

**GRADE 5**

# **Mathematics**

Teacher Toolkit: CAPS Planner and Tracker

**2020 TERM 2**



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## 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 5 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 5 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 approved sets of LTSMs

The tracker coordinates the CAPS requirements with the content set out in the approved Learner's Books and Teacher's Guides. There is a tracker for each of the Learner's Books on the list of approved books 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 worksheets and page numbers 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 5. In the tracker, there are six one-hour lessons per week. In some weeks, no new work is allocated to the sixth hour; it can instead be used for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

It is important to note that this tracker has been designed for a second term that is ten weeks long. The curriculum content should be covered in the first eight weeks, but to allow for days missed for various reasons, Week 9 has been allocated for the work to be completed where necessary, and for revision. Week 10 is intended for further revision, and for the mid-year assessment. Should you use this tracker in a term of a different length, you will need to adjust your work programme accordingly. It is important to check the term length at the start of the term.

## 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

In Term 2 of Grade 5, the formal assessment programme specified by the CAPS (p. 294) requires at least one test and one examination. The tracker indicates where in the series of lessons the CAPS assessment activities are to be done and when feedback should be given. The overview of the term indicating where the assessments will be done is provided in a table in Section D *Assessment Resources* of this document for easy reference. The actual tasks and the dates 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 – although this will depend on individual school arrangements. 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.

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 Learning and Teaching Support Materials (LTSMs) you are using. Where the test or examination is in the Learner's Book, you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. Where this is the case, you will need to use an examination from a Teacher's Guide from a different set of LTSMs, or set your own, or make use of the examination provided in the tracker.

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

## 9. Resources

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 to 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**. Keep 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 learners can settle down and begin working promptly.

**3. Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have 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. Also think 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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)*

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

- **Step 1: Mental mathematics (5–10 minutes):** This is the start-up activity for each lesson and should not take more than 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 mathematics is in your Learner's Book (which is the case with some LTSMs) then you do not need to copy the work for the learners. If the activity is in the Teacher's Guide, then you will need to make photocopies for the learners. Learners should do mental mathematics orally most days, but they could do 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.

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.

The following extract is from the CAPS (p. 154) and explains the CAPS approach to mental mathematics:

**The mental mathematics programme should be developed systematically over the year. Learners should not simply be asked to do random calculations each day. The mental mathematics should systematically develop three aspects of learners' number knowledge**

- **number facts**

- **number concept**
- **calculation techniques.**

To get more detailed guidelines on what number knowledge the learners need to develop, please study CAPS pp. 154–155. 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.

- **Step 2: 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.
- **Step 3: Lesson content – concept development (15 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.
- **Step 4: Classwork activity (20 minutes):** This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their maths and problem solving skills. It is important that you **prepare yourself for the class work activity** – you need to assist learners as they do the class work. You might also need to select particular questions from each activity for the class work so that learners can manage the selection – the **exercises given in the various Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your

learners about which numbers of each exercise they should do.

Depending on your learners and the activities, you could go over one or two of the class work 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 manage 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 class work activities ahead of the rest of the class, be prepared to give them enrichment activities to do. The toolkit book *Remediation and Enrichment Activities* will be useful here.

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

For homework, you can select a few questions from the daily class work 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

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### 1. *Fabulous Mathematics*

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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 LB/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.

## Fabulous Mathematics Week 1

\* = select

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
1	LB p. 82 Act. 1 TG p. 62 Act. 1 TG p. 61	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour)	157–159	*1–7	96–99	70–72	No. 25a–b (pp. 78–81) No. 26 (pp. 82–84) No. 27a–b (pp. 82–87)	Flard cards (no. 4)					
2	LB p. 82 Act. 2 TG p. 62 Act. 2 TG p. 61	<b>Addition and subtraction of 5-digit numbers:</b> (5 hours) Estimation and vertical method for addition		1, 2.1	100–101	74	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Teacher or capable learners make wall charts of methods of adding and subtracting (see TG and LB for examples)					
3	LB p. 82 Act. 3 TG p. 62 Act. 3 TG p. 61	Vertical method for subtraction		2.2	101–102	75	No. 29b (pp. 92–93)						
4	LB p. 82 Act. 4 TG p. 62 Act. 4 TG p. 61	Problem solving		3	102	75–76	No. 30a–b (pp. 94–97)						
5		<b>Catch-up:</b> Finish any work not yet completed <b>Remedial support:</b> Learners must practise adding and subtracting using the method which they find the easiest and most accurate <b>Enrichment:</b> Learners must practise adding and subtracting using the method which they find the easiest and most accurate					No. 31 (pp. 98–99)	<i>Remediation and Enrichment Activities</i> (see toolkit book)					

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

Fabulous Mathematics Week 2													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
6	LB p. 83 Act. 5 TG p. 63 Act. 5 TG p. 61	Problem solving continued		3	102	76	No. 32 (pp. 100-101) No. 33 (pp. 102-103)						
7	LB p. 83 Act. 6 TG p. 63 Act. 6 TG p. 61	<b>Common fractions:</b> (5 hours) Understanding fractions Writing fractions	160-162	1, 2	103-104	77-78	No. 34 (pp. 104-105) No. 35 (pp. 106-107)	Teacher or capable learners make wall charts of fraction diagrams (see TG and LB for examples)					

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
8	LB p. 83 Act. 7 TG p. 66 Act. 7 TG p. 61	Fractions of an amount or a collection of objects		3	105–106	78–79	No. 36 (pp. 108–109)	Counters					
9	LB p. 84 Act. 9 TG p. 64 Act. 9 TG p. 61	Discovering equivalent fractions		4	107	79	No. 37 (pp. 110–111)	Fraction wall LB p. 108 (also No. 7)					
10	LB p. 85 Act. 10 TG p. 64 Act. 10 TG p. 61	Fraction wall problems		5	108	79–80	No. 38 (pp. 112–113)						
11		<b>Catch-up:</b> Any work not yet completed <b>Remedial support and enrichment:</b> Divide the class into mixed ability groups and challenge them with more complicated sharing problems				81							
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Fabulous Mathematics Week 3**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
12	LB p. 86 Act. 11 TG p. 84 Act. 11 TG p. 61	Adding fractions Revision		7	109–110	81	No. 39 (pp. 114–115)						
13	LB p. 86 Act. 12 TG p. 64 Act. 12 TG p. 61	<b>Measurement: Length</b> (6 hours) Measuring instruments Estimating and measuring	163–165	1	111–112	82–83	No. 40 (pp. 116–117)	Rulers (No. 14), metre sticks, measuring tapes, trundle wheels					
14	LB p. 87 Act. 13 TG p. 65 Act. 13 TG p. 61	Conversions		2	83–84	112– 113	No. 41a (pp. 118–119) No. 41b (pp. 120–121)	Teacher or capable learners make wall charts of conversion of units of length (see TG pp. 83–85 and LB p. 112 for examples)					
15	LB p. 87 Act. 14 TG p. 65 Act. 14 TG p. 61	Informal measuring tools		3	84	113							
16	LB p. 82 Act. 14 TG p. 62 Act. 14 TG p. 61	Compare distances		4	113–114	84	No. 42a–b (pp. 122–125)						
17		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Length – estimate then measure numerous items <b>Enrichment:</b> Groups of 3-4 learners; each learner measures a different item (e.g. height of desk, length of classroom, width of window); then they add all the measurements together				85							

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

Fabulous Mathematics Week 4														
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
18	LB p. 87 Act. 15 TG p. 65 Act. 15 TG p. 61	Maps and distances		5	115	85								
19	LB p. 88 Act. 16 TG p. 65 Act. 16 TG p. 61	<b>Whole numbers: Multiplication</b> (7 hours) Revision of multiplication tables	166–167	1	117	86–87	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Multiplication tables (No. 2)						



Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
20	LB p. 89 Act. 18 TG p. 65 Act. 18 TG p. 61	<b>Methods of multiplying:</b> Method 1 Expanded		2.1	118–119	97	No. 45 (pp. 132–133)	Teacher or capable learners make wall charts of the different methods of multiplying (see TG pp. 87–88 and LB p. 118 for examples)					
21	LB p. 89 Act. 19 TG p. 66 Act. 19 TG p. 61	Method 2 Breaking down into factors		2.2	118–119	88	No. 46 (pp. 134–135)						
22	LB p. 90 Act. 20 TG p. 66 Act. 20 TG p. 61	Method 3 Vertical method without carry over		2.3	118–119	88–89	No. 47 (pp. 136–137)						
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Fabulous Mathematics Week 5**

\* = select

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class				
									Date completed				
24	LB p. 90 Act. 21 TG p. 66 Act. 21 TG p. 61	Word problems					No. 48 (pp. 138–139) No. 49 (pp. 140–141)						
25	LB p. 91 Act. 22 TG p. 66 Act. 22 TG p. 61	Word problems		3	119	89–90							
26	LB p. 92 Act. 23 TG p. 66 Act. 23 TG p. 61	Calculating rates Calculating ratio		4, 5	120	90	No. 60 (pp. 166–167)						
27	LB p. 93 Act. 24 TG p. 67 Act. 24 TG p. 61	<b>Term 2 formal assessment: Test</b>				Test: 103 Answers: 105		Photocopy the test for all learners					
28		<b>Properties of 3-D objects:</b> (6 hours) Categorising and recognising objects Objects and containers	168	* 1, 4 and 5	121–122	91–92	No. 50 (pp. 142–143)	Display models and household containers of all the six 3-D objects					
29		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources book</i> )					

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

Fabulous Mathematics Week 6													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
30	LB p. 94 Act. 25 TG p. 67 Act. 25 TG p. 61	Prisms and pyramids		2	122–123	92	No. 51 (pp. 144–145)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG and LB for examples)					
31	LB p. 95 Act. 26 TG p. 67 Act. 26 TG p. 61	Cubes and rectangular prisms		3	123	92	No. 52 (pp. 146–147)						
32	LB p. 82 Act. 1 TG p. 62 Act. 1 TG p. 61	Matching faces with solids		7	125	93	No. 53 (pp. 148–149)						

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
33	LB p. 82 Act. 2 TG p. 62 Act. 2 TG p. 61	Making 3-D objects using nets		7	126	93	No. 54 (pp. 150–151)	Have a variety of boxes in the classroom which learners can deconstruct to trace nets					
34	LB p. 82 Act. 3 TG p. 62 Act. 3 TG p. 61	Making 3-D objects using nets continued		7	126	93		Nets (No. 13)					
35		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Give learners a set of questions which they have to answer about each 3-D shape; naming it and describing the shapes of the faces and angles; they “teach” each other in pairs <b>Enrichment:</b> Play the game <i>Maths 24</i> to practise the four operations						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Fabulous Mathematics Week 7**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class				
									Date completed				
36	LB p. 82 Act. 4 TG p. 62 Act. 4 TG p. 61	Hand test back and do remediation on the aspects in which the learners scored low marks Learners who got full marks can assist you working with small groups											
37	LB p. 83 Act. 5 TG p. 62 Act. 5 TG p. 61	<b>Geometric patterns:</b> (4 hours) What is a geometric pattern?	169	1 1-3	128-129	95-96		Matchsticks, stencils of 2-D shapes or 2-D shapes to trace around to make patterns (No. 10)					
38	LB p. 83 Act. 6 TG p. 63 Act. 6 TG p. 61	Geometric patterns		1 4-5	129	96		Flow charts					
39	LB p. 83 Act. 7 TG p. 66 Act. 7 TG p. 61	Recording patterns in tables	172-173	2	130	96							
40	LB p. 84 Act. 9 TG p. 64 Act. 9 TG p. 61	<b>Symmetry:</b> (2 hours) Symmetry lines	171	1	132	98	No. 58a-b (pp. 158-159)						
41		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Hand test back and do remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you working with small groups											

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

Fabulous Mathematics Week 8													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
42	LB p. 85 Act. 10 TG p. 64 Act. 10 TG p. 61	Shapes on graph paper		2	133	99	No. 58b (pp. 160–161)						
43	LB p. 86 Act. 11 TG p. 64 Act. 11 TG p. 61	<b>Division (4-digit by 2-digit numbers):</b> (8 hours) Division and calculations	172–173	1	134	100–101	No. 59 (pp. 162–163)						
44	LB p. 86 Act. 12 TG p. 64 Act. 12 TG p. 61	<b>Methods of division:</b> Method 1: Using a clue board		2	135	101–102	No. 62 (pp. 170–171)	Teacher or capable learners make wall charts of methods of division (see TG and LB for examples)					

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
45	LB p. 87 Act. 13 TG p. 65 Act. 13 TG p. 61	Problem solving		3 1–4	136	102	No. 63 (pp. 172–173)						
46	LB p. 87 Act. 14 TG p. 65 Act. 14 TG p. 61	Problem solving		3 5–8	136	102	No. 64 (pp. 174–175)						
47		Catch up and consolidation; remediation if necessary: Play the game <i>Maths 24</i>						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Fabulous Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48							DBE numbers which have not been done						
49							DBE numbers which have not been done						
50							DBE numbers which have not been done						
51							DBE numbers which have not been done						
52							DBE numbers which have not been done						
53							DBE numbers which have not been done						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p><b>HOD:</b> _____ <b>Date:</b> _____</p>						



