GRADE 6

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2020 TERM 2

CONTENTS

A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

What you do matters! What you do every day as a teacher can change the life-chances of every child that you teach. The NECT is a campaign that 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 6 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 keep pace with the time requirements and the content coverage of the CAPS. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 6 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 on the national catalogue. You must therefore refer to the tracker for the book that is used by learners at your school. If you have copies of other Learner's Books, you can of course refer to these too, for ideas for teaching the same content in a different way – but you must be sure to cover the content systematically. For each 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 you to access the correct resources.

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. ***Select** is marked at the top of the relevant pages in the tracker in these cases. In other instances the Learner's Books do not have sufficient activities for learners to consolidate work done on a topic, and in these cases, we recommend that you supplement the recommended activities using the DBE worksheet referred to by the page number given in the DBE column. **# Supplement** is marked at the top of the relevant pages in the tracker in these cases. You could also use other approved Learner's Books or other resources which you have.

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

5. Links to the DBE workbooks

The tracker gives links to worksheets in the DBE workbooks relevant to the content described for each day. The worksheets are referred to by worksheet number and page number. They should be used in conjunction with the Learner's Book activities as mentioned above. You should review the suggested worksheets before each lesson, and decide how best to use them – for teaching, revision, extension or for consolidation, in class or for homework.

The Grade 6 DBE workbook also gives revision worksheets. Links to the relevant worksheets (which are always marked with an R) are given in the tracker.

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 6. Since each school will organise its timetable differently we have ensured that the work can be covered in five one-hour lessons per week. The sixth lesson per week provides the opportunity 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 you to catch up on work not completed, and to do revision. Week 10 is set aside for further revision and the mid-year examination. Should you use this tracker in a term of a different length, you will need to adjust your work programme accordingly. Please check this 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 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 6, the formal assessment programme specified by CAPS 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 approved Learner's Books and Teacher's Guides provide exemplar tests and examinations which you can use with your class. Section D of this document, *Assessment Resources*, lists the formal and informal assessments that are included in each LTSM and on which pages in the Learner's Books or Teacher's Guides they can be found. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

You should use the test and examination in your set of LTSMs with due diligence making sure that you personalise them. Supplement them using other Learner's Books or ANA past papers and exemplars, if necessary, to be sure that they fulfil the requirements of CAPS.

We have provided a test and a mid-year examination and memorandums which you could use instead of the examination in the LTSM used by your class. In addition, there is an analysis of the examination according to the cognitive levels described in CAPS. You will also find these resources in Section D of this document, *Assessment Resources*.

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 in the tracker, as mentioned above. We recommend that your learners write the test in Week 4 and the examination in Week 10 – though this will depend on individual schools arrangements. It is very important that you make time to review the examination with learners after you have marked it to address common errors and misconceptions.

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 year. You may prefer to use your own mark sheet created using your class list.

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

9. Resources

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

The various LTSMs offer either suggestions or actual activities for remediation and extension. These are listed in the tracker. As these vary quite substantially, you might find it helpful to refer to some of the other LTSMs in addition to the one you have chosen for your classes.

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. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis.

It is a good idea that you agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and submit your plans to your head of department for quality assurance. To deliver the lessons successfully **you must do the necessary preparation yourself**. Bear in mind that your lessons will not succeed if you have not prepared properly for them. 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 in the trackers. It is very important that ***you check what is required for each lesson ahead of time*** so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
   - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
   - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures to use as illustrations in your lessons.
   - Make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
   - Check the assessment programme so you can prepare any resources such as test papers needed for formal assessment so that leaners can settle down and begin working promptly.

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class? How will you accommodate them?
   - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Think also about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.
   - ***Make sure you have prepared for the teaching of the concepts before you teach.*** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE

workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed.

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

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written. The following guide is for a 60-minute lesson.
   - **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 the Mental Mathematics activities for the learners.*** If the Mental Mathematics activities are in your Learner's Book then you do not need to copy them for the learners. If they are in the Teacher's Guide, then you will need to make photocopies for the learners. You will find many ideas for Mental Mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the maths toolkit. Learners should 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 you 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. However if learners need to, let them use their fingers as a concrete aid during Mental Mathematics.

     Mental Mathematics skills improve hugely through repeated activity and enable learners to perform higher level tasks with greater ease.
   - **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 minutes (not more) to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
   - **Step 3: Lesson content – concept development (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 is also 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 practice their mathematics and problem solving skills. It is important that you ***prepare yourself for the classwork activity and do every example in the exercise yourself*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the ***exercises given in the various Learner's Books vary greatly in length*** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your leaners about which numbers of each exercise they should do.

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

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

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

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

  For homework, you can select a few questions from the daily classwork in their Learner's Book and ask the learners to complete them at home, or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done. When you can, take in homework books to check the work, and always allow some time in the next lesson to go through the homework with the learners to check that the work has been understood.

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 week's lesson. You will use these notes as you plan and prepare for your teaching.

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Fabulous Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 82 Act. 1 TG p. 64	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 1: Whole numbers** Counting in a variety of intervals	240	1–2	99	76	25a pp. 76–77	Number cards, counters, 100s wall chart, number lines (No. 5), base 10 blocks						
2	LB p. 82 Act. 2a–j TG p. 64	Factors and multiples	240	3	101	76–77	25b pp. 78–79							
3	LB p. 82 Act. 2k–s TG p. 64	Counting in multiples to find prime numbers	240	4	102	77	26 pp. 80–81							
4	LB p. 82 Act. 3 LB p. 64	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2: Whole numbers: Multiplication** Using expanded notation	241–243	2–3	104	79	27 pp. 82–83	Counters, 100s wall chart, multiplication tables 12×12 (No. 2)						
5	LB p. 83 Act. 4 TG p. 65	Revision of counting Challenge using counting Catch-up – finish off work not yet completed; add in your own planning here			103 103	78 78	28 pp. 84–85							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete 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 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
6	LB p. 83 Act. 5 no. 1 TG p. 65	Breaking a number down into factors	241–243	4	105	79	29 pp. 86–87						
7	LB p. 83 Act. 5 no. 2 TG p. 65	Multiplying numbers	241–243	5	105	80	30 pp. 88–89						
8	LB p. 84 Act. 6 TG p. 65	Problem solving	241–243	6	105	81	31 pp. 90–91						
9	LB p. 84 Act. 7 TG p. 65	**SHAPE AND SPACE** **Unit 3: Properties of 3-D objects** Categorising 3-D objects	244–246	1	107–108	82–83	32 pp. 92–93	3-D objects for learners to examine, different 3-D containers that can be unfolded, nets of 3-D shapes, cardboard, rulers, (No. 14), sticky tape, straws, pins/ needle, thread, skeleton models of 3-D objects					
10	LB p. 85 Act. 8 no. 1 TG p. 66	Prism nets	244–246	2	108–109	83	33 pp. 94–95						
11	LB p. 85 Act. 8 no. 2 TG p. 66	Revision of multiplication Challenge using numbers Catch-up – finish off work not yet completed; add in your own planning here			106 106	81 81	34 pp. 96–97						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
12	LB p. 85 Act. 9 TG p. 66	Counting the faces, vertices and edges of prisms	244–246	3	110	84	35 pp. 98–99							
13	LB p. 86 Act. 10 TG p. 66	Counting the faces, vertices and edges of pyramids	244–246	4	110–111	84–85	36 pp. 100–101							
14	LB p. 86 Act. 11 TG p. 67	Build 3-D objects using straws	244–246	5	111	85	37 pp. 102–103							
15	LB p. 86 Act. 12 TG p. 67	Sierpinski tetrahedron	244–246	6	112–113	85	38 pp. 104–105							

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
16	LB p. 86 Act. 13 TG p. 67	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 4: Geometric patterns** Describe a pattern in words; recording a number pattern in a table	247–249	1	115–118	87–89	40a pp. 108–109	Pattern blocks, counters, different 2-D shapes (No. 10), matches (burn the matches before handing them to learners or hand them out without the box)					
17	LB p. 87 Act. 14 TG p. 67	Revision of 3-D objects Challenge using 3-D objects Catch-up – finish off work not yet completed; add in your own planning here			114 114	86 86	39 pp. 104–105						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 4** There is no MM for the days when assessment is being done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Date completed**					
18	LB p. 87 Act. 15 TG p. 67	Finding a rule and completing tables	247–249	2	119–120	89	40b pp. 110–111							
19	LB p. 88 Act. 16 TG p. 68	Use flow diagrams to describe patterns	247–249	3	120–122	89–90	41 pp. 112–113							
20		**TEST** (whole numbers, multiplication, properties of 3-D objects)		Test 2		113–115		Photocopy TG pp. 113–114 for the learners						
21	LB p. 88 Act. 17 TG p. 68	**SPACE AND SHAPE** **Unit 5: Symmetry** Draw lines of symmetry; complete symmetric shapes	249	1–2	124–125	92–93	42 pp. 114–115	Pattern blocks, different 2-D shapes (No. 10), pictures from newspapers/magazines/internet, pictures of the flags of different countries						
22	LB p. 89 Act. 18A TG p. 68	Draw patterns using rotational symmetry	249	3	125–127	93	44a pp. 118–119							
23	LB p. 89 Act. 18B TG p. 65	Revision of geometric patterns Challenge using geometric patterns Catch-up – finish off work not yet completed; add in your own planning here			123	91 91	43 pp. 116–117							

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

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	LB p. 90 Act. 19 TG p. 69	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 6: Whole numbers: Division** Dividing by 10, 100 and 1 000	250–251	1	128	95–96	44b pp. 120–121	Number cards (No. 4), counters, 100s wall chart, multiplication tables 12×12 (No. 2)					
25	LB p. 90 Act. 20 TG p. 69	Quick calculations	250–251	3	129–130	96	45 pp. 122–123						
26		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
27	LB p. 90 Act. 21 TG p. 69	Rules of divisibility	250–251	4	130–131	96–97	46 pp. 124–125						
28	LB p. 90 Act. 22 TG p. 69	Methods of division	250–251	6	131–132	97–99	47 pp. 126–127						
29	LB p. 91 Act. 23a–d TG p. 69	Revision of symmetry Challenge using symmetry Catch-up – finish off work not yet completed; add in your own planning here			127 127	94 94	48 pp. 128–129						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	LB p. 91 Act. 23e–h TG p. 69	Order of operations; problem solving; where should the brackets go?	250–251	7–9	133–134	99	49 pp. 130–131							
31	LB p. 91 Act. 24a–d TG p. 70	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 7: Decimal fractions** Tenths and hundredths	252	1	135	101	50a pp. 132–133	Base 10 blocks, place value mats (No. 4), fraction number lines (No. 8), decimal number lines, fraction wall (No. 7b), advertisements and price lists from supermarkets (extension)						
32	LB p. 91 Act. 24e–h TG p. 70	Writing decimal fractions	252	3–4	135–137	102	50b pp. 134–135							
33	LB p. 92 Act. 25a–c TG p. 70	Place value of decimals	252	5–6	137–138	103	51a pp. 136–137							
34	LB p. 92 Act. 25d–f TG p. 70	Order decimal fractions	252	7	138–139	103	51b pp. 138–139							
35	LB p. 93 Act. 26a–d TG p. 70	Revision of division Challenge using division Catch-up – finish off work not yet completed; add in your own planning here			134 134	100 100	52 pp. 140–141	Extension and additional exercises LB p. 100						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
36	LB p. 93 Act. 26e–h TG p. 70	Write fractions as decimals	252	8	140	104	53 pp. 142–143						
37	LB p. 94 Act. 27a–d TG p. 70	Calculations with decimal fractions	252	9	141	104–105	54 pp. 144–145						
38	LB p. 94 Act. 27e–h TG p. 70	Add and subtract decimals	252	11	142–143	105	55 pp. 146–147						
39	LB p. 95 Act. 28a–d TG p. 71	Multiplication and division with decimal fractions	252	12	143–144	105	56 pp. 148–149						
40	LB p. 95 Act. 28e–h TG p. 71	Problems with decimal numbers	252	13	144	105–106	57 pp. 150–151						
41	LB p. 95 Act. 29a–d TG p. 71	Revision of decimal fractions Challenge using decimal fractions Catch-up – finish off work not yet completed; add in your own planning here			145 145	106 106	58 pp. 152–153	Extension and additional exercises LB p. 106					

Reflection

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

Fabulous Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
42	LB p. 95 Act. 29e–h TG p. 71	**MEASUREMENT** **Unit 8: Capacity and volume** Millilitres and litres	253–256	1	146–147	107–108	59 pp. 154–155	Measuring spoons, measuring cups, measuring jugs, baby bottles, syringes, any other interesting measuring instruments						
43	LB p. 96 Act. 30 no. 1 TG p. 71	Working with kilolitres	253–256	2	147–148	108	60 pp. 156–157							
44	LB p. 96 Act. 30 no. 2 TG p. 71	Conversions	253–256	3	148–149	109	61 pp. 158–159							
45	LB p. 96 Act. 31 TG p. 72	Measuring instruments	253–256	4	149–150	109–110	62 pp. 160–161							
46	LB p. 96 Act. 32 TG p. 72	Mixing juice; volume and ratio	253–256	5–6	150–151	110	63 pp. 162–163							
47	LB p. 97 Act. 33 no. 1 TG p. 72	Revision of capacity/volume Challenge using capacity/volume Catch-up – finish off work not yet completed; add in your own planning here			151 152	111 111	64a pp. 164–165	Extension and additional exercises LB p. 112						

