GRADE 5

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2019 TERM 3

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 5 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department (HOD) and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 5 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

4. Links to the approved sets of LTSMs

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

In a few instances, when necessary, we recommend that you use selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. ***Select** is marked in the resources column in these cases. In other instances, the Learner's Books do not have adequate activities for learners to consolidate work done on a topic, in which case we recommend that you should supplement the recommended activities using the DBE worksheet and page number given in the DBE column. #**Supplement** is marked in the resources column in these cases. You could also use other Learner's Books from the catalogue list or other resources which they have, in order to supplement the Learner's Book activities as needed. In a few cases where there are not enough activities provided, we have provided DBE worksheets and page numbers for you to use.

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

5. Links to the DBE workbooks

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

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

6. Managing time allocated in the tracker

The CAPS prescribes six hours of Mathematics per week in Grade 5. In the tracker, there are six one-hour lessons per week. In some weeks, no new work is allocated

to the sixth hour; it can instead be used for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

It is important to note that this tracker has been designed for a third term that is eleven weeks long. The formal teaching programme, the project, some revision and the term test should be completed by the end of Week 10, with the test being written in Week 10. Week 11 is thus available for you to review the Term 3 test with learners and for learner corrections and remediation. Should you use this tracker in a term of a different length, you will need to adjust your work programme accordingly.

7. Sequence adherence

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

8. Links to assessment

In Term 3 of Grade 5, the formal assessment programme specified by the CAPS (p. 294) requires at least one test and one project. The tracker indicates where in the series of lessons the CAPS assessment activities are to be done and when feedback should be given. The overview of the term indicating where the assessments will be done is provided in a table in Section D *Assessment Resources* of this document for easy reference. The actual tasks and the dates for the assignments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. We suggest that the test be written in Week 10 – although this will depend on individual school arrangements. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week. It is important to go over the test with the learners and to give feedback on common misunderstandings and errors evident in their work.

Several sets of Learner's Books and Teacher's Guides offer one or more tests in Term 3. Where two tests are provided, the tracker identifies which one could be used for the Term 3 Test. The other test can be used for revision or for informal assessment.

In addition to this, we have provided a test paper with a marking memorandum that can be used regardless of the LTSMs you are using. Where the test 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 a test from a Teacher's Guide from a different set of LTSMs, or set your own, or make use of the test provided in the tracker.

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

9. Resources

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

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books. These books are:

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

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

Section D of the tracker has resources for assessment.

B. LESSON PREPARATION KEY STEPS

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

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

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson, depending on the Learner's Book. It is very important that you ***check what is required for each lesson ahead of time*** so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
    - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
    - You will find it helpful to prepare and put up wall charts/posters that summarise a variety of important things such as: the correct setting out of various methods of operations; mathematical terminology; the characteristics of 2-D shapes and 3-D objects; and the properties of numbers. These will assist learners when they are doing classwork. However, warn learners that the wall charts/posters will be taken down when the topic is being assessed.
    - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
    - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
    - Also make sure you have chalk or marking pens so that you can use your chalk board or whiteboard as needed. If you have digital resources, check that they are in working order.
    - Check the assessment programme so you can prepare any resources, such as test papers, needed for formal assessment so that learners can settle down and begin working promptly.

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these.
    - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.
    - ***Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself*** to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities for each topic for this term in the toolkit book *Remediation and Enrichment Activities*.
    - Consider the needs of any learners with barriers to learning in your class,

and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:

- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
- Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an Inclusive Education and Training System*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written.
   - **Step 1: Mental mathematics (5–10 minutes):** This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. The purpose of this activity is to focus on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. ***Each day you need to prepare for the mental mathematics activities.*** If the mental mathematics is in your Learner's Book (which is the case with some LTSMs) then you do not need to copy the work for the learners. If the activity is in the Teacher's Guide, then you will need to make photocopies for the learners. Learners should do mental mathematics orally most days, but they could do it in written form once a week (choose a set day, such as Wednesday, for example, on which to do written mental mathematics on a weekly basis) so that there is some record of your daily mental mathematics activities. You will find many ideas for mental mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the maths toolkit.