**Fabulous Mathematics Week 10: Revision and mid-year examination – Plan your week**

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

**End-of-term reflection**

**Think about and make a note of:**

- |  |   |
|--|---|
| <p>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?</p> <p>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?</p> | <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>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 <b>on track</b>?</p> |
|--|---|

**HOD:**

**Date:**

## 2. Oxford Headstart Mathematics

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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 LB/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

\* = select

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	Q. LB p. 106 A–F A. TG p. 105	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour)	157–159	* 1–7	106–110	105–110	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)					
2	Q. LB p. 111 A–B A. TG p. 112	<b>Addition and subtraction of 5-digit numbers:</b> (5 hours) The order of addition Grouping in addition		1, 2	112–114	113	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
3	Q. LB p. 111 C–D A. TG p. 112	The order of multiplication; grouping in multiplication; easy ways to multiply		3, 4 and 5	114–115	114	No. 29b (pp. 92–93)						
4	Q. LB p. 111 E–F A. TG p. 112	Properties of 0 and 1 Estimating answers by rounding off; estimating by doubling		* 6, 7 and 8	115–117	114–116	No. 30a–b (pp. 94–97)						
5	Q. LB p. 111 G–H A. TG p. 112	Subtracting 5-digit numbers – 3 methods		* 11, 12 and 13	120–122	117–121		Teacher or capable learners make wall charts of different methods for adding and subtracting (see TG and LB for examples)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Oxford Headstart Mathematics Week 2

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
6	Q. LB p. 111–112 J–K A. TG p. 112	Addition and subtraction: Problem solving		14	123	122	No. 32 (pp. 100–101) No. 33 (pp. 102–103)						
7	Q. LB p. 111–112 L–M A. TG p. 112	<b>Common fractions:</b> (5 hours) Fractions on a number line Find fractions of a whole	160–162	1, 2	124–125		No. 34 (pp. 104–105)	Teacher or capable learners make wall charts of fraction diagrams (see TG and LB for examples)					
8	Q. LB p. 124 A. TG p. 123	Fractions of many items		3	126	126–127	No. 35 (pp. 106–107)	Counters					
9	#	Other ways to explain fractions Adding fractions		4, 5	127–128	128–130	No. 36 (pp. 108–109)						
10	#	Equivalent fractions: Recognise and use		6, 7	129–130	130–131	No. 37 (pp. 112–113)						
11	#	Problem solving using fractions		8	130–131	131–132	No. 38 (pp. 114–115)						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

### Oxford Headstart Mathematics Week 3

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
12	Q. LB p. 134 A. TG p. 135	<b>Measurement: Length</b> (6 hours) Estimate, measure and compare in metres	163–165	1, 2	134–136	134–137	No. 39 (pp. 116–117)	Rulers, measuring tapes, trundle wheel					
13	#	Estimate, measure and compare kilometres		3, 4	136–137	138–139	No. 40 (pp. 116–117)						
14	#	Compare lengths		5	137–138	139–140							
15	#	Round off lengths and distances		6	138–139	140–141	No. 42a–b (pp. 122–125)	Teacher or capable learners make a wall chart on conversion of units of length (see LB p. 136 and p. 139)					
16	#	Converting units of length		7	139–140	141–142	No. 41a (pp. 118–119) No. 41b (pp. 120–121)						
17		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Revise naming and identifying units of measurement, estimation of lengths and heights <b>Enrichment:</b> Learners get into pairs or small groups and work on enrichment cards						Enrichment cards from <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Oxford Headstart Mathematics Week 4

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
18	#	Problem solving with fractions		8	140–141	142–143								
19	Q. LB p. 142 A–B A. TG p. 145	<b>Multiplication:</b> (7 hours) Multiples and factors	166–167	1, 2	143–145		No. 44a–b (pp. 128–131)	Multiplication tables (No. 2)						
20	Q. LB p. 142 C–D A. TG p. 145	Working with multiples		3	144		No. 45 (pp. 132–133)							
21	Q. LB p. 142 E–F A. TG p. 145	Method 1: Breaking down numbers		4	145–146		No. 46 (pp. 134–135)	Teacher or capable learners make wall charts of diagrams of methods of multiplying (see TG and LB for examples)						
22	Q. LB p. 142 G–H A. TG p. 145	Method 2: Breaking down numbers into factors		5	146		No. 47 (pp. 136–137)							
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)						

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

Oxford Headstart Mathematics Week 5														
# = supplement														
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
24	Q. LB p. 142 I–J A. TG p. 145	Method 3: The table method of multiplying			147		No. 48 (pp. 138–139) No. 49 (pp. 140–141)							
25	#	Method 4: Multiplying by halving and doubling		6	147–148									
26	#	Word problems		7	148	74								
27		<b>Term 2 formal assessment: Test</b>						There is no test in this series; see Section D in the tracker or choose a test from one of the other approved LSTMs						

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
28	Q. LB p. 149 A. TG p. 152	<b>Properties of 3-D objects:</b> (6 hours) Building models of 3-D objects	168	1	149		No. 50 (pp. 142–143)	Enlarge and print the net of a pyramid LB p. 149 for each learner					
29		<b>Catch-up:</b> any work not completed <b>Remediation and enrichment:</b> Play the game <i>I have, who has?</i> to practise subtraction and addition, multiplication and division						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					



## Oxford Headstart Mathematics Week 6

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
30	#	There are 3 ways to categorise 3-D objects: <ul style="list-style-type: none"> <li>• Flat or curved surfaces</li> <li>• Number of faces and edges</li> <li>• Size of the angles</li> </ul>		2, 3 and 4	150–152		No. 51 (pp. 144–145)	Display models and household containers of all the six 3-D objects					
31	#	Comparing cubes and rectangular prisms		5	153		No. 52 (pp. 146–147)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG and LB for examples)					
32	#	Making 3-D objects using faces		6	154		No. 53 (pp. 148–149)						
33		Making 3-D models of prisms		7	155								
34		Match nets with prisms		9	156		No. 54 (pp. 150–151)						
35		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Give learners a set of questions which they have to answer about each 3-D shape; naming it and describing the shapes of the faces and angles; they “teach” each other in pairs <b>Enrichment:</b> Make models of pyramids		8	155			For enrichment: Enlarge and print the net of a pyramid LB p. 155 (also No. 13)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Oxford Headstart Mathematics Week 7

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class					
									Date completed					
36		Hand test back and do remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you by working with small groups												
37	TG p. 159 Revise all MM done so far	<b>Geometric patterns:</b> (4 hours) Design a geometric pattern	169	1	159		No. 55 (pp. 152–153)	Matchsticks, stencils of 2-D shapes or 2-D shapes to trace around (No. 10)						
38	#	Work with growing patterns		2	159–160		No. 56 (pp. 154–155)	Flow diagrams						
39	#	Extend patterns		3	161	161								
40	#	Patterns with a constant ratio or difference		4	162	161–162								
41	Q. LB p. 163 A. TG p. 163	<b>Symmetry:</b> (2 hours) Recognising and drawing lines of symmetry		1, 2	163–164	162–164								
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<b>HOD:</b>			<b>Date:</b>					

**Oxford Headstart Mathematics Week 8**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
										Date completed				
42		Describing lines of symmetry		3	164–165	165								
43	Q. LB p. 166 A–B A. TG p. 167	<b>Whole numbers: Division (4-digit by 2-digit numbers)</b> (8 hours) Equal sharing Working with division patterns	172–173	1, 2	167	166–168	No. 58 (pp. 150–151)							
44	Q. LB p. 166 C–D A. TG p. 167	Practise patterns Rounding off to the nearest 10, 100 and 1 000		3, 4	167–168	168–169	No. 59 (pp. 152–153)							
45	Q. LB p. 166 E–F A. TG p. 167	Dividing by 0, and 1 Multiply and divide		5, 6	168–169	169–170	No. 62 (pp. 158–159)							
46	Q. LB p. 166 G–H A. TG p. 167	Dividing with remainders		7, 8	170–171	170–171	No. 63 (pp. 160–161) division with remainders	Teacher or capable learners make wall charts of methods of division (see TG and LB for examples)						
47	Q. LB p. 166 I–J A. TG p. 167	Problem solving		9	172	171	No. 64 (pp. 162–163)	<i>Remediation and Enrichment Activities</i> (see toolkit book)						
Reflection														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:			Date:					

**Oxford Headstart Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48							DBE numbers which have not been done						
49							DBE numbers which have not been done						
50							DBE numbers which have not been done						
51							DBE numbers which have not been done						
52							DBE numbers which have not been done						
53							DBE numbers which have not been done						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						

**Oxford Headstart Mathematics Week 10: Revision and mid-year examination – Plan your week**

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

**End-of-term reflection**

**Think about and make a note of:**

- |  |   |
|--|---|
| <p>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?</p> <p>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?</p> | <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>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 <b>on track</b>?</p> |
|--|---|

**HOD:**

**Date:**

### 3. Oxford Successful Mathematics

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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 LB/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 for next time? Why?*

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

## Oxford Successful Mathematics Week 1

\* = select # = supplement

Oxford Successful Mathematics Week 1													
* = select # = supplement													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	p. 90	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour)	157–159	* 1–4	90–94	91–94	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)					
2	p. 95	<b>Addition and subtraction:</b> (5 hours) Estimation and rounding off to the nearest 1 000		1	95–96	95–96	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
3	#	Solve addition sums; adding in rows; adding in columns and breaking down		2	97–98	96–97	No. 29b (pp. 92–93)	Teacher or competent learners copy an example of each method of addition from LB pp. 96–97 and make a wall chart					
4	#	Word problems involving the addition of 5-digit numbers		3	99	97–98							
5		<b>Catch-up:</b> Finish any work not yet completed <b>Remedial support:</b> Let the learners practise using the method which they find the easiest and most accurate <b>Enrichment:</b> Let the learners practise adding using the method which they find the easiest and most accurate											
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Oxford Successful Mathematics Week 2

# = supplement

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
6	p. 100	Solve subtraction sums 3 methods for subtracting: <ul style="list-style-type: none"> <li>• in rows</li> <li>• in columns</li> <li>• breaking down numbers</li> </ul>		1	100–102	99–103	No. 30a–b (pp. 94–97) No. 31 (pp. 98–99)	Teacher or competent learners copy an example of each method of subtracting from LB pp. 100–103 to make a wall chart					
7	#	Word problems involving the subtraction of 5-digit numbers		2	102–103	101	No. 32 (pp. 100–101) No. 33 (pp. 102–103)						
8	# p. 104	<b>Common fractions:</b> (5 hours) Sharing and grouping	160–162	1	104–105	102–103	No. 34 (pp. 104–105)	Counters, pictures of cakes/pizza, slab of chocolate for each group					
9	#	Counting in fractions		2	107	103–104	No. 35 (pp. 106–107)	Fraction number line Term 1 tracker ( <i>Printable Resource J</i> )					
10	#	Equivalent fractions Comparing fractions using a fraction wall		3	91–92	104–105	No. 36 (pp. 102–103) No. 37 (pp. 110–111)	Wall charts of fraction diagrams and a fraction wall made by the teacher or competent learners (see LB pp.104–107) (also No. 7)					
11		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Revise naming and identifying of fractions using paper folding <b>Enrichment:</b> Learners get into pairs or small groups and work on enrichment cards						<i>Remediation and Enrichment Activities</i> (see toolkit book)					



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

Oxford Successful Mathematics Week 3													
# = supplement													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
12	#	Calculations with fractions		3, 4	109–111	105	No. 38 (pp. 112–113) No. 39 (pp. 114–115)						
13		Revision 4			112–113	106–107							
14	p. 114	<b>Measurement: Length</b> (6 hours) Work with millimetres and centimetres	163–165	1	114–116	108	No. 40 (pp. 116–117)	Rulers for each learner (No. 14)					
15	#	Work with centimetres and metres		# 2	116–117	109		Metre stick, tape measures					

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 <i>MM Activities and Printable Resources</i> book	Date completed				
16	#	Convert between millimetres, centimetres and metres		3	117–118	109–110	No. 41a (pp. 118–119)	Teacher or competent learners make wall charts showing conversions (see LB pp. 116–120, TG p. 110)					
17		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Length – estimate then measure numerous items <b>Enrichment:</b> Groups of 3–4 learners; each learner measures a different item (e.g. height of desk, length of classroom, width of window); they then add all the measurements together											
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Oxford Successful Mathematics Week 4

# = supplement

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
18	#	Convert between meters and kilometres		4	117–118	109–110	No. 41b (pp. 118–119)						
19	p. 121	<b>Whole numbers:</b> Multiplication (7 hours) Multiples and factors	166–167	1	121	111–112	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Multiplication tables Term 1 tracker ( <i>Printable Resource I</i> )					
20	#	Multiply by 10, 100 and 1 000 and their multiples		2	122–123	112–113	No. 45 (pp. 132–133)						
21		Multiply 3-digit by 2-digit numbers Method 1: Use addition or subtraction to split numbers		3	124–125	114–115	No. 46 (pp. 134–135)	Teacher or capable learners make wall charts of methods of multiplying (see TG and LB for examples)					
22		Method 2: Use factors to break down numbers		4	126	115–116	No. 47 (pp. 136–137)						
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**Oxford Successful Mathematics Week 5**

