GRADE 7

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2020 TERM 2

CONTENTS

A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

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

But who will help me?

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

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

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

How do I use the planner and tracker?

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

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

1. Find the textbook that YOU are using.

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

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

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

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

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

2. Purpose of the tracker

The Grade 7 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 7 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Senior Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

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 set of learning and teaching support materials (LTSMs), links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for you to access the correct resources.

In a few instances, when necessary, we recommend that you 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. The selected activities are listed in these instances. 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. You could also use other approved Learner's Books or other resources which you may 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.

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 four and a half hours of Mathematics per week in Grade 7. This tracker has provided work for five fifty-five-minute lessons in which the CAPS requirements will be covered each week. Each school will organise its timetable differently. For this reason, 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 **four and a half hours** of time for Mathematics is used constructively.

Please note that this tracker is based on a second term that is ten weeks long. The prescribed content should be completed by the end of Week 8, allowing Week 9 to be used for some *catch-up* of lessons missed for various reasons in the first eight weeks and for revision. Week 10 is set aside for the mid-year examination. Should you use this tracker in a term that is longer or shorter than ten weeks, you will need to adjust the programme of work accordingly. It is important that you take note of this at the start of the term.

7. Sequence adherence

The content in each tracker 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 – such as 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 7, the formal assessment programme specified by the CAPS requires at least **one test, one investigation** and **an examination**. The approved Learner's Books and Teacher's Guides provide exemplar investigations and tests, which you can use with your class. The assessment plan, provided in Section D *Assessment Resources* of this document, shows when in the programme of work these assessment tasks are included in each set of materials, and on which pages in the Learner's Books or Teacher's Guides they can be found. The tracker indicates where in the series of lessons the formal assessments are to be done and when feedback should be given. 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 investigation and test in your set of LTSMs with due diligence making sure that you personalise them and supplement them using other Learner's Books or ANA past papers and exemplars, if necessary, in order to be sure that they fulfil the requirements of the CAPS.

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

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, mentioned above. We recommend that your learners write the examination in Week 10, or as determined by the assessment programme at your school.

A suggested assessment record sheet is provided for you to copy and complete for all the learners in your class. This records the marks of the formal assessment that you carry out in the term. You may prefer to use your own mark sheet created using your class list.

In addition to the formal assessments specified in the CAPS, you should also assess your leaners informally. Informal assessment is an essential part of teaching and learning as it provides feedback to learners and informs planning for teaching. While informal assessment marks need not be recorded, some informal assessments, such as, class tests written after completion of a section of work should be marked. In order to **reduce teacher workload**, learners can mark their own work (**self-assessment**) using a pencil or the learners can mark each other's work (**peer marking**). The tracker does not indicate which activities should be used for informal assessment – teachers should use their own discretion in this regard.

9. Resources

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

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books that are part of the Jika iMfundo maths toolkit for the

Intermediate Phase and Grade 7. These books are:

- *Mental Maths Activities and Printable Resources*
- *Remediation and Enrichment Activities.*

You should look through both these books carefully to see for yourself how you might make best use of them. Although the remdiation and enrichment activities are based on work done in grades before Grade 7, learners in Grade 7 who did not fully grasp certain concepts in previous years will benefit from these activities. There are Mental Maths activities that are suitable for learners in all the grades from 4 to 7, and many of the printable resources will also be useful in Grade 7.

Teachers from Grade 4 to 7 will receive these books once. They are not redistributed each year as the trackers are.

Section D of the tracker contains 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. This entails a number of key steps, such as those noted below.

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

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson 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. For example, 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.
   - Also 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. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use.

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

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written.
   - **Step 1: Mental Mathematics (5-10 minutes):** This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. A Mental Mathematics programme can be found in Section E *Resources for Mental Mathematics* of this document to assist you while planning and preparing for teaching.

     Mental calculations should be used to practice concepts and skills developed through the main lesson, sometimes with smaller number ranges. Learners should not be asked to do random calculations each day (CAPS, p. 39). Rather, mental calculations should be used as an opportunity to consolidate three aspects of learners' number knowledge:

     1. **Number facts**
        1.1 Number bonds
        1.2 Times tables
     2. **Calculation techniques**
        2.1 Doubling and halving, using multiplication to do division, multiplying and dividing by 10, 100, 1 000
        2.2 Multiplying by multiples of 10, 100, 1 000
        2.3 Building up and breaking down numbers, rounding off and compensating
     3. **Number concept**
        3.1 Counting, ordering and comparing, place value, odd and even numbers, multiples and factors
        3.2 Properties of numbers (identity elements for addition and multiplication)
        3.3 Commutative and associative property for addition and multiplication
        3.4 Inverse operation for multiplication and division

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

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

     Helping learners develop a range of Mental Mathematics strategies
     Learners will be at different stages in terms of number facts that they have committed to memory and the strategies available to them for figuring out other facts. It is important for you to be aware of a range of Mental Mathematics strategies so that:
     - When learners are carrying out mental calculations, you will be in a better position to recognise the strategy being used
     - You can draw attention to and model a variety of strategies used by learners in the class
     - You can make suggestions to learners that will move them on to more efficient strategies.

     There are **THREE** aspects to ensuring that learners become effective in drawing on and using these strategies:
     - Raising learners awareness of the range of strategies
     - Developing their confidence and fluency with a range of strategies
     - Helping them to choose from the range the most efficient method for a given calculation.

     Please refer to the toolkit book *Mental Maths Activities and Printable Resources* for ideas to supplement those in the LTSMs.
   - **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 (20 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your class for 20 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 practise 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 the remediation activities**.** If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them the enrichment activities to do.
- **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 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 day's lesson. You will use these notes as you plan and prepare for your teaching and in discussion with your colleagues.

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Clever Keeping Mathematics Simple*

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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: There are no references to mental maths activities. You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Clever Keeping Mathematics Simple Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 revision) **p. 49**	1b, c; 2a, c; 3c; 4	111	83	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – using multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – using equivalent fractions to **add and subtract** common fractions	Ex. 1 1–4 Ex. 2 d, f Ex. 3 1d, h; 5b, c; 8b	114 116 120	84	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	Ex. 4 1e, i; 2e, i Ex. 5 1e, h	124	89–90	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 6 1c, f; 2b, g; 3	125	94–96	Worksheet 33 p. 81						
5	**Revision of common fractions**	Ex. 5 1d, f; 2; 3j		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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

Clever Keeping Mathematics Simple Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	Ex. 1 1a, g; 2d, e; 4	129	99	Worksheet 33 pp. 82–83 Worksheet 36 p. 86					
7	Fractions of whole numbers	Ex. 7 3b, d, e	129	99						
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 8 2–4	129	100	Worksheet 38 pp. 90–91					
9	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 8 5–7	129–130	100	Worksheet 38 pp. 90–91					
10	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	Ex. 9 2a, e	157	100	Worksheet 40 p. 94					

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

Clever Keeping Mathematics Simple Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	Ex. 9 2f, h	155	100–102	Worksheet 42 p. 98						
12	Revision **pp. 49–50**	Ex. 9 4–6	158	104–105							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 9 3	157	107–109	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	Ex. 7 2	153	111	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	Ex. 6 2a Ex. 7 1	153	119	Worksheet 44 p. 102						

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

Clever Keeping Mathematics Simple Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	Ex. 6 2a, e	145	124	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 7 3	147	125	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	Ex. 8 4a, e	154	126	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers **Problem solving** Solve problems in context involving decimal fractions	Ex. 7 5a–c	151	126	Worksheet 47 p. 108						
20	**Revision**										

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

Clever Keeping Mathematics Simple Week 5										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
21	Revision **pp. 50–52**									
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	Ex. 1 a, d	151–162	132–133	Worksheet 48 p. 110 Worksheet 50 p. 114					
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	Ex. 2 1, 2	165	139–142	Worksheet 51 p. 116					
24	Revision **pp. 53–55**	Ex. 2 3, 4	166	142						
25	**Formal Assessment 2: Test**	Task	199 Question 2–4	175–176						

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

Clever Keeping Mathematics Simple Week 6										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	Ex. 1 1a, d 2a, d	168–170	143–144	Worksheet 52 p. 118					
27	Calculate the area of regular and irregular polygons	Ex. 1 3–5	170–171	148	Worksheet 52 p. 119					
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles	Ex. 2 1a, d 2a, d Ex. 4 a, c	172 177–178	153	Worksheet 53 p. 120					
29	**Perimeter and the area of a triangle** Use formulae to calculate perimeter and area of: • triangles	Ex. 6 1a, c 3a, c	179–182	154–155	Worksheet 53 p. 120 Worksheet 54 p. 122					
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solve equations using formulae to at least one decimal place	Ex. 6 4a, b	182–183	156–157	Worksheet 53 p. 121 Worksheet 54 p. 123					

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

Clever Keeping Mathematics Simple Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	Ex. 7 1–4	183–184	156	Worksheet 55 p. 124						
32	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area of: • cubes	Ex. 1 1–3	188–189	164	Worksheet 56 pp. 126–129						
33	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume of: • cubes	Ex. 2 1a–c 3c	191–192	164	Worksheet 56 pp. 126–129						
34	Use appropriate formulae to calculate the volume and capacity of: • rectangular prisms	Ex. 2 2a–d 3a, b, d 4–7	191–192	164–165	Worksheet 58 p. 132						
35	Use appropriate formulae to calculate the surface area, volume and capacity of: • cubes • rectangular prisms	Ex. 3 1–4	194–195	165–166	Worksheet 57b p. 130 Worksheet 59 p. 134						

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

Clever Keeping Mathematics Simple Week 8										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
36	Formal Assessment: Investigation	Task	197	172						
37	**Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$ • $mm^3 \longleftrightarrow cm^3$ • $cm^3 \longleftrightarrow m^3$ **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \longleftrightarrow cm^2$ • 1 $cm^3 \longleftrightarrow m\ell$ • 1 $m^3 \longleftrightarrow 1\ k\ell$	Example Ex. 3 5–8	193–194 195	 166						
38	Revision: **Measurement pp. 55–56**	Ex. 3 9–12	195–196	166–169						
39	**Revision: Measurement**	199 Question 1a–d	198	175	Worksheet 60 p. 136					
40	**Remediate investigation**		197	172–174						
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?		What will you change next time? Why?								
		HOD:			**Date:**					

Clever Keeping Mathematics Simple Week 9: Catch-up, complete and revise work – follow our plan or design your own											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	Revision: Measurement			177 Question 1a–e Memo 182–183	Worksheet 61 p. 138						
42	Revision: Space and Shape			178–179 Question 2a–k Memo 183–184	Worksheet 62 p. 140						
43	Revision: Numbers, Operations and Relationships			180 Question 3–6 Memo 184–185	Worksheet 62 p. 141 Worksheet 63 p. 143						
44	Revision: Patterns, Functions and Algebra			180–181 Question 7 Memo 185–186	Worksheet 63 p. 143						
45	Consolidation and remediation				Worksheet 64 p. 144						

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

Clever Keeping Mathematics Simple Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

2. *Mathematics Today*

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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: There are no references to mental maths activities. You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*. The Photocopiable Worksheet Book (PWB) that accompanies the Teacher's Guide has been referenced for revision at the end of the term.