     Learners should not be using concrete material to work out the answers in mental mathematics by Term 3 of Grade 5. If learners need to, let them use their fingers as a concrete aid during mental mathematics, but make a note of which learners are doing this and then spend time with them during remediation to help them with the basic skills.

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

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

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

     To get more detailed guidelines on what number knowledge the learners need to develop, please study the CAPS pp. 154–155.
   - **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some Learner's Books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
   - **Step 3: Lesson content – concept development (15 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.
   - **Step 4: Classwork activity (20 minutes):** This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's

Book or DBE workbook. These activities allow them to practise their mathematics and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the ***exercises given in the various Learner's Books vary greatly in length*** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do.

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

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners who need additional support or extension by paying attention to how well they cope with the mental mathematics activities, how they manage the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners that need extra support and help them to work through the remediation activities**.** If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them 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 Books and ask the learners to complete them at home, or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the Mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

1. Day/lesson number.
2. Mental Mathematics (MM) link (page references in LB/TG provided, as well as activity numbers).
   Note: In the TG the references to the TB (Text Book) pages are not correct so please follow the page numbers given in the tracker. In addition, the TG has an extra activity, Act. 2 *Fill in numbers on the number line* but there is no such activity in the Learners' Book so please follow the activity numbers given in the tracker. Also refer to the *Mental Maths Activities and Printable Resources* book for additional mental mathematics ideas.
3. CAPS content linked to Learner's Book content.
4. CAPS page numbers at the start of each new CAPS topic.
5. Learner's Book exercises/activities that cover the CAPS content for the day.
6. Page reference in the Learner's Book (LB page reference).
7. Page reference in your Teacher's Guide for the day's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced).
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
10. Date completed.

Weekly reflection

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

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

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

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

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

Fabulous Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1	The counting range and times tables to be covered each week of the term are in a table on TG pp. 111	Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Fabulous Mathematics* LB for each learner and a TG for yourself						
2	LB p. 140 Act. 1 TG p. 112 Act. 1 TG p. 111	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Adding fractions	176–177 122	1	153	123	No. 66 (pp. 4–5)							
3	LB p. 140 Act. 2 TG p. 112 Act. 3 TG p. 111	Counting in fractions; Improper fractions and mixed fractions	122–123	2	154–156	122–123	No. 67 (pp. 6–7) No. 68 (pp. 8–9)							
4	LB p. 140 Act. 3 TG p. 112 Act. 4 TG p. 111	Sorting fractions	123	3	157	123	No. 69 (pp. 10–11) No. 70 (pp. 12–13)							
5	LB p. 140 Act. 4 TG p. 112 Act. 5 TG p. 111	Adding and subtracting fractions with mixed numbers	123	4	158	123	No. 71 (pp. 14–15) No. 72 (pp. 16–17	Fraction number line (No. 8)						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
6		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			168	126	No. 73 (pp. 18–19)						

Reflection

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

Fabulous Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
7	LB p. 141 Act. 5 TG p. 113 Act. 6 TG p. 111	**4.2 MEASUREMENT** **Mass** Practical work estimating and comparing the mass of various items	178–180	1–2	159–160	124	No. 74a (pp. 20–21)	Variety of objects which learners can weigh, e.g. paper clip, Smartie, litre of water, 2 kg of sugar, suitcase, etc.					
8	LB p. 141 Act. 6 TG p. 113 Act. 7 TG p. 111	Conversions and recipes		3	160	125	No. 74b (pp. 22–23)	Make a poster of conversions see LB p. 160					

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
9	LB p. 141 Act. 7 TG p. 113 Act. 8 TG p. 111	Reading mass on a baby's scale; Read mass on food stuffs and calculate the cost – *Going shopping*		4–5	160–161	125	No. 75 (pp. 24–25) No. (pp. 24–25)						
10	LB p. 142 Act. 8 TG p. 113 Act. 9 TG p. 111	Reading scales		6	161–163	125	No. 77 (pp. 26–27)	Kitchen scale and bathroom scale					
11	LB p. 142 Act. 9 TG p. 113 Act. 10 TG p. 111	Problem solving involving rate and mass		7	163	125	No. 78 (pp. 26–27) No. 79 (pp. 28–29)						
12		**Catch-up:** Any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			158	126							