# = supplement

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
24	#	Method 3: Use doubling and halving		5	127	116–117	No. 48 (pp. 138–139) No. 49 (pp. 140–141)						
25	#	Comparing quantities of the same kind		6	126–127	117–118							
26	#	Comparing quantities of a different kind		7	128–129	118–119							
27	#	<b>Term 2 formal assessment: Test</b>						<b>No term test is provided</b> See Section D in this tracker for example or choose a test from another approved LTSM which your learners must write for this formal assessment					
28	p. 130	<b>Properties of 3-D objects:</b> (6 hours) Properties of 3-D objects	168	1	130–131	119–120	No. 50 (pp. 142–143)	Display models and household containers of all the six 3-D objects					
29		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>I have, who has?</i> to practise subtraction and addition, multiplication and division						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**Oxford Successful Mathematics Week 6**

# = supplement

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
30	#	3-D objects with flat surfaces		2	132–133	120–121	No. 51 (pp. 144–145)						
31	#	Right angles in 3-D objects		3	134	121	No. 52 (pp. 146–147)	Posters and pictures of 3-D objects made by teacher or competent learners (see LB pp. 130–134)					
32	#	Making 3-D objects using nets		4	135	121–122	No. 53 (pp. 148–149)	Collect a variety of different shaped boxes which will be deconstructed into nets					
33		Making 3-D objects continued					No. 54 (pp. 150–151)						
34		Hand test back and do remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you by working with small groups											
35	p. 139	<b>Geometric patterns:</b> (4 hours) Patterns that grow by adding a constant value Patterns that grow by multiplying	169	1 2	139–140 141	124–125 124–125	No. 55 (pp. 152–153) No. 56 (pp. 154–155)	Matchsticks, flow diagrams, shapes to trace around (No. 10)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

## Oxford Successful Mathematics Week 7

# = supplement

Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
36	#	Patterns formed in different ways		3	141–142	126–127							
37	p. 143	<b>Symmetry:</b> (2 hours) Lines of symmetry	171	1	143–144	127–128							
38	p. 145	<b>Whole numbers:</b> <b>Division 3-digit by 2-digit numbers</b> (8 hours) Factors of whole numbers up to 50	172–173	1	145–146	129							
39	#	Divide by 10, 100 and 1 000		2	146–147	130–131	No. 58 (pp. 150–151)						
40	#	Divide 3-digit by 2-digit numbers with no remainder		3	148–149	131–132	No. 59 (pp. 152–153)	Teacher or capable learners make wall charts showing methods of dividing (see TG and LB for examples)					
41		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Do more remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you working with small groups											
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b>		<b>Date:</b>					

## Oxford Successful Mathematics Week 8

# = 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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
42	#	Divide 3-digit by 2-digit numbers with a remainder		4	149–150	133–134								
43	#	Compare quantities of the same kind		5	151–152	133–134	No. 62 (pp. 158–159)							
44	#	Compare quantities of the same kind: Word problems		5	152–153	135–136	No. 63 (pp. 160–161)							
45	#	Compare quantities of different kinds: Word problems		6	153	136–137	No. 64 (pp. 162–163)							
46	#	Compare quantities of different kinds: Word problems		6	153	136–137	No. 64 (pp. 162–163)							
47		<b>Remediation and enrichment:</b> Play the game <i>Maths 24</i> to practise the four operations						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)						
Reflection														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:			Date:					

**Oxford Successful Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your 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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48							DBE numbers which have not been done						
49							DBE numbers which have not been done						
50							DBE numbers which have not been done						
51							DBE numbers which have not been done						
52							DBE numbers which have not been done						
53							DBE numbers which have not been done						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						



**Oxford Successful Mathematics Week 10: Revision and mid-year examination – Plan your week**

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

**End-of-term reflection**

**Think about and make a note of:**

- |  |   |
|--|---|
| <p>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?</p> <p>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?</p> | <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>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 <b>on track</b>?</p> |
|--|---|

**HOD:**

**Date:**

## 4. Platinum Mathematics

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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 LB/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.

## Platinum Mathematics Week 1

\* = select

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
1	p. 193 1	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour) Count, read and write numbers (30 minutes) Round off and compare numbers (30 minutes)	157–159	* 10.1 10.2 10.3	56–57	48–49	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	MM – photocopy as needed for each day, number lines, dice, flard cards (No. 4)					
2	p. 193 2	<b>Addition and subtraction:</b> (5 hours) 5-digit numbers Addition		11.1	58	50–51	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
3	p. 193 3	Addition		11.2	58	51–52	No. 29b (pp. 92–93)	Flard cards (No. 4)					
4	p. 193 4	Subtraction		11.3 11.4	60	52–53	No. 30a–b (pp. 94–97)						
5		<b>Catch-up:</b> Finish any work not yet completed <b>Remedial support:</b> Place value with flard card and for addition and subtraction of 5-digit numbers Target worksheet 7A <b>Enrichment:</b> Challenge on p. 59 and Target worksheet 7B			59		No. 31 (pp. 98–99)	See <i>Platinum Mathematics: Extension and remediation worksheet book</i> , answers on TG p. 239					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Platinum Mathematics Week 2**

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
6	p. 194 5	Subtraction		11.5	60	52								
7	p. 194 5	Problem solving in context: Addition and subtraction		11.6	62	52–53	No. 32 (pp. 100–101) No. 33 (pp.102–103)							
8	p. 194 1	<b>Common fractions:</b> (5 hours) Name and recognise fractions	160–162	12.1	64	54–55	No. 34 (pp.104–105)	Teacher or capable learners make wall charts with shapes and number lines showing fractions including ninths, tenths, elevenths and twelfths						
9	p. 194 2	Equivalent fractions (30 minutes) Make fractions by sharing and grouping (30 minutes)		12.2 12.5	65 67	55–56 57	No. 35 (pp. 106–107) No. 36 (pp. 108–109)	Counters, beans						
10	p. 195 3	Counting, comparing and ordering fractions		12.3 12.4	66	56–57	No. 37 (pp. 110–111)							
11		Add fractions		12.6	68	57–58	No. 38 (pp. 112–113) No. 39 (pp. 114–115)	Many objects that can be cut into equal fractions						
Reflection														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>								

**Platinum 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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
12	p. 195 4	Solve problems that involve fractions		12.7	69	58								
13	p. 195 5	<b>Measurement: Length</b> (6 hours) Estimate and measure length (30 minutes) Conversion of length (30 minutes) Practical	163–165	13.1	70 72	59–60 60–61	No. 40 (pp. 116–117) No. 41a (pp. 118–119)	Rulers (No.14), metre sticks, tape measures, trundle wheels for practical work						
14	p. 195 1	Conversion of length continued More practical than written exercise		13.2	72	60–61	No. 41b (pp. 120–121)							
15	p. 195 2	Calculate with units of length			73	61–62	No. 42a (pp. 122–123)							
16	p. 196 3	Calculate with units of length continued			73	61–62	No. 42b (pp. 124–125)	Flow diagrams						
17		Solve problems that involve units of length		13.4	74	62–63	No. 43 (pp. 126–127)	Teacher or capable learners make wall charts of conversion for length (see TG and LB for examples)						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Platinum Mathematics Week 4**

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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
18		Solve problems that involve units of length Revision exercise: Topics 12–13		13.4	74	62–63								
19	p. 196 4	<b>Multiplication:</b> (7 hours) Work with factors and multiples	166–167	14.1	76	64–65	No. 44a (pp. 128–129)	Multiplication tables (No. 2)						
20	p. 196 5	Work with factors and multiples		14.2	76	64–65	No. 44b (pp. 130–131)							
21	p. 196 1	Multiply three-digit by two-digit numbers		14.3	78	65	No. 45 (pp. 132–133)	Teacher or capable learners make wall charts of strategies for multiplication (see TG and LB for examples)						
22	p. 197 2	Multiply three-digit by two-digit numbers		14.4 14.5	78	65	No. 46 (pp. 134–135)							
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>								

**Platinum Mathematics Week 5**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
24	p. 197 3	Division is the inverse of multiplication		14.6	80	65–66	No. 47 (pp. 136–137)						
25	p. 197 4	Solve multiplication problems		14.7	81	66–67	No. 48 (pp. 138–139)						
26		<b>Formal assessment: Test</b>				172–173	No. 49 (pp. 140–141)	Make a copy of the test for each learner TG pp. 172–173 Answers TG p. 67					
27	p. 197 5	<b>Properties of 3-D objects:</b> (6 hours) Recognise and name 3-D objects	168	15.1	82	68–69	No. 50 (pp. 142–143) No. 51 (pp. 144–145)	Models and household containers of all the six 3-D objects displayed in classroom					
28	p. 198 1	Recognise and name 3-D objects continued		15.1	82	68–69	No. 52 (pp. 146–147)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG and LB for examples)					
29	p. 198 2	Construct models of 3-D objects		15.2	84–85	69	No. 53 (pp. 148–149)	Nets (No. 13)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum Mathematics Week 6**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
30	p. 198 3	Construct models of 3-D objects continued		15.2	84–85	69	No. 54 (pp. 150–151)	Make enlarged copies of the net of a square-based pyramid LB p. 101					
31	p. 198 4	Work with diagrams of 3-D objects		15.3	86	70							
32	p. 199 5	Go over test done in Week 5 and do more remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you working with small groups											
33	p. 199 1	<b>Geometric patterns:</b> (4 hours) Describe and extend geometric patterns	169	16.1	88	72–73	No. 55 (pp. 152–153)						
34	p. 199 2	Describe and extend geometric patterns	169	16.2	88	72–73							
35		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Target worksheet 11B <b>Enrichment:</b> Target worksheet 11A						See <i>Platinum Mathematics: Extension and remediation worksheet book</i> , answers in TG pp. 242–243					

**Reflection**

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

What will you change next time? Why?

HOD:

Date:



**Platinum Mathematics Week 7**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
36	p. 199 3	Investigate geometric patterns		16.3	91	73–73	No. 56 (pp. 154–155)						
37	p. 200 4	<b>Symmetry:</b> (2 hours) Line symmetry	171	17.1	92	75	No. 58a (pp. 158–159)						
38	p. 200 5	Rotational symmetry Revision: Topics 16–17		17.2 17.3	93	75–77	No. 58b (pp. 160–161)						
39	p. 200 1	<b>Division</b> 4-digit by 2-digit numbers (8 hours) Work with factors and multiples	172–173	18.1	96	78–79	No. 59a (pp. 162–163)	Multiplication tables Term 1 tracker ( <i>Printable Resource I</i> )					
40	p. 200 2	Use multiplication facts to divide		18.2	97	79	No. 59b (pp. 164–165)						
41		<b>Remediation and enrichment:</b> Play the game <i>Maths 24</i>						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum 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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
42	p. 201 3	Division by a two-digit number		18.3	98	79–80	No. 61 (pp. 168–169)	Teacher or capable learners make posters of some clue boards as examples					
43	p. 201 4	Division by a two-digit number continued		18.4	98	79–80	No. 62 (pp. 170–171)						
44	p. 201 5	Compare two quantities by dividing		18.5	100	80–81	No. 63 (pp. 172–173)						
45	p. 202 1	Solve problems that involve division		18.6	101	81	No. 64 (pp. 174–175)						
46	p. 202 2	Use multiplication facts to divide continued		18.2	97	79	No. 60 (pp. 166–169)						
47		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Target worksheet 9A <b>Enrichment:</b> Target worksheet 9B						See <i>Platinum Mathematics: Extension and remediation worksheet book</i> , answers in TG pp. 240–241					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
48	p. 202 3	<b>Remedial support:</b> Target worksheet 10A <b>Enrichment:</b> Target worksheet 10B						See <i>Platinum Mathematics: Extension and remediation worksheet book</i> , answers in TG pp. 241–242					
49	p. 202 4						DBE numbers which have not been done						
50	p. 202 5						DBE numbers which have not been done						
51	p. 203 1						DBE numbers which have not been done						
52	p. 203 2						DBE numbers which have not been done						
53							DBE numbers which have not been done						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum Mathematics Week 10: Revision and mid-year examination – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	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

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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 LB/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**

\* = select

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
1	p. 327 Act. 1	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour)	156	* 1–5	74	51	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4); Dienes blocks or base 10 blocks					
2	p. 327 Act. 2	<b>Addition and subtraction:</b> 5-digit numbers (5 hours) Estimation and vertical method for addition	157–159	1–2	78	54	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
3	p. 328 Act. 3	Building up and breaking down numbers for addition Expanded vertical method Adding on		* 3, 4 and 5	79–80	55–57	No. 29b (pp. 92–93)	Teacher or capable learners make wall charts of strategies for adding and subtracting (see TG and LB for examples)					
4	p. 328 Act. 4	Subtraction using the column method, breaking down method or the number line		* 6, 7 and 8	57–59	57–59	No. 30a–b (pp. 94–97) No. 31 (pp. 98–99)						
5	p. 329 Act. 5	Compensation method Doubling and halving to estimate answers Inverse operations to check answers		* 9, 10 and 11	83–84	59–60							
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Premier Mathematics Week 2**

\* = select

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 <i>MM Activities and Printable Resources</i> book	Class				
6	p. 329 Act. 6	Properties of whole numbers Problem solving in context: Addition and subtraction		* 12, 13	84–86	61–62	No. 32 (pp. 100–101) No. 33 (pp. 102–103)						
7	p. 230 Act. 7	<b>Common fractions:</b> (5 hours) Identify and name fractions	160–162	1	87–90	62–63	No. 34 (pp. 104–105)						
8	p. 330 Act. 8	Counting in fractions – forwards and backwards		2	90	63–64	No. 35 (pp. 106–107)	Fraction number lines Term 1 tracker (No. 8)					
9	p. 331 Act. 9	Comparing fractions using a fraction wall		3	91–92	64	No. 36 (pp. 108–109)	Teacher or capable learners make wall charts of fraction diagrams and a fraction wall (see TG and LB for examples) (also No. 7)					
10	p. 331 Act. 10	Adding fractions with the same denominators		4	92	64	No. 37 (pp. 110–111)						
11	p. 332 Act. 11	Problems related to fractions		5	94	65	No. 38 (pp. 112–113)						

**Reflection**

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

What will you change next time? Why?