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.

Mathematics Today Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 revision) **p. 49**	Ex. 6.1 1, 2, 4	183	26	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fraction**s – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 6.2 1, 3, 5, 7 Ex. 6.3 1, 2	84 85	26	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	Ex. 6.7 1, 6, 7, 8	88	27	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 6.8 1, 6, 9, 10	89	27	Worksheet 33 p. 81						
5	**Revision of common fractions**	Ex. 6.7 3, 10, 12 Ex. 6.8 5, 8, 11	88–89	27							

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

Mathematics Today Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	Ex. 6.10 1, 2, 4, 8 Ex. 6.11	90–91	28	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	**Problem solving p. 50** Solve problems in contexts involving common fractions	Ex. 6.12 1–3 Ex. 6.13 1–2	92–93	28	Worksheet 38 pp. 90–91						
8	**Problem solving p. 50** Mixed numbers and finding fractions of whole numbers	Ex 6.14	94	28							
9	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers	Ex. 6.15 1, 2 Ex. 6.16 1, 2	95–96	29	Worksheet 40 p. 94						
10	**Percentages of fractions p. 50** Solve problems in contexts involving percentages	Ex 6.17	96	29							

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

Mathematics Today Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	Ex. 6.18 1, 5, 7 Ex. 6.19 1, 2	97–98	28	Worksheet 42 p. 98						
12	Revision **pp. 49–50**	Ex. 6.20 1, 2, 3	98	29							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 6.21 1, 2, 3	99	29	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	Revision Test 1, 3, 4, 5, 7, 8, 10	100	30	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	Ex. 7.1 1, 3, 5	102	31	Worksheet 44 p. 102						

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

Mathematics Today Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	Ex. 7.3 2, 4 Ex. 7.4 3	104–105	31–32	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 7.5 2 Ex. 7.6 3	107–108	32	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	Ex. 7.6 7, 8	109	33–34	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 7.7 2 Ex. 7.8 8	110–111	34	Worksheet 47 p. 108						
20	**Problem solving** Solve problems in context involving decimal fractions	Ex. 7.9 1, 3, 5	112	34	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why? **HOD:** **Date:**

Mathematics Today Week 5										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
21	Revision **pp. 50–52**	1, 3, 5, 7, 11	114	36						
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	Ex. 8.1 1, 3	117–118	37	Worksheet 48 p. 110 Worksheet 50 p. 114					
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	Ex. 8.2 2 Ex. 8.3 1	111–121	38	Worksheet 51 p. 116					
24	Revision **pp. 53–55**	1, 2, 3	123	39						
25	**Formal Assessment 2: Test**	Task		41						

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

Mathematics Today Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	Ex. 9.1 2, 3, 5	127–128	44	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	Ex. 9.2 2, 5, 6	129	44	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles	Ex. 9.3 1, 6	132	44	Worksheet 53 p. 120						
29	**Perimeter and the area of a triangle** Use formulae to calculate perimeter and area of: • triangles	Ex. 9.4 1, 3, 5	134–135	45	Worksheet 53 p. 120 Worksheet 54 p. 122						
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solving equations using formulae to at least one decimal place	Ex. 9.6 1, 3, 5, 8	136–137	45	Worksheet 53 p. 121 Worksheet 54 p. 123						

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

Mathematics Today Week 7										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	Ex. 9.1 1 Ex 9.5 1–7	127	44 45	Worksheet 55 p. 124					
32	**Revision: Area and perimeter**	Revision test 1–9	138	45						
33	**Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$ • $mm^3 \longleftrightarrow cm^3$ • $cm^3 \longleftrightarrow m^3$ **Surface area and volume p. 57** Use appropriate formulae to calculate the volume of: • Rectangular prisms	Ex. 10.1 1-3 4–5	140–141	47	Worksheet 56 pp. 126–129					
34	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume of: • rectangular prisms	Ex. 10.1 6–10	141	47	Worksheet 58 p. 132					
35	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume of: • cubes	Ex. 10.2 1–5	142	47	Worksheet 57b p. 130 Worksheet 59 p. 134					

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

Mathematics Today Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface and volume of: • rectangular prisms	Ex. 10.5 1–6	147	48							
37	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface and volume of: • cubes	Ex. 10.6 1–4	148	48							
38	**Surface area and volume p. 57** Describe the interrelationship between surface area and the volume of: • cubes • rectangular prisms	Ex. 10.7 1–2									
39	Formal Assessment: Investigation	Task	154	50							
40	**Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \longleftrightarrow cm^2$ • $1\ cm^3 \longleftrightarrow m\ell^3$ • $1\ m^3 \longleftrightarrow 1\ k\ell^2$	Ex. 10.3 1–8	143–144	47							

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

Mathematics Today Week 9: Catch-up, complete and revise work – follow our plan or design your own										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
41	Volume and capacity in everyday life	Ex. 10.4 1–8	145	47–48	Worksheet 61 p. 138					
42	Revision: Volume, capacity and surface area	Ex. 10.8 1–5	151–152	48 or PWB Topic 10	Worksheet 62 p. 140					
43	Revision: Common fractions			PWB Topic 6	Worksheet 62 p. 141					
44	Revision: Decimal fractions			PWB Topic 7	Worksheet 63 pp. 141–142					
45	Revision: Functions and relationships			PWB Topic 8	Worksheet 64 p. 144					

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

Mathematics Today Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

3. *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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources* as well as at the beginning of each unit in the Learner's Book.

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											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 revision) **p. 49**	1, 3	124	104	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	1, 2 3, 4	126-127 128	107 108	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	1	132	112	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	2	133	113	Worksheet 33 p. 81						
5	**Revision of common fractions**	3, 4	134, 136	114-115							

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

Oxford Headstart Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	6	138	116	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	7	138	116							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	8, 9	139	117	Worksheet 38 pp. 90–91						
9	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6)	3	144–145	121–122							
10	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	4	145–146	122–123	Worksheet 40 p. 94						

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

Oxford Headstart Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	3	144	121	Worksheet 42 p. 98						
12	Revision **pp. 49–50**	4	146	122–123							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	1	151	126–127	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	2	152	127	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	3	153	129	Worksheet 44 p. 102						

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

Oxford Headstart Mathematics Week 4										
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	1, 2	158	133	Worksheet 45 p. 104					
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	5	161	134	Worksheet 46 p. 106					
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	6	161	135	Worksheet 46 p. 107					
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	7 no. 1–4	162	136	Worksheet 47 p. 108					
20	**Problem solving** Solve problems in context involving decimal fractions	7 no. 5–7	162	136	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

Oxford Headstart Mathematics Week 5 # = Supplement										
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
21	Revision **pp. 50–52**	1–3	164	138						
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	1, 3	179	148–149	Worksheet 48 p. 110 Worksheet 50 p. 114					
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	4 1	176 179	146 147	Worksheet 51 p. 116					
24	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	2	180	147						
25	**Formal Assessment 2: Test**	No test								

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

Oxford Headstart Mathematics Week 6										
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	1	185	154	Worksheet 52 p. 118					
27	Calculate the area of regular and irregular polygons	2	186	155	Worksheet 52 p. 119					
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles • triangles	1	189	158	Worksheet 53 p. 120					
29	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solve equations using formulae to at least one decimal place	2	190	159	Worksheet 53 p. 121 Worksheet 54 p. 123					
30	**Formal Assessment 1: Investigation**	Task	187	156						

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

Oxford Headstart Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	3 4	186–187 194	155 161	Worksheet 55 p. 124						
32	Interrelationships between squares and rectangles	3	192–193	161							
33	Revision: **Measurement pp. 55–56**	5	195	1162							
34	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area of: • cubes • rectangular prisms	1 2	198 200	163–164 164	Worksheet 56 pp. 126–129						
35	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume and capacity of: • cubes • rectangular prisms	1 1–5	204	166	Worksheet 58 p. 132						

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

Oxford Headstart Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume and capacity of: • cubes • rectangular prisms	1 6–9	204–205	166–167	Worksheet 57b p. 130 Worksheet 59 p. 134						
37	**Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \leftrightarrow cm^2$ • $cm^2 \leftrightarrow m^2$ • $mm^3 \leftrightarrow cm^3$ • $cm^3 \leftrightarrow m^3$ **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \leftrightarrow cm^2$ • 1 $cm^3 \leftrightarrow m\ell$ • 1 $m^3 \leftrightarrow 1\ k\ell$	2	205	167							
38	**Formal Assessment: Investigation 2**		207	169							
39	**Problem solving** Solve problems involving surface area, volume and capacity	3 1–4	206	167	Worksheet 60 p. 136						
40	**Problem solving** Solve problems involving surface area, volume and capacity	3 5–7	206–207	167–168							