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

Fabulous Mathematics Week 9: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
54	LB p. 97 Act. 33 no. 2 TG p. 73	Revision of whole numbers, multiplication and division				p. 116 Q. 1 A. p. 121	64b pp. 166–167	Photocopy TG pp. 116–120 for the learners					
55	LB p. 97 Act. 33 no. 3 TG p. 73	Revision of decimal fractions				p. 116 Q. 2–3 A. pp. 121–122							
56	Practise the 4x and the 6x tables	Revision of geometric patterns and 3-D objects				p. 117 Q. 4–7 A. pp. 122–123							
57	Practise the 7x and the 8x tables	Revision of capacity/volume, time and data handling				p. 118 Q. 8–10 A. pp. 123–124							
58	Practise the 9x and the 11x table	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or any other suitable resource material											
59	Practise the 12x and the 13x table	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or any other suitable resource material											

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

2. *Oxford Headstart Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	LB p. 94A TG p. 109	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 1: Whole numbers** Reading and writing 7-digit and 8-digit numbers	240	3–4	97–98	111–112	25a pp. 76–77	Number grids (No. 3), number lines (No. 5), Diennes blocks, place value cards, calculators, newspapers showing prices of houses, cars, etc.					
2	LB p. 94B TG p. 109	Write the place value; compare numbers and figures	240	5, 8	99–100	112, 114–115	25b pp. 78–79	Tips TG p. 113 Tips TG p. 114					
3	LB p. 94 C–D TG p. 108	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2: Whole numbers: Multiplication** Multiplication by 10, 100 and 1 000 and multiples of 10, 100 and 1 000	241–243	8–9	108–109	121–122	26 pp. 80–81	Tips TG p. 121					
4	LB p. 94E TG p. 108	Multiplying a number by 10 000 and multiples of 10 000; estimating solutions	241–243	10–11	109–110	122–123	27 pp. 82–83	Tips TG p. 123					
5	LB p. 94F TG p. 108	Revision: Counting; reading big numbers Catch-up – finish off work not yet completed; add in your own planning here		1–2	95–96	110–111	28 pp. 84–85						

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

Oxford Headstart Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
6	LB p. 102 A–B TG p. 116	Multiplying 3-digit numbers by 2-digit numbers	241–243	12–13	111–113	123–125	29 pp. 86–87	Tips TG pp. 124, 125					
7	LB p. 102C TG p. 116	Multiplying 4-digit numbers by 1-, 2- and 3-digit numbers; dividing by 10, 100 and 1 000	241–243	14–15	114–116	126–127	30 pp. 88–89	Tips TG p. 126					
8	LB p. 102 D–E TG p. 117	Problem solving; ratio and rate	241–243	16–18	116–119	127–129	31 pp. 90–91	Tips TG p. 127					
9	LB p. 102F TG p. 117	**SPACE AND SHAPE** **Unit 3: Properties of 3-D objects** Spheres, cylinders and cones; pyramids	244–246	1–2	123–124	130–133	32 pp. 92–93	Models of spheres (balls), cylinders (cans), cones (funnels) and prisms and pyramids with bases up to octagons (including cubes and tetrahedrons), pictures and/or examples of 3-D objects in natural and cultural forms (flowers, containers) and geometric settings (packages)					
10	LB p. 102 G–H TG p. 117	Identify and name 3-D objects	244–246	3	125–126	133–134	33 pp. 94–95						
11	LB p. 102I TG p. 117	Revision: Work with big numbers; write words and numbers; write numbers in order Catch-up – finish off work not yet completed; add in your own planning here		6, 7, 9	99, 100	113–115	34 pp. 96–97						

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

Oxford Headstart Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
12	LB p. 122 no. 1 TG p. 131	Types and numbers of faces; types of angles on faces	244–246	5–6	128–129	135–137	35 pp. 98–99							
13	LB p. 122 no. 2 3 cones; 4 cylinders TG pp. 42–43	Describe 3-D objects by their features; match nets and drawings with objects	244–246	7–8	130–131	138–139	36 pp. 100–101							
14	LB p. 122 no. 2 5 triangular prisms; 6 cubes TG p. 131	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 4: Geometric patterns** Repeat patterns; describe a pattern in word; increasing patterns	247–249	2–4	134–135	141–142	37 pp. 102–103							

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
15	LB p. 122 no. 2 7 rectangular prisms; 8 pentagonal based prisms TG p. 131	Extend the patterns	247–249	5	136–137	142–143	38 pp. 104–105						
16	LB p. 122 no. 2 9 hexagonal based prisms TG p. 131	Extend the pattern	247–249	6	137	143–144	40a pp. 108–109						
17	LB p. 132 no. 1 TG p. 140	Revision: Use doubling to multiply; factors; prime factors Catch-up – finish off work not yet completed; add in your own planning here		1–3	103–104	117–119	39 pp. 106–107						

Reflection

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

Oxford Headstart Mathematics Week 4 There is no MM for the days when assessment is being done														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
18	LB p. 132 no. 2 TG p. 140	Extend the pattern; extension	247–249	7	138–139	144–145	40b pp. 110–111							
19	LB p. 141 Count in 10s TG pp. 146–147	Decreasing patterns	247–249	8–9	140	145–146	41 pp. 112–113							
20		**TEST** (whole numbers, multiplication, properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in Section D in this tracker						
21	LB p. 141 Count in 50s TG pp. 146–147	**SHAPE AND SPACE** **Unit 5: Symmetry** Recognise, draw and describe lines of symmetry	249	1	141–143	147–148	42 pp. 114–115							
22	LB p. 141 Count in 100s TG pp. 146–147	Use line symmetry to find features of 2-D shapes	249	2	143	148–149	44a pp. 118–119							
23	LB p. 144A–C TG p. 150	Revision: Prime numbers and composite numbers; HCF; LCM Catch-up – finish off work not yet completed; add in your own planning here		4–6	105–106	118–119	43 pp. 116–117							
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?								What will you change next time? Why? **HOD:** **Date:**						

Oxford Headstart Mathematics Week 5

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	LB p. 144D–F TG p. 150	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 6: Whole numbers: Division** Multiplication and division; division patterns	250–251	1–2	145	151	44b pp. 120–121	Fly swatters, stopwatches, dice (to check) Tips TG p. 151					
25	LB p. 144G TG p. 150	Dividing multiples of 10; dividing a number by 1, 0 and by itself	250–251	3–4	146–147	152	45 pp. 122–123						
26		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
27	LB p. 144H TG p. 150	Divisibility rules	250–251	5	147	153–154	46 pp. 124–125	Tips TG p. 154					
28	LB p. 144I TG p. 150	Division methods	250–251	6–7	148–150	154–155	47 pp. 126–127	Tips TG p. 155					
29	LB p. 144J TG p. 150	Revision: Properties of numbers; describe and sort 3-D objects by their surfaces Catch-up – finish off work not yet completed; add in your own planning here		7 4	107 127	120 134–135	48 pp. 128–129	Tips TG p. 120					

Reflection

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

Oxford Headstart Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	LB p. 156 no. 1 TG p. 159	Long division; problem solving	250–251	8–9	150–152	155–156	49 pp. 130–131	Tips TG p. 155						
31	LB p. 156 no. 2 TG p. 159	Averages	250–251	10	153	156–157	50a pp. 132–133	Tips TG p. 156						
32	LB p. 156 no. 3 TG p. 159	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 7: Decimal fractions and money** Decimal fractions	252	1–2	157–158	160–162	50b pp. 134–135	Calculators, place value cards from thousands to hundredths including a card for the decimal comma, 10 x 10 square grids, a metre stick, measuring jug, kitchen scale, etc. For more resources see TG p. 159 Tips TG pp. 161–162						
33	LB p. 156 no. 4a–h TG p. 159	The meaning of decimal fractions	252	3	159	162–164	51a pp. 136–137	Tips TG p. 163						
34	LB p. 156 no. 4i–o TG p. 159	Equivalent fractions	252	4–5	160	164–166	51b pp. 138–139							
35	LB p. 156 no. 5a–g TG p. 159	Revision of whole numbers Catch-up – finish off work not yet completed; add in your own planning here		1–7	120	129	52 pp. 140–141							

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

Oxford Headstart Mathematics Week 7 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	LB p. 156 no. 5a–g TG p. 159*	Using a calculator; compare decimal fractions	252	6–7	161	166–167	53 pp. 142–143	Tips TG pp. 166, 167						
37	Count up in decimals TG p. 159	Patterns with whole numbers and decimal numbers	252	8	162	167–169	54 pp. 144–145							
38	Count up in decimals TG p. 159	Adding and subtracting decimal numbers	252	9–10	163–164	169–172	55 pp. 146–147							
39	Count up in decimals TG p. 159	Adding and subtracting decimal numbers	252	11–12	165–166	172–173	56 pp. 148–149							
40	Count down in decimals TG p. 159	Money	252	13–14	167–168	174–175	57 pp. 150–151	Tips TG pp. 175, 176						
41	Count down in decimals TG p. 159	Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here		8–15	121	130	58 pp. 152–153							

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

Oxford Headstart Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
42	Count down in decimals TG p. 159	Problem solving	252	15	169	176–177	59 pp. 154–155						
43	LB p. 170 no. 1 TG p. 178	**MEASUREMENT** **Unit 8: Capacity and Volume** Measuring capacity in ℓ and mℓ	253–256	1–2	170–171	178–181	60 pp. 156–157	1 ℓ and 2 ℓ plastic bottles, eight larger containers with different shapes and sizes, 1 ℓ measuring jugs with different shapes and gradation lines, 8 smaller containers (less than 1 ℓ) with different shapes and sizes, a 10 cm x 10 cm x 10 cm cube-shaped container, a ball of clay, etc. For more resources TG pp. 178, 179, 180					
44	LB p. 170 no. 2 TG p. 178	Measuring capacity in kℓ; working with capacity	253–256	3–4	172–173	181–183	61 pp. 158–159						
45	LB p. 170 no. 3 TG p. 178	Rounding off; converting between units of capacity	253–256	5–6	174–175	183–185	62 pp. 160–161	Tips TG p. 184					
46	LB p. 170 no. 1 TG p. 178	Problem solving	253–256	7	176–177	185–186	63 pp. 162–163						
47	LB p. 170 no. 2 TG p. 178	Revision of division and 3-D objects Catch-up – finish off work not yet completed; add in your own planning here		1–9	154–155	157	64a pp. 164–165						

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

Oxford Headstart Mathematics Week 9: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54		Revision of symmetry and geometric patterns		10–12	155	157	64b pp. 166–167							
55		Revision of common fractions, decimal fractions, capacity/volume		1–18	178–179	187–188								
56		Revision of whole numbers, multiplication, division, decimals, 3-D objects, capacity/volume		1–18	180–181	188–189								
57		Revision of whole numbers, multiplication, division, data handling, 2-D shapes and 3-D objects, time and capacity		1–15	182–183	190–191								
58		Revision of whole numbers, operations, common fractions, decimal fractions, data handling, 3-D objects, time and capacity		1–12	184–185	192–193								
59		Catch-up – finish off work not yet completed; add in your own planning here												

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

Oxford Headstart Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

3. *Oxford Successful Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	LB p. 88 Count in 2s, 3s, 5s, 10s TG p. 86	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2.1: Whole numbers up to 999 999** What is a million?	240	1	88–91	87–89	25a pp. 76–77	Teaching tips TG p. 86						
2	LB p. 88 Count in 25s, 50s, 100s TG p. 86	Place value	240	2	92–93	89–90	25b pp. 78–79	Unit 2.1 Summary LB p. 93						
3	LB p. 94 Multiplication and division facts of 12, 16, 18 (6 factors each) TG p. 108	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2.2: Multiplication (4-digit by 2-digit numbers)** Multiply tens by multiples of 10, 100 and 1 000; estimation of multiplication sums	241–243	2–3	95–97	91–93	26 pp. 80–81	Teaching tips TG p. 86						
4	LB p. 94 Multiplication and division facts of 14, 20, 24 TG p. 108	Solve multiplication sums	241–243	4	97–99	93–95	27 pp. 82–83	Remedial TG p. 95						
5	LB p. 94 Multiplication and division facts of 13, 15, 17 TG p. 108	Revision of the 12 x 12 multiplication tables Catch-up – finish off work not yet completed; add in your own planning here		1	94	91	28 pp. 84–85							

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

Oxford Successful Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
6	LB p. 94 Multiplication and division facts of 19, 21, 28 TG p. 108	Vertical column method	241–243	5–6	99–101	95–97	29 pp. 86–87	Extension TG p. 97					
7	LB p. 94 Multiplication and division facts of 22, 32, 36 TG p. 108	Solve problems on money and measurement	241–243	7	101–102	97–98	30 pp. 88–89	Unit 2.1 Summary LB p. 102					
8	LB p. 104 no. 1a TG p. 99	**SPACE AND SHAPE** **Unit 2.3: 3-D objects** Nets of objects	244–246	1	104–106	99	31 pp. 90–91	Teaching tips TG p. 86					
9	LB p. 104 no. 1b TG p. 99	Nets of pyramids	244–246	2	107–108	100	32 pp. 92–93						
10	LB p. 104 no. 1c, 1d TG p. 99	Nets of some 3-D objects with curved and flat surfaces	244–246	3	125–126	133–134	33 pp. 94–95						
11	LB p. 104 no. 1e TG p. 99	Revision of whole numbers and multiplication Catch-up – finish off work not yet completed; add in your own planning here		1–3	103	98	34 pp. 96–97	Teaching tips TG p. 86					