**HOD:**

**Date:**

**Premier Mathematics Week 3**

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
12	p. 332 Act. 12	Equivalent fractions		6	94	65	No. 39 (pp. 114–115)						
13	p. 333 Act. 13	<b>Measurement: Length</b> (6 hours) Units of measurement and measuring instruments	163–165	1	95	66	No. 40 (pp. 116–117)						
14	p. 333 Act. 14	Practical activities with various measuring instruments		2	96	67		Rulers (No. 14), measuring tapes, trundle wheels, metre rulers					
15	p. 334 Act. 15	Rounding off measurement		3 No. 1–8	97–98	68–69	No. 41a (pp. 118–119)						
16	p. 334 Act. 16	Adding and subtracting length		3 No. 9–13	97–99	69	No. 41b (pp. 120–121)						
17		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Length/height/width – estimate then measure numerous items <b>Enrichment:</b> Groups of 3-4 learners; each learner measures a different item (e.g. height of desk, length of classroom, width of window); then they add all the measurements together											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



**Premier Mathematics Week 4**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
18	p. 332 Act. 12	Multiplication and division of length		3 No. 14–15	100	69	No. 42a (pp. 122–123)	Teacher or capable learners make wall charts of conversion for length (see TG and LB for examples)					
19	p. 333 Act. 13	Solving problems		4	101	69	No. 42b (pp. 124–125)						
20	p. 333 Act. 14	Converting one unit of measurement to another		5	101–102	69–70	No. 43 (pp. 126–127)						
21	p. 334 Act. 15	<b>Whole numbers: Multiplication</b> (7 hours) Estimating Breaking up numbers Rounding off and compensating Doubling and halving	166–167	1 No. 1–4	102–103	70–71	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Flow charts					
22	p. 334 Act. 16	Multiplying in columns		1 No. 5	104	72	No. 45 (pp. 132–133)	Multiplication tables (No. 2)					
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD:				Date:				

**Premier Mathematics Week 5**

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
24	p. 335 Act. 17	Multiples and factors		2 No. 1–5	104–105	72–73	No. 46 (pp. 134–135)						
25	p. 335 Act. 18	Break down numbers into factors to multiply		1 No. 6	105	73	No. 47 (pp. 136–137)						
26	p. 336 Act. 19	Number lines for multiplying Properties of numbers		3	105–106	73–74	No. 48 (pp. 138–139)	Number lines Term 1 tracker ( <i>Printable Resource J</i> )					
27	p. 336 Act. 20	Word problems		4	106	74	No. 49 (pp. 140–141)						
28	p. 337 Act. 21	Word problems		4	106	74							
29	p. 337 Act. 22	<b>Properties of 3-D objects:</b> (6 hours) 2-D shapes and 3-D objects	168	1	107–108	74–75	No. 50 (pp. 142–143)	Models and household containers of all six 3-D objects must be displayed in the classroom					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p><b>HOD:</b> _____ <b>Date:</b> _____</p>						

Premier Mathematics Week 6													
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. 338 Act. 23	There are 3 ways to categorise 3-D objects: – Flat or curved surface – Number of faces and edges – Size of the angles		2	108–109	75–76	No. 51 (pp. 144–145)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG and LB for examples)					
31	p. 338 Act. 24	Properties of 3-D objects		3	111–112	76	No. 52 (pp. 146–147)	Table of the properties of 3-D objects TG p. 179					
32	p. 339 Act. 25	Making 3-D objects using nets		4	112–113	77	No. 53 (pp. 148–149)	Net of a cube TG p. 181					
33	p. 339 Act. 26	<b>Term 2 formal assessment: Test</b>				204–206 246–248		Photocopy the test for each learner in the class; also give each learner a ruled page on which to do the formal assessment Test TG pp. 204–206 Memo TG pp. 246–248					
34	p. 341 Act. 29	<b>Geometric patterns:</b> (4 hours) Geometric patterns can have a constant difference or ratio	169	1	114–115	77–78	No. 55 (pp. 152–153)	Matchsticks, stencils of 2-D shapes or 2-D shapes to trace around (No. 10)					
35	p. 341 Act. 30	Oral lesson: Describing what is happening in the geometric patterns		# 2	115–116	78	No. 56. (pp. 154–155)						
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					<b>HOD:</b> _____ <b>Date:</b> _____								

**Premier Mathematics Week 7**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
36	p. 342 Act. 31	Geometric patterns can be described using flow diagrams – input/rule/output		3	116	78–79	No. 57 (pp. 155–157)						
37	p. 343 Act. 32	Translate the geometric sequence for geometric, to verbal, to flow diagrams or tables		4	116–117	79							
38	p. 343 Act. 33	Go over <b>Term 2 test</b> with the learners; do remedial work on the questions in which the learners scored low marks											
39	p. 343 Act. 34	<b>Symmetry:</b> (2 hours) 2-D shapes and symmetry: How many lines? Are they vertical, horizontal or both? Some letters of the alphabet and some real life objects have lines of symmetry	171	1	117–118	80	No. 53–54 (pp. 140–143)	TG p. 174					
40	p. 344 Act. 35	Making symmetrical shapes		2	119	80		Paper for folding, grid paper for each learner (No. 20), food colouring, paint or ink					
41	p. 344 Act. 36	<b>Division (4-digit by 2-digit numbers):</b> (8 hours) Rounding off to estimate answers Perform a division calculation using the breaking down method Perform inverse operation to check calculation	172–173	1	120	81–82							
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**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 <i>MM Activities and Printable Resources</i> book	Class					
42	p. 345 Act. 37	Practise place value, expanded notation and rounding off to the nearest 10, 100 and 1 000		2	120–121	82								
43	p. 345 Act. 38	Find the factors and multiples		3	121–122	82–83	No. 58 (pp. 150–151)							
44	p. 346 Act. 39	Strategy for multiplying a number by a multiple of 10		4	122–123	83–84	No. 59 (pp. 152–153)							
45	p. 346 Act. 40	Using the long division method to divide		5 No. 1–3	123–124	84	No. 61 (pp. 168–169)							
46	p. 347 Act. 41	Using the long division method to divide continued		5 No. 4–6	123–124	84	No. 62 (pp. 158–159)							
47	p. 347 Act. 41	Word problems relating to division		6a–d	125	85	No. 63 (pp. 160–161) division with remainders							

**Reflection**

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

What will you change next time? Why?

**HOD:**

**Date:**

**Premier Mathematics Week 9: Catch-up and completion of work, remediation, revision – Follow our suggestion or plan your week**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48	p. 347 Act. 42	Word problems relating to division		6e–h	125	85	No. 64 (pp. 162–163)						
49							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
50							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
51							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
52							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
53							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Premier Mathematics Week 10: Revision and mid-year examination – Plan your week**

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

**End-of-term reflection**

**Think about and make a note of:**

- |  |   |
|--|---|
| <p>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?</p> <p>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?</p> | <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>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 <b>on track</b>?</p> |
|--|---|

**HOD:**

**Date:**

## 6. Solutions for All Mathematics

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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 LB/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 TG	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
1	Q. LB p. 330 A. TG p. 318 No. 51	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):</b> (1 hour) Working with hundred thousands Counting, ordering and representing whole numbers with 5 digits	157–159	Act. 1	86–87	68–69	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards (No. 4)					
2	Q. LB p. 330 A. TG p. 318 No. 52	<b>Addition and subtraction:</b> (5 hours) Addition of 5-digit whole numbers; introduction to the expanded column method		Act. 2	88–89	69–70	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Teacher or capable learners make wall charts of strategies for addition and subtraction (see TG pp. 70–71 and LB pp. 89 and 92 for examples)					
3	Q. LB p. 330 A. TG p. 318 No. 53	Practise the expanded column method		Ex. 1	89	70	No. 29b (pp. 92–93)						
4	Q. LB p. 330 A. TG p. 318 No. 54	Subtraction of 5-digit whole numbers		Act. 3	90	70	No. 30a–b (pp. 94–97)						
5	Q. LB p. 331 A. TG p. 319 No. 55	Practise addition and subtraction <i>Check what you know</i>		Ex. 2	91	70	No. 31 (pp. 98–99)						

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

Solutions for All Mathematics Week 2														
# = supplement														
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
6	Q. LB p. 331 A. TG p. 319 No. 56	Subtraction using expanded columns		Act. 4	92–93	71–72	No. 32 (pp. 100–101) No. 33 (pp. 102–103)							
7	Q. LB p. 331 A. TG p. 319 No. 57	<b>Common fractions:</b> (5 hours) Getting started: Describing and ordering fractions Naming fractions	160–162	Act. 1	94–96	74–76	No. 34 (pp. 104–105) No. 35 (pp. 106–107)	Teacher or capable learners make wall charts of fraction diagrams (see LB key ideas for examples						

Lesson	MM LB TG	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				
8	Q. LB p. 331 A. TG p. 319 No. 58	Sharing and naming fractions Sharing groups of objects Fractions of groups of objects		Ex. 1 Act. 1–2	96–98	76	No. 36 (pp. 108–109)						
9	Q. LB p. 331 A. TG p. 319 No. 59	Equal fractions		Act. 4	98–99	77							
10	Q. LB p. 331 A. TG p. 319 No. 60	Comparing fractions		Act. 5	100	77–78	No. 37 (pp. 110–111)						
11	Q. LB p. 332 A. TG p. 320 No. 61	Counting in fractions		# Act. 6	101	78	No. 38 (pp. 112–113)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

**Solutions for All Mathematics Week 3**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
12	Q. LB p. 332 A. TG p. 320 No. 62	<b>Measurement: Length</b> (6 hours) Estimating and measuring in centimetres Converting between centimetres and millimetres	163–165	Act. 1 Ex. 1	104–106	80–81	No. 40 (pp. 114–115)	Teacher or capable learners make wall charts of conversion for length (see LB p. 113 word bank for examples)					
13	Q. LB p. 332 A. TG p. 320 No. 63	Converting between metres, centimetres and millimetres		Act. 2 Ex. 2	107–108	81–82	No. 41a (pp. 116–117)						
14	Q. LB p. 332 A. TG p. 320 No. 64	Problem solving with length		Act. 3	108–109	82	No. 41b (pp. 118–119)						
15	Q. LB p. 332 A. TG p. 320 No. 65	Converting between metres and kilometres		Act. 4 Ex. 3	109–110	83–84	No. 42a (pp. 122–123) No. 42b (pp. 124–125)						
16	Q. LB p. 332 A. TG p. 320 No. 66	Problem solving with length		Act. 5	111	84–86							
17	Q. LB p. 333 A. TG p. 320 No. 67	<b>Whole numbers</b> Multiplication: (7 hours) Using multiples and factors to multiply 2-digit by 3-digit numbers	166–167	Act. 1	114–116	88–90	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Teacher or capable learners make wall charts of methods of multiplying (see TG and LB pp. 115–117 for examples)					

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

Solutions for All Mathematics Week 4														
* = select														
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
18	Q. LB p. 333 A. TG p. 321 No. 68	Problem solving with multiplication		Ex. 1	117	90–91	No. 45 (pp. 132–133)							
19	Q. LB p. 333 A. TG p. 321 No. 69	Use doubling and halving to do multiplication		* Act. 2	117–118	91–92	No. 46 (pp. 134–135)							
20	Q. LB p. 333 A. TG p. 321 No. 70	Multiplication and problem solving		Act. 3	118	93	No. 47 (pp. 136–137)							

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
21	Q. LB p. 333 A. TG p. 321 No. 71	Practise in multiplication		Ex. 2	119–120	94–95	No. 48 (pp. 138–139) No. 49 (pp. 140–141)						
22	Q. LB p. 333 A. TG p. 321 No. 72	Use flow diagrams to find easier ways to multiply		Act. 4	120–121	95–96		Flow chart template					
23	Q. LB p. 334 A. TG p. 321 No. 73	<b>Catch-up:</b> Any work not yet completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