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

Oxford Headstart Mathematics Week 9: Catch-up, complete and revise work – follow our plan or design your own											
Day	**CAPS concepts and skills**	**LB Act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision: Common fractions**		147	123	Worksheet 61 p. 138						
42	**Revision: Decimal fractions**	5	167 168	139 140	Worksheet 62 p. 140 Worksheet 63 p. 142						
43	**Revision: Functions and relationships**		181 1–9	150–151	Worksheet 62 p. 141						
44	**Revision: Surface area and volume**		208 1–7	168–169	Worksheet 63 p. 143						
45	Consolidation and remediation	Exam exemplar	209–213	171–172	Worksheet 64 p. 144						

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

Oxford Headstart Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

4. *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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: There are no references to mental maths activities. You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 revision) **p. 49**	Ex. 1 1, 3	119–121	83–85	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 2 1, 2, 3	123	85–86	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	Ex. 1 1, 2	126	87–88	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 2 1, 3, 4, 6	128	88	Worksheet 33 p. 81						
5	**Revision of common fractions**	Ex. 1 4, 5 Ex. 2 2, 5	127–128	88							

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

Oxford Successful Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	Ex. 1 1, 2	133–135	91–92	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	Ex. 2 1, 2	136	92							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 3 1–5	136–137	93	Worksheet 38 pp. 90–91						
9	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 3 6–9	136–137	93–94	Worksheet 38 pp. 90–91						
10	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	Ex. 1 1, 2	138–140	94–95	Worksheet 40 p. 94						

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

Oxford Successful Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	Ex. 1 1, 3	144–145	97–98	Worksheet 42 p. 98						
12	Consolidation and remediation	1, 3, 6, 9	149	100							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 1 1, 4, 8, 10 Ex. 2 2, 4	150–153	102–103	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	Ex. 2 6	153	104	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	Ex. 1 1, 2	154–155	104–105	Worksheet 44 p. 102						
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?		What will you change next time? Why?									
		HOD:				**Date:**					

Oxford Successful Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	Ex. 1 4, 6, 8	156	106	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers; To at least 2 decimal places by decimal fractions to at least 1 decimal place	Ex. 1 2, 4 Ex. 2 2, 3	157–159 160	109–111	Worksheet 46 pp. 106–107						
18	**Division of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 1 1, 3	163	113	Worksheet 47 p. 108						
19	**Problem solving** Solve problems in context involving decimal fractions	Ex. 1 2, 4, 5, 6	164–165	114–115	Worksheet 47 p. 109						
20	Revision **pp. 50–52**	2, 3, 4, 6, 7, 8	167	116							

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

Oxford Successful Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	**Patterns, functions and algebra functions; relationships p. 53** **Input and output values:** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	Ex. 1 1, 2	168–170	117–118	Worksheet 48 p. 110 Worksheet 50 p. 114						
22	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	Ex. 2 2, 4	178–179	122–123	Worksheet 51 p. 116						
23	**Formal Assessment: Investigation**	Task	379	250							
24	Revision **pp. 53–55**	1, 2, 4	183	126							
25	**Formal Assessment 2: Test**			252							

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

Oxford Successful Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	Ex. 1 1, 2, 3	185–187	127–129	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	Ex. 2 1, 2, 3 Ex. 1 2	189–190 131	131–132	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles • triangles	Ex. 2 1 Ex. 2	189 193–194	131–132	Worksheet 53 p. 120 Worksheet 54 p. 121						
29	**Remediate test**										
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solving equations using formulae to at least one decimal place	Ex. 1 1, 3, 4	196–197	133–134	Worksheet 53 p. 121 Worksheet 54 p. 123						

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

Oxford Successful Mathematics Week 7										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	Ex. 1 1, 2, 3	204–205	138–139	Worksheet 55 p. 124					
32	Interrelationships between squares and rectangles	Ex. 1 1, 2	201–203	138–139						
33	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area, volume and capacity of: • cubes	Ex. 1 1	208–209	141–142	Worksheet 56 pp. 126–129					
34	Use appropriate formulae to calculate the surface area, volume and capacity of: • rectangular prisms	Ex. 1 2, 3	209–210	142–143	Worksheet 58 p. 132					
35	Describe the interrelationship between surface area and the volume of: • cubes • rectangular prisms	2	212	143	Worksheet 57b p. 130 Worksheet 59 p. 134					

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

Oxford Successful Mathematics Week 8										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
36	**Formal Assessment: Investigation**	Task	381	251						
37	**Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$ • $mm^3 \longleftrightarrow cm^3$ • $cm^3 \longleftrightarrow m^3$ **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \longleftrightarrow cm^2$ • $1\ cm^3 \longleftrightarrow m\ell$ • $1\ m^3 \longleftrightarrow 1\ k\ell$	Ex. 1 1, 3, 5	207	140–141						
38	Revision: **Measurement pp. 55–56**	1, 2	212	143						
39	**Volume of 3-D objects** Solve problems involving surface area, volume and capacity; Conversions and the volume of rectangular prisms	Ex. 1 3, 4 Ex. 1 1	204–205 208–209	140 142	Worksheet 60 p. 136					
40	Volume and capacity in everyday life; Surface area of 3-D shapes	Ex. 1 2 Ex. 1 3	209 210	142	Worksheet 61 p. 138 Worksheet 62 p. 140					

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

Oxford Successful Mathematics Week 9: Catch-up, complete and revise work – follow our plan or design your own										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
41	Consolidation: Common fractions Decimal fractions and percentages	1–9	149	100	Worksheet 64 p. 144					
42	Consolidation: Decimal fractions	1–9	167	116						
43	**Consolidation: Functions**	1–5	183	126						
44	**Consolidation: Area and perimeter**	1–3	199	135	Worksheet 64 p. 144					
45	**Consolidation: Surface area and volume**	1–2	212	143						

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

Oxford Successful Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

5. *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:

- Day/lesson number.
- CAPS page numbers and content linked to Learner's Book content.
- Learner's Book exercises/activities that cover the CAPS content for the day.
- Page reference in the Learner's Book (LB page reference).
- Page reference in your Teacher's Guide for the day's activities (TG page reference).
- DBE workbook link to related content (worksheet and page numbers are referenced).
- Date completed (complete this daily).

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources* as well as in the *Daily Teacher Guidelines* in the Teacher's Guide pp. 170–183. This book has a separate booklet of photocopiable worksheets called *Target Worksheets*. The answers to these are in the Teacher's Guide pp. 210–246. These worksheet are very useful and have been included in the end-of-term revision.

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											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 Revision) **p. 49**	Ex. 6.1 1, 3, 4	78	37	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 6.2 1, 3 Ex. 6.3 1, 2	79–81	38	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	Ex. 6.4 1b, d, f, h; 2a–d	82–83	38–40	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 6.5 1, 2	84	41	Worksheet 33 p. 81						
5	**Revision of common fractions**	Ex. 6.3 3, 4 Ex. 6.4 1a, e Ex. 6.5 3, 4	79–84	40–41	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						

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

Platinum Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	Ex. 6.6 1, 3	85	41	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	Ex. 6.7 1, 3, 4	86	41							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 6.8 5, 6, 7	88	42	Worksheet 38 pp. 90–91						
9	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	Ex. 6.8 1–4	88	42	Worksheet 40 p. 94						
10	**Formal Assessment 1: Investigation**	Task	110–111	56							

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

Platinum Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number				Worksheet 42 p. 98						
12	Revision and remediation of investigation **pp. 49–50**	1, 3, 5, 7, 12, 14	89	43							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 7.1 1–3	90	45–46	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	Ex. 7.2 4	91	47	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	Ex. 7.2 2, 3	91	47	Worksheet 44 p. 102						
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?		What will you change next time? Why?									
		HOD: **Date:**									

Platinum Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	Ex. 7.6 2, 3	95–96	49	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 7.7 1, 3, 6	98	50	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	Ex. 7.7 2, 5	98	50	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 7.7 5, 10 Ex. 7.8 3, 4	98–99	50	Worksheet 47 p. 108						
20	**Problem solving** Solve problems in context involving decimal fractions	Ex. 7.8 10 Ex. 7.9 7, 8	99–100	50	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

Platinum Mathematics Week 5										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
21	Revision **pp. 50–52**	1, 4, 6, 12, 14, 15	101	51						
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	Ex. 8.1 1, 3 Ex. 8.5 1, 2 Ex. 8.6 3, 4	104 106–107	53	Worksheet 48 p. 110 Worksheet 50 p. 114					
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	Ex. 8.3 2, 4	105	53	Worksheet 51 p. 116					
24	Revision **pp. 53–55**	1, 3, 5, 6	109	54–55						
25	**Formal Assessment 2: Test**		102–103	52						

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

Platinum Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons **Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	Ex. 9.1 1, 2, 3, 4	112–115	59–60	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	Ex. 9.2 5, 10	119–120	60	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles • triangles	Ex. 9.2 6, 7 Ex. 9.2 3a; 4a; 10d	119–120	60	Worksheet 53 p. 120 Worksheet 54 p. 122						
29	**Remediate test**										
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solving equations using formulae to at least one decimal place	Ex. 9.3 2, 3, 4, 5	123–124	61	Worksheet 53 p. 121 Worksheet 54 p. 123						

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

Platinum Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	Revision: **Measurement pp. 55–56**	1, 2, 4, 5, 9	125	61–62	Worksheet 55 p. 124						
32	**Surface area and volume of 3D solids** Identify different solids and calculate the number of vertices, edges and faces of each	Ex 10.1 1–2 Ex. 10.2 2, 3, 6	126–127 129	64							
33	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area and volume of: • cubes • rectangular prisms	Example 1–4 Example 1–4	130 131–132								
34	**Surface area and volume p. 57** Describe the interrelationship between surface area and the volume of: • cubes	Challenge	132	64–65							
35	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume and capacity of: • cubes • rectangular prisms **Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \leftrightarrow cm^2$ • $cm^2 \leftrightarrow m^2$ • $mm^3 \leftrightarrow cm^3$ • $cm^3 \leftrightarrow m^3$ **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \leftrightarrow cm^2$ • $1\ cm^3 \leftrightarrow m\ell$ • $1\ m^3 \leftrightarrow 1\ k\ell$	Example 1–5 Ex. 10.3 1–5	133 134	64	Worksheet 56 pp. 126–129						