Reflection

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

Fabulous Mathematics Week 3 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
13		**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour)	182	*1–6	165–168	126–128	No. 80 (pp. 30–31) No. 81 (pp. 32–33)	Flard cards/place value cards (No. 1)					
14	LB p. 144 Act. 10 TG p. 114 Act. 11 TG p. 111	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Revise the four methods of addition; Method 5: The vertical column method	182–183	1	170	129–131	No. 82a (pp. 40–41)	Make a poster to show different setting out methods					
15	LB p. 144 Act. 12 TG p. 114 Act. 13 TG p. 111	Problem solving		2	170–171	131	No. 82b (pp. 42–43) No. 83 (pp. 44–45)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)					
16	LB p. 144 Act. 13 TG p. 114 Act. 14 TG p. 111	Methods of subtraction		3	171–172	131–132	No. 84 (pp. 46–47)						
17	LB p. 144 Act. 14 TG p. 115 Act. 15 TG p. 111	Problem solving		4	172	133	No. 85 (pp. 48–49)						
18		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			172	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

Fabulous Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
19	LB p. 145 Act. 15 TG p. 115 Act. 16 TG p. 111	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Different views – see suggested methodology TG p. 134	184				No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)					
20	LB p. 146 Act. 16 TG p. 115 Act. 17 TG p. 111	Different views		1	173–174	134	No. 87 (pp. 52–53)						
21	LB p. 146 Act. 17 TG p. 115 Act. 18 TG p. 111	Revision and extension			175	134							
22	LB p. 147 Act. 18 TG p. 115 Act. 19 TG p. 111	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Polygons or curves; Naming shapes	184	1–2	176	135–136	No. 88 (pp. 54–55)	Grid paper see TG p. 127 (also No. 20) Cut-out 2-D cardboard or plastic (No. 10) Blank paper					
23	LB p. 147 Act. 19 TG p. 116 Act. 20 TG p. 111	Polygon angles		3	177	136	No. 89a (pp. 56–57) No. 89b (pp. 58–59)	Polygons with different angles (No. 10)					
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			178	137							

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

Fabulous Mathematics Week 5 * = select													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
25	LB p. 148 Act. 20 TG p. 116 Act. 21 TG p. 111	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Translations, reflections and rotations		1	177–181	137–139	No. 90 (pp. 60–61) No. 91 (pp. 62–63)						
26	LB p. 149 Act. 21 TG p. 116 Act. 22 TG p. 111	Tessellations		2	182	139	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	Grid paper see TG p. 217 (also No. 20)					
27	LB p. 150 Act. 22 TG p. 117 Act. 23 TG p. 111	**4.5 MEASUREMENT** **Temperature** (2 hours) Temperatures and thermometers	186	1	183–184	140–141	No. 94 (pp. 68–69)	Thermometers					
28	LB p. 151 Act. 23 TG p. 117 Act. 24 TG p. 111	Rising and falling temperatures		2	185–186	141	No. 95 (pp. 70–71)						
29		Revision and challenge			186	141	No. 93 (pp. 66–67)						
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			186	141							

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

Fabulous Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
31	LB p. 152 Act. 24 TG p. 117 Act. 25 TG p. 111	**5.1–5.3 DATA HANDLING** (9 hours) Organising data and finding the mode	187–188	1	187	142	No. 96 (pp. 72–73)						
32	LB p. 140 Act. 1 TG p. 112 Act. 1 TG p. 111	Analysing bar graphs		2	188	143	No. 97a (pp. 74–75)	Data cycle (No. 17)					
33	LB p. 140 Act. 2 TG p. 112 Act. 3 TG p. 111	Analysing pictographs		3	189	143	No. 97b (pp. 76–77)						
34	LB p. 140 Act. 3 TG p. 112 Act. 4 TG p. 111	Analysing pie graphs and finding the mode		4	189–190	143–144	No. 97c (pp. 78–79)						
35	LB p. 140 Act. 4 TG p. 112 Act. 5 TG p. 111	Collecting and representing data		5	190	144	No. 98 (pp. 80–81)						
36		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			191	145	No. 99 (pp. 82–83)						