**Solutions for All Mathematics Week 5**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
24	Q. LB p. 334 A. TG p. 322 No. 74	Problem solving with multiplication		Act. 5	121–122	96–97							
25		<b>Formal assessment: Test</b>						Test TG pp. 281–284 Memo TG pp. 285–287					
26	Q. LB p. 334 A. TG p. 322 No. 76	<b>Properties of 3-D objects:</b> (6 hours) Sorting 3-D objects according to curved and flat surfaces	168		123–124	98–100	No. 50 (pp. 142–143)	Display models and household containers of all the six 3-D objects					
27	Q. LB p. 334 A. TG p. 322 No. 77	Make a net of a rectangular prism and identify the 2-D shapes in the net		Act. 1	125	100	No. 51 (pp. 144–145)	Have a variety of cardboard boxes available to be cut to make nets					
28	Q. LB p. 335 A. TG p. 322 No. 78	Making 3-D objects from their nets: Rectangular prism, cube, tetrahedron, and square-based pyramid		Act. 2	126–127	100	No. 52 (pp. 146–147)	Cardboard, glue					
29	Q. LB p. 335 A. TG p. 322 No. 79	<b>Remediation and enrichment:</b> Play the game <i>I have, who has?</i> to practise subtraction and addition, multiplication and division						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					

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

Solutions for All Mathematics Week 6													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ Ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
30	Q. LB p. 335 A. TG p. 322 No. 80	Faces of 3-D objects		Ex. 1	127	100	No. 53 (pp. 148–149)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG pp. 99–102 and LB pp. 127–131 for examples)					
31	Q. LB p. 335 A. TG p. 322 No. 81	Make 3-D models using cut-out polygons		Act. 3	128	101		Cardboard for making 3-D models (also No. 13)					



Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed					
32	Q. LB p. 335 A. TG p. 323 No. 82	Hand test back and do remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you working with small groups												
33	Q. LB p. 335 A. TG p. 323 No. 83	Making skeleton 3-D objects <i>Check what you know</i>		Act. 4	129	101–102	No. 54 (pp. 150–151)	Matches, straws or toothpicks, Prestik						
34	Q. LB p. 336 A. TG p. 323 No. 85	<b>Geometric patterns:</b> (4 hours) Adding shapes to make a pattern	169	Act. 1	132–134	104–106	No. 55 (pp. 152–152)							
35		<b>Catch-up:</b> Any work not yet completed <b>Remedial support and enrichment:</b> Play the game <i>Maths 24</i> to practise all operations			129–131	102		Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)						
<b>Reflection</b>														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?								
						HOD:				Date:				

**Solutions for All Mathematics Week 7**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
36	Q. LB p. 335 A. TG p. 323 No. 84	Polygon patterns, description and flow diagram		Act. 2	134–135	106–107	No. 56 (pp. 154–155)	Flow diagrams Term 1 tracker ( <i>Printable Resource H</i> )					
37	Q. LB p. 336 A. TG p. 323 No. 86	Using a table to describe a pattern		Act. 3	136	107							
38	Q. LB p. 336 A. TG p. 323 No. 87	Describe a growing pattern and predict by applying the rule Create a pattern which follows a rule		Act. 4	137	108	No. 57 (pp. 156–157)						
39	Q. LB p. 336 A. TG p. 323 No. 88	<b>Symmetry:</b> (2 hours) Recognising, drawing and describing lines of symmetry	171	Act. 1	141	110–111	No. 58a (pp. 158–159)						
40		<i>Check what you know</i>		Act 2	142	111–112	No. 58b (pp. 160–161)						
41		<b>Division (4-digit by 2-digit numbers)</b> (8 hours) Factors, multiples and using multiplication facts	172–173	Act. 1 1–3	145–146	115–116	No. 59a (pp. 162–163)	Multiplication tables					

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

Solutions for All Mathematics Week 8													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
42	Q. LB p. 336 A. TG p. 324 No. 89	Division (4-digit by 2-digit numbers) Factors, multiples and using multiplication facts		Act. 1 4–5	145–146	115–116	No. 59b (pp. 164–165)	Teacher or capable learners make wall charts of methods of division see TG and LB for examples					
43	Q. LB p. 336 A. TG p. 324 No. 90	Division of 3-digit by 1-digit numbers		Act. 2 1–2	146–147	116–118	No. 61 (pp. 168–169)						

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Date completed				
44	Q. LB p. 337 A. TG p. 324 No. 91	Division of 3-digit by 1-digit numbers		Act. 2 3a–c	146–147	116–118	No. 62 (pp. 170–171)						
45	Q. LB p. 337 A. TG p. 325 No. 92	Finding multiplication facts for division		Act. 3	147–148	118–120	No. 63 (pp. 172–173)	Multiplication table (No. 20)					
46	Q. LB p. 337 A. TG p. 324 No. 93	Using doubling and halving to do division		Act. 4	148–149	120–122	No. 64 (pp. 174–175)						
47		<b>Remediation and enrichment:</b> Play the game <i>Maths 24</i>						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Solutions for All Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48	Q. LB p. 337 A. TG p. 324 No. 93						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
49	Q. LB p. 337 A. TG p. 324 No. 94						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
50	Q. LB p. 337 A. TG p. 324 No. 95						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
51	Q. LB p. 338 A. TG p. 325 No. 98						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
52	Q. LB p. 338 A. TG p. 325 No. 99						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
53	Q. LB p. 338 A. TG p. 325 No. 100						DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

**Solutions for All Mathematics Week 10: Revision and mid-year examination – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	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

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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 LB/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

\* = select

Study and Master Mathematics Week 1													
* = select													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	Q. LB p. 90 A. TG p. 114	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)</b> (1 hour)	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					
2	Q. LB p. 92 A. TG p. 116	<b>Addition and subtraction:</b> (5 hours) 5-digit numbers; Round off to estimate and calculate		2.1	93	116–118	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Counting grids, number lines (No. 3 & 5)					
3	Q. LB p. 94 A. TG p. 119	Ancient addition and subtraction		3.1	95	120–121	No. 29b (pp. 92–93)						
4	Q. LB pp. 95–96 A. TG pp. 121– 122	More addition and subtraction		4.1 No. 1, 2, 3a–e	96–97	122–123	No. 30a–b (pp. 94–97)	Teacher or capable learners make wall charts of different methods of adding and subtracting (see TG and LB for examples)					
5		More addition and subtraction		4.1 No. 3f–j, 4	96–97	122–123		Flard cards (No. 4)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>								
					HOD:		Date:						



## Study and Master Mathematics Week 2

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources book</i></small>	Class				
									Date completed				
6	Q. LB p. 95 A. TG pp. 121–122	Problem solving in context: Addition and subtraction		5.1	98	125–127	No. 32 (pp. 100–101) No. 33 (pp. 102–103)	Flard cards TG pp. 343–344					
7	Q. LB p. 97 A. TG p. 124	<b>Common fractions:</b> (5 hours) Recognising and counting in fractions	160–162	6.1	100–101	130–131	No. 34 (pp. 104–105) No. 35 (pp. 106–107)	Fraction dominoes TG p. 368 – photo copy and paste onto stiff card					
8	Q. LB p. 99 A. TG pp. 129–130	Representing and comparing fractions		7.1	102–103	133–134	No. 36 (pp. 108–109)	Fraction number line between 0 and 1 (No. 8)					
9	Q. LB pp. 101–102 A. TG pp. 131–132	Fractions of whole numbers		8.1	104–105	134–135		Wall charts of fraction diagrams and a fraction wall TG p. 173 (also No. 7)					
10	Q. LB p. 104 A. TG p. 134	Equivalent fractions		9.1	107	136–137	No. 37 (pp. 110–111)						
11	Q. LB p. 105 A. TG p. 135	Problem solving		10.1	108–109	139–140	No. 38 (pp. 112–113) No. 39 (pp. 114–115)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

### Study and Master Mathematics Week 3

Study and Master Mathematics Week 3													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
12	Q. LB p. 108 A. TG pp. 137–139	<b>Measurement: Length</b> (6 hours) What is measurement?	163–165	11.1	111–112	144–145	No. 40 (pp. 116–117)	Rulers (No.14) and builders tape, wall chart of units of measurement and abbreviations, height chart					
13	Q. LB p. 110 A. TG p. 144	The smaller units of measurement		12.1	113–114	145–146	No. 41a (pp. 118–119)						
14	Q. LB p. 113 A. TG p. 145	The longer units of measurement		13.1, 13.2	115–117	146–147	No. 41b (pp. 120–121)						
15	Q. LB p. 115 A. TG p. 146	Understanding the units of measurement		14.1	118	147		Teacher or capable learners make wall charts of conversion for length (see TG and LB for examples)					
16	Q. LB p. 118 A. TG p. 147	Comparing and ordering lengths		15.1	119	148	No. 43 (pp. 126–127)						
17	Q. LB p. 119 A. TG p. 148	Calculations with measurement		16.1, 16.2	120	148–149	No. 41a (pp. 118–119)						
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD:		Date:						

### Study and Master Mathematics Week 4

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
18	Q. LB p. 120 A. TG p. 148	<b>Whole numbers: Multiplication</b> (7 hours); Multiples	166–167	17.1	121–122	151–152	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Teacher or capable learners make wall charts of methods of multiplying (see TG and LB for examples)					
19	Q. LB p. 121 A. TG p. 151	Multiples and factors		18.1	124–125	153–154	No. 45 (pp. 132–133)	Multiplication tables (No. 2)					
20	Q. LB p. 123 A. TG p. 152	Doubling to multiply by 25, 50 and 75		19.1	126–127	145–155	No. 46 (pp. 134–135)						
21	Q. LB p. 126 A. TG pp. 154–156	Round off to estimate to calculate		20.1	128–129	157–158	No. 47 (pp. 136–137)						
22	Q. LB p. 126 A. TG p. 156	Number rules		* 21.1	131	158–159	No. 48 (pp. 138–139)						
23	Q. LB p. 132 A. TG p. 160	Multiplication strategies		22.1	132	160							
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

### Study and Master Mathematics Week 5

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
24	Q. LB p. 133 A. TG p. 161	Factors and multiplication		23.1	133–134	161–163	No. 49 (pp. 140–141)						
25		<b>Term 2 formal assessment: Test Part 1</b>						<b>No test provided</b> We suggest that you use a Term 2 test from the TG of another of the eight approved LTSMs or you could set your own					
26	Q. LB p. 136 A. TG p. 165	<b>Properties of 3-D objects:</b> (6 hours) Surfaces of objects	168	24.1	136	165	No. 50 (pp. 142–143)	Display models and household containers of all the six 3-D objects					
27	Q. LB p. 137 A. TG p. 165	Rectangular prisms and cubes		25.1	137–138	166	No. 51 (pp. 144–145)	Have a variety of boxes which can be deconstructed into nets					
28	Q. LB p. 139 A. TG p. 167	Models and nets		26.1	140	167	No. 52 (pp. 146–147)	Cardboard to make a dice, sticky tape					
29		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book) <i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

## Study and Master Mathematics Week 6

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
30	#	Models and nets: Unfold and flatten a 3-D object		26.2	141	167	No. 53 (pp. 148–149)	Each learner must bring a box which can be disassembled into a net					
31	#	Models and nets: Use a net to build a 3-D object		26.3	141–142	167–168	No. 54 (pp. 150–151)	Cardboard and sticky tape for each learner					
32	Q. LB p. 143 A. TG p. 170	<b>Geometric patterns:</b> (4 hours) Exploring, describing and creating patterns	169	27.1	144	170	No. 55 (pp. 152–153)	Matchsticks, stencils of 2-D shapes or 2-D shapes to trace around (No. 10)					
33	Q. LB p. 144 A. TG p. 172	Growing patterns		28.1	144–145	172–174	No. 56 (pp. 154–155)	Grid paper TG p. 362, matches					
34	Q. LB p. 148 A. TG p. 176	Investigating patterns to create rules Writing pattern rules		29.1 30.1	146–149	174–176	No. 57 (pp. 156–157)	Flow diagrams Term 1 tracker ( <i>Printable Resource H</i> )					
35		<b>Catch-up:</b> Any work not yet completed <b>Remedial support:</b> TG p. 168 – painting boxes to identify the identical faces <b>Enrichment:</b> TG p. 168 – make rectangular prisms and cubes and then create animals by sticking them together				168  169							
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

## Study and Master Mathematics Week 7

# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities</i> and <i>Printable Resources</i> book	Class				
									Date completed				
36	#	Input and output numbers		31.1	150–151	177–178							
37	Q. LB p. 150 A. TG p. 177	<b>Symmetry:</b> (2 hours) Symmetrical shapes		32.1	152	180	No. 58a (pp. 158–159)						
38	#	Drawing shapes which are symmetrical or not		32.2 32.3	153	181	No. 58b (pp. 160–161)						
39	Q. LB p. 154 A. TG p. 184	<b>Whole numbers:</b> <b>Division</b> (8 hours) Basic division facts	172–173	33.1	154–155	184–185	No. 59a (pp. 162–163)						
40	Q. LB p. 156 A. TG p. 185	Equal sharing with remainders		34.1	156	185–186	No. 59b (pp. 164–165)						
41		<b>Remedial support:</b> Hand test back and do remediation on the aspects in which the learners scored low marks <b>Enrichment:</b> Learners who got full marks can assist you working with small groups											
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					<b>HOD:</b>			<b>Date:</b>					

