the textbook that YOU are using.

2. Use the planning page each week to plan your teaching for the week. It will help you link the CAPS content and skills to relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbook.

3. Keep a record of the date when you were able to complete the topic. It may be different from the date you planned, and for different classes. Write this date in the column on the right for your records.

4. At the end of the week, reflect and check if you are up to date. Make notes in the blank space.

5. Be ready to have a professional and supportive curriculum coverage conversation with your HoD (or subject or phase head).

The CAPS planners and trackers also provide guidelines for assessment with samples, and may also have enrichment and remedial suggestions. Read the introduction pages carefully for a full explanation.

2. Purpose of the tracker

The Grade 4 Mathematics Curriculum and Assessment Planner And Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each 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 (HOD) and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 4 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

4. Links to the Learner's Books and Teacher's Guides on the approved list

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

In a few instances, when necessary, we recommend that you use 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. ***Select** is marked in the resources column 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 should supplement the recommended activities using the DBE worksheet and page number given in the DBE column. ***Supplement** is marked in the resources column in these cases. You could also use other Learner's Books from the catalogue list or other resources which they have, in order to supplement the Learner's Book activities as needed. In a few cases where there are not enough activities provided, we have provided DBE worksheet(s) and page number(s) for you to use.

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

5. Links to the DBE workbooks

The tracker gives links to the DBE workbooks relevant to the content described for each 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.

Note: The trackers refer to the 2017 edition of the DBE workbook. As there might have been slight changes in the edition you are using, please always check that the exercise to which you are referred is relevant for the work to which it is linked in the tracker.

6. Managing time allocated in the tracker

The CAPS prescribes six hours of Mathematics per week in Grade 4. Each lesson in

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

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.

Note: This tracker has been designed for a second term that is ten weeks long, with the content covered in eight weeks. Week 1 has only four days. Week 9 is set aside for completing any work not done and for revision, and the examination is written in Week 10. If you use this tracker in a term that is longer or shorter than this, you will need to adjust your work plan accordingly.

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 by covering the lesson concept content of two consecutive days in one day. To do this you could cut out or cut back on some of the routine activities like mental mathematics or homework reflection to save time until you are back on track for curriculum coverage.

8. Links to assessment

The tracker indicates where in the series of lessons the CAPS formal assessment activities are to be done and when feedback should be given. The CAPS states that tests, examinations, projects, assignments and investigations are recommended for Mathematics (p. 294). The overview of the term indicating where the assessments will be done is provided in a table for easy reference (Section D *Assessment Term Plan*). 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. We suggest that the examination be written in Week 10.

Most sets of Learner's Books and Teacher's Guides offer one or more tests in Term 2. Where two tests are provided, the tracker identifies which one could be used for the Term 2 Test. The other test can be used for revision or for informal assessment.

Most sets of Learner's Books and Teacher's Guides also provide an examination paper. In addition to this, we have provided an examination paper with a marking memorandum that can be used regardless of the Learner's Book you are using. You should consult with your district officials to determine whether you should use the examination paper in the tracker, the examination paper in your provincial assessment programme, or the one in your LTSMs. Note, however, that examinations in the Learner's Book should not be used for formal assessment as learners can prepare for this in advance. You can, instead, use the examination paper in the Learner's Book for revision or for informal assessment.

It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

A suggested assessment record 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 assessment record created using your class list. In addition to the prescribed formal assessment, you should also include some informal assessment to help you and the learners gain insight into how they are progressing. Although marks do not have to be recorded for such assessments, you might like to record some marks that are awarded or key comments for your own interest.

9. Resources

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

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

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

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

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

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

B. LESSON PREPARATION KEY STEPS

The tracker provides a detailed programme to guide you through the daily content you need to teach to your class, and when to do formal assessments. You are still required to draw up your own lesson plans. It is a good idea that you agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and submit your plans to your HOD 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. Preparation 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 Learner's Book. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
   - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
   - Collect necessary items from home (e.g. bottles, bottle tops etc.) long in advance so that you have all the necessary resources for your lesson.
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
   - Also make sure you have chalk or marking pens so that you can use your chalk board or whiteboard as needed. If you have digital resources, check that they are in working order.
   - Check the assessment programme so you can prepare any resources such as test papers needed for formal assessment so that leaners can settle down and begin working promptly.

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned 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.
   - *Prepare a short introduction* to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Think also about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new Mathematics content and skills to your learners.
   - *Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself* to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities in the toolkit book *Remediation and Enrichment Activities*.
   - Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
     − Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
     − Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6.*

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

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

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

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

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

  • **Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 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 Learner's 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 third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

  • **Classwork activity (20 minutes):** This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their mathematics and problem solving skills. It is important that you **prepare yourself for the classwork activity** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – **the exercises given in the various Learners' 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 class work together and they can do corrections in the lesson.

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the mental mathematics activities, how they managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the class work activities, you should spend some time with those learners 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. The toolkit book *Remediation and Enrichment Activities* will be useful here.

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

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

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 peers and discuss things that worked or did not go so well in your lesson. Together with your HOD and peers 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 Learner's 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 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 HOD and peers.

									Class					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book							
									Date completed						
1	p. 86 Act. 1	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)** Counting and representing numbers	68	1–4	100– 103	MM 60, 67–69	No. 25–26 (pp. 76–78)	MM from LB, number lines (No. 5), 4-digit flard cards (No. 4), Dienes blocks, counters						
2	p. 86 Act. 2	**Whole numbers:** Addition and subtraction of 4-digit numbers Revision of methods for addition	69–71	1	104	MM 60, 70	No. 30a–b, 31 (pp. 86–91)	MM from LB, charts on wall of each method for addition and subtraction, all apparatus						
3	p. 86 Act. 3	Revision of methods for subtraction		2	105	MM 60, 71	No. 32a–b, 33 (pp. 92–96)	MM from LB, all apparatus						
4	p. 86 Act. 4	Estimate, calculate and find the difference		3: 1–2	105– 106	MM 61, 72		MM from LB, all apparatus						
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Fabulous Mathematics Week 1

Reflection

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

What will you change next time? Why?

HOD: Date:

									Class					
Fabulous Mathematics Week 2														
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book						
									Date completed					
6	p. 87 Act. 5	Methods of addition and subtraction including estimated answer and inverse check		3: 3–4	106–107	MM 61, 72		MM from LB, all apparatus						
7	p. 87 Act. 6	Problem solving in context using addition and subtraction		5	107	MM 61, 73		MM from LB						
8	p. 87 Act. 7 1a–o	**Common fractions:** Equal sharing: Practical and then written	71–72	1	109	MM 61, 75–76	No. 39 (p. 109)	MM from LB						
9	p. 87 Act. 7 2a–p	Writing fractions		2	110	MM 61, 76		MM from LB, fraction wall (No. 7)						
10	p. 88 Act.7 3a–o	Identifying fractions		3	110	MM 61, 76–77	No. 43 (pp. 98–99)	MM from LB, fraction resources (No. 6, 7, 8)						
11	p. 88 Act. 7 4a–n	Fractions and division		4	111	MM 62, 77	No. 37 (pp. 104–105)	MM from LB						
Reflection														

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

What will you change next time? Why?

HOD: Date:

								Class					

Fabulous Mathematics   Week 3

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
12	p. 88 Act. 7 5a–l	Equivalent fractions		5	111	MM 62, 77–78	No. 108 (pp. 106–107)	MM from LB						
13	p. 88 Act. 8	Adding fractions		6: 1–2	112–113	MM 62, 78	No. 39 (pp. 108–109)	MM from LB						
14	p. 88 Act. 9	Sharing equally		7–8	113–114	MM 62, 78	No. 39 (p. 109)	MM from LB						
15	p. 89 Act. 10	**Informal assessment: Revision exercises** 4-digit numbers Adding and subtracting with 4-digit numbers Fractions	72		103 108 114	MM 62, 69, 74, 78		MM from LB						
16	p. 89 Act. 11 a–f	**Length:** Reading your ruler	73–75	1	114	MM 62, 80	No. 40 (p. 119)	MM from LB, all apparatus used for measuring TG p. 79, rulers (No. 14)						
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

									Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
18	p. 89 Act. 12	Conversions: Centimetres to millimetres and centimetres to metres		2	116	MM 62, 81	No. 40 (pp. 110–111)	MM from LB, rulers (No.14)					
19	p. 90 Act. 13 1a–f	Who is taller? Millimetres and centimetres		3	117	MM 63, 81		MM from LB, place value cards (No. 4), counters					
20	p. 90 Act. 13 a–o	Estimating lengths: Millimetres, centimetres and metres		4	117	MM 63, 82	No. 40 (p. 111)	MM from LB					
21	p. 90 Act. 13 a–h	Ordering lengths: Measurement units and fractions		5	118	MM 63, 82	No. 42 (pp. 114–115)	MM from LB					
22	p. 90 Act. 14 1–2	Distance from school: Kilometres		6	118	MM 63, 82		MM from LB					
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Fabulous Mathematics   Week 4

Reflection

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

									Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
24	p. 91 Act. 15 a–g	Solving problems in context; distance and time measurement Revision		7 Revision	119– 120	MM 63, 82	No. 42 (p. 115) Distances a–e	MM from LB					
25	p. 92 Act. 16 1–2	**Whole numbers:** Multiplication; 2-digit by 2-digit numbers Method 1: Distributing one of the numbers	76–77	1.1: a–d	121	MM 64, 84–85	No. 44a (pp. 118–119)	MM from LB, place value cards (No. 4), counters					
26	p. 92 Act. 17	Method 2: Distributing both numbers		1.2: a–d	121– 122	MM 64, 85		MM from LB					
27	p. 92 Act. 18 a–f	Method 3: Rounding off and compensating		1.3: a–d	122	MM 64, 85	No. 46 (pp. 126–127)	MM from LB					
28	p. 92 Act. 19	Method 4: Breaking down numbers into factors				MM 64, 85		MM from LB					
29	p. 94 Act. 20	Problem solving in contexts		2: 1–5	122– 123	MM 64, 86		MM from LB					

Fabulous Mathematics   Week 5

Reflection

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

14 Grade 4 Mathematics

								Class					

Fabulous Mathematics   Week 6

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
30	p. 94 Act. 21 a–f	**Properties of 3-D objects:** Faces and surfaces of the six 3-D objects for Grade 4 Cubes		1–2	124–125	MM 64, 88	No. 50 (pp. 134–134)	MM from LB, support material TG pp. 87–88 (also No. 10, 12)					
31	p. 95 Act. 22 a–j	Looking at a cylinder Looking at a square		3–4	125	MM 65, 89		MM from LB, list of resources TG p. 87					
32	p. 95 Act. 23 a–j	Looking at a sphere Building a pyramid		5–6	126	MM 65, 89	No. 50 (p. 135)	MM from LB, grid paper TG p. 224, newspapers (bring from home)					
33	p. 95 Act. 24 a–j	**Revision:** Identify 3-D objects; number and shape of faces, etc.			128	MM 65, 225		MM from LB, table for each learner TG p. 225					
34	p. 96 Act. 25 a–f	**Geometric patterns:** Describing patterns Copying patterns	80–82	1–2	129–130	MM 65, 91–93		MM from LB, learners support material TG p. 91					
35	p. 97 Act. 26 1a–h	Investigating geometric patterns		4	130–131	MM 65, 93–94	No. 52 (pp. 138–139)	MM from LB					