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

Oxford Successful Mathematics Week 3													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
12	LB p. 110 no. 1a TG p. 101	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 24: Geometric patterns** Patterns that grow by adding a shape or part of a shape	247–249	1 no. 1	110–112	101–103	35 pp. 98–99	Teaching tips TG p. 86 Remedial TG p. 102 Extension TG p. 103					
13	LB p. 110 no. 1b TG p. 101	Patterns that grow by adding a shape or part of a shape (continued)	247–249	1 no. 2–4	110–112	101–103	36 pp. 100–101						
14	LB p. 110 no. 1c TG p. 101	Patterns that grow by making the shape larger or smaller	247–249	2 no. 1	113–114	103–104	37 pp. 102–103						
15	LB p. 110 no. 1d TG p. 101	Patterns that grow by making the shape larger or smaller (continued)	247–249	2 no. 2–4	113–114	103–104	38 pp. 104–105	Remedial TG p. 104					
16	LB p. 110 no. 1e TG p. 101	Patterns made by 3-D objects	247–249	3	114–116	104–106	40a pp. 108–109	Unit 2.4 Summary LB p. 116					
17	Multiply 90 by the given numbers TG p. 101	Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here		4–6	103	98	39 pp. 106–107						

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

Oxford Successful Mathematics Week 4

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
18		**TEST** (whole numbers, multiplication and properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in this tracker in Section D					
19	LB p. 117 no. 1 TG p. 106	**SHAPE AND SPACE** **Unit 2.5: Symmetry** Recognise lines of symmetry	249	1	117–118	106–107	40b pp. 110–111	Teaching tips TG p. 86					
20	LB p. 117 no. 2 TG p. 106	Using lines of symmetry	249	2	118–120	107–108	41 pp. 112–113	Unit 2.5 Summary LB p. 120 Extension TG p. 108					
21	LB p. 121 Multiples of 11, 12, 13 TG p. 109	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2.6: Division (3-digit by 2-digit numbers)** What is a prime factor?	250–251	1	121–122	109–110	42 pp. 114–115	Teaching tips TG p. 86 Remedial TG p. 110					
22	LB p. 121 Multiples of 14, 15, 16 TG p. 109	Divide by 10, 100 and 1 000	250–251	2–3	122–124	110–111	44a pp. 118–119						
23	LB p. 121 Multiples of 17, 18, 19 TG p. 109	Revision of 3-D objects and geometric patterns Catch-up – finish off work not yet completed; add in your own planning here		1–2	151	129–130	43 pp. 116–117						

Reflection

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

Oxford Successful Mathematics Week 5

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
24		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
25	LB p. 121 Multiples of 20, 21, 22 TG p. 109	Divide 3-digit numbers by 2-digit numbers with no remainder	250–251	4	124–125	111–112	44b pp. 120–121	Remedial TG p. 112					
26	LB p. 121 Multiples of 23, 24, 25 TG p. 109	Divide 3-digit numbers by 2-digit numbers with a remainder	250–251	5	125	112–113	45 pp. 122–123						
27	LB p. 121 no. 2 Factors of 60, 72, 84 (12 factors each) TG p. 109	Compare quantities	250–251	6	126	113–115	46 pp. 124–125	Unit 2.6 Summary LB p. 126 Remedial TG p. 115					
28	LB p. 127 no. 1 Multiples of 4, 5, 6 TG p. 115	Divide 4-digit numbers by 1-digit numbers	250–251	1	127–128	115–116	47 pp. 126–127	Teaching tips TG p. 86					
29	LB p. 27 Multiples of 7, 8, 9 TG p. 115	Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here		3–5	152	130	48 pp. 128–129						

Reflection

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

Oxford Successful Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	LB p. 127 Prime factors of 15, 21, 22 TG p. 115	Divide 4-digit numbers by 2-digit numbers	250–251	2	128–129	116–117	49 pp. 130–131							
31	LB p. 127 Prime factors of 25, 26, 34 TG p. 115	Compare quantities	250–251	3	129–130	117–118	50a pp. 132–133	Unit 2.7 Summary LB p. 130 Remedial TG p. 118						
32	LB p. 131 no. 1 TG p. 118	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2.8: Decimal fractions** Understanding tenths as decimal fractions	252	1	131–133	119	50b pp. 134–135	Teaching tips TG p. 86						
33	LB p. 131 Repeat 1 with new numbers TG p. 118	Understanding hundredths as decimal fractions	252	2	133–135	119–120	51a pp. 136–137							
34	LB p. 131 Repeat 1 with new numbers TG p. 118	Understanding thousandths as decimal fractions	252	3	135–136	120	51b pp. 138–139							
35	LB p. 131 no. 2 TG p. 118	Revision of division Catch-up – finish off work not yet completed; add in your own planning here		6–8	152	130	52 pp. 140–141							

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

Oxford Successful Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	LB p. 131 Repeat 2 with new numbers TG p. 118	Equivalent forms of fractions	252	4	135–136	121	53 pp. 142–143							
37	LB p. 131 no. 3 TG p. 118	Decimal fractions and calculations	252	5	136–137	121–122	54 pp. 144–145	Unit 2.8 Summary LB p. 137						
38	LB p. 138 no. 1 TG p. 122	Comparing decimal fractions	252	1	138–139	123	55 pp. 146–147	Teaching tips TG p. 86						
39	LB p. 138 Repeat 1 with new numbers TG p. 122	Counting in decimals	252	2	139–140	123–124	56 pp. 148–149							
40	LB p. 138 no. 2 TG p. 122	Adding decimal fractions	252	3	140–142	124	57 pp. 150–151	Remedial TG p. 124						
41	LB p. 138 Repeat 2 with new numbers TG p. 122	Revision of division Catch-up – finish off work not yet completed; add in your own planning here		9–10	152–153	130	58 pp. 152–153							

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

Oxford Successful Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
42	LB p. 138 no. 3 TG p. 122	Subtract decimal fractions; multiply decimal fractions by 10 and 100	252	4–5	142–143	125–126	59 pp. 154–155	Unit 2.9 Summary LB p. 143 Remedial TG p. 125						
43	LB p. 138 Repeat 3 with new numbers TG p. 122	**MEASUREMENT** **Unit 2.10: Capacity and volume** Working with mℓ and ℓ	253–256	1	144–146	126–127	60 pp. 156–157	Teaching tips TG p. 86						
44	LB p. 138 no. 4 TG p. 122	Conversions	253–256	2	146–147	127	61 pp. 158–159							
45	LB p. 144 no. 1a–c TG p. 126	Working with ℓ and kℓ	253–256	3	147–149	128	62 pp. 160–161							
46	LB p. 144 no. 1d–f TG p. 126	Converting kℓ to ℓ	253–256	4	149–150	128–129	63 pp. 162–163	Unit 2.10 Summary LB p. 150						
47	LB p. 144 no. 1g–i TG p. 126	Revision of symmetry Catch-up – finish off work not yet completed; add in your own planning here		11–13	153	131	64a pp. 164–165	Squared paper for the learners to use						

Reflection

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

Oxford Successful Mathematics Week 9: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54	Practise the 4x and 6x tables	Revision of common fractions and decimal fractions		14–17	154	131	64b pp. 166–167							
55	Practise the 5x and 7x tables	Revision of decimal fractions		18–21	154–155	131–132								
56	Practise the 8x and 11x tables	Revision of capacity/volume		22–25	155	132								
57	Practise the 9x and 12x tables	Assessment of number sentences and operations			296	222								
58	Practise the 7x and 9x tables	Revision of any concept which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material												
59	Practise the 13x tables	Revision of any concept which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material												

Reflection

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

Oxford Successful Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

4. *Platinum Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Platinum Mathematics Week 1													
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	1.1 p. 195	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Topic 9: Count, compare and represent whole numbers** Work with 9-digit numbers	240	9.1–9.2	62	46–47	25a pp. 76–77	Place value cards, number lines that are marked but not numbered over the place value boundaries, blank place value tables Teaching tips TG p. 86					
2	1.2 p. 195	Round off whole numbers	240	9.3	63	47–48	25b pp. 78–79	Challenge LB p. 63, TG p. 48					
3	1.3 p. 195	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Topic 10: Multiplication** Factors and multiples	241–243	10.1	64	49	26 pp. 80–81	Challenge LB p. 64, TG p. 50					
4	1.4 p. 196	Break up numbers to multiply	241–243	10.2–10.3	65	50	27 pp. 82–83	Challenge LB p. 65, TG p. 50					
5	1.5 p. 196	Starting off – working with numbers Revision of whole numbers Catch-up – finish off work not yet completed; add in your own planning here		1–5	60–61 69	44 53	28 pp. 84–85						

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

Platinum Mathematics Week 2														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
6	2.1 p. 196	Estimate answers	241–243	10.4–10.5	66	50–51	29 pp. 86–87							
7	2.2 p. 196	Use the column method to multiply	241–243	10.6	67	51	30 pp. 88–89	Challenge LB p. 67, TG p. 51						
8	2.3 p. 197	Solve multiplication problems	241–243	10.7	68	51–52	31 pp. 90–91	Challenge LB p. 68, TG p. 52						
9	2.4 p. 197	**SPACE AND SHAPE** **Topic 11: Properties of 3-D objects** Identify and construct 3-D objects	244–246	11.1	70–72	54–55	32 pp. 92–93	A wall chart showing 3-D objects with their names, models of 3-D objects, squared paper, cardboard, glue, sticky tape and rulers to work with nets, copies of the nets prepared for learners who have difficulty constructing their own nets						
10	2.5 p. 197	Describe, sort and compare 3-D objects	244–246	11.3	73	55–56	33 pp. 94–95	Challenge LB p. 73, TG p. 56 LB p. 74, TG p. 57						
11	3.1 p. 198	Identify 3-D shapes Revision of whole numbers and multiplication Catch-up – finish off work not yet completed; add in your own planning here		11.2 6–11	72 69	55 53	34 pp. 96–97	Teaching tips TG p. 86						

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

Platinum Mathematics Week 3													
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
12	3.2 p. 198	Describe 3-D objects; interpret drawings of 3-D objects	244–246	11.4–11.5	74–75	56–57	35 pp. 98–99						
13	3.3 p. 198	**PATTERNS, FUNCTIONS AND ALGEBRA** **Topic 12: Geometric patterns** Extend patterns and look for rules	247–249	12.1	76	58–59	36 pp. 100–101	Matchsticks and counters (or stones) to construct patterns					
14	3.4 p. 199	Tables and flow diagrams	247–249	12.2	77–78	59	37 pp. 102–103	Challenge LB p. 78, TG p. 59					
15	3.5 p. 199	Look for patterns and rules	247–249	12.2–12.3	79	60	38 pp. 104–105	Challenge LB p. 79, TG p. 60					
16	4.1 p. 199	More fun with patterns and rules	247–249	12.5	80	60–61	39 pp. 106–107	Challenge LB p. 81, TG p. 61					
17	4.2 p. 199	Revision of 3-D objects Catch-up – finish off work not yet completed; add in your own planning here		1–3	83	62	40a pp. 108–109						

Reflection

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

***Platinum Mathematics* Week 4** There is no MM for the days when assessment is being done														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS page**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
18	4.3 p. 200	More fun with patterns and rules (continued)	247–249	12.6	81	61–62	40b pp. 110–111	Challenge LB p. 82, TG p. 62						
19	4.4 p. 200	**SHAPE AND SPACE** **Topic 13: Symmetry** Line symmetry	249	13.1	84	63–64	41 pp. 112–113	Small mirrors						
20	4.5 p. 200	Line symmetry (continued) (Note: Rotational symmetry is not required in the CAPS)	249	13.2	84	64	42 pp. 114–115	Challenge LB p. 85, TG p. 64						
21		**TEST**				172–173		Photocopy the test TG pp. 172–173 for the learners; answers TG p. 65						
22	5.1 p. 200	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Topic 14: Division** Work with factors	250–251	14.1	88	66	43 pp. 116–117							
23	5.2 p. 201	Revision of geometric patterns Catch-up – finish off work not yet completed; add in your own planning here		4, 5	83	62	44a pp. 118–119							

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

Platinum Mathematics Week 5

There is no MM for the days when assessment is being done

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	5.3 p. 201	Work with prime numbers	250–251	14.2	89	67	44b pp. 120–121	Did you know? LB p. 89					
25	5.4 p. 201	Multiplication and division are inverse operations	250–251	14.3	90	67–68	45 pp. 122–123	Challenge LB p. 90, TG p. 68					
26	5.5 p. 202	Use the long division method	250–251	14.4	91	68	46 pp. 124–125	Challenge LB p. 91, TG p. 69					
27	6.1 p. 202	Solve division problems	250–251	14.5	92	69	47 pp. 126–127	Challenge LB p. 92, TG p. 69					
28		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly.						Learners do corrections					
29	6.2 p. 202	Revision of symmetry, composite numbers, prime numbers and common fractions Catch-up – finish off work not yet completed; add in your own planning here		1, 4, 5	95	71	48 pp. 128–129						