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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why? **HOD:** **Date:**

Platinum Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area and volume of: • cubes • rectangular prisms	Example 1–2 Ex. 10.4 1, 2	135 136	66							
37	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area, volume and capacity of: • rectangular prisms	Ex. 10.4 3, 4	136	66	Worksheet 58 p. 132						
38	**Revision: Perimeter and area**	3, 6, 7, 8, 10	125	63–64							
39	**Revision:Volume and surface area**	1–6	137	66	Worksheet 60 p. 136						
40	**Revision:Volume and surface area**	7–13	137	66							

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

Platinum Mathematics Week 9: Catch-up, complete work and revise – follow our plan or design your own											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision: Common fractions**			Topic 6 (TW A or B) Memo 215–216	Worksheet 61 p. 138						
42	**Revision: Decimal fractions**			Topic 7 (TW A or B) Memo 218–219	Worksheet 62 p. 140 Worksheet 63 p. 142						
43	**Revision: Functions and relations**			Topic 8 (TW A or B) Memo 218–219	Worksheet 62 p. 141						
44	Revision: Perimeter and area			Topic 9 (TW A or B) Memo 219–220	Worksheet 63 p. 142						
45	Revision: Surface area and volume			Topic 10 (TW A or B) Memo 221–223	Worksheet 64 p. 144						

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

Platinum Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

6. *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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: There are no references to mental maths activities. You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 Revision) **p. 49**	Ex. 1 1, 2	44	30	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74					
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 1 4, 5, 6	44	30	Worksheet 31 p. 76 Worksheet 32 p. 77					
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	Ex. 2 1a–e	47	31	Worksheet 33 p. 80					
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	Ex. 2 1f–j	47	31	Worksheet 33 p. 81					
5	**Revision of common fractions**	Ex. 1 1–4 Ex. 2 1–3	74	45	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74					

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

Premier Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	Ex. 2 2a–f	47	31	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	Ex. 2 3a–c	48	31–32							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 3 1, 2	48	32	Worksheet 38 pp. 90–91						
9	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	Ex. 3 3–5	49	32	Worksheet 38 pp. 90–91						
10	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6)	Ex. 4 1, 3 Ex. 5 1–4	49–52	32–33	Worksheet 40 p. 94						

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

Premier Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Percentages of fractions p. 50** Solve problems in contexts involving percentages	Ex. 6 1–6 Ex. 7 1–4	51–53	33 34	Worksheet 40 p. 94						
12	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	Ex. 8 Ex. 5	54 60	34–35 39	Worksheet 42 p. 98						
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 1 1a–e 2a–c 3a–c	55–56	35	Worksheet 42 p. 99						
14	**Ordering and comparing decimal fractions p. 51** Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	Ex. 1 4 5a–e 6a–e 7a–e	56	36	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	Ex. 1 6d–h 7h–j	56	36	Worksheet 44 p. 102						

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

Premier Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places)	Ex. 2 1a, d, e 2b, e, h 3a–e	57	36	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** Multiplication by 10 and 100 To at least 3 decimal places by whole numbers	Ex. 3 1a–j 2 ai–v bi–v	58–59	37	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	Ex. 3 3a–e 4a–d	59–60	37–38	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	Ex. 4 1a–j 2a–e	59	38	Worksheet 47 p. 108						
20	**Problem solving** Solve problems in context involving decimal fractions	Ex. 6 1–3	61	39	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

Premier Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	**Problem solving** Solve problems in context involving decimal fractions Revision **pp. 50–52**	Ex. 6 4–7 Ex. 2–4	61 74–75	39 45–46							
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	Ex. 1 1a, b, c Ex. 2 1a, b	62–63	40	Worksheet 48 p. 110 Worksheet 50 p. 114						
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	Ex. 2 2a, b 3a, b Ex. 3 1a, b, c 2a 3	64	40	Worksheet 51 p. 116						
24	Revision **pp. 53–55**	Ex. 4–7	75–76	46–47							
25	**Formal Assessment 2: Test**	Task		48–49 Question 1–5							

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

Premier Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	Ex. 1 1a, d 2a–d	64–65	41	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	Ex. 2 1a–c 2a, d	66	41	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles • triangles	Ex. 2 2e, f, i	67	41	Worksheet 53 p. 120 Worksheet 54 p. 122						
29	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solving equations using formulae to at least one decimal place	Ex. 3 a, b, c, d	67	42	Worksheet 53 p. 121 Worksheet 54 p. 123						
30	**Formal Assessment: Investigation** Perimeter and area	Question 1–10	68–69	42							

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

Premier Mathematics Week 7										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	Ex. 3 1–8	73	44	Worksheet 55 p. 124					
32	Interrelationships between squares and rectangles	Ex. 1 1–10	70	43						
33	Revision: **Measurement pp. 55–56**	Ex. 8 1a–c 2a–e 3a–e, g	76–77	47						
34	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area, volume and capacity of: • cubes • rectangular prisms	Ex. 2 1a–e 2a–e	71–72	43	Worksheet 56 pp. 126–129 Worksheet 58 p. 132					
35	**Surface area and volume p. 57** **Problem solving** Describe the interrelationship between surface area and the volume of cubes and rectangular prisms	Ex. 4 1–3	73	44	Worksheet 57b p. 130 Worksheet 59 p. 134					

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

Premier Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Surface area and volume p. 57** **Problem solving** Describe the interrelationship between surface area and the volume of cubes and rectangular prisms	Ex. 4 4–7	73	44							
37	**Remediate test and investigation**			52–54							
38	**Revision: Surface area and volume p. 57**	Ex. 9 1, 2a–c	77–78	47							
39	**Revision: Surface area and volume p. 57**	Ex. 9 3, 4, 5	78	47	Worksheet 60 p. 136						
40	**Revision: Surface area and volume p. 57**	Ex. 9 6, 7	78	47							

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

Premier Mathematics Week 9: Catch-up, complete and revise work – follow our plan or design your own										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
41	Revision: Perimeter and area	Question 6 1–4		50, 54	Worksheet 61 p. 138					
42	Revision: Surface area and volume	Question 6 5–8		51, 54	Worksheet 62 p. 140 Worksheet 63 p. 142					
43	Revision: Common fractions, decimals and percentages	Ex. 1–6	74–75	45–47	Worksheet 62 p. 141					
44	Revision: Functions, area and perimeter	Ex. 7–8	76–77	47	Worksheet 63 p. 143					
45	Revision: Surface area and volume	Ex. 9	77–78	47						

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

Premier Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

7. *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:

- Day/lesson number.
- CAPS page numbers and content linked to Learner's Book content.
- Learner's Book exercises/activities that cover the CAPS content for the day.
- Page reference in the Learner's Book (LB page reference).
- Page reference in your Teacher's Guide for the day's activities (TG page reference).
- DBE workbook link to related content (worksheet and page numbers are referenced).
- Date completed (complete this daily).

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources* as well as in the Teacher's Guide pp. 326–344.

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											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 Revision) **p. 49**	11.2 a, b 11.1 3c–d, 4	115 116	73	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	11.1 1a, b 11.2 3a, 4d	116 119	75 76	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	11.3 1c–d	122	77	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	11.3 2a–b	122	77	Worksheet 33 p. 81						
5	**Revision of common fractions**	11.6	124	79	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						

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

Solutions for All Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	11.4 2a–d	123	78	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	11.5	125	79							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	11.4 2f 11.7 2	123 126	78	Worksheet 38 pp. 90–91						
9	**Formal Assessment 1: Investigation**			281							
10	**Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6); Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	12.2 1a(i), 2(ii) 12.3	133 134	83 84	Worksheet 40 p. 94						

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

Solutions for All Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	13.1 3a–b	146	93	Worksheet 42 p. 98						
12	Revision and remediation of investigation **pp. 49–50**										
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	13.1 7e–f	146	93	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	13.3 2a, c, e	150	93	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	14.1 5	153	98	Worksheet 44 p. 102						
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?		What will you change next time? Why?									
		HOD:			**Date:**						

Solutions for All Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	14.1 1a–b 2c–d	155	98	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	14.4 1–2	160	99	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	14.4 3	160	100	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	14.5 1–2	161	100	Worksheet 47 p. 108						
20	**Problem solving** Solve problems in context involving decimal fractions	14.5 3–4	163	100	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

Solutions for All Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Revision **pp. 50–52**	15.1 1 15.2 3	168 172	105							
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	15.2 5a–d	174	106	Worksheet 48 p. 110 Worksheet 50 p. 114						
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	15.2 4	175	108	Worksheet 51 p. 116						
24	Revision **pp. 53–55**	1, 3, 5	175	110							
25	**Formal Assessment 2: Test**			277							

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

Solutions for All Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	16.1 1a Shape p, m	178	113	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	16.1 2 Shape a, d	178	114	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles	16.3 1b, 2	180	116	Worksheet 53 p. 120						
29	**Perimeter and the area of a triangle** Use formulae to calculate perimeter and area of: • triangles	16.3 1a	180	116	Worksheet 53 p. 120 Worksheet 54 p. 122						
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solving equations using formulae to at least one decimal place	16.5 2–3	189	116	Worksheet 53 p. 121 Worksheet 54 p. 123						

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

Solutions for All Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Conversions of SI units** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$	16.4 3b, 4a, 4e, 5h, 6f	188	117	Worksheet 55 p. 124						
32	Interrelationships between squares and rectangles	8.4 1, 2 8.5 1, 2	86	118 119							
33	Revision: **Measurement pp. 55–56**	1a, 1d, 2c, 3c	191	119							
34	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area, volume and capacity of: • cubes	17.3 1a, 1b, 2a, 2b, 2c	200	123	Worksheet 56 pp. 126–129						
35	Use appropriate formulae to calculate the surface area, volume and capacity of: • rectangular prisms	17.2 1a, 1b, 2a, 2b	198	122	Worksheet 58 p. 132						