Reflection

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
36	p. 97 Act. 26 2a–h	Recording patterns in flow diagrams		5	131–132	MM 66, 94		MM from LB						
37	p. 97 Act. 27 1a–h	Drawing and recording patterns in tables		6	133–134	MM 66, 95	No. 51 (pp. 136–137)	MM from LB						
38		**Assessment: Term 2 test**				105–108		Photocopy the test TG pp. 105–106 for each learner						
39	p. 98 Act. 27 3a–h	**Symmetry:** Choosing symmetrical shapes Drawing lines of symmetry	82	1–3	135–136	MM 66, 97–98	No. 53–54 (pp. 142–143)	MM from LB, learners support material TG p. 99, grid paper (No. 20)						
40	p. 87 Act. 6	**Whole numbers:** Addition and subtraction: Adding and subtracting using estimation	83	1	138–139	MM 64, 100		MM from LB						
41	p. 87 Act. 7 1–2	Adding and subtraction using any method		2	140	MM 61, 100	No. 55–57 (pp.144–149)	MM from LB, learner support material TG p. 102						

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
42	p. 88 Act. 7 3–5	**Whole numbers:** Division Halving and halving again Using multiples for division	84–85	1–2	141	MM 61, 102	No. 63 (pp. 160–161)	MM from LB, revision					
43	p. 89 Act. 11 1–2	**Go over assessment: Term 2 test**						MM from LB					
44	p. 90 Act. 13 1–2	Using multiples to help us divide		2	141	MM 61, 102–103		MM from LB, revision, learner support material TG p. 99					
45	p. 90 Act. 13 3	Use expanded notation Making a clue board		3–4	142	MM 61–62, 103		MM from LB, revision					
46	p. 90 Act. 14 1–2	Ratio		6		MM 62, 104	No. 61 (pp. 156–157)	MM from LB, revision					
47	p. 91 Act. 15 a–g	Rate		7		MM 62, 104		MM from LB, revision					

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

Fabulous Mathematics		Week 9		Catch up and revision – Plan your week or follow our suggestions										
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
48		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book) MM own activities (see *MM Activities and Printable Resources* book)					
49		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book) MM own activities (see *MM Activities and Printable Resources* book)					
50		Revision: Adding and subtracting	69–71				DBE numbers which have not been done*	MM own activities (see *MM Activities and Printable Resources* book)					
51		Revision: Multiplication and division	77, 85				DBE numbers which have not been done*	MM own activities (see *MM Activities and Printable Resources* book)					
52		Revision: Measurement; fractions	71–75				DBE numbers which have not been done*	MM own activities (see *MM Activities and Printable Resources* book)					
53		Revision: 3-D objects; symmetry; geometric patterns	78–79 81–82				DBE numbers which have not been done*	MM own activities (see *MM Activities and Printable Resources* book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD: Date:								

										Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book						
									Date completed					
54														
55														
56														
57														
58														
59														

Fabulous Mathematics Week 10 Revision and examination – Plan you week

End-of-term reflection

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

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

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

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

HOD: **Date:**

2. Oxford Headstart Mathematics

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

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

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 Learner's 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 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 HOD and peers.

		Oxford Headstart Mathematics Week 1							Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
1	p. 88 A1–5 B1–5	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)** Place value and expanded notation	68	1–2	89–90	113–115	No. 25–26 (pp. 76–78) flard cards cut-out	MM from LB, counters, abacus, Dienes blocks or flard cards – 4-digits (No. 4)					
2	p. 88 C1–5 D1–5	Comparing and ordering numbers Odd and even	68	3–5	91–93	115–117		MM from LB, flard cards (also No. 4), ice-cream tub of numbers (prepare beforehand), old newspapers with prices of items in the required range					
3	p. 94 A1–8	**Whole numbers:** Addition and subtraction (at least 4-digit numbers) Rounding off to the nearest ten, hundred and thousand and doubling	69–71	1–2	94–98	118–119	No. 4, 5 (pp. 10–13) No. 27–28 (pp. 80–82)	MM from LB, number lines (No. 5)					
4	p. 94 B1–8	Addition of 4-digit numbers by breaking down numbers	69	3–4*	98–101*	121–129*	No. 30a–b (pp. 86–89)	MM from LB *Select					
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?									
				HOD: Date:									

									Class					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Date completed					
6	p. 94 C1–8	Subtraction of 4-digit numbers by breaking down numbers	69	5*	102–104*	129–134*	No. 32a– b (pp. 92–95)	MM from LB *Select						
7	p. 101 Act. 4	Checking the answers by using the opposite (inverse) operation	69	6	105	134–136								
8	p. 105 Act. 7	Solving addition and subtraction problems in different contexts	69	8	106	137–138								
9	p. 107	**Common fractions:** The definition of a fraction	71–72	1	108	139–141	R 8 (pp. xviii–xix)	MM from LB, apples, orange, slab of chocolate, banana, etc.						
10	p. 107	Compare and order common fractions with different denominators (using only halves, thirds, quarters, fifths, sixths, sevenths and eighths)		1	107	139–141	No. 34 (pp. 98–99)	MM from LB, fraction resources (No. 6, 7, 8)						
11	p. 107	Describe and compare common fractions in diagrammatic form		2, 4	109–110	141–142	No. 36 (pp. 102–103)	MM from LB, fraction wall, fraction strips (No. 7)						

Oxford Headstart Mathematics   Week 2

Reflection

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

Oxford Headstart Mathematics Week 3														
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
12	p. 107	Recognise, describe and use equivalence of division and fractions	71–72	5–6	111–112	143	No. 37 (pp. 106–107) No. 38 (pp. 106–107)	MM from LB, fraction wall (No. 7)						
13	p. 107	A fraction of: a group and a whole number		7–8	113–114	144	R 9 (pp. xx–xxi)	MM from LB, an assortment of objects which can be grouped and divided, e.g. bottle tops, sweets, pebbles, etc.						
14	p. 107	Adding fractions with the same denominator		9	115–116	145	No. 39 (pp. 108–109)	MM from LB						
15	p. 107	Solve problems in contexts involving fractions, including grouping and equal sharing		10	117	145–146		MM from LB						
16	p. 119	**Length:** Estimate, measure, record, compare and order; centimetres (*cm*)	73–75	1–3	120–121	150–153	No. 40 (pp. 110–111)	Measuring instruments: rulers (No. 14), metre sticks, measuring tapes, trundle wheels						
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities (see toolkit book)*						
Reflection														

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

What will you change next time? Why?

HOD: Date:

								Class				
top: **Oxford Headstart Mathematics Week 4**													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
18	p. 119	Convert between metres and centimetres (*m↔cm*)	73–75	4	121	153	No. 42 (pp. 114–115; 4 and 5)	MM from LB, rulers					
19	p. 119	Estimate, measure, record, compare and order; millimetres (*mm*)		5–6	122–123	154–155	No. 41 (pp. 112–113)	MM from LB *Supplement					
20	p. 119	Convert between centimetres and millimetres (*cm↔mm*)		7	123	155	No. 42 (pp. 114–115; 2 and 3)	MM from LB					
21	p. 119	Estimate, measure, record, compare and order; kilometres (*km*)		11–12	126–127	158–160		MM from LB, trundle wheels, measuring tapes marked off in centimetres and metres up to 5 metres					
22	p. 125 Act. 9	Convert between metres and kilometres (*m↔km*)		13	127	160	No. 42 (pp. 114–115; 6 and 7)	MM from LB (class quiz)					
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game; pair of dice or a spinner per group. See Toolkit book: *Mental Maths Activities and Printable Resources*					

Reflection

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

What will you change next time? Why?

HOD: Date:

								Class				
**Oxford Headstart Mathematics Week 5**											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book				
										Date completed		
24	p. 128 Act. 14	Read distances on map		15	129	161–162	No. 42 (pp. 114–115; a–e)	MM from LB (oral)				
25	p. 130 A, B	**Whole numbers:** Multiplication Write multiplication number sentences	76–77	1	131	163–165	No. 43 (pp. 116–117; 1)	MM from LB				
26	p. 130 C, D	Doubling and halving to find the product Multiplying by 1 and zero		2–3	132	165–166		MM from LB				
27	p. 130 E, F	Multiplying 2-digit numbers by 2-digit numbers using the breaking down method		4 No. 1a–d	133–134	166–167	No. 44a–b (pp. 118–121)	MM from LB				
28	p.130 G	Multiplying 2-digit by 2-digit numbers by rounding up and compensating		4 No. 1e–i	134	166–167	No. 46 (pp. 126–127)	MM from LB				
29	p. 130 H	Multiplying by breaking down numbers into factors		4 No. 2–3	134–135	167–169	No. 47 (pp. 128–129)	MM from LB				
**Reflection**

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

What will you change next time? Why?

HOD: Date:

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
30	p. 130 l	Problem solving in context		5	136	169–171		MM from LB					
31		**Term 2 test**						Please use a Term 2 test from a TG in another approved LTSM					
32	p. 137	**Properties of 3-D objects** Build models of 3-D objects	78–79	1 No. 1–4	137–138	172–174		MM from LB, enlarged copies of net TG pp. 367–368, squared grid paper TG p. 365 (No. 20, 22)					
33	p. 137	Describe, compare and sort 3-D objects by looking at the feature of their surfaces		2	139	174–175	R 14 (p. xxx)	MM from LB, 3-D objects and posters of all the different models (Activity 1)					
34	p. 137	Describe, compare and sort 3-D objects by looking at the feature of their faces		3	140	175	No. 49 (pp. 132–133) Cut-out 7	MM from LB, 3-D objects, posters of all the different 3-D models (Activity 1) (also No.12)					
35	*	Build 3-D models using 2-D shapes		4	141	176	No. 50 (pp. 134–135)	*MM supplement (see *MM Activities and Printable Resources* book) 2-D shapes, 3-D objects (No. 10, 12)					
Reflection													

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
36	*	**Go over the Term 2 test**						*MM supplement (see *MM Activities and Printable Resources* book)					
37	*	**Geometric patterns** Find the rule Build patterns in which the shape keeps its form but increases or decreases in size; use flow diagrams and tables to record the rules	81–82	1–3	143–147	178–180	No. 51 (pp. 136–137)	MM: Verbally describe patterns and explain the rule Give each learner a box of matches					
38	*	Build patterns with blocks, triangles and tables in which a shape or part of a shape is added at each stage		4–5	148–149	180–181	No. 52 (pp. 138–139)	MM: Verbally describe patterns and explain the rule					
39	p. 152	**Symmetry** Recognise and draw lines of symmetry in 2-D shapes Describe lines of symmetry in 2-D shapes	82	1–2	152–153	182–186	No. 53 (pp. 140–141)	MM from LB, dotted and grid paper (No. 20, 22)					
40	p. 152	**Whole numbers: Revising addition and subtraction** Addition patterns and subtraction patterns	83	1–2	155–156	186–188	No. 55 (p. 144: 1, 2) No. 56 (p. 146: 1, 2)	MM from LB					
41	p. 155 A	Add and subtract using number bonds		3	157	188–189		MM from LB, rapid recall					
Reflection													