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Platinum Mathematics Week 6														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	6.3 p. 202	Solve problems by comparing quantities of the same kind	250–251	14.6	93	69–70	49 pp. 130–131							
31	6.4 p. 203	Solve problems by comparing two different quantities	250–251	14.7	94	70–71	50a pp. 132–133							
32	6.5 p. 203	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Topic 15: Decimal fractions** Read and write decimal fractions	252	15.1	96	72–73	50b pp. 134–135	Place value cards showing tens, units, tenths, hundredths and thousandths, sets of number cards (including a card showing the decimal point)						
33	7.1 p. 203	Count in decimals	252	15.2	97	73–74	51a pp. 136–137	Challenge LB p. 97, TG p. 74						
34	7.2 p. 204	Convert decimal fractions	252	15.3–15.4	98	74–75	51b pp. 138–139							
35	7.3 p. 204	Revision of ratio, rate and division Catch-up – finish off work not yet completed; add in your own planning here		6–8	95	71	52 pp. 140–141							

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

Platinum Mathematics Week 7														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	7.4 p. 204	Multiply and round off decimals	252	15.5–15.6	99	75–76	53 pp. 142–143	Challenge LB p. 99, TG p. 76						
37	7.5 p. 204	Compare and order decimals	252	15.7	100	76–77	54 pp. 144–145	Challenge LB p. 100, TG p. 77						
38	8.1 p. 205	Add and subtract decimals	252	15.8	101	77–78	55 pp. 146–147	Challenge LB p. 101, TG p. 78						
39	8.2 p. 205	More calculations with decimals	252	15.9–15.10	102	78	56 pp. 148–149	Challenge LB p. 102, TG p. 78						
40	8.3 p. 205	Solve problems with decimal fractions	252	15.11	103	78–79	57 pp. 150–151	Challenge LB p. 103, TG p. 79						
41	8.4 p. 205	Revision of decimal fractions Catch-up – finish off work not yet completed; add in your own planning here		1–6	109	82	58 pp. 152–153							

Reflection

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

Platinum Mathematics Week 8														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
42	8.5 p. 206	**MEASUREMENT** **Topic 16: Capacity and volume** The capacity of containers	253–256	16.1	104	80	59 pp. 154–155	Containers with capacities printed on them, measuring cups, measuring jugs, measuring cylinders, plastic bottles, teaspoons, containers that hold 250 mℓ, 500 mℓ and 1 ℓ						
43	9.1 p. 206	Estimate and measure capacity	253–256	16.2–16.3	105	81	60 pp. 156–157	Challenge LB p. 105, TG p. 81						
44	9.2 p. 206	Convert units of capacity	253–256	16.4	106	81–82	61 pp. 158–159							
45	9.3 p. 206	Compare and order capacities	253–256	16.5	107	82	62 pp. 160–161	Challenge LB p. 107, TG p. 82						
46	9.4 p. 207	Solve problems involving capacity	253–256	16.6	108	82–83	63 pp. 162–163	Challenge LB p. 108, TG p. 83						
47	9.5 p. 208	Revision of capacity/volume Catch-up – finish off work not yet completed; add in your own planning here		7–11	109	83	64a pp. 164–165	Squared paper for the learners to use						

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

Platinum Mathematics Week 9: Remediation; revision of work learners found difficult – follow our plan or design your own * = Select														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54	10.1 p. 207	Whole numbers, multiplication, 3-D objects, geometric patterns, symmetry, common fractions, long division, decimal fractions, capacity/volume		1–16		174–175	64b pp. 166–167	Photocopy TG pp. 174–175 for the learners: answers TG pp. 83–84						
55	10.2 p. 208	*Extension and Remediation Worksheet Book*: Numbers, operations and relationships		7A* 7B*		243								
56	10.3 p. 208	*Extension and Remediation Worksheet Book*: Numbers, operations and relationships		8A* 8B*		244								
57	10.4 p. 208	*Extension and Remediation Worksheet Book*: Patterns, functions and algebra		9A* 9B*		245								
58	10.5 p. 208	*Extension and Remediation Worksheet Book*: Space and shape		10A* 10B*		246								
59		*Extension and Remediation Worksheet Book*: Measurement		11A* 11B*		247								

Reflection

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

Platinum Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

5. *Premier Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1													
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	Ex. 49 p. 333 p. 296	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 9: Count, compare and represent whole numbers** Whole numbers up to 9 digits	240	1–2, 3 no. 1	57	41–42	25a pp. 76–77	Number grids (No. 3), number lines (No. 5), arrays covering the number range 0–999 999 999					
2	Ex. 50 p. 333 p. 296	Whole numbers up to 9 digits (continued)	240	3 no. 2–5, 4–5	58	42–43	25b pp. 78–79						
3	Ex. 51 p. 334 p. 296	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 10: Multiplication** Multiplication facts; order numbers and round them off	241–243	1–2	58–59	43–44	26 pp. 80–81						
4	Ex. 52 p. 334 p. 296	Multiplying multiples of 10, 100, 1 000 and 10 000; rounding off and breaking up numbers	241–243	3	59–60	44–45	27 pp. 82–83						
5	Ex. 53 p. 335 p. 296	Revision of whole numbers Catch-up – finish off work not yet completed; add in your own planning here		1–2	99	72	28 pp. 84–85						

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

Premier Mathematics Week 2													
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
6	Ex. 54 p. 335 p. 296	Factors; multiply by breaking up one number	241–243	4–5	60–61	45–46	29 pp. 86–87						
7	Ex. 55 p. 336 p. 296	Vertical multiplication; problem solving	241–243	6–7	61–62	46–47	30 pp. 88–89						
8	Ex. 56 p. 336 p. 296	**SPACE AND SHAPE** **Unit 11: Properties of 3-D objects** Faces and edges	244–246	1	62–64	47–48	31 pp. 90–91	3-D objects					
9	Ex. 57 p. 337 p. 296	Prisms and pyramids	244–246	2	64–65	48	32 pp. 92–93						
10	Ex. 58 p. 337 p. 296	Nets	244–246	3–4	66–67	48–49	33 pp. 94–95						
11	Ex. 59 p. 338 p. 296	Revision Section A: Whole numbers Catch-up – finish off work not yet completed; add in your own planning here		1–5	100	201, 261	34 pp. 96–97	Photocopy LB p. 201 for the learners					

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
12	Ex. 60 p. 338 p. 296	Properties of 2-D shapes and 3-D objects	244–246	5–6	68–69	49–50	35 pp. 98–99						
13	Ex. 61 p. 339 p. 297	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 12: Geometric patterns** Complete patterns	247–249	1–2	70–71	51–52	36 pp. 100–101	Matches, 3-D blocks					
14	Ex. 62 p. 339 p. 297	Writing descriptions of patterns	247–249	3–4	71–72	52–53	37 pp. 102–103						
15	Ex. 63 p. 340 p. 297	Increasing patterns	247–249	5–7	72–73	53–54	38 pp. 104–105						
16	Ex. 64 p. 340 p. 297	Patterns using rectangles and blocks	247–249	8–10	73–74	54–55	39 pp. 106–107						
17	Ex. 65 p. 341 p. 297	Revision of multiplication and 3-D objects Catch-up – finish off work not yet completed; add in your own planning here		3–4	99	72–73	40a pp. 108–109						

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

Premier Mathematics Week 4

There is no MM for the days on which assessment is being done

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB Ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
18	Ex. 66 p. 341 p. 297	More geometric patterns	247–249	11–12	74–75	55	40b pp. 110–111						
19	Ex. 67 p. 342 p. 297	**SHAPE AND SPACE** **Unit 13: Symmetry** Finding lines of symmetry	249	1–2	76–77	56	41 pp. 112–113	Photocopy the 2-D shapes on TG p. 176 for the learners (also No. 10)					
20	Ex. 68 p. 342 p. 297	More than one line of symmetry	249	3–4	77–78	57	42 pp. 114–115						
21		**TEST** (whole numbers, multiplication and properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in this tracker in Section D					
22	Ex. 69 p. 343 p. 297	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 14: Division** Order of operations and rounding off to the nearest 5, 10, 100 and 1 000	250–251	1	78–79	57–58	43 pp. 116–117						
23	Ex. 70 p. 343 p. 297	Revision Section B: Multiplication Catch-up – finish off work not yet completed; add in your own planning here		1–2	111–116	202, 261	44a pp. 118–119	Photocopy TG p. 202 for the learners					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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** There is no MM for the days on which assessment is being done														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
24	Ex. 71 p. 344 p. 297	Dividing by multiples of 10, 100, 1 000 and 10 000	250–251	2	79–80	58–59	44b pp. 120–121							
25	Ex. 72 p. 344 p. 297	Rounding off; breaking up numbers	250–251	3–4	80–81	59	45 pp. 122–123							
26	Ex. 73 p. 345 p. 297	Dividing using multiplication	250–251	5	81	59–60	46 pp. 124–125							
27		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections						
28	Ex. 74 p. 345 p. 298	Using long division	250–251	6 no. 1–2	82	60	47 pp. 126–127							
29	Ex. 75 p. 346 p. 298	Revision of symmetry and division Catch-up – finish off work not yet completed; add in your own planning here		5–6	100	73	48 pp. 128–129							

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

Premier Mathematics Week 6														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
30	Ex. 76 p. 346 p. 298	Using long division (continued)	250–251	6 no. 3	82	60	49 pp. 130–131							
31	Ex. 77 p. 347 p. 298	Problem solving	250–251	7	83	60–61	50a pp. 132–133							
32	Ex. 78 p. 347 p. 298	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 15: Decimal fractions** Writing fractions in words	252	1–2	83–84	61–62	50b pp. 134–135							
33	Ex. 79 p. 348 p. 298	Working with decimal fractions	252	3–6	84–85	62–63	51a pp. 136–137							
34	Ex. 80 p. 348 p. 298	Writing common fractions as decimal fractions; number lines	252	7–8	85–86	63–64	51b pp. 138–139							
35	Ex. 81 p. 349 p. 298	Revision Section C: 3-D objects Catch-up – finish off work not yet completed; add in your own planning here				202, 261–262	52 pp. 140–141	Photocopy LB p. 202 for the learners						

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

Premier Mathematics Week 7														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	Ex. 82 p. 349 p. 298	Complete number chains; order decimals	252	9–11	87–88	64	53 pp. 142–143							
37	Ex. 83 p. 350 p. 298	Dividing and multiplying by 10 and 100	252	12–13	89–90	65	54 pp. 144–145							
38	Ex. 84 p. 350 p. 298	Rounding off decimals; adding decimals	252	14–15	91	65–66	55 pp. 146–147							
39	Ex. 85 p. 351 p. 298	Subtracting decimals	252	16–17	92	66–67	56 pp. 148–149							
40	Ex. 86 p. 351 p. 298	**MEASUREMENT** **Unit 16: Capacity and volume** Litres and millilitres	253–256	1	92–93	68	57 pp. 150–151	Containers of various sizes (2 ℓ bottle, 2 ℓ ice-cream container, 1 ℓ bottle, measuring cup, bucket, measuring spoons)						
41	Ex. 87 p. 352 p. 298	Revision Section A: Division Catch-up – finish off work not yet completed; add in your own planning here		1–4	100	203, 263	58 pp. 152–153	Photocopy LB p. 203 for the learners						

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

Premier Mathematics Week 8													
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
42	Ex. 88 p. 352 p. 299	Working with litres and millilitres	253–256	2–3	94–95	68–69	59 pp. 154–155						
43	Ex. 89 p. 353 p. 299	Kilolitres, litres and millilitres	253–256	4–5	95–96	69–70	60 pp. 156–157						
44	Ex. 90 p. 353 p. 299	Problem solving; rounding off	253–256	6–7	96–97	70	61 pp. 158–159						
45	Revise the 7x table	Calculations	253–256	8	97	70–71	62 pp. 160–161						
46	Revise the 8x table	More problem solving	253–256	9	98	71	63 pp. 162–163						
47	Revise the 9x table	Revision of decimals and capacity Catch-up – finish off work not yet completed; add in your own planning here		7–8	101	74	64a pp. 164–165						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM TG**	**CAPS concepts and skills**	**CAPS pp.**	**LB Ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54	Revise the 12x table	Revision of measurement		9	102	74	64b pp. 166–167							
55	Revise the 13x table	Revision of properties of 2-D objects		1–3		203–204, 263		Photocopy TG pp. 203–209						
56	Revise the 25x table	Revision of whole numbers, multiplication, capacity, 3-D objects and geometric patterns		1–4		205, 264								
57	Revise the 60x table	Revision of geometric patterns, symmetry, division, decimal fractions and capacity/volume		5–8		208, 265								
58	Revise the 125x table	Revision of whole numbers, number sentences, patterns, functions and algebra, problem solving including financial and measurement contexts		Sections A–B		210–211, 267		Photocopy TG pp. 210–215						
59	Revise the 250x table	Revision of fractions, time, multiplication, division, 3-D objects and 2-D shapes		Sections C–G		212, 267								