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

Solutions for All Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	Describe the interrelationship between surface area and the volume of: • cubes • rectangular prisms	17.6 1a, 1d, 2b, 2c, 3c	205	124	Worksheet 57b p. 130 Worksheet 59 p. 134						
37	**Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \leftrightarrow cm^2$ • $cm^2 \leftrightarrow m^2$ • $mm^3 \leftrightarrow cm^3$ • $cm^3 \leftrightarrow m^3$ **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \leftrightarrow cm^2$ • 1 $cm^3 \leftrightarrow m\ell^3$ • 1 $m^3 \leftrightarrow 1\ k\ell^2$	17.4 1a, 1d, 2b, 2e, 3h 17.5 2a, 3d	203 204	123							
38	Revision	2a, 3b, 4b, 5b	207	127							
39	**Volume of 3-D objects** Solve problems involving surface area, volume and capacity	7a, 8b, 8d	207	127	Worksheet 60 p. 136						
40	Conversions and the volume of rectangular prisms	10	207	127							

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

Solutions for All Mathematics Week 9: Catch-up, complete and revise work – follow our plan or design your own											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision: Common fractions and percentages**	Unit 11 1–9 Unit 12 1–11	211–213	129–130	Worksheet 61 p. 138						
42	**Revision: Decimal fractions**	Unit 13 1–5 Unit 14 1–7	213–214	130–131	Worksheet 62 p. 140 Worksheet 63 p. 142						
43	**Revision: Functions and relationships**	Unit 15 1–4	214–215	131	Worksheet 63 p. 143						
44	**Revision: Perimeter and area**	Unit 16	215–216	132	Worksheet 63 p. 144						
45	**Revision: Surface area and volume**	Unit 17	216–217	132–133							

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

Solutions for All Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

8. *Spot On 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. CAPS page numbers and content linked to Learner's Book content.
3. Learner's Book exercises/activities that cover the CAPS content for the day.
4. Page reference in the Learner's Book (LB page reference).
5. Page reference in your Teacher's Guide for the day's activities (TG page reference).
6. DBE workbook link to related content (worksheet and page numbers are referenced).
7. Date completed (complete this daily).

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources* as well as in the Teacher's Guide pp. 107, 130, 131, 134 and 137.

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.

Spot On Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Common fractions (Grade 6 revision) **p. 49**	6.1a 1a–b 6.1b 1a–c	89 90	108	Term 1 Worksheet R7a p. xviii Worksheet 30 p. 74						
2	**Calculation techniques p. 49** **Simplification** – use knowledge of multiples and factors to write fractions in the simplest form before and after calculations; **Conversion** – convert mixed numbers to common fractions in order to perform calculations with them; **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	6.2 6.1b 4	91 90	109 108	Worksheet 31 p. 76 Worksheet 32 p. 77						
3	**Calculations using fractions** **Addition and subtraction** of common fractions limited to fractions with the same denominator or where one denominator is a multiple of another; Addition and subtraction of mixed numbers	6.3a 1a, 1c, 3c–f 6.3b 2a–c	92 93	111	Worksheet 33 p. 80						
4	**Addition and subtraction of fractions with different denominators** (one denominator is not a multiple of another); **Equivalent fractions** – use knowledge of equivalent fractions to add and subtract common fractions	6.3b 3–5	93	111	Worksheet 33 p. 81						
5	**Revision of common fractions**	6.3a 2a, 3b 6.3b 1h–i, 2b	92 93	111							

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

Spot On Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Multiplication of common fractions**, not limited to fractions where one denominator is a multiple of another; Multiplication of mixed numbers	6.4a 1a, 1c, 1e, 2c	94	113	Worksheet 33 pp. 82–83 Worksheet 36 p. 86						
7	Fractions of whole numbers	6.4b 1a, 2e, 4b, 4d	95	114							
8	**Problem solving p. 50** Solve problems in contexts involving common fractions; Mixed numbers and finding fractions of whole numbers	6.5 1b, 1f, 2, 4 6b	96–97	115	Worksheet 38 pp. 90–91						
9	**Formal Assessment 1: Investigation** **Percentages of fractions p. 50** Revise the percentage of part of a whole (Grade 6)	Task 6.6a 1a, 1d, 2c, 2d, 3a, 3d 4	98	161 118–119	Worksheet 40 p. 94						
10	**Percentages of fractions p. 50** Calculate percentage increase or decrease of whole numbers; Solve problems in contexts involving percentages	6.6b 1a–c, 2a–e	99	119–120	Worksheet 40 p. 94						

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

Spot On Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Equivalent forms p. 50** Revise the equivalence form (Grade 6); Common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other); Common and decimal fraction forms of the same number; Between common fractions, decimal fractions and percentage forms of the same number	6.7a 1, 2c–d, 3a 6.7b 3	100	120	Worksheet 42 p. 98						
12	Revision and remediation: Percentages	Unit 2 1–11	156	170							
13	**Ordering and comparing decimal fractions p. 51** Count backwards and forwards to at least 2 decimal places (extend to at least 3 decimal places); Compare and order decimals to at least 2 decimal places (extend to at least 3 decimal places); Place value of digits to at least 2 decimal places (extend to at least 3 decimal places); Rounding off decimal fractions to at least 1 decimal place (extend to at least 2 decimal places)	7.1a 1–2 7.1b 3	107	126	Worksheet 42 p. 99						
14	**Conversions p. 52** Revise Grade 6 conversions; Equivalence between common fractions and decimal fraction forms of the same number; Equivalence between common fractions, decimal fractions and percentage of the same number	7.1b 1–2	107	126	Worksheet 43 p. 100						
15	**Calculation techniques** Use knowledge of **place value** to estimate the number of decimal places in the result before performing calculations; Use **rounding off** and a calculator to check results where appropriate	7.2 1–2, 5	108	129	Worksheet 44 p. 102						

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

Spot On Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Addition and subtraction of decimal fractions p. 52** Grade 6 revision: Addition and subtraction to at least 2 decimal places (extend to at least 3 decimal places); Multiplication by 10 and 100	7.4 1a–c, 2a–c 7.5 1a–c, 4a–b	112 113	131 132	Worksheet 45 p. 104						
17	**Multiplication of decimal fractions** To at least 3 decimal places by whole numbers	7.6a 1a–c 7.6b 2a–d	116	135	Worksheet 46 p. 106						
18	**Multiplication of decimal fractions** To at least 2 decimal places by decimal fractions to at least 1 decimal place	7.6a 2a–c 7.6b 1a–d	116	135	Worksheet 46 p. 107						
19	**Division of decimal fractions** To at least 3 decimal places by whole numbers	7.7 1a–d, 3d–f	118	137	Worksheet 47 p. 108						
20	**Problem solving** Solve problems in context involving decimal fractions	7.8 1a–b, 3a–d, 7a–c	119–120	138	Worksheet 47 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why? **HOD:** **Date:**

Spot On Mathematics Week 5

 # Supplement

Day	CAPS concepts and skills	LB ex.	LB pp.	TG pp.	DBE workbook	Class				
						Date completed				
21	Revision **pp. 50–52**	1, 2, 5	124	141						
22	**PATTERNS, FUNCTIONS AND ALGEBRA FUNCTIONS; RELATIONSHIPS p. 53** **Input and output values** Determine input values, output values or rules for patterns and relationships using: • flow diagrams • tables • formulae	8.1 1a–b, 2a, 3	127	145	Worksheet 48 p. 110 Worksheet 50 p. 114					
23	**Equivalent forms** Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: • verbally • in flow diagrams • by formulae • by number sentences	8.2 1a–d, 2a, 3	129	147	Worksheet 51 p. 116					
24	Revision **pp. 53–55**	1–4	131–132	148						
25	**Formal Assessment 2: Test**		#	#						

Reflection

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

Spot On Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**MEASUREMENT pp. 55–56** **Area and perimeter of 2-D shapes** Calculate the perimeter of regular and irregular polygons	9.1a 1a–c	134	150	Worksheet 52 p. 118						
27	Calculate the area of regular and irregular polygons	9.1a 2–4	134	150	Worksheet 52 p. 119						
28	**Perimeter and the area of squares** Use formulae to calculate perimeter and area of: • squares • rectangles	9.2 1, 3, 4a–c	138	151	Worksheet 53 p. 120						
29	**Perimeter and the area of a triangle** Use formulae to calculate perimeter and area of: • triangles	9.1b 1a–d, 2a–c	135	151–152	Worksheet 53 p. 120 Worksheet 54 p. 122						
30	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solve equations using formulae to at least one decimal place	9.3 1a–c, 2, 3e–f, 4a, 5b	139–140	153	Worksheet 53 p. 121 Worksheet 54 p. 123						

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

Spot On Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Calculations and solving problems** Solve problems involving perimeter and area of polygons; Solve equations using formulae to at least one decimal place	9.3 5–9	140	155–156	Worksheet 55 p. 124						
32	Remediate test										
33	Revision: **Measurement pp. 55–56**	1–4	142	158							
34	**Surface area and volume p. 57** Use appropriate formulae to calculate the surface area of: • cubes • rectangular prisms	10.1 1a–c, 2 3a–d	145	160	Worksheet 56 pp. 126–129						
35	**Surface area and volume p. 57** Use appropriate formulae to calculate the volume of: • cubes • rectangular prisms **Conversions p. 57** Use and convert between appropriate SI units, including: • $mm^2 \longleftrightarrow cm^2$ • $cm^2 \longleftrightarrow m^2$ • $mm^3 \longleftrightarrow cm^3$ • $cm^3 \longleftrightarrow m^3$	10.2 1–3	146–147	163	Worksheet 58 p. 132						

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

Spot On Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Formal Assessment: Investigation**			161–162							
37	**Surface area and volume p. 57** Use appropriate formulae to calculate the capacity of: • cubes • rectangular prisms **Equivalence p. 57** Use equivalence between units when solving problems: • $mm^2 \leftrightarrow cm^2$ • $1\ cm^3 \leftrightarrow m\ell$ • $1\ m^3 \leftrightarrow 1\ k\ell$	10.3 1–4	149	164	Worksheet 57b p. 130 Worksheet 59 p. 134						
38	**Revision: Surface area and volume**	Revision Act. 10 1–3	151	166							
39	**Revision: Surface area and volume**	Revision Act. 10 4–7	151–152	166	Worksheet 60 p. 136						
40	**Revision: Common fractions**	Unit 1 A: 1–10 B: 1–9	154–155	168–169							

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

Spot On Mathematics Week 9: Catch-up, complete and revise work – follow our plan or design your own										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
41	**Revision: Percentages**	Unit 2 1–11	156	170	Worksheet 61 p. 138					
42	**Revision: Decimal fractions**	Unit 3 A: 1–11 B: 1–6	155 156	171 172						
43	**Revision: Functions and relationships** **Revision: Problem solving**	Unit 4 1–5 Unit 7 1–11	159 162	172 175						
44	**Revision: Perimeter, area, volume**	Unit 5 1–9	160	173						
45	**Revision: Surface area, volume and capacity**	Unit 6 1–7	161	174						

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

Spot On Mathematics Week 10: Revision and mid-year examination – plan your week											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
46											
47											
48											
49											
50											

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

Formal assessment tasks are marked and formally recorded for promotion purposes. In Term 2 an i**nvestigation, test** and **examination** are specified by the CAPS (p. 154) for formal assessment. Table 1 below shows the formal assessment tasks that are provided in each set of LTSMs, and where they fit into the work for the term. In addition to these formal assessments an exemplar examination is provided in this section for you to use instead of the examination in your chosen LTSMs if you so wish. The exemplar examination has been carefully designed to ensure that it is in line with the CAPS policy requirements.