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

									Class			

Oxford Headstart Mathematics   Week 8

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class			
									Date completed			
42	p. 155 B	Adding and subtracting using the three methods: 1. Breaking number down into place value parts 2. Breaking down the second number 3. Filling up the tens and hundreds		4–5	158–160	189–192	No. 55 (pp. 144–145) No. 57 (pp. 148–149)	MM from LB, rapid recall				
43	p. 155 C	Problem solving in context: Adding and subtracting 3-digit and 4-digit numbers		6* 8	160* 162	192* 197	No. 58 (pp. 150–151)	MM from LB, rapid recall				
44	p. 155 D	**Whole numbers:** Division Share equally and group 10, 100, 1 and 0	85	1–4	164–166	199–200	No. 59 (pp. 152–153)	MM from LB, rapid recall *Select				
45	p. 163 A, B	Multiplication and division as inverse operations		5	166	167	No. 62 (p. 158)	MM from LB p. 163 and TG p. 198, 45 beans/counters per learner				
46	p. 163 C, D	Dividing 3-digit numbers		6	167	202	No. 62 (pp. 158–159)	MM from LB and TB, calculators				
47	p. 163 E, F	Division with remainders		7	167	204	No. 63 (pp. 160–161)	Beans/counters				

Reflection

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
														Date completed
48		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
49		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
50		Revision: Adding and subtracting	69–71				DBE numbers which have not been done*	Revision: Adding and subtracting						
51		Revision: Multiplication and division	77, 85				DBE numbers which have not been done*	Revision: Multiplication and division						
52		Revision: Measurement; fractions	71–75				DBE numbers which have not been done*	Revision: Measurement, fractions						
53		Revision: 3-D objects; geometric patterns	78–79 81–82				DBE numbers which have not been done*	Revision: 3-D objects, geometric patterns						

Oxford Headstart Mathematics   Week 9   Catch up and revision – Plan your week or follow our suggestions

Reflection

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
											Date completed			
54														
55														
56														
57														
58														
59														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

3. *Oxford Successful Mathematics*

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

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

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 Learner's 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 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 HOD and peers.

Oxford Successful Mathematics Week 1													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
1	p. 76 2.1	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)**: Counting and representing numbers; place value	68–71	*1–2*	76–79	88–90	No. 25–26 (pp. 76–78)	MM from LB, Dienes blocks or flard cards (No. 4), abacuses, counters/ counting beads *Select					
2	p. 80 2.2	**Whole numbers:** Addition and subtraction Round off to the nearest 100		1	81	91–92	No. 28–27 (pp. 80–82)	MM from LB					
3	p. 80 2.2	Add 4-digit numbers Method 1: Breaking down both numbers Method 2: Breaking down the second number Method 3: Subtracting using tens		2	81–83	92–94	No. 30a–b and 31 (pp. 86–90)	MM from LB					
4	p. 80 2.2	Subtract 4-digit numbers Method 1: Breaking down both numbers Method 2: Breaking down the second number Method 3: Breaking down both numbers using counter balance		3: 1–4	84	94–95	No. 32a–b and 33 (pp. 92–96)	MM from LB					
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: Date:							

*Oxford Successful Mathematics* Week 2

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book		Class
										Date completed
6	p. 80 2.2	Problem solving		3: 5	85	95–96		MM from LB						
7	p. 86 2.3	**Common Fractions:** Sharing a whole	71–72	1: 1–6	86–88	96–97	No. 35 (p. 100)	MM from LB, fraction wall (No. 7)						
8	p. 86 2.3	Fractions of a strip or number line		2: 1–4	88–90	98	No. 36 (pp. 102–103)	MM from LB, number lines (No. 5), fraction wall (No. 7)						
9	p. 86 2.3	Equivalent fractions		3: 1–5	90–91	98–99	No. 37-38 (pp. 104–107)	MM from LB						
10	p. 86 2.3	Fractions of many objects		4: 1–3	92–94	99–100	No. 39 (pp. 108–109)	MM from LB, pictures, counters						
11	p. 86 2.3	Fractions of many objects – continued		4: 4–7	93–94	99–100		MM from LB, counters						

Reflection

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

Oxford Successful Mathematics Week 3													
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
12	p. 86 2.3	Adding fractions of the same kind		5	94–95	100	No. 39 (p. 111)	MM from LB					
13		Revision paper on Week 1 and Week 2			96	100–101							
14	p. 97 2.4	**Length:** Estimate, measure, compare and order lengths; millimetres (mm) and centimetres (cm)	73–75	1: 1–7	97–99	101–103	No. 40 (pp. 110–111)	MM from LB, rulers (No. 14)					
15	p. 97 2.4	Convert between centimetres and millimetres		2: 1–2	99–100	103	No. 42 (p. 114)	MM from LB, rulers (No. 14)					
16	p. 97 2.4	Estimate, measure, compare and order lengths; centimetres (cm) and metres (m)		3	100	103–104	No. 41 (pp. 112–113)	MM from LB, rulers (No. 14)					
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection													

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

What will you change next time? Why?

HOD: Date:

		Oxford Successful Mathematics Week 4												
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
18	p. 97 2.4	Convert between centimetres and metres		4	101	105–106	No. 42 (p. 115)	MM from LB						
19	p. 97 2.4	Work with metres and kilometres		5	102	105		MM from LB, make your own trundle wheel TG p. 105						
20		Convert between metres and kilometres		6	103	105–106	No. 42 (p. 115; 7a–i)	MM from LB, number lines (No. 5)						
21	p. 104 2.5	**Whole numbers:** Multiplication of 2-digit by 2-digit numbers: Estimate and check answers of a multiplication sum; rounding off and doubling and halving	76–77	1	104–105	106–107	No. 44a (p. 118) No. 44b (pp. 119–121)	MM from LB: multiples, factors and multiples of 10						
22	p. 104 2.5	Method 1: Multiplying by breaking down numbers into place value parts and then adding		2	105–107	108–109	No. 45a–b (pp. 122–125)	MM from LB						
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

									Class					
									Date completed					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book						
24	p. 104 2.5	Method 2: Multiplying by using subtraction		3: 1–3	107–108	109–111		MM from LB						
25	p. 104 2.5	Method 2: Multiplying by using subtraction – continued; problem solving		3: 4a–f	107–108	109–111								
26	p. 104 2.5	Method 3: Multiplying by using factors to break down numbers		4: 1–3	109–110	111–112	No. 48 (pp. 128–129)	MM from LB						
27	p. 104 2.5	Method 3: Multiplying by using factors to break down numbers – continued		4: 4–6	109–110	111–112		MM from LB						
28	p. 111 2.6	**Properties of 3-D numbers:** Recognising 3-D objects; practical	78–79		111–112	113	No. 50 (p. 135) No. 48 (pp. 130–131)	MM from LB, posters of 3-D objects, models and household items						
29		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Oxford Successful Mathematics   Week 5

Reflection

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

									Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
30	p. 111 2.6	Curved and flat surfaces and number and shape of faces		1: 1–3	112–113	113–114	No. 49–50 (pp. 132–135)	MM from LB (No. 10, 12)					
31	p. 111 2.6	Rectangular prisms and square-based pyramids		2: 1–3	113–114	114	No. 49 (pp. 32–33)	MM from LB					
32	p. 111 2.6	Using shapes to make models		3	114–115	114	No. 50 (p. 135)	MM from LB, nets (No.13)					
33		**Assessment: Term 2 test**						Please use a Term 2 test from a TG in another approved LTSM					
34		**Geometric patterns:** Identify number and geometric patterns; write the rule for the number pattern as a number sentence	80–82	1	118–119	116–118	No. 51 (pp.136–137)	MM from LB, all multiplication tables up to 10 and four-fact families up to 6 x 6 (e.g. 3 x 2 = 6; 2 x 3 = 6; 6 ÷ 3 = 2; 6 ÷ 2 = 3 etc.)					
35		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Oxford Successful Mathematics Week 6

Reflection

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

What will you change next time? Why?

HOD: Date:

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed
36	p. 118 2.7 TG p. 116	Patterns of dots; work out the rule for the pattern (as an input or output or as a flow diagram)		2	119–120	118–119	No. 52 (pp. 138–139)	MM from LB and TG p. 116					
37	p. 118 2.7 TG p. 116	Patterns formed in different ways – they do not have a constant ratio or difference		3	120–121	119–120		MM from LB					
38	p. 122 2.8 TG p. 21	**Go over Term 2 test**						MM from LB, number lines (No. 5), multiplication tables up to 10 x10 and four-fact families up to 10 x 10					
39	p. 122 2.8 TG p. 21	**Symmetry:** Using flips to make symmetrical drawings	82	1–2	122–125	121–123		MM from LB					
40	p. 126 2.9	**Whole numbers:** Addition and subtraction up to 4-digits; estimation; rounding off to the nearest 1 000	83–85	1	126–127	123–124		MM from LB					
41		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Reflection

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

			Oxford Successful Mathematics Week 8										
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
42		Rounding off to add and subtract: Estimate first and then calculate the answer		3	129–130	125–126		MM from LB/ *MM Activities and Printable Resources* book					
43		Consolidation of methods of adding and subtracting 4-digit numbers		2–3	127–130	123–126	No. 56–57 (pp. 146–149)	MM from LB/ *MM Activities and Printable Resources* book					
44	p. 131 2.10	**Whole numbers:** Division of 3-digit by 1-digit number: Estimate and check the answers by using multiples of ten	84–85		131–132	126–128	No. 59 (pp. 152–153)	MM from LB and TG p. 127					
45	p. 131 2.10	Method 1: Doubling and halving Method 2: Breaking down 3-digit numbers		1	132–134	128		MM from LB					
46		Division sums with remainders Method 1: Doubling and halving Method 2: Breaking down 3-digit numbers		2	134–135	129							
47	p. 66 1.10	Facts about division by 10 and 100		3	135–136	129–130							
Reflection													

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

HOD: **Date:**

Oxford Successful Mathematics	Week 9	Catch up and revision – Plan your week or follow our suggestions												

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
48		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
49	p. 66 1.10	Revision: Adding and subtracting	69–71					MM from LB					
50		Revision: Multiplication and division	77 85										
51	p. 66 1.10	Revision: Measurement, fractions	71–75					MM from LB					
52		Revision: 3-D objects, symmetry, geometric patterns	78–79 81–82										
53		Revision and consolidation											

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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 Revision and examination – Plan you week															
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
54														
55														
56														
57														
58														
59														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

4. Platinum Mathematics

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

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

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

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 Learner's 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 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 HOD and peers.