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

Premier Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

6. *Solutions for All Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Solutions for All Mathematics Week 1 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	51 LB p. 347 TG p. 316	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 1: Whole numbers and multiplication** Special numbers: multiples, factors and prime numbers; numbers and their properties	240–243	Act. 1 Ex. 1*	86–88	66–69	25a pp. 76–77							
2	52 LB p. 347 TG p. 316	Working with brackets; splitting numbers to multiply	240–243	Act. 2 Act. 3 no. 1–2	89–90	69–70	25b pp. 78–79							
3	53 LB p. 347 TG p. 316	Splitting numbers to multiply (continued); using brackets	240–243	Act. 3 no. 3–4 Ex. 2	90–91	70–72	26 pp. 80–81							
4	54 LB p. 347 TG p. 316	So many ways to multiply	240–243	Act. 4	92–93	72–73	27 pp. 82–83							
5	55 LB p. 348 TG p. 316	Getting started (counting and ordering) Check what you know about whole numbers and multiplication Catch-up – finish off work not yet completed; add in your own planning here	240–243	Act. 1–5	86 95	68 74	28 pp. 84–85							

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

Solutions for All Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
6	56 LB p. 348 TG p. 316	Estimating products	240–243	Act. 5	94	73–74	29 pp. 86–87							
7	57 LB p. 348 TG p. 316	**SPACE AND SHAPE** **Unit 2: Properties of 3-D objects** Grouping objects; comparing pyramids	244–246	Act. 1 Act. 2	97–99	76–81	30 pp. 88–89							
8	58 LB p. 348 TG p. 317	Making and describing solids	244–246	Act. 3	99–100	81–82	31 pp. 90–91							
9	59 LB p. 348 TG p. 317	Nets of prisms and pyramids	244–246	Act. 4	101–102	82	32 pp. 92–93							
10	60 LB p. 348 TG p. 317	Making 3-D objects with curved surfaces; describing objects	244–246	Act. 5 Act. 6	103–104	83	33 pp. 94–95							
11	61 LB p. 349 TG p. 317	Getting started (What 3-D objects do I know?) Check what you know about multiplication Catch-up – finish off work not yet completed; add in your own planning here		Act. 6–7	96 95	80 74–75	34 pp. 96–97							

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

Solutions for All Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
12	62 LB p. 349 TG p. 317	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 3: Geometric patterns** Getting started (changing shape patterns to number patterns)	247–249		106–107	84–86	35 pp. 98–99							
13	63 LB p. 349 TG p. 317	Patterns to tables	247–249	Act. 1	107–109	86–87	36 pp. 100–101							
14	64 LB p. 349 TG p. 317	Shapes and tables	247–249	Ex. 1	109–111	87–88	37 pp. 102–103							
15	65 LB p. 349 TG p. 317	Different ways to describe a pattern	247–249	Act. 2	111–113	88–89	38 pp. 104–105							
16	66 LB p. 349 TG p. 318	Check what you know	247–249		114–115	89–90	39 pp. 106–107							
17	67 LB p. 350 TG p. 318	Check what you know about 3-D objects Catch-up – finish off work not yet completed; add in your own planning here			105	83	40a pp. 108–109							

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

Solutions for All Mathematics Week 4

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
18	68 LB p. 350 TG p. 318	**SHAPE AND SPACE** **Unit 4: Symmetry** Getting started (mirror image and line symmetry)	249		116–117	91–92	40b pp. 110–111						
19	69 LB p. 350 TG p. 318	More than one line of symmetry; picture symmetry	249	Act. 1 Act. 2	118–120	93	41 pp. 112–113						
20		**TEST** (whole numbers, multiplication and properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in this tracker in Section D					
21	70 LB p. 350 TG p. 318	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 5: Whole numbers Division** Getting started (remembering division)	250–251		121–122	94–96	42 pp. 114–115						
22	71 LB p. 350 TG p. 318	Different ways to divide	250–251	Act. 1	123–124	96–97	43 pp. 116–117						
23	72 LB p. 350 TG p. 318	Check what you know about symmetry Catch-up – finish off work not yet completed; add in your own planning here			120	93	44a pp. 118–119						

Reflection

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

Solutions for All Mathematics Week 5

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
24	73 LB p. 351 TG p. 319	Using multiplication to divide	250–251	Act. 2	124–125	97	44b pp. 120–121						
25	74 LB p. 351 TG p. 319	Estimating for division	250–251	Act. 3	127	98	45 pp. 122–123						
26		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
27	75 LB p. 351 TG p. 319	Long division; practising estimation and long division	250–251	Act. 4 Ex. 2	128–129	98–99	46 pp. 124–125						
28	76 LB p. 351 TG p. 319	Checking your solution	250–251	Act. 5	129–131	99	47 pp. 126–127						
29	77 LB p. 351 TG p. 319	Using multiplication for division Catch-up – finish off work not yet completed; add in your own planning here		Ex. 1	126	98	48 pp. 128–129						

Reflection

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

Solutions for All Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	78 LB p. 351 TG p. 319	Dividing by bigger numbers	250–251	Act. 6	131	100	49 pp. 130–131							
31	79 LB p. 352 TG p. 319	More long division; check what you know	250–251	Ex. 3	132	100	50a pp. 132–133							
32	80 LB p. 352 TG p. 320	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 6: Decimal fractions** Getting started (matching decimal fractions and common fractions)	252		133–134	101–103	50b pp. 134–135							
33	81 LB p. 352 TG p. 320	Tenths and hundredths as decimals	252	Act. 1	135–137	103–105	51a pp. 136–137							
34	82 LB p. 352 TG p. 320	Checking how big decimals are; comparing decimals	252	Act. 2 Ex. 2	139–140	106–107	51b pp. 138–139							
35	83 LB p. 352 TG p. 320	Working with tenths and hundredths Catch-up – finish off work not yet completed; add in your own planning here	252	Ex. 1	137–138	105–106	52 pp. 140–141							

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

Solutions for All Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	84 LB p. 352 TG p. 320	Counting in fractions and decimals; check what you know	252	Act. 3	140–142	107–108	53 pp. 142–143							
37	86 LB p. 353 TG p. 320	Getting started (breaking up decimals)	252		143–144	109–110	54 pp. 144–145							
38	86 LB p. 353 TG p. 321	Adding decimals; subtracting with wholes and decimals	252	Act. 1 Act. 2	145–147	111	55 pp. 146–147							
39	87 LB p. 353 TG p. 321	Adding and subtracting decimals	252	Ex. 1	147–148	112	56 pp. 148–149							
40	88 LB p. 353 TG p. 321	Check what you know about decimals	253–256	No. 1–5	148–149	112–113	57 pp. 150–151							
41	89 LB p. 353 TG p. 321	Check what you know about decimals Catch-up – finish off work not yet completed, add in your own planning here	253–256	No. 6–9	149–150	113	58 pp. 152–153							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 8 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
42	90 LB p. 353 TG p. 321	**MEASUREMENT** **Unit 8: Capacity and volume** Getting started (counting)	253–256		151–152	114–117	59 pp. 154–155							
43	91 LB p. 354 TG p. 321	Litres and millilitres	253–256	Act. 1	152–153	117–118	60 pp. 156–157							
44	92 LB p. 354 TG p. 321	Kilolitres and litres	253–256	Act. 2	153–154	117–118	61 pp. 158–159							
45	93 LB p. 354 TG p. 322	Millilitres, litres and kilolitres	253–256	Ex. 1	155–157	118–119	62 pp. 160–161							
46	94 LB p. 354 TG p. 322	Decimal fruit punch; measuring in litres	253–256	Act. 3 Ex. 2*	157–160	119–120	63 pp. 162–163							
47	95 LB p. 354 TG p. 322	Check what you know about capacity/volume Catch-up – finish off work not yet completed, add in your own planning here		1–7	160–162	120–121	64a pp. 164–165							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54	96 LB p. 354 TG p. 322	Revision of whole numbers and multiplication		Act. 1 no. 1–9	163–164	122–124	64b pp. 166–167							
55	97 LB p. 355 TG p. 322	Revision of whole numbers and multiplication		Act. 1 no. 10–13	164–165	122–124								
56	98 LB p. 355 TG p. 322	Revision of properties of 3-D objects and geometric patterns		Act. 2 Act. 3	166–167	124–125								
57	99 LB p. 355 TG p. 322	Revision of symmetry and division		Act. 4 Act. 5	168–169	125–126								
58	100 LB p. 354 TG p. 323	Revision of decimal fractions		Act. 6	169–171	126–127								
59		Revision of capacity and volume		Act. 7	171–172	128								

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

Solutions for All Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

7. *Study and Master Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
1	LB p. 118 no. 1–2 TG p. 148	**NUMBERS, OPERATIONS AND RELATIONSHIPS: Whole numbers** Place value of large numbers	240	1.1 no. 1–3	119–120	148–150	25a pp. 76–77						
2	LB p. 121 TG p. 151	**NUMBERS, OPERATIONS AND RELATIONSHIPS: Multiplication** Multiplication with whole numbers	241–243	2.1*	121–123	150–155	25b pp. 78–79						
3	LB p. 124 TG p. 155	Multiplication facts (multiplication by 11)	241–243	3.1*	125–126	156–159	26 pp. 80–81						
4	LB p. 126 TG p. 159	Multiplication patterns	241–243	4.1	127	160–161	27 pp. 82–83						
5	LB p. 118 no. 3–4 TG p. 148	Place value of large numbers (continued) Catch-up – finish off work not yet completed; add in your own planning here		1.1 no. 4–7	120	150	28 pp. 84–85						

Reflection

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

Study and Master Mathematics Week 2 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
6	LB pp. 127–128* TG pp. 161–163	Multiplication shortcuts	241–243	5.1*	129	163	29 pp. 86–87							
7	LB p. 129 TG p. 164	Multiplication strategies	241–243	6.1*	130	164–165	30 pp. 88–89							
8	LB p. 132 TG p. 169	**SPACE AND SHAPE** **Properties of 3-D objects** Surfaces and faces of 3-D objects	244–246	7.1 7.2	131–133	169–170	31 pp. 90–91	Nets of 3-D objects TG pp. 490–493 (also No. 13)						
9	LB p. 135 TG p. 170	Pyramids	244–246	Investigation	134–135	171	32 pp. 92–93							
10	LB pp. 136–137 TG p. 171	3-D models using nets	244–246	9.1	136	171	33 pp. 94–95							
11	Revise the 7x and 9x tables	Revision of 3-D objects Catch-up – finish off work not yet completed; add in your own planning here			137–138	171–172	34 pp. 96–97	Remedial activity TG p. 172 Extension activity TG p. 172						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 3 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
12	LB pp. 139–140 TG pp. 173–174	**PATTERNS, FUNCTIONS AND ALGEBRA** **Geometric patterns** Geometric patterns	247–249	10.1*	140–141	173–176	35 pp. 98–99	Square grid TG pp. 186–187 (also No. 20)						
13	LB pp. 141–142 TG p. 176	Star number patterns	247–249	11.1*	141–143	177–179	36 pp. 100–101							
14	LB pp. 143–144 TG pp. 179–181	Rules for patterns	247–249	12.1*	143–146	181–182	37 pp. 102–103							
15	LB p. 146 TG p. 182	Rules for some cube patterns	247–249	13.1*	147–148	182–183	38 pp. 104–105							
16	LB p. 148 TG pp. 183–184	A rule for tiles around a pond	247–249	14.1*	149–150	184–185	39 pp. 106–107							
17	Revise the 6x and 8x tables	Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here				166–168	40a pp. 108–109	Photocopy TG p. 166 for the learners						

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

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
18	LB p. 150 TG p. 185	Rules for groups of tables	247–249	15.1	151	186	40b pp. 110–111						
19		**TEST** (whole numbers, multiplication and properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in this tracker in Section D					
20	LB pp. 152–153 no. A–F TG pp. 189–190	**SHAPE AND SPACE** **Unit 4: Symmetry** Symmetrical shapes	249	16.1	153–154	189–191	41 pp. 112–113	Square and triangular dotted grid TG pp. 488–489 (also No. 20 & 23)					
21	LB pp. 152–153 no. G–L TG pp. 189–190	More symmetrical shapes	249	16.2 16.3	155–156	191	42 pp. 114–115	Investigation and project LB p. 157, TG p. 192 Remedial activity and extension activity TG p. 193					
22	LB p. 158 TG p. 197	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 5: Whole numbers Division** Basic division	250–251	17.1	158–159	197–199	43 pp. 116–117						
23	Revise 11x and 12x table	Revision of 3-D objects and symmetry Catch-up – finish off work not yet completed; add in your own planning here				194–196	44a pp. 118–119	Photocopy TG pp. 194–195 for the learners					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 5