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

Fabulous Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
37	LB p. 141 Act. 5 TG p. 113 Act. 6 TG p. 111	**FORMAL ASSESSMENT** **Project: Bed times** Work with a partner; Compose a question for your research; Collect your data at home; Use a separate frequency table for each age group (a tally)			Project	154–156		**Project: Bed times TG pp. 154–156**					
38	LB p. 141 Act. 6 TG p. 113 Act. 7 TG p. 111	Collect your data at school; Use a separate frequency table for each age group (a tally)			Project	154–156							
39	LB p. 141 Act. 7 TG p. 113 Act. 8 TG p. 111	Draw a bar chart for the data of the younger age group			Project	154–156							
40	LB p. 142 Act. 8 TG p. 113 Act. 9 TG p. 111	Draw a bar chart for the data of the older age group			Project	154–156							
41	LB p. 142 Act. 9 TG p. 113 Act. 10 TG p. 111	Write a paragraph analysing each set of data			Project	154–156							
42		Write a paragraph to compare each set of data				154–156							

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

Fabulous Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
43	LB p. 143 Act. 10 TG p. 114 Act. 11 TG p. 111	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Numeric patterns		1	193	146–147							
44	LB p. 143 Act. 11 TG p. 114 Act. 12 TG p. 111	Flow diagrams		2 no. 1–3	193–195	148–149	No. 101 (pp. 86–87)						
45	LB p. 144 Act. 12 TG p. 114 Act. 13 TG p. 111	Flow diagrams		2 no. 4–5	193–195	148–149	No. 102 (pp. 88–89)						
46	LB p. 144 Act. 13 TG p. 114 Act. 14 TG p. 111	Completing tables		3	197	149							
47	LB p. 144 Act. 14 TG p. 115 Act. 15 TG p. 111	Revision and challenge			198	150							
48		Hand back data project and give feedback on common errors											

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

Fabulous Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
49	LB p. 145 Act. 15 TG p. 115 Act. 16 TG p. 111	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Factors and multiples	192–193	1	199	151	No. 103a (pp. 90–91)							
50	LB p. 146 Act. 16 TG p. 115 Act. 17 TG p. 111	Revise the four methods of multiplication done in Term 1 and 2		–	51–52	34–35	No. 103b (pp. 92–93)							
51	LB p. 146 Act. 17 TG p. 115 Act. 18 TG p. 111	Revise the four methods of multiplication done in Term 1 and 2 (continued)		–	51–52	34–35	No. 104 (pp. 94–95)							
52	LB p. 147 Act. 18 TG p. 115 Act. 19 TG p. 111	Method 5: Multiplying in vertical columns		2 no. 1–2	200	152–153								
53	LB p. 147 Act. 19 TG p. 116 Act. 20 TG p. 111	Method 5: Multiplying in vertical columns (continued)		2 no. 3	200	152–153								
54		Problem solving with multiplication		3	200	153								
54		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			198, 200									

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

Fabulous Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
55							Do any worksheets from Term 3 which have not been completed							
56							Do any worksheets from Term 3 which have not been completed							
57							Do any worksheets from Term 3 which have not been completed							
58							Do any worksheets from Term 3 which have not been completed							
59							Do any worksheets from Term 3 which have not been completed							
60		**Test on whole term's work**				157–161		Use the test given on pp. 157–161, or use the test provided at the end of the tracker, or one you have designed yourself						

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

Fabulous Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

2. *Oxford Headstart Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		Hand out the LBs and the DBE work books; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Oxford Headstart Mathematics* LB for each learner and a TG for yourself					
2	Q. LB p. 184 A. TG p. 180	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Equivalent fractions; Work with fractions on a number line	176–177	1	184–185	180–182	No. 66 (pp. 4–5)	Number lines (No. 8) **Tip:** Grid paper (No. 20) will help learners to keep the same gap between each equal fraction						
3	TG p. 180	Compare fractions in a drawing; Subtract common fractions		2–3	185–186	182–183	No. 67 (pp. 6–7) No. 68 (pp. 8–9)							
4	TG p. 180	Add mixed numbers		4	187	183–184	No. 69 (pp. 10–11) No. 70 (pp. 12–13)							
5	TG p. 180	Subtract mixed numbers		5	188	185	No. 71 (pp. 14–15) No. 72 (pp. 16–17	See LB p. 188 for example of how to think about subtracting mixed numbers						
6		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				182, 186								