									Class					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book						
									Date completed					
1	p. 184	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)** Compare whole numbers (30 minutes Place value and rounding (30 minutes)	68	10.1–10.3	54–55	45–47	No. 25, 26 (pp. 76–78) Flard cards, cut-out 2	MM from TG Copymaster 3, p. 140, flard cards (No. 4)						
2	p. 184	**Whole numbers:** Addition and subtraction Estimate answers by rounding (30 minutes) Using addition and subtraction as inverse operations (30 minutes)	69	11.1–11.3	56–57	48–50	No. 5 (pp. 12–13) No. 28 (pp. 82–83)	MM from TG						
3	p. 184	Adding whole numbers using three different strategies	69	11.4	16 (Revision) 58	50	No. 30a–b (pp. 86–89)	MM from TG						
4	p. 185	Subtracting whole numbers using three different strategies	69	11.5	59	50–51	No. 32a-b (pp. 92–95) No. 33 (pp. 96–97)	MM from TG						
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

Platinum Mathematics — **Week 1**

Reflection

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

What will you change next time? Why?

HOD: Date:

									Class				

Platinum Mathematics — Week 2

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					Date completed
6	p. 185	Solving problems using addition and subtraction in financial contexts		11.6	60–61	51–52	No. 11a–b (pp. 34–37)	MM from TG						
7	p. 185	**Common fractions:** Describe common fractions in written and diagram form; practical	71–72		62–63	53	Cut-out 4 and 6	MM from TG, many different shapes cut into fractions, fraction strips, Cuisenaire rods, number lines, cut and fold paper into fractions (No. 6, 7, 8)						
8	p. 185	**Common fractions:** Describe common fractions in written and diagram form; written		12.1			R 8 (pp. xviii–xix)	MM from TG, have all fraction apparatus available						
9	p. 186	Order and compare common fractions		12.2	64	54	No. 34 (pp. 98–99)	MM from TG p. 210, fraction wall (No. 7)						
10	p. 186	Find a fraction of a group		12.3	65	54	R 9 (pp. xx–xxi)	MM from TG, counters, objects like matches, sweets, stones etc. for fractions of a group						
11	p. 186	Solve problems with fractions		12.4	66	55	No. 35 (pp. 100–101) No. 39 (pp. 108–109)	MM from TG, have all apparatus available for learners to use						

Reflection

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

*Platinum Mathematics* Week 3												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book		Class			
										Date completed			
12	p. 186	**Length:** Measure and record lengths using measuring instruments and units of measurement	73–75	13.1–13.2	68–69	56		MM from TG, instruments for measuring TG p. 56, ruler (No. 14)					
13	p. 187	Estimate lengths		13.3	70	57	No. 41 (pp. 112–113)	MM from TG					
14	p. 187	Compare and order lengths		13.4	71	58–59		MM from TG					
15	p. 187	Work with length		13.5	72	59	No. 40 (pp. 110–111)	MM from TG					
16	p. 187	Convert different units of length		13.6	73	60	No. 42 (pp. 114–115)	MM from TG					
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

										Class					

| | | _Platinum Mathematics_ Week 4 | | | | | | | | | | | | | |

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in _MM Activities and Printable Resources_ book	Date completed						
18	p. 188	Solve problems with length		13.7	74	60–61	No. 42 (pp. 115a–e)	MM from TG							
19	p. 188	Revision papers LB p. 61, Weeks 1 and 2 LB p. 75, Weeks 2 and 3			61 75	52 61		MM from TG							
20	p. 188	**Properties of 3-D objects** Identify and sort 3-D objects	78–79	14.1–14.2	76–77	62	R 14 (p. xxx)	MM from TG, teacher guidelines TG p. 62, models, posters, household items, etc. (No. 10, 12)							
21	p. 188	Name and compare 3-D objects		14.3	78	63	No. 49 (pp. 132–133) Cut-out 7	MM from TG, teacher guidelines TG p. 63							
22	p. 189	Make 3-D models		14.4	79	64–65	No. 50 (pp. 134–135)	MM from TG, grid paper, cardboard, scissors, tape, examples of boxes, nets (No. 13)							
23		Catch up any work not done/consolidate learning and/or learners play _Race to 1000_; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see _MM Activities and Printable Resources_ book)							

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

		Platinum Mathematics	Week 5											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
24	p. 189	**Whole numbers: Multiplication of 2-digit numbers** Method 1: Breaking up one number – many examples Method 2: Rounding up and compensating – many examples	76–77		80	66		MM from TG, white boards/chalk boards for practising the two methods						
25	p. 189	Written exercise: Breaking up one of the numbers (30 minutes) Multiply using factors – many examples (30 minutes)		15.1	80 81	66	No. 47 (pp. 128–129)	MM from TG, white boards/chalk boards for practising the new method						
26	p. 189	Estimate the answer by rounding		15.3	82	67	No. 46 (pp. 126–127)	MM from TG						
27	p. 190	Solve multiplication problems; work through examples and identify multiplication vocabulary			83	68-69		MM from TG						
28	p. 190	Solve multiplication problems		15.4	83	68-69		MM from TG						
29		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class
									Date completed
30	p. 190	**Formal assessment: Term 2 test**				164		Photocopy copies of test for each learner TG pp. 164–165, answers TG p. 69	
31	p. 190	**Symmetry:** Recognise lines of symmetry	82	16.1	86	70	No. 53 (pp. 140–141)	MM from TG, photocopy 2-D shapes and other shape, mirror (bring from home)	
32	p. 191	Draw and describe lines of symmetry		16.2	87	71	No. 54 (pp. 142–143)	MM from TG	
33	p. 191	**Geometric patterns:** Patterns that get bigger	80–82	17.1	88	72	No. 51 (pp. 136–137)	MM from TG	
34	p. 191	Patterns that change shape		17.2	89	72–73		MM from TG	
35		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)	

Reflection

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

		Platinum Mathematics Week 7												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
36	p. 192	More geometric patterns		17.3	90	73–74	No. 52 (pp. 138–139)	MM from TG						
37	p. 192	**Go over test done in previous week**				164		MM from TG						
38	p. 192	**Whole numbers: Addition and subtraction** Estimate the answers and then add or subtract	83	18.1–18.2	92	75–76		MM from TG, pamphlets from shops with items and their costs						
39	p. 192	Use a number line		18.3	93	76		MM from TG, copies of writing frame TG p. 31, number line (No. 5)						
40	p. 193	Check using opposite operations		18.4–18.5	93	76–77		MM from TG, groups of four items, big paper circle (bring from home)						
41		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

Platinum Mathematics Week 8													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
42	p. 193	Solve addition and subtraction problems		18.6	95	77		MM from TG						
43	p. 193	**Whole numbers: Division** Divide a 3-digit number	84–85	19.1	96	79		MM from TG, posters of some clue boards						
44	p. 193	Estimate and check by rounding		19.2	97	79		MM from TG						
45	p. 194	Solve division problems		19.3	98	80	No. 62 (pp. 158–159)	MM from TG						
46	p. 194	Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners			85	68		Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)						
47		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

		Platinum Mathematics　　Week 9　　Catch up and revision – Plan your week or follow our suggestions												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class
									Date completed
48	p. 194	Revision paper: 3-D objects and multiplication			85	68		MM from TG					
49	p. 194	Revision paper: Symmetry and geometric patterns			91	74		MM from TG					
50	p. 194	Revision paper: Addition, subtraction and division			99	80							
51	p. 195	Go over the 3 revision papers						MM from TG					
52	p. 195	Examination practice: All topics covered in Term 2				Test 166–167 Answers 80							
53	p. 195	Go over practice test; remediation						*Remediation and Enrichment Activities* (see toolkit book)					

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

Platinum Mathematics		Week 10	Revision and examination – Plan you week											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
54														
55														
56														
57														
58														
59														
End-of-term reflection														

Think about and make a note of:

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

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

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

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

HOD: **Date:**

5. *Premier Mathematics*

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

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

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 peers and discuss things that worked or did not go so well in your lesson. Together with your HOD and peers 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 Learner's 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 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 HOD and peers.

		Premier Mathematics Week 1												
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	p. 203 Act. 51	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)**	69–71	*4–12	56–60	29–31	No. 25, 26 (pp. 76–78) flard cards, cut-out 2	MM activities from TG (photocopy as needed every day), flard cards (No. 4), Dienes blocks or base 10 blocks *Select					
2	p. 203 Act. 52	Addition and subtraction of 4-digit numbers Rounding off to 1 000		1	61–62	31	No. 28 (p. 82; rounding off to the nearest 100)	MM activities from TG					
3	p. 203 Act. 53	Addition: Three methods 1. Break down both numbers 2. Break down the second number 3. Use rounding off and compensating		2	62	31–32	30a–b (pp. 86–89)	MM activities from TG					
4	p. 203 Act. 54	Subtraction: Three methods 1. Break down both numbers 2. Break down the second number 3. Use rounding off and compensating		3	62	31–32	No. 32a–b (pp. 92–95)	MM activities from TG					
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
		Reflection												

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

What will you change next time? Why?

HOD: Date:

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
6	p. 204 Act. 55	Problem solving in context: Addition and subtraction		4	63	32		MM activities from TG						
7	p. 204 Act. 56	**Common fractions:** Identifying fractions of a whole (halves, thirds, quarters, fifths, sixths, sevenths and eighths)	71–72	1	64–65	32–33	Cut-out 4 and 6, R 8 (pp. xviii–xix)	MM from TG, fraction mat/wall and fraction circles (No. 7, 8)						
8	p. 204 Act. 57	Identifying and naming fractions of a whole and a collection of objects		2	65–66	33	No. 9 (pp. xx–xxi)	MM from TG, counters/beans						
9	p. 205 Act. 58	Comparing and ordering fractions		3	66–67	33	No. 36 (pp. 102–103)	MM from TG, fraction mat/wall (No. 7)						
10	p. 205 Act. 59	Fractions of a collection of objects, e.g. beans		4	67–68	33–34		MM from TG, counters/beans/ sweets						
11	p. 205 Act. 59	Addition of fractions with the same denominator		5	68	35		MM from TG						

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

								Class				

Premier Mathematics   Week 3

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
12	p. 205 Act. 61	Equivalence of fractions Using a fraction wall Informal assessment 1 TG pp. 135–136		6	68	34	No. 38 (pp. 106–107)	MM from TG, fraction wall TG p. 170 – photocopy for each learner (also No. 7)					
13	p. 206 Act. 62	**Measurement: Length** History of measurement and informal measurements The need for a standard unit of measurement	73–75	1	70	35		MM from TG, rulers (No.14), metre sticks, tape measures, trundle wheels					
14	p. 206 Act. 63	Units of measurement: mm, cm, m, km Estimate and then measure in metres (rounding off)		2–3	71–72	35	No. 41 (pp. 112–113)	MM from TG, measuring instruments					
15	p. 206 Act. 64	Estimate and then measure in centimetres and millimetres		4–5	73–74	35	No. 40 (pp. 110–111)	MM from TG, measuring instruments, ruler (No.14)					
16	p. 206 Act. 65	Conversion of millimetres to centimetres Compare and order lengths		6–7	75	35–36	No. 42 (pp. 114–115; 1, 2, 3)	MM from TG, measuring instruments, NB string, rulers (No. 14)					
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