### Study and Master Mathematics Week 8

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
42	Q. LB p. 157 A. TG p. 186	Dividing by multiples of 10, with and without remainders		35.1	157–158	186–187	No. 61 (pp. 168–169)						
43	Q. LB p. 159 A. TG p. 187	Dividing by multiples of 10 and equal sharing		36.1	159–160	187–188	No. 62 (pp. 170–171)						
44	Q. LB p. 161 A. TG p. 189	Rounding off to estimate division solutions		37.1	161–163	189–190							
45	Q. LB p. 163 A. TG p. 191	Finding relationships		38.1	163–164	191–192	No. 63 (pp. 172–173)						
46	Q. LB p. 165 A. TG p. 192	Division strategies		39.1	165–166	192–193		Teacher or capable learners make wall charts of methods of dividing (see TG and LB for examples)					
47		Word problems relating to division		39.1	166	193–194	No. 64 (pp. 162–163)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Study and Master Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
49							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
50							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
51							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
52							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
53							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p><b>HOD:</b> _____ <b>Date:</b> _____</p>						



**Study and Master Mathematics Week 10: Revision and mid-year examination – Plan your week**

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

**End-of-term reflection**

**Think about and make a note of:**

- |  |   |
|--|---|
| <p>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?</p> <p>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?</p> | <p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>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 <b>on track</b>?</p> |
|--|---|

**HOD:**

**Date:**

## 8. Viva Mathematics

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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 LB/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

\* = select

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
1	Q. LB p. 67 A. TG p. 135	<b>Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)</b> (1 hour) Counting on and place value	157–159	* 1	68	41	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards (No. 4)					
2	Q. LB p. 67 A. TG p. 135	<b>Addition and subtraction:</b> (5 hours) 5-digit numbers Estimation and rounding off		2	70	42	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Counting grids and number lines (No. 3 & 5)					
3	Q. LB p. 67 A. TG p. 135	Addition of 5-digit numbers		3	71	42	No. 29b (pp. 92–93)						
4	Q. LB p. 67 A. TG p. 135	Subtraction of 5-digit numbers		4	72	43	No. 30a and b (pp. 94–97)						
5	Q. LB p. 67 A. TG p. 135	<b>Catch-up:</b> Finish any work not yet completed <b>Remedial support:</b> Learners must practise adding and subtracting using the method which they find the easiest and most accurate <b>Enrichment:</b> Learners must practise adding and subtracting using the method which they find the easiest and most accurate					No. 31 (pp. 98–99)	Flard cards (No. 4)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

Viva Mathematics Week 2													
Lesson	MM LB TG	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		Addition and subtraction games		5	73	43		Dice					
7		Problem solving		6	74	43	No. 32 (pp. 100–101) No. 33 (pp. 102–103)	Teacher or capable learners make wall charts of vocabulary needed to solve addition and subtraction word problems (see TG and LB for examples)					
8	Q. LB p. 75 A. TG p. 136	<b>Common fractions:</b> (5 hours) Revise fractions	160–162	1	76	46	No. 34 (pp. 104–105) No. 35 (pp. 106–107)	Fraction strips and/or Cuisenaire rods					
9	Q. LB p. 75 A. TG p. 136	Counting in fractions – forwards and backwards		2	77	46	No. 36 (pp. 108–109)						
10	Q. LB p. 75 A. TG p. 136	Comparing fractions using a fraction wall		3	79	47		Wall charts of fraction diagrams and a fraction wall TG p. 169					
11		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Revise naming and identifying of fractions using paper folding <b>Enrichment:</b> Rounding off game				44	No. 37 (pp. 110–111) No. 38 (pp. 112–113)	Make copies of the <i>Rounding off game</i> template TG p. 44, dice, counters					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

### Viva Mathematics Week 3

Viva Mathematics Week 3														
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
12	Q. LB p. 75 A. TG p. 136	Subtraction of fractions with the same denominator		4	80	47	No. 39 (pp. 114–115)							
13	Q. LB p. 75 A. TG p. 136	<b>Informal assessment of Weeks 1–2</b>			81	48		Assessment in LB p. 81, Answers in TG p. 48						
14	Q. LB p. 82 A. TG p. 137	<b>Measurement: Length</b> (6 hours) Measuring in centimetres (cm) and millimetres (mm)	163–165	1	83	49	No. 40 (pp. 116–117)	Rulers (No. 14), metre sticks, tape measures, trundle wheels						
15	Q. LB p. 82 A. TG p. 137	Measuring in metres (m) and centimetres (cm)		2	85	50	No. 41a (pp. 118–119)	Rulers (No. 14), metre sticks, tape measures, trundle wheels, conversion wall charts (see LB p. 86)						
16	Q. LB p. 82 A. TG p. 137	Kilometres		3	50		No 41b (pp. 120–121)							
17		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Revise naming and identifying units of measurement, estimation of lengths and heights and then practical measurement <b>Enrichment:</b> Learners work in pairs or small groups on enrichment cards						Enrichment cards from <i>Remediation and Enrichment Activities</i> (see toolkit book)						
Reflection														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?								
						HOD: _____ Date: _____								

**Viva Mathematics Week 4**  
# = supplement

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
18	Q. LB p. 82 A. TG p. 137	Length estimates		# 4	87	51	No. 42a–b (pp. 122–125)	Rulers (No. 14), metre sticks, tape measures, trundle wheels					
19	Q. LB p. 82 A. TG p. 137	Problem solving		# 5	88	51							
20	Q. LB p. 89 A. TG p. 137	<b>Whole numbers: Multiplication</b> (7 hours) Multiplication and division	166–167	1	91	52	No. 44a (pp. 128–129) No. 44b (pp. 130–131)	Flow chart					
21	Q. LB p. 90 A. TG p. 138	Multiplication		2	92	53	No. 45 (pp. 132–133)	Multiplication tables TG p. 174 (also No. 2)					
22	Q. LB p. 90 A. TG p. 138	Factors		3	93	53	No. 46 (pp. 134–135)						
23		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>Product, sum or difference</i> to practise multiplication						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

### Viva Mathematics Week 5

Viva Mathematics Week 5													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
24	Q. LB p. 90 A. TG p. 138	Multiples		4	94	53	No. 47 (pp. 136–137)						
25	Q. LB p. 90 A. TG p. 138	Rounding off to 10, 100 and 1 000		5	95	54	No. 48 (pp. 138–139) No. 49 (pp. 140–141)						
26	Q. LB p. 90 A. TG p. 138	Revision of multiplication (2-digit by 2-digit numbers)		6	96	54							
27	Q. LB p. 90 A. TG p. 138	Multiplication (3-digit by 2-digit numbers)		7	97	54							
28	Q. LB p. 98 A. TG p. 138	<b>Properties of 3-D objects:</b> (6 hours) Making a cube	168	1	99	55–56	No. 50 (pp. 142–143)	Models and household containers of all six 3-D objects, nets of each object (No. 13)					
29		<b>Catch-up:</b> Any work not completed <b>Remedial support and enrichment:</b> Play the game <i>I have, who has?</i> to practise subtraction and addition, multiplication and division						Instructions and template for cards (see <i>MM Activities and Printable Resources book</i> )					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

### Viva Mathematics Week 6

Viva Mathematics Week 6													
Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
30	Q. LB p. 98 A. TG p. 138	Rectangular prisms		2	100	56	No. 51 (pp. 144–145)	Boxes of all shapes and sizes, toothpaste boxes for each learner					
31	Q. LB p. 98 A. TG p. 138	Flat and curved surfaces		3	101	56	No. 52 (pp. 146–147)	Teacher or capable learners make wall charts of diagrams of 3-D objects (see TG and LB for examples)					
32	Q. LB p. 98 A. TG p. 138	Faces of 3-D objects		4	102	57	No. 53 (pp. 148–149)						
33	Q. LB p. 98 A. TG p. 138	<b>Informal assessment of Weeks 3–6</b>						LB p. 105 TG p. 59: Answers					
34	Q. LB p. 98 A. TG p. 138	Angles on the faces of 3-D objects		5	103	57	No. 54 (pp. 150–151)	Right angle measures (one per learner)					
35		<b>Catch-up:</b> Any work not completed <b>Remedial support:</b> Give learners a set of questions which they have to answer about each 3-D shape; naming it and describing the shapes of the faces and angles; they “teach” each other in pairs <b>Enrichment:</b> Play the game <i>Maths 24</i>						Instructions and template for cards (see <i>MM Activities and Printable Resources</i> book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							



**Viva Mathematics Week 7**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
36		<b>Term 2 formal assessment: Test</b>						See <i>Assessment Resources 4</i> ; choose a formal term 2 test from one of other approved LTSMs					
37	Q. LB p. 106 A. TG p. 139	<b>Geometric patterns:</b> (4 hours) Repeating patterns	169	1	107	61							
38	Q. LB p. 106 A. TG p. 139	Extending patterns		2 No. 1–3	108	61	No. 55 (pp. 152–153)	Matchsticks, stencils of 2-D shapes or 2-D shapes to trace around (No. 10)					
39	Q. LB p. 106 A. TG p. 139	Extending patterns continued		2 No. 4	108	61	No. 56 (pp. 154–155)						
40		<b>Symmetry:</b> (2 hours)	171	3	111– 112	62	No. 58a–b (pp. 158–159)						
41		<b>Remediation and enrichment:</b> Hand back test and do more remediation on the aspects in which the learners scored low marks; learners who got full marks can assist you working with small groups											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Viva Mathematics Week 8**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
42	Q. LB p. 113 A. TG p. 140	<b>Whole numbers:</b> (8 hours) Division (4-digit by 2-digit numbers) Inverse operations	172–173	1	114	63–64		Number grids, number lines TG pp. 157–160, flow diagrams TG p. 173					
43	Q. LB p. 113 A. TG p. 140	Multiples		2	117	64		Multiplication tables (No. 2)					
44	Q. LB p. 113 A. TG p. 140	Factors		3	118	65	No. 58 (pp. 150–151)						
45	Q. LB p. 113 A. TG p. 140	Revision of division (3-digit by 1-digit numbers)		4	119	65	No. 59 (pp. 152–153)						
46	Q. LB p. 113 A. TG p. 140	Dividing by 10, 100 and 1 000		5	120	65							
47	Q. LB p. 114 A. TG p. 140	Division (3-digit by 2-digit numbers)		6	121	66	No. 62 (pp. 158–159)						
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**Viva Mathematics Week 9: Catch-up and completion of work, remediation, revision – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
48	Q. LB p. 114 A. TG p. 140	Division (3-digit by 2-digit numbers)		6	121	66	No. 62 (pp. 158–159)	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
49		<b>Mental mathematics test with vocabulary</b>			123		DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
50							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
51							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
52							DBE numbers which have not been done	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
53								<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

**Viva Mathematics Week 10: Revision and mid-year examination – Plan your week**

Lesson	MM LB TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	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:**

## D. ASSESSMENT RESOURCES

### 1. Assessment Term Plan

The term plan gives an overview of how the formal and required informal 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 can carry out other informal assessment activities (using your LTSMs or other resources) at your discretion.

The test should be written during Week 5 or 6. The suggested formal assessment (test) is noted in the tracker, corresponding to the Learner's Book which you are using. You will need to plan the dates on which informal tests and assignments will be written, should you wish to set any.

An **exemplar of a mid-year examination is provided** in this section for you to use instead of those in the LTSMs if you choose to do so. The **memorandum** is also provided. You will also find an analysis of the cognitive levels and the content areas for each question of the exemplar. These weightings are CAPS compliant. In all trackers, the examination is scheduled for Week 11 or 12 as is decided by your school.

A suggested assessment record sheet for the year is provided in this *Assessment Resources* section.

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

**NB:** 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 changes, please adjust the programme here and in the trackers accordingly.