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

Table 1: FORMAL ASSESSMENT TASKS IN THE LTSMs AND WEEKS IN WHICH THEY ARE SCHEDULED IN THE TRACKER FOR EACH

LTSM	Investigation	Test * In the LB, so only suitable for revision/practice, not for formal assessment	Examination * In the LB, so only suitable for revision/practice, not for formal assessment
			Numbers, Operations and Relationships • Common fraction; decimal fractions and problem solving **Patterns, Functions and Algebra** • Functions and relationships **Measurement** • Area and perimeter • Surface area and volume of 3-D objects
Clever Keeping Mathematics Simple	**Week 8** LB p. 197; TG p. 172 Measurement	**Week 5** * LB p. 198 Test; TG p. 175 Memo	**Week 10** TG p. 177 Exam; Memo p. 182
Mathematics Today	**Week 8** LB p. 154; TG p. 50 Make 3-D shapes and nets and caluclate surface areas of 3-D shapes: Note: Learners may find different answers and cannot be expected to know that their solution **is** the maximum in Gr 7	**Week 5** TG p. 41 Test; TG p. 43 Memo	**Week 10** * LB p. 155 Practice Exam; TG p. 51 Memo Practice Exam TG pp. 52–53 Mid-year Exam; TG p. 54 Mid-year Exam Memo

Table 1: FORMAL ASSESSMENT TASKS IN THE LTSMs AND WEEKS IN WHICH THEY ARE SCHEDULED IN THE TRACKER FOR EACH			
Oxford Headstart Mathematics	**Week 6** LB p. 187; TG p. 156 Perimeter **OR** **Week 8** LB p. 207; TG p. 169 Build a prism	**Week 5** TG no test provided	**Week 10** * LB pp. 209–211 Exam Examplar (June) Paper 1; TG pp. 170–171 Paper 1 Memo * LB pp. 212–213 Exam Examplar (June) Paper 2; TG pp.171–172 Paper 2 Memo TG pp. 172–173 Exam Paper 1 pp. 174–175 Memo Paper 1 pp. 173–174 Exam Paper 2 pp. 175–176 Memo Paper 2
Oxford Successful Mathematics	**Week 5** LB p. 379; TG p. 250 Functions and relationships **OR** **Week 8** LB p. 381; TG p. 251 Relationship between volume and surface area	**Week 5** TG p. 252 Test; TG p. 253 Memo	**Week 10** * LB p. 396 Practice Exam; TG p. 254 Memo TG p. 257 Exam; TG p. 261 Memo
Platinum Mathematics	**Week 2** LB p. 110; TG p. 56 Percentages	**Week 5** * LB p. 102; LB p. 52 Memo	**Week 10** * LB p. 138 Practice Exam; TG p. 67 Memo TG p. 151 Exam; TG p. 156 Memo
Premier Mathematics	**Week 6** LB pp. 68–69; TG p. 42 Rubric Perimeter and area	**Week 5** TG p. 48 Test; TG p. 52 Memo	**Week 10** TG p. 55 Exam; TG p. 60 Memo
Solutions for All Mathematics	**Week 2** TG p. 281; TG pp. 282–285 Discussion and solution Draw equilateral triangles; extend numer patterns in a table; obserbe and describe no patterns in words; encounter nottion of infinity	**Week 5** TG p. 277 Test; TG p. 279 Memo	**Week 10** TG p. 286 Exam; TG p. 289 Memo
Spot On Mathematics	**Week 8** TG p. 161 Questions; TG p. 162 Memo Volume and surface area	**Week 5** No test provided	**Week 10** * LB pp. 163–168 Exemplar; TG pp. 180–184 Memo TG pp. 185–191 Exam; TG p. 192 Memo

2. Suggested Assessment Record

MARK RECORDING SHEET SUBJECT: Mathematics GRADE: 7 YEAR:			SCHOOL:																CLASS:			
			GRADE 7 MATHEMATICS FORMAL ASSESSMENT TASKS																			
			TERM 1			TERM 2				TERM 3				TERM 4								
			ASSIGNMENT	TEST 1	TOTAL TERM 1	INVESTIGATION	TEST 2	EXAMINATION	TOTAL TERM 2	ASSIGNMENT	PROJECT	TEST 3	TOTAL TERM 3	ASSIGNMENT	INVESTIGATION	TOTAL TERM 4	SBA TOTAL 40%	EXAMINATION 60%		COMMENT
DATE OF ASSESSMENT TASK																						
TOTAL POSSIBLE MARKS																						
No.	SURNAME	NAME															40%	60%	100%			
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
HOD signature																						
Date																						
TEACHER signature																						
Date																						

3. Grade 7 Mathematics Mid-year Examination Exemplar Term 2

Surname:		
Name:	**Date:** _____	_____ **80**
Date of birth:		

INSTRUCTIONS TO LEARNERS:

1. Answer all the questions in the spaces provided.
2. No calculators may be used.
3. Show ALL calculations where necessary.
4. Time: 90 minutes.
5. Total: 80 marks.

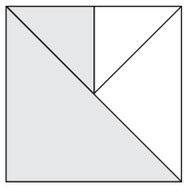
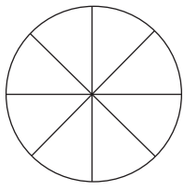
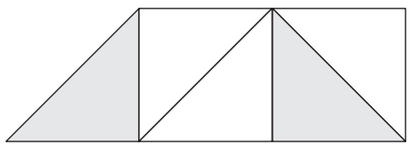
SECTION A

Answer ALL the questions in the spaces provided.

FRACTIONS:

QUESTION 1 **[6 marks]**

Complete the table below without using a calculator. The first row has been done for you.

	Simplified fraction	Equivalent fraction	Percentage %	Shade the fraction of the shape (if not shaded)
e.g.	$\frac{5}{8}$	$\frac{25}{40}$	62, 5%	
1.1	$\frac{3}{4}$	$\frac{75}{\ldots}$	…	
1.2	$\frac{\ldots}{\ldots}$	$\frac{\ldots}{50}$	…	

QUESTION 2 **[24 marks]**

2.1 Write THREE equivalent fractions for the following fraction:

$\frac{25}{50}$ = _____ = _____ = _____ (3)

2.2 Arrange the following numbers in descending order:

0,9; 0,009; 0,09; 0,0009; 9,09

_____ (3)

2.3 Work out the answers to the following. Simplify your answers where possible.

a) $\frac{6}{10} + \frac{2}{5} - \frac{3}{4}$

_____

_____

_____

_____ (3)

b) $1\frac{2}{3} - \frac{5}{6}$

_____

_____

_____

_____ (3)

2.4 Round 1 637, 984 off to:

a) two decimal places _____ (1)

b) the nearest 100 _____ (1)

c) the nearest tenth _____ (1)

2.5 In a class of 30 learners, 7 were absent. What fraction of the class was present?

_____

_____

_____

_____ (2)

2.6 Write down the next decimal number.

0,79; 0,76; 0,73; 0,7; _____ (1)

2.7 Work out answers to the following:

a) 0,8 + 1,9 – 0,6

_____

_____

_____

_____ (2)

b) 0,23 x 6

_____

_____

_____

_____ (2)

c) 0,684 ÷ 2

_____

_____

_____

_____

_____ (2)

FUNCTIONS AND RELATIONSHIPS:

QUESTION 3 [6 marks]

3.1 If the pattern below is continued, find the 7th fraction in this sequence:

$\frac{1}{2} + \frac{1}{6} + \frac{1}{12} + \frac{1}{20} + \frac{1}{30} =$ _____

Show all working out.

_____

_____

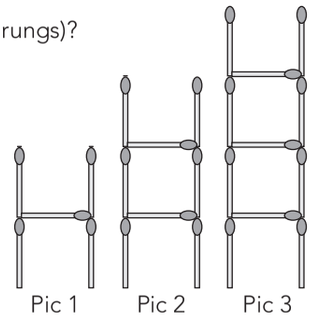
_____

_____

_____

_____ (3)

3.2 Sipho builds ladders with matches as shown below.
How many matches will he need to build a ladder with 6 steps (or rungs)?
Show all working out.



_____

_____

_____

_____

_____

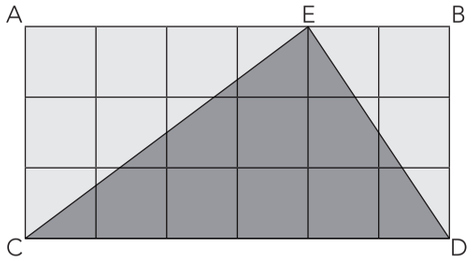
_____ (3)

MEASUREMENT:

QUESTION 4 [3 marks]

Look at the triangle and rectangle in the diagram.

Determine the area of each of them by carefully counting the squares.