Reflection

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

								Resources	Class				
Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	(No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
18	p. 207 Act. 66	Order, compare and convert centimetres and millimetres		8–9	76	36	No. 42 (pp. 114–115; 4, 5)	MM from TG, ruler (No.14)					
19	p. 207 Act. 67	Convert millimetres to centimetres Convert kilometres to metres		10–13	76–77	36–37	No. 41 (pp. 114–115; 6, 7)	MM from TG					
20	p. 207 Act. 68	Problem solving in context		14	78	37	No. 42 (pp. 114-115; word problems)	MM from TG					
21	p. 208 Act. 69	**Whole numbers:** Multiplication Quick recall exercise and multiples	76–77	1–2	79			MM from TG					
22	p. 208 Act. 70	Technique 1: Multiplying by breaking up one number		*3	80	38		MM from TG *Select two examples from each exercise to do with class, two examples for learners to do with partners and two examples for learners to do individually					
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Reflection

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

Premier Mathematics   Week 4

								Resources	Class				

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	p. 208 Act. 71	Technique 2: Multiplying using rounding off and compensating Technique 3: Estimation – rounding off numbers to the nearest 10 and then multiply		*4–5	81		No. 44a–b (pp. 118–121) No. 46 (pp. 126–127)	MM from TG *Select two examples from each exercise to do with class, two examples for learners to do with partners and two examples for learners to do individually					
25	p. 209 Act. 72	Technique 4: Breaking numbers down into factors and then multiply		6–*7	82		No. 47 (pp. 128–129)	MM from TG *Select as above					
26	p. 209 Act. 73	Solving problems in context using multiplication		*8	83			MM from TG *Select as above					
27	p. 209 Act. 74	**Properties of 3-D objects:** Categorise objects according to their surfaces – flat or curved	78-79	1	84	40	R 14 (p. xxx) No. 48 (pp. 130–131; advanced)	MM from TG, models and household containers of all six 3-D objects (No. 12)					
28	p. 209 Act. 75	Match objects to their name		2–3	84–85	40–41	R 14 (p. xxx)	MM from TG, posters and pictures of 3-D objects					
29		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
30	p. 210 Act. 76	Name the objects and identify the number and shape of the faces		4	85–86	41–40	No. 49 (pp. 132–133) Cut-out 7	MM from TG					
31	p. 210 Act. 77	Identify the correct nets to make a rectangular box Copy the net and construct a square based pyramid and a rectangular prism		5	87–88	42	No. 50 (p.135; 3a–b)	MM from TG, grid TG p. 169 – photocopy two for each learner See also nets (No. 13)					
32		**Assessment: Term 2 test**	79			135–137		Photocopy test for each learner in the class; also give each learner a ruled page on which to do Informal Assessment 1 Questions 2 and 3					
33	p. 211 Act. 78	**Geometric patterns:** Complete patterns which repeat or increase/decrease in each stage	80–82	1–2	89	43	No. 51 (pp. 136–137)	MM from TG					
34	p. 211 Act. 79	Study a pattern in which the shape keeps its form but the pattern gets larger Describe what is happening in each of these patterns Identify the missing rule for each of the flow diagrams		3	90	43	No. 52 (pp. 138–139)	MM from TG					
35	p. 211 Act. 80	Look at the pattern and extend it Write a sentence to explain how the pattern changes from one stage to the next		4	91	44	No. 52 (pp. 138–139)	MM from TG					

Reflection

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

What will you change next time? Why?

HOD: Date:

								Class					
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
36	p. 212 Act. 81	Describe what is happening in each pattern and then complete the tables Complete a flow diagram to explain the pattern		5–6	91–92	44–45		MM from TG					
37	p. 212 Act. 82	Go over Term 2 test with the learners						MM from TG					
38	p. 212 Act. 83	**Symmetry** Fold 2-D shapes to practically see lines of symmetry Recognise, draw and describe lines of symmetry in 2-D shapes	82	1–3	93–95	46	No. 53–54 (pp. 140–143)	MM from TG, 2-D shapes TG p. 171, grid TG p. 169 – photocopy for each learner					
39	p. 212 Act. 84	**Whole numbers: Addition and subtraction** Technique – rounding off to the nearest 10,100, 1 000 to estimate approximate answers	83–84	1–3	95–96	47	No. 56 (pp. 144–145)	MM from TG					
40	p. 213 Act. 85	Number pyramid to work out addition and subtraction problems		5	96–97	48		MM from TG					
41	p. 213 Act. 86	Inverse operations: Check addition calculation by subtracting and check subtraction calculation by adding		7 9	97–98	48–49		MM from TG					
Reflection													

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

HOD: Date:

								Class				

Premier Mathematics   Week 8

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book
42	p. 213 Act. 87	Solve addition and subtraction problems in context		10	98–99	49	No. 58 (pp. 150–151)	MM from TG
43	p. 215 Act. 88	**Whole numbers: Division** Dividing by 10 and 100	84–85	1	99	49	No. 59 (pp. 152–153)	MM from TG
44	p. 215 Act. 89	Inverse operations: Check your multiplying by dividing or check your dividing by multiplying		2	100	50		MM from TG
45	p. 214 Act. 90	Using a clue board: Work with multiplication facts of the number, multiples of 10 and then doubling and halving		3	100–101	50	No. 62 (pp. 158–159)	MM from TG
46	p. 215 Act. 92	Estimate the answers by rounding off Do the calculations		4	101	51	No. 63 (pp. 160–161; division with remainders)	MM from TG
47		Read and solve word problems using division in context		5	102	51	No. 64 (pp. 162–163)	

(Date completed columns appear to the right of Class header)

Reflection

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

Premier Mathematics		Week 9		Catch up and revision – Plan your week or follow our suggestions						
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**	
									Date completed	
48		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)		
49		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)		
50		Revision: Adding and subtracting	69–71				DBE numbers which have not been done*	Revision: Adding and subtracting		
51		Revision: Multiplication and division	77 85				DBE numbers which have not been done*	Revision: Multiplication and division		
52		Revision: Measurement, fractions	71–75				DBE numbers which have not been done*	Revision: Measurement, fractions		
53		Revision: 3-D objects, symmetry, geometric patterns	78–79 81–82				DBE numbers which have not been done*	Revision: 3-D objects, symmetry, geometric patterns		
Reflection										

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all 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		Revision and examination – Plan you week										
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54														
55														
56														
57														
58														
59														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

6. *Solutions for All Mathematics*

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

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

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 Learner's 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 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 HOD and peers.

Solutions for All Mathematics Week 1														
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
1	p. 336 No. 51	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)** 4-digit numbers	68	Act. 1	92–93	65	No. 25–26 (pp. 76–78)	MM from LB with answers in TG pp. 327–334 (keep a marker), Dienes blocks, flard cards (No. 4)					
2	p. 336 No. 52	**Whole numbers: Adding and subtracting**	69–71	Act. 2	93–95	67–68	No. 30–33 (pp. 86–96)	MM from LB					
3	p. 336 No. 53	Counting and calculating with bigger numbers		Ex. 1	95	69–70		MM from LB, numbers grid (No. 3)					
4	p. 336 No. 54	Finding easier ways to add and subtract		Act. 3	96–97	70–71		MM from LB					
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?								
						HOD: Date:								

			Solutions for All Mathematics Week 2												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class						
									Date completed						
6	p. 337 No. 55	*Check what you know*			97	*71–73		MM from LB *Select							
7	p. 337 No. 56	**Common fractions:** Getting started Naming fractions	71–72	Act. 1	98–99	75–76	No. 36 (pp. 102–103)	MM from LB, resources TG p. 75 (see No. 6, 7, 8)							
8	p. 337 No. 57	Writing fraction symbols		Ex. 1	100–101	77		MM from LB							
9	p. 337 No. 58	Solving sharing problems		Act. 2	102–103	77–78	No. 39 (p. 109)	MM from LB							
10	p. 338 No. 59	Solving fraction problems		Ex. 2	104	78–79	No. 39 (p. 108)	MM from LB *Supplement							
11	p. 338 No. 60	*Check what you know*		Revision	105–106	79		MM from LB							
Reflection															

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

What will you change next time? Why?

HOD: Date:

Solutions for All Mathematics Week 3														
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
12	p. 338 No. 61	**Length:** Metres, centimetres and millimetres; practical and discussion	73–75	Act. 1 Act. 2	107– 109	81–82		MM from LB, learner resources TG p. 81, rulers (No. 14)						
13	p. 338 No. 62	Measuring in centimetres and millimetres		Ex. 1	110– 111	82	No. 40 (pp. 110–111)	MM from LB						
14	p. 339 No. 63	Converting between units Rounding off		Act. 3 Act. 4	111– 112	83		MM from LB						
15	p. 339 No. 64	Rounding off to the nearest centimetre Measuring instruments		Ex. 2 Act. 5	112– 113	83	No. 41 (pp. 112–113)	MM from LB						
16	p. 339 No. 65	Comparing heights Working with kilometres		Act. 6 Act. 7	114 115	84		MM from LB						
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

Solutions for All Mathematics									Week 4					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
18	p. 339 No. 66	Conversions between units of length Rounding off		Ex. 3	116	85	No. 42 (pp. 114–115)	MM from LB						
19	p. 339 No. 67	*Check what you know*		Rev.	117–118	85		MM from LB						
20	p. 339 No. 68	**Whole numbers:** Multiplication	76–77	Act. 1	119–122	87–88		MM from LB						
21	p. 340 No. 69	Breaking up the numbers or using factors to multiply		Ex. 1	122–123	89	No. 44a–b, 47 (pp. 118–121, 128–129)	MM from LB						
22	p. 340 No. 70	Rounding off to estimate		Act. 2	123	89–90	No. 46 (pp. 126–127)	MM from LB						
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

		Solutions for All Mathematics	Week 5											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
24	p. 340 No. 71	Estimation and problem solving		Act. 3	124–125	90		MM from LB						
25	p. 340 No. 72	More ways to multiply		Ex. 2	126	90–92		MM from LB						
26	p. 340 No. 73	*Check what you know*		Rev.	126–127	92–94		MM from LB						
27	p. 340 No. 74	**Properties of 3-D objects:** Grouping of objects; faces, flat surfaces, curved surfaces	78–79	Act. 1	128–129	95–97	No. 50 (pp. 134–135)	MM from LB, list of resources TG p. 95						
28	p. 341 No. 75	Identifying features of objects		Act. 2	131	97		MM from LB						
29		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
Reflection														

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

What will you change next time? Why?