* = Select

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
24	LB p. 160 TG pp. 199–200	Division rules	250–251	18.1	160	200	44b pp. 120–121						
25		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
26	LB p. 161* TG pp. 201–202	Division by zero	250–251	19.1 no. 1–3	161–162	202–203	45 pp. 122–123	Extension activity LB p. 164 no. 7					
27	LB p. 164* TG p. 204	Using a calculator to check	250–251	20.1	165	205–206	46 pp. 124–125						
28	LB p. 166 TG p. 206	Division short cuts	250–251	21.1*	166–167	206–208	47 pp. 126–127						
29	Practise the 25x and 50x table	Division by zero (continued) Catch-up – finish off work not yet completed; add in your own planning here		19.1 no. 4–6	162–163	203	48 pp. 128–129						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 * Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	LB p. 167 TG p. 209	Division with remainders	250–251	22.1*	168–169	209–211	49 pp. 130–131							
31	LB p. 169* TG p. 211	Real-life problems	250–251	23.1 23.2*	170	212	50a pp. 132–133							
32	LB pp. 171–172 TG pp. 217–219	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Decimal fractions** Decimals and measuring length	252	24.1*	173–174	217–220	50b pp. 134–135	Square grid TG pp. 486–487 (also No. 20)						
33	LB pp. 174–175 TG pp. 220–221	Decimal fractions	252	25.1*	175–176	221–222	51a pp. 136–137							
34	LB p. 181 TG pp. 224–225	Decimal place value	252	27.1	181–183	225–226	51b pp. 138–139							
35	LB p. 176 TG pp. 222–223	More decimal fractions Catch-up – finish off work not yet completed; add in your own planning here		26.1*	177–180	223–224	52 pp. 140–141							

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

Study and Master Mathematics Week 7 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36	LB pp. 183–184 TG pp. 226–228	Decimal tenths and hundredths	252	28.1	184–185	228	53 pp. 142–143							
37	LB pp. 185–186 TG p. 228	Calculations with decimal fractions	252	29.1*	186–188	229–230	54 pp. 144–145							
38	LB p. 188 no. 1–2 TG pp. 230–232	Decimal addition with carrying	252	30.1	190–192	233–234	55 pp. 146–147							
39	LB p. 192 TG p. 235	Decimal subtraction	252	31.1*	192–193	235–236	56 pp. 148–149							
40	LB p. 194* TG p. 236	Multiply with decimals	252	32.1	195	237	57 pp. 150–151							
41	LB p. 188 no. 3–4 TG pp. 232–233	Revision of geometric patterns Catch-up – finish off work not yet completed; add in your own planning here				187–188	58 pp. 152–153	Photocopy TG p. 187 for the learners						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 8 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
42	LB pp. 195–196 TG p. 237	Problem solving: Add, subtract and multiply decimal fractions	252	33.1*	196–197	237–238	59 pp. 154–155							
43	LB p. 198 no. 1–2 TG p. 243	**MEASUREMENT** **Capacity and volume** Estimating, measuring, recording and comparing volume and capacity	253–256	34.1 34.2 no. 1–2	196–197	237–238	60 pp. 156–157							
44	LB p. 198 no. 3–4 TG p. 243	Estimating and measuring	253–256	34.3* 34.4* 34.6*	201–205	243	61 pp. 158–159							
45	LB p. 205 no. 1 TG p. 244	Reading capacity and volume levels	253–256	35.1 35.2 no. 1–2	206	243	62 pp. 160–161							
46	LB p. 206 no. 2 TG p. 244	Reading capacity and volume levels (continued)	253–256	35.2 no. 3–14*	207–209	245	63 pp. 162–163							
47	Practise the 250x and 125x table	Estimating, measuring, recording and comparing volume and capacity Catch-up – finish off work not yet completed; add in your own planning here		34.2 no. 3–5	199–200	243	64a pp. 164–165							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 9: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
54	96 LB p. 354 TG p. 322	Revision of division of whole numbers		1–5		213–214, 215–216	64b pp. 166–167	Photocopy TG pp. 213–214 for the learners						
55	97 LB p. 355 TG p. 322	Revision of division of whole numbers		6–10		213–214, 215–216								
56	98 LB p. 355 TG p. 322	Revision of decimal fractions		1–5		239–240, 241		Photocopy TG pp. 239–240 for the learners						
57	99 LB p. 355 TG p. 322	Revision of decimal fractions		6–9		239–240, 241								
58	100 LB p. 354 TG p. 323	Revision of capacity/volume		1–7		246–247, 248								
59	Practise the 8x and 9x table	Revision of capacity/volume		8–14		246–247, 248								

Reflection

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

Study and Master Mathematics **Week 10**	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

8. *Viva Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB and 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 (complete this daily).

Weekly reflection

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

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

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

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

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

Viva Mathematics Week 1 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
1	Unit 1: Tuesday LB p. 65 TG p. 162	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 1: Whole numbers** Whole numbers	240	1*	66–67	42–43	25a pp. 76–77	Counters, counting grids TG pp. 183–184, number lines TG p. 184 (also No. 5)						
2	Unit 1: Wednesday LB p. 65 TG p. 162	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 2: Multiplication** Revision of the multiplication of 3-digit numbers by 2-digit numbers	241–243	2	68	43	25b pp. 78–79							
3	Unit 1: Thursday LB p. 65 TG p. 162	Multiplying 3-digit numbers by 2-digit numbers	241–243	3	69	44	26 pp. 80–81	Remedial support and enrichment TG p. 44						
4	Unit 1: Friday LB p. 65 TG p. 162	Column multiplication (3 digits by 2 digits)	241–243	1	71	45–46	27 pp. 82–83	Calculators						
5	Unit 1: Monday no. 1–10 LB p. 65 TG p. 162	Revision of whole numbers Catch-up – finish off work not yet completed; add in your own planning here		1–4	74	48	28 pp. 84–85							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete 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 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
6	Unit 1: Monday no. 11–20 LB p. 65 TG p. 162	4 digit by 3 digit multiplication	241–243	2	72	46–47	29 pp. 86–87							
7	Unit 1: Monday no. 21–30 LB p. 65 TG p. 162	Calculator fun	241–243	3	73	47	30 pp. 88–89	Remedial support and enrichment TG p. 47						
8	Unit 2: Monday LB p. 70 TG p. 162	**SPACE AND SHAPE** **Unit 3: Properties of 3-D objects** Identify 3-D objects and describe their surfaces	244–246	1	76	49–50	31 pp. 90–91	3-D objects (different shaped boxes, milk cartons, cans, balls), commercially made 3-D objects, drawings/picture of 3-D objects (No. 12), toothpicks, jelly sweets, plasticine/clay, right angle measure						
9	Unit 2: Tuesday LB p. 70 TG p. 162	Pyramids; faces, edges and vertices	244–246	2–3	77–78	50–51	32 pp. 92–93							
10	Unit 2: Wednesday LB p. 70 TG p. 162	3-D objects and nets; describe 3-D objects	244–246	4–5	79	51	33 pp. 94–95							
11	Unit 2: Thursday LB p. 70 TG p. 162	Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here		5–7	74	48	34 pp. 96–97							

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

Viva Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
12	Unit 2: Friday LB p. 70 TG p. 162	Measuring angles	244–246	6	80	51	35 pp. 98–99	Remedial support and enrichment TG p. 52					
13	Unit 3: Monday LB p. 75 TG p. 163	**PATTERNS, FUNCTIONS AND ALGEBRA** **Unit 3: Geometric patterns** Geometric patterns	247–249	1	82–83	53–54	36 pp. 100–101	Matchsticks, shape stencil, squared paper TG pp. 191–192					
14	Unit 3: Tuesday LB p. 75 TG p. 163	Building geometric shapes	247–249	2	84	54–55	37 pp. 102–103						
15	Unit 3: Wednesday no. 1–9 LB p. 75 TG p. 163	Patterns and flow diagrams	247–249	3	85	55	38 pp. 104–105	Remedial support TG p. 55 Enrichment TG p. 56					
16	Unit 3: Wednesday no. 10–19 LB p. 75 TG p. 163	Matchstick patterns	247–249	1	87	57–58	39 pp. 106–107						
17	Unit 3: Wednesday no. 20–28 LB p. 75 TG p. 163	Revision of 3-D objects Catch-up – finish off work not yet completed; add in your own planning here		1–3	91–92	59	40a pp. 108–109						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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** There is no MM for the days on which assessment is being done * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
18	Unit 3: Thursday LB p. 75 TG p. 163	Extending geometric patterns	247–249	2	88	58	40b pp. 110–111							
19		**TEST** (whole numbers, multiplication and properties of 3-D objects)						Use a test from one of the other LTSMs OR set your own test OR use the test provided in this tracker in Section D						
20	Unit 3: Friday LB p. 75 TG p. 163	**SHAPE AND SPACE** **Unit 5: Symmetry** Draw lines of symmetry	249	3 no. 1–3	89–90	58	41 pp. 112–113	Squared paper TG pp. 191–192 (also No. 20), pictures of different flags of the world, square piece of paper for each learner						
21	Unit 4: Monday LB p. 86 TG p. 164	Draw lines of symmetry (continued)	249	3 no. 4–6	90	58	42 pp. 114–115	Remedial support TG p. 59 Enrichment TG p. 60						
22	Unit 4: Tuesday LB p. 86 TG p. 164	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 6: Division** Multiplication and division	250–251	1*	94–95	61–62	43 pp. 116–117	Calculators						
23	Unit 4: Wednesday LB p. 86 TG p. 164	Revision of geometric patterns Catch-up – finish off work not yet completed; add in your own planning here		4–5	92	59	44a pp. 118–119							
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?								What will you change next time? Why? **HOD:** **Date:**						

Viva Mathematics Week 5

There is no MM for the days on which assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
24	Unit 4: Thursday LB p. 81 TG p. 163	Using multiplication to divide	250–251	Act. 2	124–125	97	44b pp. 120–121						
25		**Return test to learners** Hand the test back and do remediation on any aspect in which the learners scored poorly						Learners do corrections					
26	Unit 4: Friday LB p. 81 TG p. 163	Division: 3-digit numbers by 1-digit numbers	250–251	3	97	63	45 pp. 122–123	Remedial support and enrichment TG p. 63					
27	Unit 5: Monday LB p. 86 TG p. 164	Division: 3-digit numbers by 2-digit numbers	250–251	1	99	64–65	46 pp. 124–125	Counters, counting grids TG pp. 182–183 (also No. 3), number lines TG p. 184 (also No. 5)					
28	Unit 5: Tuesday LB p. 86 TG p. 164	Use a clue board to divide 4-digit numbers by 2-digit numbers	250–251	2	100	65	47 pp. 126–127						
29	Unit 5: Wednesday LB p. 86 TG p. 164	Revision of division Catch-up – finish off work not yet completed; add in your own planning here		1–2	124	77	48 pp. 128–129						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
30	Unit 5: Thursday no. 1–10 LB p. 86 TG p. 164	Long division	250–251	3 no. 1	101	65	49 pp. 130–131							
31	Unit 5: Thursday no. 11–20 LB p. 86 TG p. 164	Long division (continued)	250–251	3 no. 2	101–102	65	50a pp. 132–133	Remedial support and enrichment TG p. 66						
32	Unit 5: Thursday no. 21–30 LB p. 86 TG p. 164	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Unit 8: Decimal fractions** Decimals; hundredths	252	1, 2 no. 1	104–105	67–68	50b pp. 134–135	Calculators, hundred grids TG pp. 182–183, base 10 apparatus TG p. 189						
33	Unit 5: Friday LB p. 86 TG p. 164	Hundredths (continued)	252	2 no. 2–4	105–106	68	51a pp. 136–137							
34	Unit 6: Monday LB p. 93 TG p. 164	Calculator fun	252	3	107	68	51b pp. 138–139							
35	Unit 6: Tuesday LB p. 93 TG p. 164	Revision of division and decimals Catch-up – finish off work not yet completed; add in your own planning here		3–4	124	77	52 pp. 140–141							

Reflection

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

Viva Mathematics Week 7													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
36	Unit 6: Wednesday LB p. 93 TG p. 164	Thousandths	252	4	108–109	68–69	53 pp. 142–143	Remedial support and enrichment TG p. 69					
37	Unit 6: Thursday LB p. 93 TG p. 164	Place value	252	1	111–114	70	54 pp. 144–145	Counters, counting grids TG pp. 182–183 (also No. 3), number lines TG p. 184 (also No. 5)					
38	Unit 6: Friday LB p. 93 TG p. 164	Counting and ordering numbers	252	2	112–113	71	55 pp. 146–147						
39	Unit 7: Monday LB p. 98 TG p. 165	Addition and subtraction with 1 decimal place	252	3	114	71	56 pp. 148–149						
40	Unit 7: Tuesday LB p. 98 TG p. 165	Addition and subtraction with 2 decimal places	252	4	115	71	57 pp. 150–151						
41	Unit 7: Wednesday LB p. 98 TG p. 165	Revision of decimals Catch-up – finish off work not yet completed; add in your own planning here		5–6	124	77	58 pp. 152–153						

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

Viva Mathematics Week 8													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
42	Unit 7: Thursday LB p. 98 TG p. 165	Multiplication by 10 and 100	252	5	115	72	59 pp. 154–155	Remedial support and enrichment TG p. 72					
43	Unit 7: Friday LB p. 98 TG p. 165	**MEASUREMENT** **Unit 8: Capacity** Capacity; conversions	253–256	1–2	117–118	73–75	60 pp. 156–157	Collect containers of different sizes and shapes (e.g. bottles, jugs, cups, cartons), measuring jugs and/or cylinders					
44	Unit 8: Monday LB p. 103 TG p. 165	Measuring capacity	253–256	3	119	75	61 pp. 158–159						
45	Unit 8: Tuesday LB p. 103 TG p. 165	Reading capacity; kilolitres, litres and millilitres	253–256	4–5	120–121	75–76	62 pp. 160–161						
46	Unit 8: Wednesday LB p. 103 TG p. 165	Word problems	253–256	6	122	76	63 pp. 162–163	Remedial support and enrichment TG p. 76					
47	Unit 8: Thursday LB p. 103 TG p. 165	Revision of capacity Catch-up – finish off work not yet completed; add in your own planning here		7–10	125	77	64a pp. 164–165						

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

Viva Mathematics Week 9: Remediation; revision of work learners found difficult – follow our plan or design your own														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
54	Unit 8: Friday LB p. 103 TG p. 165	Mental Mathematics with vocabulary no. 1–3			123	167	64b pp. 166–167						
55	Unit 9: Monday LB p. 110 TG p. 166	Mental Mathematics with vocabulary no. 4–5			123	167							
56	Unit 9: Tuesday LB p. 110 TG p. 166	Mental Mathematics Unit 10 Monday and Tuesday			116	166							
57	Unit 9: Wednesday LB p. 110 TG p. 166	Mental Mathematics Unit 10 Wednesday and Thursday			116	166							
58	Unit 9: Thursday LB p. 110 TG p. 166	Mental Mathematics Unit 10 Friday			116	166							
59	Unit 9: Friday LB p. 110 TG p. 166	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or using any suitable resource material											

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

Viva Mathematics Week 10	
Examination, review of examination, remediation and learner corrections	
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?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
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?	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

According to the CAPS (p. 294), in Term 2 you need to set and mark one test and one examination. You could also carry out other informal assessment activities (using your TG or other resources) at your discretion.