Table 1: TERM 2 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs

LTSM	Possible informal assessment activities	Formal assessment: Test (Week 5, 6 or 7)	Formal assessment: Mid-year examination (Weeks 11 or 12)
<b>Fabulous Mathematics</b>	A revision exercise is at the end of each unit – this could be used as informal assessment; answers are in the TG for each revision exercise <b>Unit 1:</b> LB p. 107, TG p. 72 answers <b>Unit 2:</b> LB p. 110, TG p. 76 answers <b>Unit 3:</b> LB p. 118, TG p. 81 answers <b>Unit 4:</b> LB p. 124, TG p. 85 answers <b>Unit 5:</b> LB p. 128, TG p. 90 answers <b>Unit 6:</b> LB p. 135, TG p. 93 answers <b>Unit 7:</b> LB p. 139, TG p. 97 answers <b>Unit 8:</b> LB p. 141, TG p. 99 answers <b>Unit 9:</b> LB p. 145, TG p. 102 answers	<b>Week 5 Test</b> TG pp. 103–104 photocopiable worksheet TG p. 105 answers	<b>Mid-year examination</b> TG pp. 106–108 photocopiable examination TG pp. 109–110 answers

LTSM	Possible informal assessment activities	Formal assessment: Test (Week 5, 6 or 7)	Formal assessment: Mid-year examination (Weeks 11 or 12)
<b>Oxford Headstart Mathematics</b>	<b>Assessment 4</b> LB p. 132, TG pp. 133–134 answers <b>Assessment 5</b> LB p. 157, TG p. 158 answers <b>Assessment 6</b> LB p. 173, TG p. 172 answers <b>Mid-Year Practice Examination 1 and 2</b> LB pp. 177–181 TG pp. 174–177: answers	<b>Week 5</b> <b>No term test provided in TG</b> We suggest that you use a Term 2 test from the TG of another series of the eight approved LTSMs; or you could set your own	<b>Mid-year examination</b> <b>No examination provided in TG</b> We suggest that you use a Term 2 examination from the TG of another series of the eight approved LTSMs, or the examination paper in the tracker
<b>Oxford Successful Mathematics</b>	The authors suggest that these revision exercises be used for informal assessment <b>Revision 4</b> LB p. 112, TG p. 106 <b>Revision 5</b> LB p. 137, TG pp. 122–123 <b>Revision 6</b> LB p. 154, TG pp. 137–138	<b>Week 5</b> <b>No term test provided in TG</b> We suggest that you use a Term 2 test from the TG of another series of the eight approved LTSMs or you could set your own	<b>No mid-year examination provided in TG</b> We suggest that you use a Term 2 examination from the TG of another series of the eight approved LTSMs or the examination paper in the tracker
<b>Platinum Mathematics</b>	The revision exercises could be used for informal assessment <b>Revision topics 10–11</b> LB p. 63, TG p. 53 <b>Revision topics 12–13</b> LB p. 75, TG p. 63 <b>Revision topics 14–15</b> LB p. 85, TG p. 71 <b>Revision topics 16–17</b> LB p. 91, TG p. 77	<b>Week 5</b> <b>Test</b> TG pp. 172–173 photocopiable exemplar TG p. 67 answers	<b>Mid-year examination</b> TG pp. 174–175 photocopiable exemplar TG p. 82 answers
<b>Premier Mathematics</b>	<b>Assessment 1</b> TG pp. 200–201; TG p. 244 answers <b>Assessment 2</b> TG pp. 202–203; TG p. 245 answers	<b>Week 6</b> <b>Test</b> TG pp. 204–206 photocopiable worksheet TG pp. 246–248 answers	<b>Mid-year examination</b> TG pp. 207–211 photocopiable worksheet TG pp. 249–253 answers
<b>Solutions for All Mathematics</b>	<i>Check what you know</i> is at the end of each unit Answers are in TG for each <i>Check what you know</i> exercise	<b>Week 5</b> <b>Test</b> TG pp. 281–284 TG pp. 285–287 memorandum and analysis of cognitive levels of each question in the test	<b>Mid-year examination</b> TG pp. 288–294 photocopiable exemplar TG pp. 295–297 memorandum and analysis of cognitive levels of each question in the examination

LTSM	Possible informal assessment activities	Formal assessment: Test (Week 5, 6 or 7)	Formal assessment: Mid-year examination (Weeks 11 or 12)
<b>Study and Master Mathematics</b>	<p>In the TG there are nine assessment tasks and any of these could be used as informal assessment</p> <p><b>Assessment task 9</b> TG pp. 112–113, TG p. 113 answers</p> <p><b>Assessment task 10</b> TG pp. 127–128, TG pp. 128–129 answers</p> <p><b>Assessment task 11</b> TG pp. 140–142, TG pp. 142–143 answers</p> <p><b>Assessment task 12</b> TG pp. 149–150, TG p. 150 answers</p> <p><b>Assessment task 13</b> TG p. 163, TG p. 164 answers</p> <p><b>Assessment task 14</b> TG p. 169, TG p. 169 answers</p> <p><b>Assessment task 15</b> TG pp. 179–179, TG p. 179 answers</p> <p><b>Assessment task 16</b> TG pp. 182–183, TG p. 183 answers</p> <p><b>Assessment task 17</b> TG pp. 194–195, TG p. 195 answers</p>	<p><b>Week 5</b> <b>No test provided in TG</b></p> <p>We suggest that you use a Term 2 test from the TG of another series of the eight approved LTSMs or you could set your own</p>	<p><b>No mid-year examination provided in TG</b></p> <p>We suggest that you use the Term 2 examination from the TG of another series of the eight approved LTSMs, or the examination paper in the tracker</p>
<b>Viva Mathematics</b>	<p><b>Assessment 1</b> LG p. 73 assessment on Weeks 1–2 TG p. 42 answers</p> <p><b>Assessment 2</b> LB p. 93 assessment on Weeks 3–5 TG p. 51 answers</p> <p><b>Assessment 3</b> LB p. 112 assessment on Weeks 6–8 TG p. 60 answers</p> <p>Mental maths with vocabulary Term 2: LB p. 111, TG p. 122 answers</p>	<p><b>Week 7</b> <b>No test provided in TG</b></p> <p>We suggest that you use a Term 2 test from the TG of another series of the eight approved LTSMs or you could set your own</p>	<p><b>No mid-year examination provided in TG</b></p> <p>We suggest that you use the Term 2 examination from the TG of another series of the eight approved LTSMs, or the examination paper in the tracker</p>

## 2. Suggested Assessment Record

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 5 YEAR: .....			SCHOOL:									CLASS:				
			GRADE 5 MATHEMATICS FORMAL ASSESSMENT TASKS													
			TERM 1			TERM 2			TERM 3			TERM 4			SBA TOTAL 75%	EXAMINATION 25%
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 5 Mathematics June/Mid-year Examination Exemplar Term 2

<b>Surname:</b>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Boy</td> <td style="width: 50%; text-align: center;">Girl</td> </tr> </table>		Boy	Girl
Boy	Girl				
<b>Name:</b>		<b>Date:</b> _____			
<b>Date of birth:</b>		_____ <b>50</b>			

#### INSTRUCTIONS TO LEARNERS:

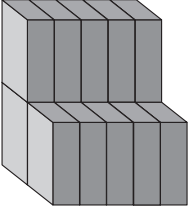
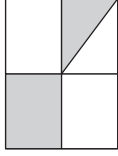
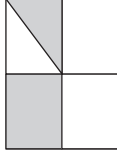
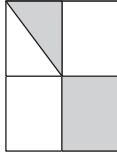
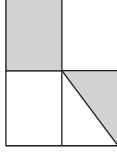
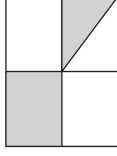
1. The use of calculators is not allowed.
2. Do your calculations and/or write your answers in the spaces provided.
3. Duration of examination: 1 hour.

#### SECTION 1: Mental Mathematics

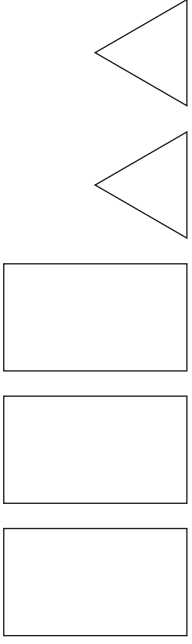
1.  $200 + 500 =$  \_\_\_\_\_
2.  $300 \div 100 =$  \_\_\_\_\_
3.  $12 \times 5 =$  \_\_\_\_\_
4.  $9 \times 400 =$  \_\_\_\_\_
5.  $1\,799 + 1 =$  \_\_\_\_\_
6.  $800 \div 800 =$  \_\_\_\_\_
7.  $2\,600 + 1\,400 =$  \_\_\_\_\_
8.  $(100 \div 100) + 1 =$  \_\_\_\_\_
9.  $2 \times 3 \times 2 =$  \_\_\_\_\_
10.  $1\,999\text{ m} - 1\,000\text{ m} =$  \_\_\_\_\_ (10)

#### SECTION 2: Multiple choice

Put a circle around the letter of the correct answer like this ©

11. How many match boxes can be found in this shape? (1)  
 A. 11  
 B. 13  
 C. 10  
 D. 15  
 Shape made of match boxes 
12. This 2-D shape is rotated to a new position: (1)  
 Which one of these shapes is the same as the one above?  
  
 A.  B.  C.  D.  (1)

13. You want to make a 3-D object. You use these five 2-D shapes.



What will your 3-D object be?

- A. Triangular prism
  - B. Rectangular prism
  - C. Triangular pyramid
  - D. Cube
- (1)

**SECTION 3: Operations with whole numbers**

Calculate the following. Show all your working out.

14. Addition with 5 digit numbers

$$33\ 469 + 21\ 473 =$$

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(3)

15. Subtraction with 5 digit numbers

$$89\ 534 - 54\ 367 =$$

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(3)

16. Multiplication: 3-digit by 2-digit numbers

$$645 \times 28 =$$

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(3)

17. Division: 3-digit by 2-digit numbers

**988 ÷ 38 =**

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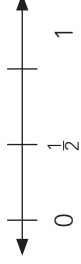
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(3)

**SECTION 4: Fractions**

Which of these fractions is closest to 0 on a number line?



18. Circle the letter of the correct answer.

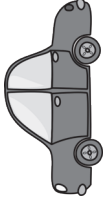
- A.  $\frac{1}{3}$       B.  $\frac{1}{4}$       C.  $\frac{1}{5}$       D.  $\frac{1}{12}$

(1)

19. Calculate:  $\frac{4}{11} + \frac{5}{11} =$  \_\_\_\_\_

(1)

20. It is 444 km from Durban to Mthatha.



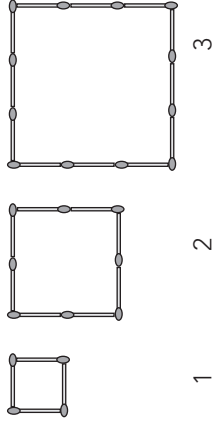
You travel  $\frac{1}{4}$  of the way.

How many kilometres have you travelled? \_\_\_\_\_

(2)

**SECTION 5: Geometric patterns**

21. Use the growing pattern to complete the table:



1	2	3	4	5
Number of square	1	2	3	4
Number of match sticks	4	8	12	

(2)

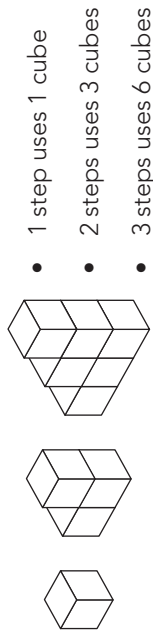
22. How many match sticks will be in square 10? \_\_\_\_\_

(1)

23. What is the rule? \_\_\_\_\_

(1)

24. You build steps out of cubes.



- 1 step uses 1 cube
- 2 steps uses 3 cubes
- 3 steps uses 6 cubes

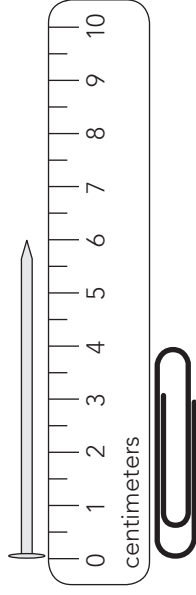
How many cubes will it take to build a staircase that is **5 steps** high?

(2)

**SECTION 6: Measurement**





25. The nail is \_\_\_\_\_ centimetres longer than the paper clip. (1)

(The ruler is not drawn to scale)



26. Look at the pictures and measurements of the fork and the spoon.  
Circle the correct answer.
- A. The spoon is shorter than the fork  
B. The fork is longer than the spoon  
C. The fork and spoon are the same length  
D. The spoon is longer than the fork (1)

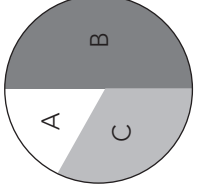


27. Which line is about 2 cm long?  
Circle the correct answer.
- A.  (1)  
B.   
C.   
D.  (1)

28. Pat has a jug holding 2 litres of orange juice.
- a) How many **millilitres** (mL) of orange juice does Pat have? \_\_\_\_\_ (1)  
b) How many 250 mL cups can be filled from the jug of orange juice? \_\_\_\_\_ (2)

29. A car drives at 110 km/h (110 kilometres per hour).  
How far will it go in  $5\frac{1}{2}$  hours?
- \_\_\_\_\_ (2)

**SECTION 7: Data handling**

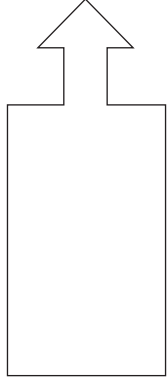


30. Look at the pie chart showing how you spent **one hour** of your evening. Which part of the pie chart shows each of the following? Put the right letter (A, B or C) next to each statement below.

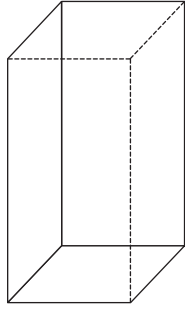
- a) You watch TV for half an hour \_\_\_\_\_
- b) You do homework for 20 minutes \_\_\_\_\_
- c) You eat for 10 minutes \_\_\_\_\_

**SECTION 8: Space and shape**

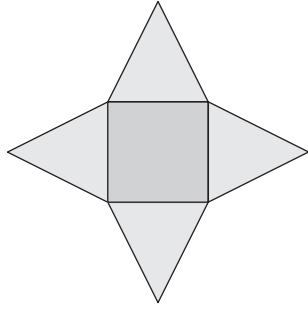
31. Draw in the line (lines) of symmetry: (1)



32. Name the 3-D object below: (1)



33. What 3-D object will the net below make? (1)



34. On the grid below use your ruler to draw a triangle with one angle **bigger** than a right angle. Indicate which angle it is. (1)



#### 4. Grade 5 Mathematics June/Mid-year Examination Term 2: Memorandum

**Note 1:** The last column in the memorandum shows the **cognitive level** for each question in the examination. The levels are:

<b>K</b>	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off.
<b>RP</b>	Routine procedure: perform well known procedures; simple applications.
<b>CP</b>	Complex procedure: problems involving complex calculations and/or higher order reasoning.
<b>PS</b>	Problem solving: non-routine problems; higher order understanding and processes.