HOD: Date:

Solutions for All Mathematics Week 6													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
30	p. 341 No. 76	2-D shapes and 3-D objects Making models of 3-D objects		Act. 3 Act. 4	132 133	98	No. 50 (pp.134–135)	MM from LB					
31	p. 341 No. 77	**Term 2 test**				Test 280–284 Memorandum 285–288		MM from LB					
32	p. 341 No. 78	**Geometric patterns:** Shape patterns and symmetry Matchstick patterns	80–82	Act.1	138	100	No. 51 (pp. 136–137)	MM from LB					
33	p. 342 No. 79	Growing patterns		Act. 2	139–140	100–101	No. 52 (pp. 138–139)	MM from LB					
34	p. 342 No. 80	Matchstick patterns		Ex. 1	140–141	101		MM from LB					
35		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD: Date:								

										Class				
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book						
									Date completed					
36	p. 342 No. 81	Symmetry in objects More than one line of symmetry		Act. 3 Act. 4	141– 143	103	No. 53–54 (pp.140–143)	MM from LB						
37	p. 342 No. 82	*Check what you know*	Revision		143– 144	104		MM from LB						
38	p. 343 No. 83	**Whole numbers: Addition and subtraction** Getting started Breaking down numbers to add them	83	Act.1	147– 148	105– 108	No. 55 (pp.144–145)	MM from LB, resources TG p. 105						
39	p. 343 No. 84	Adding numbers		Ex.1	148– 149	109– 111		MM from LB						
40	p. 343 No. 85	Breaking down numbers to add and subtract		Act. 2	149– 150	111– 112	No. 56 (pp. 146–147)	MM from LB						
41	p. 343 No. 86	Estimating answers		Act. 3	151	113		MM from LB						

Solutions for All Mathematics   Week 7

Reflection

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

What will you change next time? Why?

HOD: Date:

Solutions for All Mathematics									Week 8					
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
42	p. 343 No. 87	Checking your answers		Act. 4	152	113–114		MM from LB						
43	p. 343 No. 88	*Check what you know*	Revision		153	115–116		MM from LB						
44	p. 344 No. 89	**Whole numbers: Multiplication and division** Getting started Sharing cars	84–85	Act. 1	154–156	117–119		MM from LB						
45	p. 344 No. 90	Doing division by multiplying Create a clue board		Act. 2	156–157	120–121	No. 63 (pp. 160–161)	MM from LB						
46	p. 344 No. 91	Dividing		Ex. 1	157–158	122	No. 62 (pp. 158–159)	MM from LB						
47	p. 344 No. 92	Checking your answers		Act. 3	158–159	123		MM from LB						
Reflection														

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

HOD: Date:

		Solutions for All Mathematics Week 9 Catch up and revision – Plan your week or follow our suggestions												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
48	p. 344 No. 93	*Check what you know*	Revision		160	123–124		MM from LB						
49		**Revision: Order, compare and represent numbers**	68											
50	p. 345 No. 96	Revision: Adding and subtracting	69–71				DBE numbers which have not been done*	MM from LB						
51	p. 345 No. 97	Revision: Multiplication and division	77, 85				DBE numbers which have not been done*	MM from LB						
52	p. 345 No. 98	Revision: Measurement, fractions	71–75				DBE numbers which have not been done*	MM from LB						
53	p. 345 No. 99	Revision: 3-D objects, symmetry, geometric patterns	78–79 81–82				DBE numbers which have not been done*	MM from LB						

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

Solutions for All Mathematics	Week 10	Revision and examination – Plan you week												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
54														
55														
56														
57														
58														
59														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

7.   Study and Master Mathematics

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

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

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 Learner's 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 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 HOD and peers.

		Study and Master Mathematics					Week 1							
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
1	* p. 102	**Whole numbers:** Counting, ordering, comparing, representing and place value of digits (up to at least 4 digits)	68	1.1	103–104 *104–109	132–144	No. 25–26 (pp. 76–78)	MM from LB; answers in TG p. 133 *Select Flard cards (No. 4)						
2	pp. 107–108	Estimate and round off		4.1	109	140–141	No. 27–28 (pp. 80–82)	MM from LB; answers in TG p. 145						
3	p. 110	**Whole numbers:** Addition and subtraction of 4-digit numbers Strategies	69–71	6.1	111	147–148	No. 30a–b (pp. 86–88)	MM from LB; answers in TG p. 145						
4	p. 112	More strategies		7.1	112	149		MM from LB; answers in TG p. 149						
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
						Reflection								

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

What will you change next time? Why?

HOD: Date:

						Study and Master Mathematics Week 2							
Lesson	**MM LB**	**CAPS concepts and skills**				**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**	
												Date completed	
6		Add and subtract with 3-digit and 4-digit numbers					8.1	113	150–151	No. 32–33 (pp. 92–96)	MM from LB; answers in TG p. 150 (answers will vary)		
7	p. 114	**Common fractions:** Order and compare fractions				71–72	9.1	115	157	No. 34 (pp. 98–99)	MM from LB; answers in TG p. 157 (see No. 6, 7, 8)		
8	p. 116	Writing fractions					10.1	116	158–159	No. 36 (pp. 102–103)	MM from LB; answers in TG p. 157–158		
9	p. 117	Equal sharing					11.1	117	160–164		MM from LB; answers in TG p. 160		
10	p. 118	Calculations with fractions					12.1	118–119	165–166	No. 39 (pp. 108–109)	MM from LB; answers in TG p. 164–165		
11		Equivalent fractions					13.1	120-121	167–168	No. 38 (p. 106)	MM from LB; answers in TG p. 166–167		
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: Date:							

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
12	p. 121	Count and calculate fractions		14.1	121–122	169–171		MM from LB; answers in TG p. 168–169						
13		**Informal assessment**				152–153 172		Answers in TG pp. 154–155, 173						
14	p. 123	**Length:** Measuring instruments Units of measurement	73–75	15.1	*123–126	174		MM from LB; answers in TG p. 174 Resources required TG p. 174–175 *Select 2 activities from Unit 15 Rulers (No. 14)						
15	p. 126	Work with centimetres (cm) and millimetres (mm) Tricky measurements		16.1 17.1	127–128 128–129	175–176	No. 40 (pp. 110–111)	MM from LB; answers in TG p. 175						
16	p. 129	Understanding units of measurement		18.1	130–131	176–177		MM from LB; answers in TG p. 177						
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?									
					HOD: Date:									

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
18	p. 133	Conversion of measurements		19.1	134	178		MM from LB; answers in TG p.178					
19	p. 134	Convert between centimetres and metres		20.1	135	179	No. 42 (p. 114: 4, 5)	MM from LB; answers in TG p. 179					
20	p. 135	Convert between millimetres and centimetres		21.1	136	180	No. 42 (p. 114: 1, 2, 3)	MM from LB; answers in TG p. 180					
21	p. 136	Round off measurements		22.1	137	180–181		MM from LB; answers in TG p. 180					
22	p. 138	Problem solving with distance and length		23.1	138–139	181–182	No. 42 (p. 115: Distances a–e)	MM from LB; answers in TG p.181					
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Reflection

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

									Class				

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	p. 141	**Whole numbers:** Multiplication	76–77	24.1	141	186		MM from LB; answers in TG p. 186					
25	p. 142	Multiplication strategies		25.1	142–144	187–188	No. 44a–b (pp. 118–121)	MM from LB; answers in TG p. 187					
26	p. 144	Problem solving with multiplication		26.1	144–145	189–190	No. 45a–b (pp. 122–125)	MM from LB; answers in TG p. 189					
27	p. 145	Multiplication and estimation		27.1	145–146	191		MM from LB; answers in TG p. 190–191					
28	pp. 146–147	Patterns in multiplication		28.1	147	192		MM from LB; answers in TG p. 192					
29	p. 148	More multiplication methods		29.1	148	192–193	No. 47 (pp. 128–129)	MM from LB; answers in TG p. 192					

Reflection

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				Date completed

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class — Date completed
30		**Assessment: Term 2 test**						Please use a Term 2 test from a TG in another approved LTSM	
31	Game	**Properties of 3-D objects:** Identify objects which have flat and curved surfaces or both	78–79	30.1	149–150	197–199	No. 50 (pp. 134–135)	MM: Make a feely bag; instructions in TG p. 198 Collection of 3-D objects	
32	p. 150	Edges, corners and faces of 3-D objects Straight, flat faces: polyhedra		31.1 32.1 32.2	150–152	199–201		MM from LB; answers in TG p. 199, TG p. 421 (see No. 12) Paint a shoebox in the colours of box LB p. 152	
33	Game	Building models of polyhedra		32.2	153	201	No. 49 (pp. 132–133)	MM: Feely bag TG p. 422, 3-D objects (bigger), dotted paper pp. 417–419 (also No. 22)	
34	p. 154	Naming prisms and pyramids		Investigation	154	202	No. 49 (pp. 132–133)	Revision from LB; answers in TG p. 202	
35	p. 152	**Go over Term 2 test**						MM from LB; answers in TG p. 200	

Reflection

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

								Class				
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book				
								Date completed				
36	p. 155	**Geometric patterns:** Exploring geometric patterns	80–82	33.1	155–156	204–205		MM from LB				
37	p. 157	Identify and extend patterns		34.1	157–158	206–207	No. 51 (pp. 136–137)	MM from LB				
38	p. 158	Extend patterns		35.1	158–159	207–208	No. 52 (pp. 138–139)	MM from LB; answers in TG p. 207				
39	p. 160	Input and output numbers/values		36.1		209–210		MM from LB; answers in TG p. 209				
40	p. 162	**Symmetry;** Lines of symmetry Drawing symmetrical shapes	82	37.1 37.2 37.3	162–164	213–215	No. 53–54 (pp. 142–147)	MM from LB: discussion, dotted paper TG p. 417 – make a copy for each learner (also see No. 22)				
41	p. 166	**Whole numbers:** Addition and subtraction; round off to add and subtract	83	38.1	166	216	No. 55 (pp. 144–145)	MM from LB; answers in TG p. 216				

Study and Master Mathematics   Week 7

Reflection

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

HOD: Date:

									Class				
*Study and Master Mathematics* Week 8											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
										Date completed			
42	p. 167	Different ways to add		39.1	167	217		MM from LB; answers in TG p. 217					
43	p. 168	Different ways to subtract		40.1	168	218–219	No. 56 (pp. 146–147)	MM from LB; answers in TG p. 218					
44	p. 171	**Whole numbers: Division** Solve story problems	84–85	42.1	171–172	222–223		MM from LB; answers in TG p. 222					
45	p. 172	Division with and without remainders		43.1	173–174	224	No. 62 (pp. 158–159)	MM from LB; answers in TG pp. 223–224					
46	p. 174	Division with remainders		44.1	174–175	225–226		MM from LB; answers in TG p. 225					
47	p. 175	Division with 3-digit numbers and remainders		45.1	175–176	226–227		MM from LB					

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

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
48		Catch-up on work not completed; remediation of concepts which learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
49		Catch-up on work not completed; remediation of concepts which learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
50	pp. 51–52	Revision: Adding and subtracting	69–71				DBE numbers which have not been done*						
51	p. 53	Revision: Multiplication and division	77 85				DBE numbers which have not been done*						
52	p. 54	Revision: Measurement; fractions	71–75				DBE numbers which have not been done*						
53	p. 55; p.56	Revision: 3-D objects, symmetry, geometric patterns	78–79 81–82				DBE numbers which have not been done*						

Study and Master Mathematics Week 9 Catch up and revision – Plan your week or follow our suggestions

Reflection

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

What will you change next time? Why?