4.1 The area of rectangle ABCD

..... = _____ (1)

4.2 The area of the triangle ECD

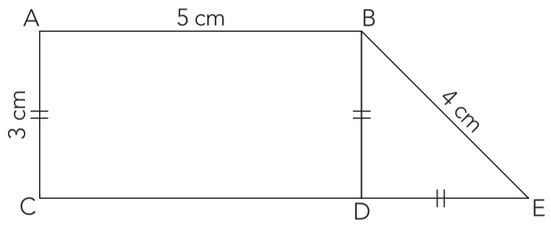
..... = _____ (1)

4.3 How many times bigger is the area of the rectangle than the area of the triangle?

_____ (1)

QUESTION 5 **[11 marks]**

5.1 ABEC is a 2-D shape made up of rectangle ABCD and right-angled triangle BDE.



a) Find the perimeter of the shape ABEC

_____

_____

_____

_____ (2)

b) Find the area of the shape ABEC

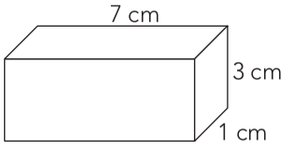
_____

_____

_____

_____ (5)

5.2 Calculate the volume of the following prism:



_____

_____

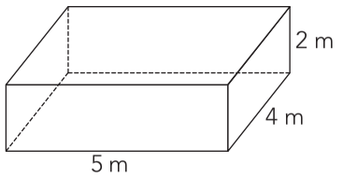
_____

_____ (4)

QUESTION 6 **[8 marks]**

A painter has to paint the sides, top and bottom of this solid object.

The base is a rectangle with **length 5 m** and **breadth 4 m**. The **height** of the sides is **2 m**.



6.1 Determine the total surface area he needs to paint.

_____

_____

_____ (6)

6.2 How many litres of paint does he need, if 1 ℓ covers 6 m^2.

_____

_____

_____ (2)

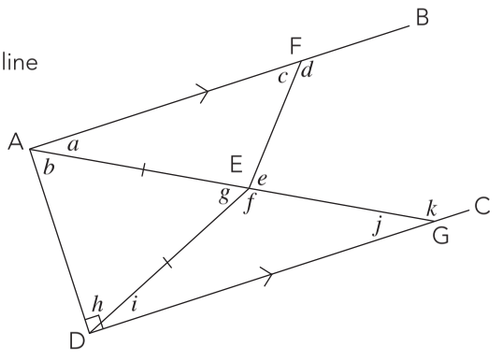
GEOMETRY:

QUESTION 7 **[2 marks]**

7. Complete the following by naming a line (2)

7.1 AE = _____

7.2 AB|| _____



SECTION B

MULTIPLE CHOICE:

QUESTION 8 **[20 marks]**

There are **TEN** multiple-choice questions in Section B. For each question **FOUR** possible answers are given and only **ONE** answer is correct. For each multiple choice question **circle the letter of the correct answer** to indicate your choice.

Example: 7 x 15 = _____

(A.) 105 B. 110 C. 115 D. 120

8.1 What type of number is $4\frac{3}{5}$?

a) Common fraction b) Decimal fraction c) Percentage d) Mixed number (2)

8.2 Calculate: 4 + 6 x 3 ÷ 6

a) 24 b) 16 c) 7 d) 36 (2)

8.3 What is the missing decimal number in the following number sequence?

13,25; 13,3; _____; 13,4; 13,45

a) 13,30 b) 13,35 c) 13,5 d) 13, 40 (2)

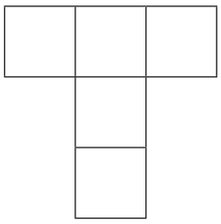
8.4 0, 65 is written as a percentage. Which one of the following is the correct percentage?

a) 6,5% b) 65% c) 0,65% d) 650% (2)

8.5 Which number lies halfway between 2 and 3 on the number line?

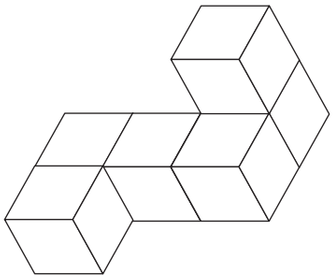
a) $2\frac{3}{4}$ b) 3 c) $2\frac{1}{2}$ d) $5\frac{1}{2}$ (2)

8.6 If each square that forms the letter T measures 3 cm along each side, the perimeter of the letter is:



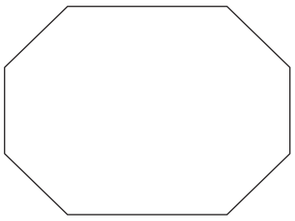
a) 18 cm b) 36 cm c) 27 cm d) 33 cm (2)

8.7 Six wooden cubes were glued together to make the 3-D object. If you want to paint the 3-D object, how many faces (sides of the cubes) must be painted?



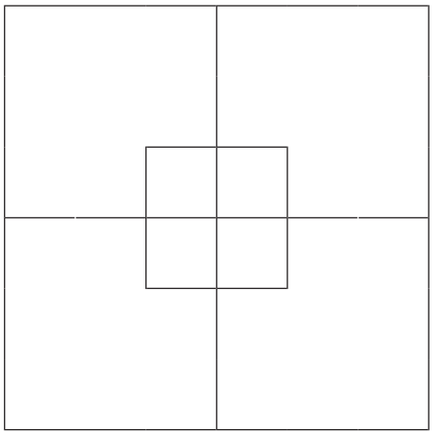
a) 30 b) 27 c) 26 d) 25 (2)

8.8 How many lines of symmetry does the following 2-D figure have?



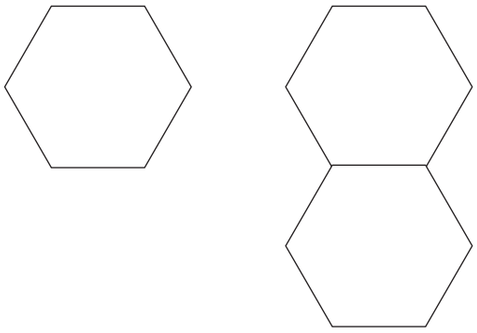
a) 4 b) 2 c) 6 d) 8 (2)

8.9 How many squares (of all sizes) are there in this diagram?



a) 10 b) 17 c) 20 d) 21 (2)

8.10 Study the following pattern.
How many sides will the 3rd set of polygons have?



(2)

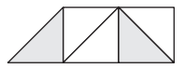
TOTAL: 80 MARKS

4. Grade 7 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
SECTION A		
FRACTIONS:		
QUESTION 1 **[6 marks]**	3	**3K**

	Simplified fraction	Equivalent fraction	Percentage %	Shade the fraction of the shape (if not shaded)
1.1	$\frac{3}{4}$	$\frac{75}{100}$ ✓	75% ✓	
1.2	$\frac{2}{5}$ ✓	$\frac{20}{50}$ ✓	40% ✓	

QUESTION 2 **[24 marks]**			
2.1	Three possible answers are $\frac{1}{2}$ ✓ $\frac{9}{10}$ ✓ $\frac{8}{16}$ ✓ Accept **all** correct answers.	3	**2RP**

Questions			Marks	Cognitive level
2.2	Descending order: 9,09; 0,9; 0,09; 0,009; 0,0009 ✓✓✓		3	**3RP**
2.3	a) $\frac{6}{10} + \frac{2}{5} - \frac{3}{4}$ $= \frac{12}{20} + \frac{8}{20} - \frac{15}{20}$ ✓ $= \frac{20}{20} - \frac{15}{20}$ ✓ $= \frac{5}{20}$ $= \frac{1}{4}$ ✓		3	**3RP**
2.3	b) $1\frac{2}{3} - \frac{5}{6}$ $= \frac{5}{3} - \frac{5}{6}$ ✓ $= \frac{10}{6} - \frac{5}{6}$ ✓ $= \frac{5}{6}$ ✓		3	**3RP**
2.4	Round 1 637, 984 off to:			
	a) two decimal places	**1 637, 98** ✓	1	**1K**
	b) the nearest 100	**1 600** ✓	1	**1K**
	c) the nearest tenth	**1 638, 0** ✓	1	**1K**
2.5	Number of learners present = 30 – 7 = 23 ✓ Fraction of learners present = $\frac{23}{30}$ ✓		2	**2RP**
2.6	0,79; 0,76; 0,73; 0,7; **0,67** ✓		1	**1K**
2.7	a) 0,8 + 1,9 – 0,6 = 2,7 – 0,6 ✓ = 2,1 ✓	OR 0,8 + 1,9 – 0,6 = 0,8 + 1,3 ✓ = 2,1 ✓	2	**2RP**
	b) 0,23 x 6 = (0,2 x 6) + (0,03 x 6 = 1,2 + 0,18 ✓ = 1,38 ✓	$^{1}0,^{1}23$ x ____6 ✓ 1, 38 ✓	2	**2RP**
	c) 2 | 0,684 = 0,352 ✓✓		2	**2RP**

Questions	Marks	Cognitive level
FUNCTIONS AND RELATIONSHIPS:		
QUESTION 3 **[6 marks]**		
3.1	3	**3PS**
3.2	3	**3PS**

Term number	Term
1	$\frac{5}{6}$
2	$\frac{1}{2+4} = \frac{1}{6}$
3	$\frac{1}{6+6} = \frac{1}{12}$
4	$\frac{1}{12+8} = \frac{1}{20}$
5	$\frac{1}{20+10} = \frac{1}{30}$
6	$\frac{1}{30+12} = \frac{1}{42}$
7	$\frac{1}{42+14} = \frac{1}{56}$

✓✓ Understanding that the denominator increases by 2 each time.

✓ Answer of $\frac{1}{56}$

NOTE: It is not necessary for the learners to use a table to work the answer out.