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

Oxford Headstart Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
7	TG p. 180	Problem solving using mixed numbers and units of measurement		6	188–189		No. 73 (pp. 18–19)							
8	TG p. 188	**4.2 MEASUREMENT** **Mass** (5 hours) Measure and compare objects; Choose instruments and units; Measuring mass in kilograms	178–180	1–3	190–191	188–191	No. 74a (pp. 20–21)	For each group – coat hanger, 2 yoghurt cups and some string; Various scales – kitchen, bathroom, balancing and industrial; Plastic bottles with a 1 or 2 litre capacity						
9	TG p. 188	Measuring mass in grams		4	192	191–192	No. 74b (pp. 22–23)	Kitchen scale						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
10	TG p. 188	Working with mass; Compare mass in kilograms and grams		5	193	192	No. 75 (pp. 24–25)	Make a poster of 1 000 dots by grouping 10 groups of 100 dots – each dot represents 1 gram					
11	TG p. 188	Rounding off grams to the nearest kilogram		6	194	193	No. 76 (pp. 26–27)	See LB p. 194 for summary of conversions; You could make a poster of this					
12	TG p. 188	Converting units of mass		7	194	81	No. 77 (pp. 28–29)	Wall chart of *Think* and *Do* example; See LB p. 195					

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 3 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	TG p. 188	Problem solving with mass		*8	195–196	194	No. 78 (pp. 30–31) No. 79 (pp. 32–33)							
14	#	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour)		*1–3	198–199	197–198	No. 80 (pp. 34–35) No. 81a and b (pp. 36–39)							
15	Q. LB p. 197 A. TG p. 196 A	**1.1 Whole numbers** **Addition and subtraction** (5 hours) Method 1: Add using the expanded column method; Method 2: Adding in columns without carrying over	182–183	*1–2	201–202	199–201	No. 82a (pp. 40–41)							
16	Q. LB p. 197 A. TG p. 196 B	Add in columns using carrying over; Check answers; Carrying over with more than two numbers		*3–5		202–203	No. 82b (pp. 42–43)	Use squared paper (No. 20) to assist learners to keep the place value columns and the numbers lined up correctly						
17	Q. LB p. 197 A. TG p. 196 C	Problem solving with addition		6	204–205	204	No. 83 (pp. 44–45)							
18		Subtraction Method 1: Expanded column method (without compensation); Expanded column method (with compensation)		*7	205–206									

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

Oxford Headstart Mathematics Week 4 * = select and # = supplement													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
19	Q. LB p. 197 A. TG p. 196 D	Subtraction Method 2: The vertical column method (without compensation); The vertical column method (with compensation)		*8	207–208	206–207	No. 84 (pp. 46–47)						
20	#	Subtract using any method		9	208	207–208	No. 85 (pp. 48–49)						
21	Q. LB p. 211 A. TG p. 210	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Viewing objects from different positions	184	1	211	211	No. 86 (pp. 50–51)	A variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)					
22	#	Match views of 3-D objects; Draw views of 3-D objects		2–3	212–213	211–212	No. 87 (pp. 52–53)	Objects that the learners built in Term 2					
23	Q. LB p. 214 A. TG p. 213	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Identifying and naming 2-D shapes and their features	184	*1–2	215–216	214–215	No. 88 (pp. 54–55)	Cut-outs of shapes A–Q see LB p. 216 (also No. 10) Pictures of 2-D shapes with curved sides					
24		**Remediation and enrichment**			209–210	208							

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

Oxford Headstart Mathematics Week 5 * = select and # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	#	Angles of 2-D shapes		3	217	215	No. 89a (pp. 56–57)							
26	#	Make new 2-D shapes using a specific shape		*4	218	216	No. 89b (pp. 58–59)							
27	#	Divide 2-D shapes into specific shapes		*5	219	216–217								
28	Q. LB p. 220 A. TG pp. 217–218	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Reflections: Recognise and describe reflections; Perform reflections	185	1–2	220–221	218–219	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cut-out 2-D shapes to reflect, translate and rotate (No.10); Grid paper see TG p. 318 (also No. 20)						
29	#	Translations: Recognise and describe translations; Perform translations		3–4	222–223	219–220	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml						
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				182, 186								