TEST

In the CAPS document, at the end of *Multiplication* (p. 243) it states: **At this stage the learners should have been assessed on:**

- **Whole numbers up to 9 digits**
- **Multiplication of up to 4 digits by 3-digit numbers**
- **3-D objects**

These topics should be covered in a test written during Week 4. Note that where a test is provided in the Learner's Book it should not be used as a formal assessment task as learners are able to prepare for it in advance. If your LTSM does not provide a test in the Teacher's Guide, either use one of the tests provided in a different LTSM, or set your own, or use the test provided in this section which you could use as is or adapt. A memo and analysis of the cognitive levels in this test are also provided in this 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.

EXAMINATION

In the CAPS document, at the end of *Capacity/Volume* (p. 256), it states: **At this stage the learners should have been assessed on:**

- **Division to 4 digits by 3-digit numbers**
- **3-D objects**

These topics as well as the rest of the topics covered in Term 2 and some revision of Term 1 should be included in an examination written at the end of Term 2.

Table 1 in *Assessment Term Plan* shows, for each set of LTSMs, where a mid-year examination has been provided. A sample examination, which you may use if you wish, is given in this section of the tracker. A memo and an analysis of the cognitive levels in the examination are also provided. As with the test, if the LTSM you have chosen for your class provides the examination paper in the Learner's Book, you should use one from the Teacher's Guide of a different set of LTSMs, set your own or use the one provided in the tracker. The examination in the Learner's Book can be used in class or as homework for revision.

INFORMAL ASSESSMENT

The tracker directs you to the relevant pages of the informal assessments or revision exercises in the various LTSMs which could be used if you wish to use these. The list of formal and informal assessment tasks, provided in Table 1, gives an overview of where you can find appropriate assessment tasks in each set of LTSMs.

ASSESSMENT RECORD

A suggested assessment record is provided for you to record the marks for the test and the examination.

1. Assessment Term Plan

Table 1 gives an overview of the formal and informal assessment tasks for Term 2.

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	Formal Assessment Task: Test (Week 4)	CAPS informal assessment	Formal Assessment Task: Examination (Week 10)
	Whole numbers up to 9-digit numbers *Multiplication of up to 4-digit numbers by 3-digit numbers* *3-D objects*		*Revision of Term 1 work* *All the topics covered in Term 2*
Fabulous Mathematics	Test 2: TG pp. 113–114 Memo: TG p. 115 Or use the test provided in this tracker	Set your own task or use one from another LTSM	Exam: TG pp. 116–120 Memo: TG pp. 121–124
Oxford Headstart Mathematics	Set your own test or use one from another LTSM or use the test provided in this tracker	Set your own task or use one from another LTSM	Set your own examination or use one from another LTSM or use the examination provided in this tracker
Oxford Successful Mathematics	Set your own test or use one from another LTSM or use the test provided in this tracker	Assignment 2: Measurement LB p. 298; TG pp. 223–223 Investigation 1: Transformations LB p. 297; TG pp. 224–225	Set your own examination or use one from another LTSM or use the examination provided in this tracker
Platinum Mathematics	Test (including symmetry): TG pp. 172–173 Memo: TG p. 165 Or use the test provided in the tracker	Set your own task or use one from another LTSM	Exam: TG pp. 174–175 Memo: TG pp. 83–84 Or use the examination provided in this tracker
Premier Mathematics	Set your own test or use one from another LTSM or use the test provided in this tracker	Informal Assessment 1: TG pp. 201–202 Memo: TG pp. 261–262 Informal Assessment 2: TG pp. 203–204 Memo: TG p. 263	Test 2: Formal assessment TG pp. 205–207 Memo: TG pp. 264–266 Exam: TG pp. 210–215 Memo: TG pp. 276–269 Or use the examination provided in this tracker
Solutions for All Mathematics	Set your own test or use one from another LTSM or use the test provided in this tracker	Set your own task or use one from another LTSM	Test: TG pp. 276–279 Memo: TG pp. 280–281 Exam: TG pp. 282–288 Memo: TG pp. 289–292

Table 1: TERM 2 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs			
LTSM	**Formal Assessment Task: Test (Week 4)**	**CAPS informal assessment**	**Formal Assessment Task: Examination (Week 10)**
Study and Master Mathematics	Set your own test or use one from another LTSM or use the test provided in this tracker	Assessment 2.1: Multiplication TG p. 167 Memo: TG pp. 167–168 Assessment 2.2: Geometric patterns TG p. 187 Memo: TG p. 188 Assessment 2.3: 3-D objects and symmetry TG pp. 194–195 Memo: TG p. 196 Assessment 2.4: Division TG pp. 213–214 Memo: TG pp. 215–216 Assessment 2.5: Decimal fractions TG pp. 239–240 Memo: TG p. 241 Assessment 2.6: Capacity/volume TG pp. 246–247 Memo: TG p. 248	Set your own task or use one from another LTSM or use the examination provided in this tracker
Viva Mathematics	Set your own task or use one from another LTSM or use the test provided in this tracker	Set your own task or use one from another LTSM	Set your own task or use one from another LTSM or use the examination provided in this tracker

2. Suggested Assessment Record

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 6 YEAR:			SCHOOL:														CLASS:		
			GRADE 6 MATHEMATICS FORMAL ASSESSMENT TASKS																
			TERM 1			TERM 2			TERM 3			TERM 4							
			ASSIGNMENT	TEST 1	TOTAL TERM 1	TEST 2	EXAMINATION	TOTAL TERM 2	PROJECT	TEST 3	TOTAL TERM 3	ASSIGNMENT	INVESTIGATION	TOTAL TERM 4	SBA TOTAL 75%	EXAMINATION 25%		COMMENT
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 6 Mathematics Test Exemplar Term 2

Surname:		
Name:	**Date:** _____	_____ **30**
Date of birth:		

INSTRUCTIONS TO LEARNERS:

1. Answer all the questions in the spaces provided. Where asked for, full solutions must be given.
2. No calculators may be used.
3. Time: 30 minutes.
4. Total: 30 marks.

1. Write the following number in digits:

   Nine hundred and one million, two hundred and twenty thousand, four hundred and fifteen.

   _____

   _____ (1)

2. Write as a single number: 6 000 000 000 + 800 000 000 + 900 000 + 70 + 3

   _____

   _____ (1)

3. Which number is 10 000 more than 888 644?

   _____

   _____ (1)

4. Write down all the factors of 45.

   _____

   _____ (3)

5. Estimate the answer to 5 642 x 745

   _____

   _____ (3)

6. Use the vertical column method to find the answer to 334 x 21

334

x 21

_____

_____

_____ (3)

7. A car uses 8 ℓ of petrol to cover 100 km. What distance will the car travel on 24 ℓ of petrol?

_____

_____ (2)

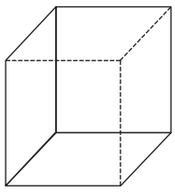
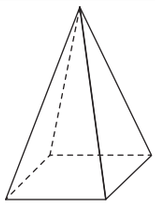
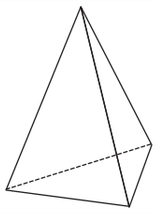
8. John gets paid R125 per hour.

How much will John get paid for working for 3½ hours?

_____

_____ (2)

9. Study the three 3-D shapes given. Complete the table by filling in the name of the shape, the number of faces that that shape has, and the shapes of the faces.

			
Name of the 3-D shape			
Number of faces			
Shapes of the faces			

(9)

10. Find the product of two prime numbers which is greater than 21 but less than 30.

_____

_____ (3)

11. Twice a number is 72. What is half the number?

_____

_____ (2)

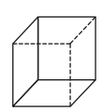
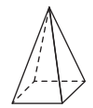
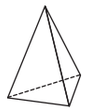
TOTAL: 30 MARKS

4. Grade 6 Mathematics Test Term 2: Memorandum

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

K	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off.
RP	Routine procedure: perform well known procedures; simple applications.
CP	Complex procedure: problems involving complex calculations and/or higher order reasoning.
PS	Problem solving: non-routine problems; higher order understanding and processes.
More information about these levels can be found in the CAPS (p. 296).	

Questions	Marks	Cognitive level
1. Nine hundred and one million, two hundred and twenty thousand, four hundred and fifteen = 901 220 415 ✓	(1)	**K**
2. 6 000 000 000 + 800 000 000 + 900 000 + 70 + 3 = 6 800 900 073 ✓	(1)	**K**
3. 888 644 + 10 000 = 894 644 ✓	(1)	**RP**
4. 1 x 45 = 45; 3 x 15 = 45; 5 x 9 = 45 So the factors of 45 are 1; 3; 5; 9; 15 and 45 ✓✓✓	(3)	**RP**
5. 5 642 x 745 ≈ 6 000 ✓ x 700 ✓ = 4 200 000 ✓ OR 5 642 x 745 ≈ 5 600 x 700 = 3 920 000 OR 6 642 x 745 ≈ 6 000 x 750 = 4 500 000	(3)	**RP**
6. 3 3 4 x 2 1 3 3 4 ⟵ 1 x 334 ✓ 6 6 8 0 ⟵ 20 x 334 ✓ 7 0 1 4 ✓	(3)	**RP**
7. A car uses 8 ℓ of petrol to cover 100 km. The car uses 3 x 8 ℓ = 24 ℓ of petrol to cover 3 x 100 km ✓ = 300 km ✓	(2)	**RP**
8. John will get paid R125 + R125 + R125 + (R125 ÷ 2) ✓ = R375,00 + R62,50 = R437,50 ✓	(2)	**CP**
9.	(9)	**K**
10. The two prime numbers between 21 and 30 are 23 and 29 ✓ The product is 667 ✓✓ 2 9 x 2 3 8 7 ⟵ 3 x 29 5 8 0 ⟵ 20 x 29 6 6 7	(3)	**CP**
11. 2 x □ = 72 So the number is 72 ÷ 2 = 36 ✓ Half the number = 36 ÷ 2 = 18 ✓	(2)	**PS**
		TOTAL: 30 MARKS

			
Name of the 3-D shape	Cube ✓	Square pyramid ✓	Triangular pyramid/ tetrahedron ✓
Number of faces	6 ✓	5 ✓	4 ✓
Shapes of the faces	Squares ✓	One square and four triangles ✓	Triangles ✓

5. Grade 6 Mathematics Mid-year Examination Exemplar Term 2

Surname:		
Name:	**Date:** _____	_____ **55**
Date of birth:		

INSTRUCTIONS TO LEARNERS:

1. Answer all the questions in the spaces provided. Where asked for, full solutions must be given.
2. No calculators may be used.
3. Time: 60 minutes.
4. Total: 55 marks.

SECTION 1: MULTIPLE CHOICE **6 marks**

Circle the correct answer.

1. Write 19 470 in words:

   A. Nine thousand, seven hundred and four

   B. Nineteen thousand and forty seven

   C. One hundred and ninety-four thousand and seventy

   D. Nineteen thousand, four hundred and seventy (1)

2. Which number would be rounded off to 6 000 when rounded off to the nearest thousand?

   A. 1 608 B. 5 468 C. 5 864 D. 6 609 (1)

3. Find the difference between the two values of the sevens in the number 2 715 763.

   The difference is:

   A. 700 700 B. 700 300 C. 699 300 D. 2 015 063 (1)

4. The total amount of money collected by a shop for the sale of T-shirts was R10 000.
   Each T-shirt sold for R40.

   What was the total number of T-shirts sold by the shop?