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

**Note 2:** The third column in the memorandum shows the **content area** for each question in the examination. The key for the content areas is:

1	Numbers, operations and relationships
2	Patterns, functions and algebra
3	Space and shape
4	Measurement
5	Data handling

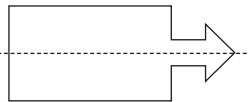
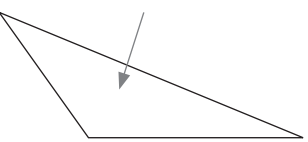
Questions	Marks	Content area	Cognitive level
<b>SECTION 1: Mental mathematics</b>			
1. 700 ✓	(1)	1	K
2. 3 ✓	(1)	1	K
3. 60 ✓	(1)	1	K
4. 3 600 ✓	(1)	1	K
5. 1 800 ✓	(1)	1	K

Questions	Marks	Content area	Cognitive level
6. 1 ✓	(1)	1	RP
7. 4 000 ✓	(1)	1	RP
8. 2 ✓	(1)	1	RP
9. 12 ✓	(1)	1	RP
10. 999 m ✓	(1)	1	RP
<b>SECTION 2: Multiple choice</b>			
11. D ✓	(1)	3	RP
12. B ✓	(1)	3	PS
13. A ✓	(1)	3	CP
<b>SECTION 3: Operations with whole numbers</b>			
14. $33\ 469 + 21\ 473 = \underline{\hspace{2cm}}$ <ul style="list-style-type: none"> <li>Please note learners may use <b>ANY</b> method</li> <li>1 mark for the working out and 2 marks for the correct answer</li> </ul> $\begin{array}{r} 30\ 000 + 3\ 000 + 400 + 60 + 9 \\ + 20\ 000 + 1\ 000 + 400 + 70 + 3 \\ \hline = 50\ 000 + 4\ 000 + 800 + 130 + 12 \checkmark \\ = 54\ 942 \checkmark\checkmark \end{array}$ <p><b>Or</b></p> $\begin{array}{l} 33\ 469 + 21\ 473 \\ = (30\ 000 + 3\ 000 + 400 + 60 + 9) + (20\ 000 + 1\ 000 + 400 + 70 + 3) \checkmark \\ = (30\ 000 + 20\ 000) + (3\ 000 + 1\ 000) + (400 + 400) + (60 + 70) + (9 + 3) \\ = 50\ 000 + 4\ 000 + 800 + 130 + 12 \\ = 54\ 942 \checkmark\checkmark \end{array}$	(3)	1	RP

Questions	Marks	Content area	Cognitive level
<p>15. <math>89\ 534 - 54\ 367 = \underline{\hspace{2cm}}</math></p> <ul style="list-style-type: none"> <li>Please note learners may use <b>ANY</b> method</li> <li>1 mark for working out and 2 marks for the correct answer</li> </ul> $\begin{array}{r} 89\ 534 = 80\ 000 + 9\ 000 + 500 + 30 + 4 \\ - 54\ 367 = 50\ 000 + 4\ 000 + 300 + 60 + 7 \\ \hline = 30\ 000 + 5\ 000 + 100 + 60 + 7 \\ = 35\ 167 \quad \checkmark\checkmark \end{array}$ <p>Or</p> $\begin{aligned} 89\ 534 - 54\ 367 \\ &= (80\ 000 + 9\ 000 + 500 + 30 + 4) - (50\ 000 + 4\ 000 + 300 + 70 + 6) \\ &= (80\ 000 - 50\ 000) + (9\ 000 - 4\ 000) + (500 - 300) + (34 - 67) \\ &= 30\ 000 + 5\ 000 + 200 + 34 - 67 \\ &= 35\ 000 + 100 + 134 - 67 \quad \checkmark \\ &= 35\ 100 + 67 \\ &= 35\ 167 \quad \checkmark\checkmark \end{aligned}$	(3)	1	RP
<p>16. <math>645 \times 28 = \underline{\hspace{2cm}}</math></p> <ul style="list-style-type: none"> <li>Please note learners can use <b>ANY</b> method</li> <li>2 marks for working out and 1 mark for the correct answer</li> </ul> $\begin{aligned} 645 \times 28 \\ &= 645 \times 2 \times 2 \times 7 \\ &= 1\ 290 \times 2 \times 7 \\ &= 2\ 580 \times 7 \\ &= (2\ 000 \times 7) + (500 \times 7) + (80 \times 7) \quad \checkmark \\ &= 14\ 000 + 3\ 500 + 560 \quad \checkmark \\ &= 18\ 060 \quad \checkmark \end{aligned}$ <p>Or</p> $\begin{aligned} 645 \times 28 \\ &= (8 \times 645) + (20 \times 645) \quad \checkmark \\ &= 5\ 160 + 12\ 900 \quad \checkmark \\ &= 18\ 060 \quad \checkmark \end{aligned}$	(3)	1	CP

Questions	Marks	Content area	Cognitive level																								
<p>17. <math>988 \div 38</math></p> <ul style="list-style-type: none"> <li>Please note learners can use <b>ANY</b> method</li> <li>2 marks for working out and 1 mark for the correct answer</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Multiply 38</td> <td style="width: 50%;">Subtract the multiplication to find the difference</td> </tr> <tr> <td><math>20 \times 38 = 760</math></td> <td><math>988 - 760 = 228 \quad \checkmark</math></td> </tr> <tr> <td><math>5 \times 38 = 190</math></td> <td><math>228 - 190 = 38 \quad \checkmark</math></td> </tr> <tr> <td><math>1 \times 38 = 38</math></td> <td><math>38 - 38 = 0</math></td> </tr> </table> <p><math>988 \div 38 = 20 + 5 + 1 = 26 \quad \checkmark</math></p> <p>Or</p> <p>Clue Board</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><math>3\ 8 \times 1</math></td> <td><math>=</math></td> <td><math>3\ 8</math></td> <td></td> </tr> <tr> <td><math>3\ 8 \times 2</math></td> <td><math>=</math></td> <td><math>7\ 6</math></td> <td></td> </tr> <tr> <td><math>3\ 8 \times 1\ 0</math></td> <td><math>=</math></td> <td><math>3\ 8\ 0</math></td> <td></td> </tr> <tr> <td><math>3\ 8 \times 5</math></td> <td><math>=</math></td> <td><math>1\ 9\ 0</math></td> <td><math>\checkmark</math></td> </tr> </table> $\begin{array}{r} 9\ 8\ 8 \\ 3\ 8 \times 1\ 0 = \underline{3\ 8\ 0} \\ \phantom{3\ 8 \times 1\ 0} 6\ 0\ 8 \\ 3\ 8 \times 1\ 0 = \underline{3\ 8\ 0} \\ \phantom{3\ 8 \times 1\ 0} 2\ 2\ 8 \quad \checkmark \\ 3\ 8 \times 5 = \underline{1\ 9\ 0} \\ \phantom{3\ 8 \times 5} 3\ 8 \\ 3\ 8 \times 1 = \underline{3\ 8} \\ \phantom{3\ 8 \times 1} 0 \end{array}$ <p>So <math>988 \div 38 = 10 + 10 + 5 + 1 = 26 \quad \checkmark</math></p>	Multiply 38	Subtract the multiplication to find the difference	$20 \times 38 = 760$	$988 - 760 = 228 \quad \checkmark$	$5 \times 38 = 190$	$228 - 190 = 38 \quad \checkmark$	$1 \times 38 = 38$	$38 - 38 = 0$	$3\ 8 \times 1$	$=$	$3\ 8$		$3\ 8 \times 2$	$=$	$7\ 6$		$3\ 8 \times 1\ 0$	$=$	$3\ 8\ 0$		$3\ 8 \times 5$	$=$	$1\ 9\ 0$	$\checkmark$	(3)	1	CP
Multiply 38	Subtract the multiplication to find the difference																										
$20 \times 38 = 760$	$988 - 760 = 228 \quad \checkmark$																										
$5 \times 38 = 190$	$228 - 190 = 38 \quad \checkmark$																										
$1 \times 38 = 38$	$38 - 38 = 0$																										
$3\ 8 \times 1$	$=$	$3\ 8$																									
$3\ 8 \times 2$	$=$	$7\ 6$																									
$3\ 8 \times 1\ 0$	$=$	$3\ 8\ 0$																									
$3\ 8 \times 5$	$=$	$1\ 9\ 0$	$\checkmark$																								
<b>SECTION 4: Fractions</b>																											
18. D $\checkmark$	(1)	1	CP																								
19. $\frac{9}{11} \checkmark$	(1)	1	RP																								
20. $\frac{1}{4}$ of 444 km = $444 \text{ km} \div 4 = 111 \text{ km} \quad \checkmark\checkmark$	(2)	1	PS																								

Questions	Marks	Content area	Cognitive level														
<b>SECTION 5: Geometric patterns</b>																	
21. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Number of square</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td></td> </tr> <tr> <td>Number of match sticks</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> <td>✓✓</td> </tr> </table>	Number of square	1	2	3	4	5		Number of match sticks	4	8	12	16	20	✓✓	(2)	2	RP
Number of square	1	2	3	4	5												
Number of match sticks	4	8	12	16	20	✓✓											
22. 40 match sticks ✓	(1)	2	CP														
23. To get the number of matches in a square, multiply the number of the square by 4 ✓	(1)	2	CP														
24. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <th>Step number</th> <th>Number of cubes</th> </tr> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td><math>2 + 1 = 3</math></td> </tr> <tr> <td>3</td> <td><math>3 + 2 + 1 = 6</math></td> </tr> <tr> <td>4</td> <td><math>4 + 3 + 2 + 1 = 10</math></td> </tr> <tr> <td>5</td> <td><math>5 + 4 + 3 + 2 + 1 = 15</math></td> </tr> </table> It will take 15 cubes ✓✓	Step number	Number of cubes	1	1	2	$2 + 1 = 3$	3	$3 + 2 + 1 = 6$	4	$4 + 3 + 2 + 1 = 10$	5	$5 + 4 + 3 + 2 + 1 = 15$	(2)	2	CP		
Step number	Number of cubes																
1	1																
2	$2 + 1 = 3$																
3	$3 + 2 + 1 = 6$																
4	$4 + 3 + 2 + 1 = 10$																
5	$5 + 4 + 3 + 2 + 1 = 15$																
<b>SECTION 6: Measurement</b>																	
25. $6\text{ cm} - 4\text{ cm} = 2\text{ cm}$ ✓	(1)	4	PS														
26. D ✓ The spoon (5 cm) is longer than the fork (40 mm = 4 cm)	(1)	4	K														
27. B ✓	(1)	4	K														
28. a) 2 000 ml ✓ b) Number of cups = $2\,000\text{ ml} \div 250\text{ ml} = 8\text{ ml}$ ✓✓	(1) (2)	4 4	RP PS														
29. $5 \times 110\text{ km} = 550\text{ km}$ $\frac{1}{2} \times 110\text{ km} = 55\text{ km}$ ✓ Distance travelled = 605 km ✓	(2)	4	PS														

Questions	Marks	Content area	Cognitive level
<b>SECTION 7: Data handling</b>			
30. Put the right letter (A, B, C) next to each statement below a) You watch TV for half an hour: B ✓ b) You do homework for 20 minutes: C ✓ c) You eat for 10 minutes: A ✓	(3)	5	RP
<b>SECTION 8: Space and shape</b>			
31. Draw in the line of symmetry  (the line does not have to be dotted)	(1)	3	RP
32. Rectangular prism	(1)	3	K
33. Square based pyramid	(1)	3	K
34. 	(1)	3	K
<b>TOTAL: 50</b>			



## 5. Analysis of Cognitive Levels

The percentage of marks that should be allocated to content areas and the number of marks in each level in the Term 2 examination are shown below in Table 1.

**Table 1: WEIGHTING OF CONTENT AREAS IN TERM 2**

Number	Content area	Specified percentage of marks in CAPS	Number of marks per content area done in Term 2	Marks out of 50 per area in the Term 2 Exam
1	<b>Numbers, operations and relationships</b>	64%	32 marks	26 marks
2	<b>Patterns, functions and algebra</b>	8%	4 marks	6 marks
3	<b>Space and shape</b>	14%	7 marks	7 marks
4	<b>Measurement</b>	14%	7 marks	8 marks
5	<b>Data handling</b>	0%	0 marks	3 marks
		<b>100</b>	<b>50</b>	<b>50</b>

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

**Table 2: COGNITIVE LEVELS IN TERM 2 EXAMINATION**

Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Marks out of 50 at each level in the Term 2 Exam
<b>Knowledge</b>	25%	12.5 marks	9 marks
<b>Routine procedures</b>	45%	22.5 marks	20 marks
<b>Complex procedures</b>	20%	10 marks	12 marks
<b>Problem solving</b>	10%	5 marks	9 marks
	100	50	50