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

Oxford Headstart Mathematics Week 6 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
31	#	Rotations: Recognise and describe rotations; Perform rotations		5–6	223–224	221–222	No. 93 (pp. 66–67)							
32	Q. LB p. 225 A. TG p. 223	**4.5 MEASUREMENT** **Temperature** (2 hours) Investigate thermometers and degrees Celsius	186	1	225	223–224	No. 94 (pp. 68–69)	Thermometers; Liquids at different temperatures						
33	#	Work with temperature in degrees Celsius		7	126	93	No. 95 (pp. 70–71)	Example of weather report on TV or in a newspaper						
34	Q. LB p. 229 A. TG p. 228 A	**5.1–5.3 DATA HANDLING** (9 hours) Representing data; Read the tallies	187–188	1–2	230–231	228–229	No. 96 (pp. 72–73)	Data cycle (No. 17)						
35	Q. LB p. 229 A. TG p. 228 B	Read a pictograph; Draw a pictograph		3–4	232	229–230	No. 97a (pp. 74–75)							
36		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				226–227								

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

Oxford Headstart Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
37	Q. LB p. 229 A. TG p. 228 C	Read a vertical bar graphs; Draw a vertical bar graph		5–6	223	230–231	No. 97b (pp. 76–77) No. 97c (pp. 78–79)						
38	Q. LB p. 229 A. TG p. 228 D	Read a horizontal bar graph Draw a horizontal bar graph		7–8	234	231	No. 98 (pp. 80–81)						
39	Q. LB p. 229 A. TG p. 228 E	Analysing data: Find the mode		9	235	232	No. 99 (pp. 82–83)						
40	Q. LB p. 229 A. TG p. 228 F–G	**Formal Assessment – Project** Interpreting and reporting on data **Use Activity 10 1-3**		10 1–3	235–236	232–233	No. 100 (pp. 84–85)						
41	Q. LB p. 229 A. TG p. 228 H–I	Interpreting and reporting on data (continued)		10 1–3	235–236	232–233	No. 100 (pp. 84–85)						
42		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**											

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

Oxford Headstart Mathematics Week 8 # = supplement													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**				
43	Q. LB p. 237 A. TG p. 234	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Using tables to show patterns; Use flow diagrams to show patterns; supply input and output values	189–191	1–2	238	234–235							
44	#	Compare flow diagrams		3	238	235	No. 101 (pp. 86–87)						
45	#	Compare flow diagrams (continued)		4	239	235							
46	#	Determine the rule		5	239	235	No. 102 (pp. 88–89)						
47	Q. LB p. 240 A. TG p. 237	Complete patterns		6	239	236							
48		Hand back data project and give feedback on common errors											

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
49	Q. LB p. 240 A. TG p. 237 C–D	Use the property of 0 to compensate		3	242	238	No. 103b (pp. 92–93)						
50	Q. LB p. 240 A. TG p. 237 E–F	Write number sentences		4	242	239	No. 104 (pp. 94–95)						
51	Q. LB p. 240 A. TG p. 237 G–H	Revise multiplication facts		5	243	240							
52	Q. LB p. 240 A. TG p. 237 I–J	Write factors and multiples		6	244	241							
53	Q. LB p. 240 A. TG p. 237 K	Multiplication: Method 1; Method 2; Method 3; Method 4		7	245–246	241–242							
54		Problem solving		8	247	242							

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

Oxford Headstart Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
55		Calculate the ratios		9	247–248	243								
56		Calculate the rate		10	249	243–244								
57		Assessment 9			250–251	244–245	Do any worksheets from Term 3 which have not been completed							
58		End-of-term revision			252–253	246–247	Do any worksheets from Term 3 which have not been completed							
59							Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**						Use the test given in this tracker or one of your own						