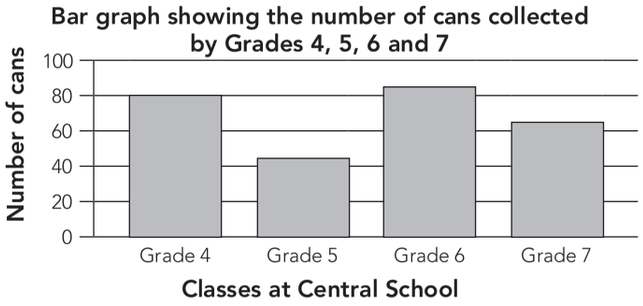
   A. 100

   B. 220

   C. 250

   D. 400 (1)

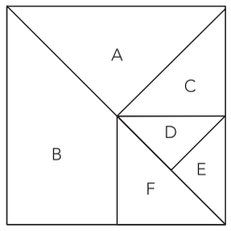
5. Central School had a can-collection drive. Learners in each class brought empty cans to school. The principal drew a bar graph to show the number of cans collected by Grades 4, 5, 6 and 7.



Which class collected 45 cans?

A. Grade 4 B. Grade 5 C. Grade 6 D. Grade 7 (1)

6. What fraction of the tangram on the right is represented by D?



A. $\frac{1}{2}$

B. $\frac{1}{4}$

C. $\frac{1}{8}$

D. $\frac{1}{16}$ (1)

SECTION 2: NUMBERS, OPERATIONS AND RELATIONSHIPS **24 marks**

Write the answers in the spaces provided. Full solutions must be given.

7. Write down the value of 20 000 000 + 900 000 000 + 600 000

_____ (1)

8. Fill in the correct relationship sign (<, =, or >) between the two numbers.

926 million …. 900 000 000 + 2 000 000 + 600 000 (1)

9. Write this decimal fraction in digits: nine units and six hundredths.

_____

_____ (1)

10. Arrange these decimals in descending order: 1,02; 1,1; 1,01; 1,11; 1,001

_____

_____ (2)

11. Round 36,87 off to the nearest tenth.

_____ (1)

12. Calculate 400 000 000 ÷ 10 000

_____

_____ (1)

13. Calculate 3 214 x 245 using the column method.

$$\begin{array}{r} 3\,214 \\ \times\ 245 \\ \hline \end{array}$$

(4)

14. Calculate 9 264 ÷ 12 using long division.

$$12 \overline{)\,9\,264}$$

(4)

15. Write $\frac{7}{20}$ as a decimal.

(1)

16. Divide 540 by 6, then add 1 and multiply the answer by 6.

(2)

17. The product of two numbers is 49.
What is the greatest possible sum of the two numbers?

(2)

18. Bandile has saved R920,75. He wants to use this money to buy a CD player for R576,85 and a CD for R95,00.

CD player
Price: R576,85

CD
Price: R95,00

a) What is the total cost of the CD player and the CD?

_____

_____

_____

_____

_____

_____ (2)

b) How much money does Bandile have over after paying for the CD player and the CD?

_____

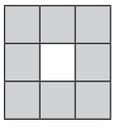
_____

_____

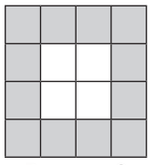
_____ (2)

SECTION 3: PATTERNS, FUNCTIONS AND ALGEBRA **6 marks**

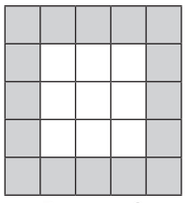
19. This pattern is made up of white blocks and shaded blocks.



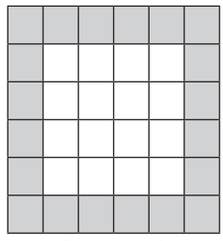
Pattern 1



Pattern 2



Pattern 3



Pattern 4

a) Complete the following table:

Pattern number	Number of white blocks	Number of shaded blocks
1	1	8
2	4	12
3	9	
4		

(3)

b) Suppose this pattern continues. How many white blocks are there be in Pattern 5?

_____

_____

_____ (1)

c) Write down a rule that could be used to find the number of white blocks in any pattern number.

_____

_____

_____ (2)

SECTION 4: MEASUREMENT

7 marks

Circle the correct answer.

20. Karabo's birthday is on 6 June. She goes on holiday exactly 3 weeks later.

    On what date did she go away on holiday?

    A. 21 June

    B. 19 June

    C. 27 June

    D. 28 June (1)

21. It takes Junior 4 minutes to wash a window. He wants to know how many minutes it will take him to wash 12 windows if he takes the same time to wash each window.
    Which calculation would give him the correct answer?

    A. Multiply 4 by 12

    B. Divide 12 by 4

    C. Subtract 4 from 12

    D. Add 12 and 4 (1)

22. Annah spends 1,5 hours every day from Monday to Friday doing homework.
    What is the total number of hours that Annah spends on homework on those 5 days?

    A. 4,5 hours

    B. 5,5 hours

    C. 6,5 hours

    D. 7,5 hours (1)

Write the answers in the spaces provided. Full solutions must be given.

23. a) Write 6,75 litres in litres and millilitres.

    _____ (1)

    b) Mrs Mbatha buys a bottle of orange squash.
    It has the following recipe for making a glass of orange juice on it:

    Directions for making a 250 mℓ glass of orange juice
    Mix together 50 mℓ of orange squash and 200 mℓ of water

    Bottle of orange squash

    
    Glass of orange juice

    How many glasses of orange juice can Mrs Mbatha make from 1 ℓ of orange squash?

    _____

    _____

    _____

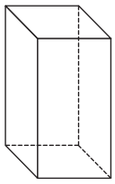
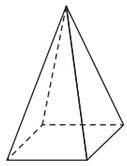
    _____

    _____ (3)

SECTION 5: SPACE AND SHAPE **12 marks**

24. Study these pictures of a square based prism and a square based pyramid.

a) Complete the table by filling in the number of edges and the number of vertices of each 3-D object.

	 **Square based prism**	 **Square based pyramid**
Number of edges		
Number of vertices		

(4)

b) Write down **one similarity (something that is the same)** between the square based prism and the square based pyramid.

_____

_____

_____

_____ (1)

c) Write down **one difference** between the square based prism and the square based pyramid.

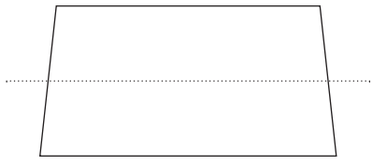
_____

_____

_____

_____ (1)

25. Is the dotted line on the shape a line of symmetry?



Give a reason for your answer.

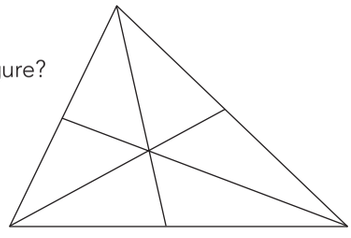
_____

_____

_____

_____ (2)

26. How many different triangles (of all sizes) are there in this figure?



Show all of your working out.

_____

_____

_____

_____

_____

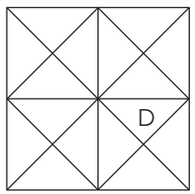
_____ (4)

TOTAL: 55 MARKS

6. Grade 6 Mathematics Mid-year Examination Term 2: Memorandum

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

K	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off.
RP	Routine procedure: perform well known procedures; simple applications.
CP	Complex procedure: problems involving complex calculations and/or higher order reasoning.
PS	Problem solving: non-routine problems; higher order understanding and processes.
More information about these levels can be found in the CAPS (p. 296).	

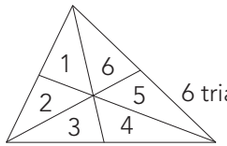
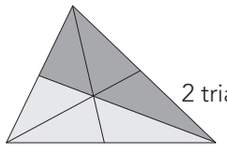
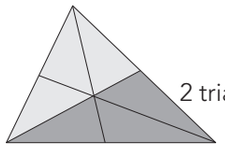
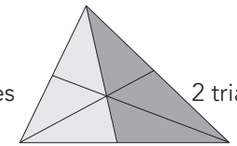
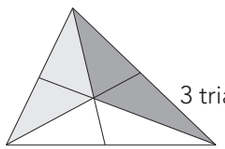
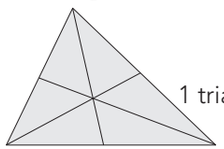
Questions	Marks	Cognitive level
1. D: 19 470 = nineteen thousand, four hundred and seventy ✓	1	**K**
2. C: 5 864 ✓	1	**K**
3. C: 700 000 – 700 = 699 300 ✓	1	**RP**
4. C: no of t-shirts = R10 000 ÷ R40 = 250 ✓	1	**RP**
5. B: Grade 5 ✓	1	**RP**
6. D: $\frac{1}{16}$ ✓ 	1	**CP**
7. 20 000 000 + 900 000 000 + 600 000 = 920 600 000 ✓	1	**RP**
8. 926 million > ✓ 900 000 000 + 2 000 000 + 600 000	1	**K**
9. nine units and six hundredths = 9,06 ✓	1	**K**
10. The decimals in descending order are 1,11; 1,1; 1,02; 1,01; 1,001 (Accept also 1,110; 1,100; 1,020; 1,010; 1,001) ✓✓	2	**RP**
11. 36,87 ≈ 36,9 ✓	1	**K**
12. 400 000 000 ÷ 10 000 = 40 000 ✓	1	**K**

Questions	Marks	Cognitive level
13. 3 214 × 245 16 070 ⟵ 5 x 3 214 ✓ 128 560 ⟵ 40 x 3 214 ✓ + 642 800 ⟵ 200 x 3 214 ✓ 787 430 ✓	4	**RP**
14. 12 | 9 2 6 4 → 7 7 2 ✓ 8 4 ✓ 8 6 8 4 ✓ 2 4 2 4 ✓ 0	4	**RP**
15. $\frac{7}{20} = \frac{35}{100}$ = 0,35 ✓	1	**RP**
16. 540 ÷ 6 = 90 ✓ 90 + 1 = 91 91 × 4 = 364 ✓	2	**RP**
17. PRODUCT | SUM 7 x 7 = 49 | 7 + 7 = 14 ✓ for working out 1 x 49 = 49 | 1 + 49 = 50 ⟵ greatest sum (50 > 14) The greatest possible sum is 50 ✓	2	**PS**
18. a) Cost of the CD player and CD = R576,85 + R95,00 = R671,85 ✓✓ b) Money he has over = R920,75 – R671,85 = R248,90 ✓✓	2 2	**CP** **CP**
19. a)	3	**K**
b) There will be 5 × 5 = **25** white blocks in Pattern 5 ✓	1	**CP**
c) Number of white blocks = (pattern number) × (pattern number) ✓✓	2	**PS**

Pattern number	Number of white blocks	Number of shaded blocks
1	1	8
2	4	12
3	9	**16** ✓
4	**16** ✓	**20** ✓

Questions	Marks	Cognitive level
20. C: 6 June + 21 days = 27 June ✓	1	**PS**
21. A: multiply 4 by 12 ✓	1	**RP**
22. D: 1,5 h + 1,5 h + 1,5 h + 1,5 h + 1,5 h = 7,5 h ✓	1	**RP**
23. a) 6,75 litres = **6 litres and 750 millilitres** ✓	1	**K**
b) 1 ℓ = 1 000 mℓ ✓ Number of glasses of orange juice = 1 000 mℓ ÷ 50 mℓ ✓ for knowing to divide = **20** ✓	3	**RP**
24. a)	4	**K**
b) **One similarity (something that is the same)** – ***possible answers – only 1 is necessary*** • They are both 3-D objects • They both have bases that are square	1	**PS**
c) **One difference** – ***possible answers – only 1 is necessary*** • The square based prism has two square faces and four rectangular faces whereas the square based pyramid has one square face and four triangular faces • The square based prism has six faces whereas the square based pyramid has five faces • The square based prism has 12 edges whereas the square based pyramid has eight edges • The square based prism has eight vertices whereas the square based pyramid has five vertices	1	**PS**
25. The dotted line **is not** a line of symmetry. ✓ If the shape is folded along the dotted line, the two halves will not lie exactly on one another. ✓	2	**PS**

	Square Based Prism	Square Based Pyramid
Number of edges	**12** ✓	**8** ✓
Number of vertices	**8** ✓	**5** ✓

Questions	Marks	Cognitive level
26. There are 16 different triangles. There are six small triangles. ✓  6 triangles The following three diagrams show two triangles, giving six additional triangles. ✓  2 triangles  2 triangles  2 triangles The following diagram shows three additional triangles. ✓  3 triangles This diagram shows the one large triangle. ✓  1 triangle	4	**CS**
TOTAL: 55 MARKS		

7. Analysis of Cognitive Levels

Table 1 shows the percentage of marks that should be allocated to the different content areas and the actual marks for each area in the Term 2 Examination.

Table 1: WEIGHTING OF CONTENT AREAS IN TERM 2

Content area	CAPS	Percentage per content area done in Term 2	Percentage per content area in the Term 2 examination
Patterns, functions and algebra	10%	12%	11%
Numbers, operations and relationships	50%	63%	55%
Measurement	15%	11%	13%
Space and shape	15%	14%	19%
Data handling	10%	0%	2%
	100%	**100%**	**100%**

Table 2 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 THE TERM 2 EXAMINATION

Cognitive level	CAPS	Marks per level in an examination out of 55	Actual marks per level in the Term 2 examination
Knowledge	25%	14	14
Routine procedures	45%	24	22
Complex procedures	20%	11	12
Problem solving	10%	6	7
	100%	**55**	**55**

Both tables show that the test complies with the specified weightings.