HOD: Date:

		Study and Master Mathematics Week 10 Revision and examination – Plan you week											
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
54														
55														
56														
57														
58														
59														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

8. Viva Mathematics

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

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

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 Learner's 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 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 HOD and peers.

Viva Mathematics	Week 1												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
1	p. 60	**Whole numbers: Counting, ordering, comparing, representing and place value (4-digit numbers)** Building numbers with place value cards	68	1–2	61–62	36–37	No. 25, 26 (pp. 76–78) Flard cards Cut–out 2	MM from LB, place value cards TG pp. 137–138 (see also No. 4)					
2		Rounding off to the nearest 100	69–71	2	62	37	No. 5 (pp. 12–13) No. 28 (pp. 82–83)	MM from LB, number lines TG p. 39 (see also No. 5)					
3	p. 60	Addition of 4-digit numbers		3	63	37	No. 30a–b (pp. 86–89)	MM from LB, base 10 apparatus TG p. 144, number lines TG p. 139 (also No. 5)					
4	p. 60	Subtraction of 4-digit numbers		4	64	37	No. 32 a–b (pp. 92–95) No. 33 (pp. 96–97)	MM from LB					
5		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection													

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

What will you change next time? Why?

HOD: Date:

								Class					

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed					
6	p. 60	Check your answer by using the opposite operation (inverse)		5	65	38	No. 11a–b (pp. 34–37)	MM from LB						
7	p. 66	**Common fractions:** Halves	71	1	67–68	39–40	Cut-out 4 and 6	MM from LB, TG p. 34, list of resources required (see also No. 6, 7, 8)						
8	p. 66	Quarters					No. 8 (pp. xviii–xix)	MM from LB *Supplement						
9	p. 66	Comparing halves and quarters		3	70	40	No. 34 (pp. 98–99)	MM from LB, fraction mat, fraction wall TG p. 149 (see also No. 7)						
10	p. 66	Word problems		4	70	40	No. 35–38 (pp.100–109)	MM from LB *Supplement						
11	p. 66	Eighths		5	71	41	No. 9 (pp. xx–xxi)	MM from LB						

Reflection

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

								Viva Mathematics		Week 3					

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
12	p. 74	Adding fractions with the same denominator		6	72	41		MM from LB *Supplement					
13	p. 74	**Length:** Measuring in centimetres	73–75	1	75–76	43–44		MM from LB, TG p. 43, list of measuring instruments required, rulers (No. 14)					
14	p. 74	Measuring in millimetres		2	77–78	44	No. 40 (pp. 110–111)						
15	p. 74	Measuring in metres		3	79–80	44	No. 41 (pp. 112–113)						
16	p. 74	Measuring in kilometres		4	80	45	No. 42 (pp. 114–115: No. 1–7)						
17		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

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

								Class					

Viva Mathematics   Week 4

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
18	p. 82	Problem solving with length		5	81	45	No. 42 (p. 115) Problem solving a–e	MM from LB					
19	p. 82	**Whole numbers: Multiplication and division (2-digit by 2-digit)** Multiply by multiples of 10	76–77	1–2	83–84	46–47	No. 44a–b (pp. 118–121)	MM from LB					
20	p. 82	Multiplying 2-digit by 2-digit numbers Revision of 3 methods		3	85	46–47	No. 47 (pp. 128–129) Breaking down into the factors	MM from LB					
21	p. 82	Rounding off and multiplying 2-digit by 2-digit numbers Word problems		4	86	47	No. 46 (pp. 126–127) Rounding off and multiplying	MM from LB					
22	p. 82	Rounding off to nearest 100 and multiplying		5	87	47–48		MM from LB					
23		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Reflection

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

Viva Mathematics	Week 5													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	p. 88	**Properties of 3-D objects:** Flat and curved surfaces	78–79	1	89–90	49–50		MM from LB, tables TG p. 154, 3-D objects (No. 12)					
25	p. 88	Construct a cube from the net supplied and identify the number and shape of the faces		2	91	50	No. 49 pp. (132–133)	MM from LB, nets (also see No. 13)					
26	p. 88	Stack boxes of different sizes Name various 3-D objects		3–4	92	50		MM from LB					
27	p. 88	More practice: Faces; surfaces; 2-D shapes make up 3-D objects; prisms, cylinders; pyramids					R 14 (p. xxx) No. 50 (pp. 134–135) Cut-out 7	MM from LB *Supplement (No. 10, 12)					
28	p. 88	**Formal Assessment: Test**						Please use a Term 2 test from a TG in another approved LTSM					
29		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					
Reflection														

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

								Class				

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
30	p. 94	**Go over the Term 2 test with learners and clarify any common errors**											
31	p. 94	**Geometric patterns and symmetry:** Copy, demonstrate and describe patterns made by the learners	80–82	1	95	52		MM from LB					
32	p. 94	Draw and describe repeating patterns		2	96	53	No. 51 (pp. 136–137)	MM from LB					
33	p. 94	Extending patterns; practical activity Describe how the pattern increased and fill in the table		3	97	53	No. 52 (pp. 138–139)	MM from LB, a box of matches for each learner, Copymaster 12; tables TG p. 153					
34	p. 94	**Describe how the pattern increased and fill in the table**		3	97	53							
35		Catch up any work not done/consolidate learning and/or learners play *Race to 1000*; decide whether to go to 100 or 1000, and how you will group the learners						Instructions for game, pair of dice or a spinner per group (see *MM Activities and Printable Resources* book)					

Reflection

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

								Class					
		Viva Mathematics Week 7												
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book					
									Date completed				
36	p. 101	**Symmetry:** Identify and draw in line/lines of symmetry	82	4	99	54		MM from LB, grid paper TG p. 146 (also see No. 20)					
37	p. 101	More examples to practise drawing lines of symmetry where appropriate					No. 53 (pp. 140–141) No. 54 (pp. 142–143)	MM from LB					
38	p. 101	**Whole numbers: Addition and subtraction** 4-digit numbers; revise and consolidate	83	1–3	102–103	55–56	No. 55 (pp. 144–145)	MM from LB					
39	p. 101	Addition and subtraction		4–5	104	56	No. 56 (pp. 146–147)	MM from LB					
40	p. 101	Check answer by using opposite operation (inverse) Solve word problems		8–9	105	57	No. 58 (pp. 150–151)	MM from LB, flow diagram Copymaster 12; graph TG p. 153					
41		Catch-up on work not completed; remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track						*Remediation and Enrichment Activities* (see toolkit book)					

Reflection

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

			Viva Mathematics	Week 8										
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
42	p. 106	**Whole numbers: Division** Revising division	84–85	1	107	58	No. 62 (pp. 158–159)	MM from LB						
43	p. 106	Division: 3-digit by 1-digit numbers with no remainders		2	108	59		MM from LB						
44	p. 106	Division: 3-digit by 1-digit numbers with remainders		3	109	59	No. 63 (pp. 160–161)	MM from LB						
45	p. 106	Checking division using multiplication		4	110	59	No. 64 (pp. 162–163) Division problems	MM from LB						
46	p. 106	**Revision: Mental Mathematics with vocabulary**			111	60		MM from LB						
47		Go over mental mathematics test with vocabulary		MM	111	60								

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

Viva Mathematics	Week 9	Catch up and revision – Plan your week or follow our suggestions											
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
48		Informal assessment: Weeks 6–8		Assess-ment	112	60							
49		Go over informal assessment			112	60		MM from LB					
50		Revision: Adding and subtracting	69–71				DBE numbers which have not been done*						
51		Revision: Multiplication and division	77 85				DBE numbers which have not been done*						
52		Revision: Measurement; fractions	71–75				DBE numbers which have not been done*						
53		Revision: 3-D objects; symmetry and geometric patterns	78–79 81–82				DBE numbers which have not been done*						
Reflection													

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

Viva Mathematics	Week 10	Revision and examination – Plan you week												
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54														
55														
56														
57														
58	p. 50	**Assessment: Term 2 examination**						See examination exemplar in Section D *Assessment Resources*						
59		Play any maths games of your choice						See *MM Activities and Printable Resources* toolkit book						

End-of-term reflection

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

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

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

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

HOD: **Date:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

The term plan gives an overview of how the assessment programme fits into the weekly planned lessons.

In Term 2, according to the CAPS, you need to set and mark one test and the mid-year examination. You could carry out other informal assessment activities (using your Learner's Book or other resources) at your discretion.

The mid-year examination should be written during Week 10. The suggested formal assessment test is written in Weeks 5, 6 or 7 and is noted in the tracker, corresponding to the Learner's Book which you are using.

You have to plan the dates on which informal tests and assignments will be written, should you wish to do so. A suggested assessment record for the year is provided in this section.

An **exemplar of a mid-year examination** is provided in this section for you to use instead of any one in the LTSMs if you choose to do so. The **memorandum** is also provided. You will find the analysis of the cognitive levels for each question of the exemplar at the end of this section . These levels are CAPS compliant.

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

Note: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of any changes, please adjust the programme here and in the trackers accordingly.

Term 2: FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs			
LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: test (Weeks vary)	Formal assessment: mid-year examination Week 10
Fabulous Mathematics	Revision exercise at the end of each unit – could be used as informal assessment Answers are in TG for each revision exercise	**Test** **Week 7** TG pp. 105–106: photocopiable worksheet TG pp. 107–108: answers	**Mid-year examination** TG pp. 109–111: photocopiable test paper TG p. 112–114: answers
Oxford Headstart Mathematics	**Assessment 4** LB pp. 118–119; TG pp. 146–149: answers **Assessment 5** LB p. 142; TG p. 177: answers **Assessment 6** LB pp. 169–170; TG pp. 207–208: answers *Practice exam* LB pp. 172–173 TG pp. 211–213: answers	**Test** **Week 6** **No term test provided in TG** We suggest that you use a Term 2 test from a TG in another approved LTSM	**Mid-year examination** **No examination provided in TG** See examination exemplar in Section D *Assessment Resources*
Oxford Successful Mathematics	Authors suggest that these revision exercises be used for informal assessment **Revision 4** TG pp. 100–101; LB p. 96 **Revision 5** TG pp. 115–116; LB p. 116 **Revision 6** TG p. 130; LB p. 137	**Test** **Week 6** **No term test provided in TG** We suggest that you use a Term 2 test from a TG in another approved LTSM	**Mid-year examination** **No examination provided in TG** See examination exemplar in Section D *Assessment Resources*

LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: test (Weeks vary)	Formal assessment: mid-year examination Week 10
Platinum Mathematics	**Revision topics 12–13** TG p. 61; LB p. 75 **Revision topics 14–15** TG p. 68; LB p. 85 **Revision topics 16–17** TG p. 74; LB p. 91 **Revision topics 18–19** TG p. 80; LB p. 99 The revision exercises could be used for assessment	**Test** **Week 6** TG p. 164–165: photocopiable exemplar TG p. 80: answers	**Mid-year examination** TG pp. 166–167: photocopiable exemplar TG p. 42: answers
Premier Mathematics	**Assessment 1** TG pp. 135–136; TG p. 164: answers **Assessment 2** Unit 16 Ex. 5 TG p. 45; LB p. 91 Unit 18 Ex. 9 TG p. 49; LB p. 98 Unit 19 Ex. 3 TG p. 50; LB p. 101	**Test** **Week 6** TG p. 137: photocopiable exemplar TG p. 164: answers	**Mid-year examination** TG pp. 138–140 TG p. 165: answers
Solutions for All Mathematics	*Check what you know* is at the end of each unit Answers are in TG for each *Check what you know* exercise	**Test** **Week 6** TG pp. 280–284 TG pp. 285–288: memorandum Analysis of cognitive levels of each question in the assignment	**Mid-year examination** TG pp. 289–296: photocopiable examination exemplar TG pp. 297–301: memorandum Analysis of cognitive levels of each question in the test
Study and Master Mathematics	The TG has 7 assessment tasks and any of these could be used as informal assessment **Assessment Task 1** TG pp. 142–145; TG p. 144: answers **Assessment Task 2** TG pp. 152–153; TG pp. 154–155: answers **Assessment Task 3** TG p. 172; TG p. 173: answers **Assessment Task 4** TG p. 184; TG p. 185: answers **Assessment Task 5** TG pp. 194–195; TG p. 196: answers **Assessment Task 6** TG p. 211; TG p. 212: answers **Assessment Task 7** TG pp. 230–231; TG pp. 232–233: answers	**Test** **Week 6** **No test provided** We suggest that you use a Term 2 test from a TG in another approved LTSM	**Mid-year examination** **No examination provided in TG** See examination exemplar in Section D *Assessment Resources*
Viva Mathematics	**Assessment 1** LG p. 73: assessment on Weeks 1–2; TG p. 42: answers **Assessment 2** LB p. 93: assessment on Weeks 3–5; TG p. 51: answers **Assessment 3** LB p. 112: assessment on Weeks 6–8; TG p. 60: answers LB p. 111: Mental Mathematics with vocabulary Term 2 TG p.122: answers	**Test** **Week 5** **No test provided** We suggest that you use a Term 2 test from a TG in another approved LTSM	**Mid-year examination** **No examination provided in TG** See examination exemplar in Section D *Assessment Resources*

2. Suggested Assessment Record

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

3. Grade 4 Mathematics June/Mid-year Examination Term 2

Surname:

Name:

	Boy	Girl

Date of birth:

Date: _____

_____
50

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.

2. Answer all the questions in the spaces provided.

3. No calculators may be used.

1. MENTAL MATHEMATICS

(10 marks)

		Answers				Answers
a)	$2\ 100 - 300 = ?$	a) _____		f)	Round off 4 545 to the nearest hundred.	f) _____
b)	$2\ 500 + 2\ 500 = ?$	b) _____		g)	What is the smallest number you can make using each of these digits once only: **8 4 1 9**	g) _____
c)	What is a third of 24?	c) _____		h)	What is the value of **3** in the number 3 456?	h) _____
d)	Which of these is NOT a multiple of 4? 12, 24, 35, 44	d) _____		i)	35 cm = ? mm	i) _____
e)	Which is bigger? $\frac{1}{4}$ or $\frac{1}{5}$ of a bar of chocolate?	e) _____		j)	Is $30 \div 5 = 5 \div 30$?	j) _____

2. Write the following number in expanded notation:

2 564 = _____ (1)

3. Look at the 3-D objects and answer the questions.
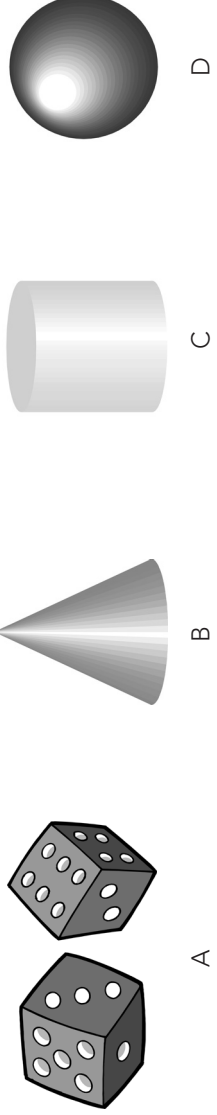
A   B   C   D

Put a circle around the correct answer like this:

	We have dots from 1 to 6 on our faces.	A	B	C	D
a)	I am a sphere.	A	B	C	D
b)	I have only one circle face.	A	B	C	D
c)	I have no faces.	A	B	C	D
d)	I have a curved surface and two circle faces.	A	B	C	D
e)	I have six faces and 12 edges.	A	B	C	D

(The A in the header row is circled.)

(5)

4. Look at these patterns.

```
X            X            X
XOX          XOX          XOX
             XOX          XOX
                          XOX

Pattern 1    Pattern 2    Pattern 3
```

How many **X**s will there be in Pattern 6? _____

(2)

5. Use **rounding off** of both numbers to **estimate** the answer:
($\frac{1}{2}$ mark for rounding; $\frac{1}{2}$ mark for estimate = 3 marks)

		Round off the numbers	Estimate the answer
	Do it like this: 5 979 + 312 =	6 000 + 300	9 000
a)	29 + 595 =		
b)	3 988 – 1 199 =		
c)	59 × 9 =		

6. Use any method to calculate the following:

(4 × 2 = 8 marks)

a) 5 214 + 3 605

b) 5 678 – 2 465

c) $43 \times 24 =$	d) $787 \div 3 =$
	Clue board

7. Complete the calculation using the steps given. (3)

$3 \times 18 = (3 \times 10) + (3 \times 8)$

= _____ + _____

= _____

8. Convert these units:

a) Convert to kilometres: 1 500 m = _____ km (1)

b) Convert to metres: $\frac{1}{2}$ km = _____ m (1)

9. Which ONE of the following number sentences is true? (1)

Circle the letter of the correct answer.

A. $8 - 3 = 3 - 8$ B. $6 \times 4 = 4 \times 6$ C. $12 \div 3 = 3 \div 12$

D. $5 \times 2 = 5 + 2$ E. $6 - 4 = 4 \times 6$

10. Which number belongs with the group of numbers in the box? (1)

Circle the letter of the correct answer.

A. 15   B. 27   C. 48   D. 61

12	**26**	**30**
	54	**18**

11. Patterns:

a) What is the rule for this pattern? (1)

35, **60**, **85**, **110**

The rule is: _____

b) What is the rule for changing the **input** numbers to **output** numbers? (1)

20 ——→ [   ] ——→ 15
30 ——→ [   ] ——→ 25
15 ——→ [RULE] ——→ 10
5 ——→ [   ] ——→ 0

input   RULE   output

The rule is: _____

12. Show all the lines of symmetry of this square. (2)

[grey square]
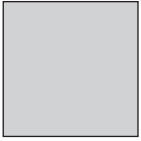
13. There are 33 learners in your class. Each learner brings 12 sweets to school.

How many sweets do the learners have altogether? (1)

Circle the letter of the correct answer.

A. 233   B. 45   C. 396   D. 3 000

14. Complete the number sentences: (3)

a) 80 ÷ 10 = _____

b) 900 ÷ 100 = _____

c) _____ ÷ 10 = 6

15. Write the fraction for each question. (3)

a) What fraction of the circle is shaded? _____

b) How many tenths can fit into the unshaded part of the circle?

Answer: _____ tenths

c) How many fifths in the whole circle? Write your answer in **2** different ways

Answer: _____

Answer: _____

[pie chart divided into sections, some shaded]
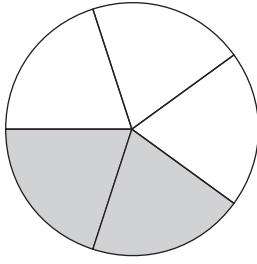
16. Find three numbers that add up to 30 **and** are also consecutive? (1)

[Consecutive: The numbers follow on like 1, 2, 3 or 7, 8, 9]

17. Look at the time on the analogue clock **A**. It is in the morning. (2)

Find the digital clock which has the same time.
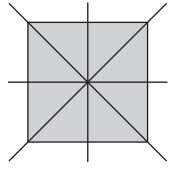
Circle the letter of the correct answer.

A. [analogue clock]

B. 08:01   C. 20:05   D. 20:01   E. 08:05

Question	Marks	Cognitive levels
1. MENTAL MATHEMATICS	1 mark each **(10)**	1. K
		2. K
		3. K
		4. K
		5. K
		6. K
		7. K
		8. K
		9. K
		10. K

	Answers			Answers
a)	1 800 ✓	f)	4 500 ✓
b)	5 000 ✓	g)	1 498 ✓
c)	8 ✓	h)	3 thousand ✓
d)	35 ✓	i)	350 mm ✓
e)	$\frac{1}{4}$ ✓	j)	No ✓

Question	Marks	Cognitive levels
2. 2 000 + 500 + 60 + 4	1 mark for correct answer **(1)**	RP
3. a) D	**(5)**	K
b) B		K
c) D		K
d) C		K
e) A		CP
4. There will be 13 **X**s in pattern 6	**(2)**	PS
5. a) 30 + 600 **630**	**(3)**	RP
b) 4 000 − 1 200 **2 800**	$\frac{1}{2}$ mark for the correct rounding off of both numbers and $\frac{1}{2}$ mark for each correct estimate	
c) 60 × 10 **600**		
6. a) 8 819	2 marks for each answer **(8)**	RP
b) 3 213		RP
c) 1 032		RP
d) 262 remainder 1		RP
7. 3 × 18 = (3 × 10) + (3 × 8)	1 mark for each correct number **(3)**	RP
= 30 + 24		
= 54		
8. a) 1$\frac{1}{2}$ km or 1,5 km	1 mark for each answer **(2)**	a) CP
b) 500 m		b) CP
9. B is the correct answer	1 mark **(1)**	CP
10. C is the correct answer	1 mark **(1)**	PS
The numbers in the box are all even numbers		
11. a) Add 25 each time	1 mark for each correct answer **(2)**	a) RP
b) Subtract 5 or −5		b) RP
12.	$\frac{1}{2}$ mark for each correct line of symmetry **(2)**	CP
13. C. 396 sweets	1 mark for the correct answer **(1)**	CP

14. a) $80 \div 10 = 8$ b) $900 \div 100 = 9$ c) $60 \div 10 = 6$	1 mark for each correct answer **(3)**	a) RP b) RP c) RP
15. a) $\frac{2}{5}$ of the circle b) $\frac{3}{5}$ of the circle is unshaded So 6 tenths fit in c) $\frac{5}{5}$ or 1 whole or $\frac{10}{10}$ or $\frac{20}{20}$ etc.	1 mark for each correct answer **(3)**	a) K b) CP c) P
16. 9, 10, 11 because $9 + 10 + 11 = 30$	1 mark for each correct answer **(1)**	P
17. The answer is E	2 marks for the correct answer **(2)**	CP
Total	**50 marks**	

5. Analysis of Cognitive Levels in the Mid-year Examination

Cognitive levels	Exam total: 50	%
Knowledge	13	26%
Routine procedures	21	42%
Complex procedures	11	22%
Problem solving	5	10%