Picture number	Number of steps (rungs)	Number of matches
1	1	2 x 2 + 1 = 5
2	2	2 x 3 + 2 = 8
3	3	2 x 4 + 3 = 11
4	4	2 x 5 + 4 = 14
5	5	2 x 6 + 5 = 17
6	6	2 x 7 + 6 = 20

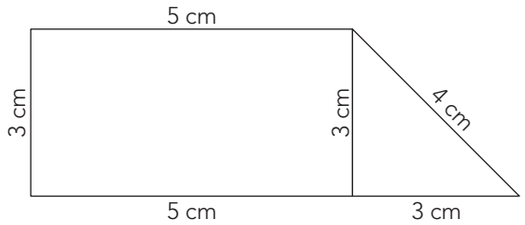
✓✓ For working out the number of steps (rungs) correctly.

✓ Answer of 20 rungs.

NOTE: It is not necessary for the learners to use a table to work the answer out.

Questions	Marks	Cognitive level
MEASUREMENT:		
QUESTION 4 **[3 marks]**		
4.1 The area of the rectangle ABCD = 18 squares ✓	1	**1RP**
4.2 The area of the triangle CED= 9 squares ✓	1	**1CP**
4.3 The area of the rectangle is <u>twice (2 times)</u> the area of the triangle ✓	1	**1CP**
QUESTION 5 **[11 marks]**		

5.1



a) Perimeter of shape ABCD

= 3 cm + 5 cm + 4 cm + 3 cm + 5 cm ✓

= 20 cm ✓

b) A = area of rectangle + area of triangle

= $(l \times b) + (\frac{1}{2} \times b \times h)$ ✓

= 5 cm x 3 cm ✓ + $(\frac{1}{2}$ x 4 cm x 3 cm) ✓

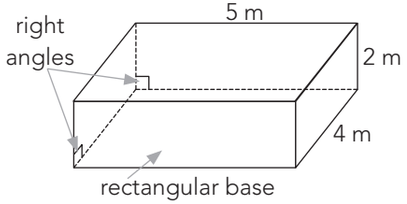
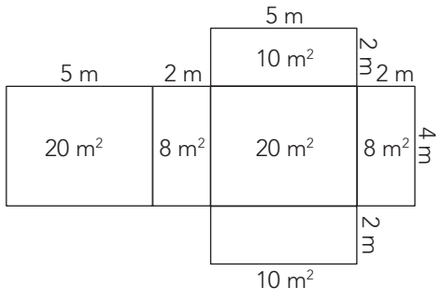
= 15 cm^2 + 6 cm^2 ✓

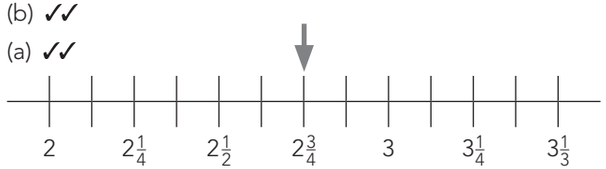
= 21 cm^2 ✓

5.2 Volume = $l \times b \times h$ ✓

V = 7 x 3 x 1 ✓

= 21 cm^3 ✓

Questions	Marks	Cognitive level
QUESTION 6 **[8 marks]**		
This solid figure is called a rectangular-based right prism, because the base is a rectangle. The term *right* indicates that the sides form right angles with the base (that is, the sides are perpendicular to the base). **NOTE:** • The painter has to paint the *outside area* of the shape, which you also call the surface area.  • The easiest way to work out the total area is by *unfolding* the solid 3-D figure. The flat 2-D surface is called the net of the solid 3-D figure. If the rectangular-based right prism is unfolded, it looks like this:  		
6.1 Total surface area = sum of the areas of the six rectangles: $A = [(5 \times 2) + (5 \times 2) + (5 \times 4) + (5 \times 4) + (4 \times 2) + (4 \times 2)]\ m^2$ ✓✓ $= 10\ m^2 + 10\ m^2 + 20\ m^2 + 20\ m^2 + 8\ m^2 + 8\ m^2$ ✓✓ $= 76\ m^2$ ✓✓	6	**6RP**
6.2 Number of litres of paint needed: $126\ m^2 \div 6\ m^2/\ell$ ✓ $= 21\ \ell$ ✓	2	**2PS**

Questions	Marks	Cognitive level
GEOMETRY:		
QUESTION 7 **[2 marks]**		
7.1 AE = DE ✓	1	**1C**
7.2 AB||DC ✓	1	**1RP**
SECTION B		
MULTIPLE CHOICE:		
QUESTION 8 **[20 marks]**		
8.1 (d) ✓✓	2	**2K**
8.2 (c) ✓✓ $4 + 6 \times 3 \div 6 = 4 + (18 \times 6) = 4 + 3 = 7$	2	**2K**
8.3 (b) 13,35 ✓✓	2	**2RP**
8.4 (b) ✓✓	2	**2CP**
8.5 (a) ✓✓  OR $(2 + 3\frac{1}{2}) \div 2 = 5\frac{1}{2} \div 2 = \frac{11}{2} \div 2 = \frac{11}{2} \times \frac{1}{2} = \frac{11}{4} = 2\frac{3}{4}$	2	**2CP**
8.6 (b) ✓✓ Perimeter = 9 cm + 3 cm + 3 cm + 6 cm + 3 cm + 6 cm + 3 cm + 3 cm + 3 cm = 36 cm	2	**2CP**
8.7 (c) ✓✓ Top view: 4 faces Bottom view: 4 faces Back view: 5 faces Front view: 5 faces Left view: 4 faces Right view: 4 faces Total number of faces = 4 + 4 + 5 + 5 + 4 + 4 = 26	2	**2CP**
8.8 (b) ✓✓	2	**2CP**

Questions	Marks	Cognitive level
8.9 (c) ✓✓ For this square there are • 1 large square • 4 middle-sized squares • 1 square in the middle • 4 small squares Total number of squares = (1 + 4 + 1 + 4) = 10	2	**2PS**

Questions	Marks	Cognitive level
8.10 (a) ✓✓ Polygon number: 1 → Number of sides: 6 Polygon number: 2 → Number of sides: 11 Polygon number: 3 → Number of sides: 16	2	**2P**
		TOTAL: 80

5. Analysis of Cognitive Levels

The CAPS (p. 157) specifies the weighting of the cognitive levels for tests and examinations. The following table shows these weightings for Senior Phase Mathematics.

Table 1: WEIGHTING OF THE COGNITIVE LEVELS AS SPECIFIED BY THE CAPS FOR SENIOR PHASE MATHEMATICS

LEVELS	VERBS	SAMPLE TASKS	CAPS WEIGHTING
KNOWLEDGE Learn terms, facts, methods, procedures, concepts	Draw, Recognize, Count, Group, Reproduce, Memorize, State, Tabulate, Identify, Point, Follow directions, Arrange	1. Can you identify the different place values in the metric system? 2. State the mode, mean, median, and range from your set of data 3. How do you reproduce a circle us*ing a compass?* 4. Arrange the following in descending order	**25 %**
COMPREHENSION Understand uses and implications of terms, facts, methods, procedures, concepts	Change, Classify, Convert, Estimate, Interpret, Measure, Put in order, Show, Suggest, Express in other terms	1. Classify polygons by regularity, concavity, and line symmetry 2. Explain how to convert between fractions, decimals, and percentages 3. What is your interpretation of the data expressed on the graph?	
ROUTINE PROCEDURES APPLICATION Practice theory, solve problems, use information in the new situations	Calculate, Compute, Construct, Demonstrate, Derive, Graph, Manipulate, Operate, Practice, Prove, Solve, Find	1. How do you calculate the percentage of a given whole? 2. Solve for area of a rectangle by using $A = l \times w$ 3. What information do you consider when graphing data derived from a survey? 4. Find the value of...	**45%**
COMPLEX PROCEDURES ANALYSIS Analyse structure, recognize assumptions, breaking down material into parts	Break down, Deduce, Diagram, Distinguish, Formulate, Group, Order, Separate, Simplify, Sort	1. What methods can be used to compare and order fractions? 2. Analyse the relationship between variables on a graph 3. What factors do you consider when formulating a plan for problem solving?	**20%**
SYNTHESIS Putting information together into a new and creative way	Construct, Create, Derive, Develop, Document, Generate, Integrate, Plan, Predict, Prepare, Propose, Specify, Tell	1. Describe some patterns that you recognized in the construction of Pascal's Triangle 2. What kind of table can you create that represents change in temperature? 3. What prediction can you make from this graph?	
PROBLEM SOLVING EVALUATION Set standards, judge with purpose, accept or reject on basis of criteria	Appraise, Choose, Compare, Conclude, Decide, Describe, Evaluate, Justify, Measure, Validate	1. Evaluate the expression after changing the order of operations 2. Describe how to solve a problem using the 4-step method 3. Justify your reason for choosing the strategy selected	**10%**

Table 2 below shows that the Term 2 examination is aligned to the CAPS.

Table 2: WEIGHTING OF MARKS ACROSS THE COGNITIVE LEVELS IN THE TEST FOR TERM 2

QUESTION	L1	L2	L3	L4	Total
	(K) and (C)	(RP)	(CPA) and (S)	(PS) and (E)	
QUESTION 1					
1.1	2	1			3
1.2	2	1			3
QUESTION 2					
2.1	3				3
2.2		3			3
2.3a		3			3
2.3b		3			3
2.4	3				3
2.5			2		2
2.6		1			1
2.7a		2			2
2.7b		2			2
2.7c		2			2
QUESTION 3					
3.1	1			2	3
3.2	1			2	3
QUESTION 4					
4.1	1				1
4.2		1			1
4.3		1			1
QUESTION 5					
5.1a		1	1		2
5.1b		2	3		5
5.2		2	2		4
QUESTION 6					
6.1		2	4		6
6.2		1	1		2
QUESTION 7					
7.1a		1			1
7.1b	1				1
QUESTION 8					
8.1	2				2
8.2		2			2
8.3	2				2
8.4	2				2
8.5		2			2
8.6				2	2
8.7				2	2
8.8			2		2
8.9			2		2
8.10			2		2
TOTAL	**20**	**33**	**19**	**8**	**80**
%	**25**	**41.25**	**23.75**	**10**	**100**
% Specified by CAPS (p. 157)	**25%**	**45%**	**20%**	**10%**	