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

3. *Oxford Successful Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Oxford Successful Mathematics* LB for each learner and a TG for yourself					
2	LB p. 158 TG pp. 24–35	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Parts of a whole and fractions of many	176–177	1	159	141	No. 66 (pp. 4–5) No. 67 (pp. 6–7) No. 68 (pp. 8–9)	A variety of **physical** objects which learners can count out and then divide, e.g. counters, beads						
3	TG pp. 24–35 #	Calculations with fractions		2 No. 1–3	160–163	142–143	No. 69 (pp. 10–11) No. 70 (pp. 12–13)							
4	TG pp. 24–35 #	Calculations with fractions		2 No. 4–9	163–164	143	No. 71 (pp. 14–15) No. 72 (pp. 16–17							
5	LB p. 166	**4.2 MEASUREMENT** **Mass** (5 hours) Estimate, measure and compare masses	178–180	1	166–168	144–145	No. 74a (pp. 20–21)	A variety of analogue and digital scales – bathroom, kitchen, pull scales; Learners bring objects from home to measure; Measure the mass of objects in the classroom						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
6		**Catch-up:** Finish any work not yet completed especially the DBE exercises **Remedial support and enrichment:** **Do your own planning:**			165	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

#Oxford Successful Mathematics Week 2

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources	Class / Date completed				
7	TG pp. 24–35 #	Work with kilograms and grams		2 No. 1–3	168–169	145–146	No. 73 (pp. 18–19)	Put up a display of food containers which show the mass in grams or kilograms					
8	TG pp. 24–35 #	Work with kilograms and grams (continued)		2 No. 4–7	168–170	145–146	No. 74b (pp. 22–23)						
9	TG pp. 24–35 #	Convert between kilograms and grams		3	170–171	146	No. 75 (pp. 24–25)	Make a wall chart showing conversions					

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
10	TG pp. 24–35 #	More conversions of kilograms to grams and grams to kilograms		4	171	147	No. 76 (pp. 26–27)						
11	LB p. 173	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour) Order, compare and represent 6-digit whole numbers	181	1	173–174	148–149	No. 77 (pp. 28–29) No. 78 (pp. 30–31)						
12		**Catch-up:** Finish any work not yet completed especially the DBE exercises **Remedial support and enrichment:** **Do your own planning:**			171	147	No. 79 (pp. 32–33) No. 80 (pp. 34–35)						

Reflection

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

Oxford Successful Mathematics Week 3 # = supplement													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
13	TG pp. 24–35 #	More properties of odd and even whole numbers		2	174	149	No. 81a and b (pp. 36–39)						
14	TG pp. 24–35 #	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Add and subtract numbers by rounding off and compensating	182–183	3	175	150	No. 82a (pp. 40–41)						
15	TG pp. 24–35 #	Add and subtract 5-digit numbers by compensating		4	176–177	151–152	No. 82b (pp. 42–43) No. 83 (pp. 44–45)	**Tip:** Squared paper will assist learners to keep the place value columns and the numbers lined up correctly (No. 20)					
16	TG pp. 24–35 #	Add in columns with carrying		5	177–178	151–152	No. 84 (pp. 46–47)						
17	TG pp. 24–35 #	Subtract in columns with borrowing		6	178–179	153	No. 85 (pp. 48–49)						
18		**Catch-up:** Finish any work not yet completed especially DBE worksheets No. 84 and 85 **Remedial support and enrichment:** **Do your own planning:**			183–184	155–156							

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

Oxford Successful Mathematics Week 4 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	TG pp. 24–35 #	More subtraction with borrowing		7	179–180	153–154								
20	TG pp. 24–35 #	Word problems with addition and subtraction		8	180–182	154–155								
21	LB p. 185	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Views of objects	184	1 No. 1–7	185–187	156–157	No. 86 (pp. 50–51)	Have a variety of 3-D objects which can be viewed from different view- points e.g. boxes, toys, bicycle, chair, cup and saucer etc. (Practical work and discussion)						
22	TG pp. 24–35 #	Views of objects (continued)		1 No. 8–9			No. 87 (pp. 52–53)	Dotty paper (No. 22); Illustrations showing the top view, side view and front view of an object showing the different perspectives; You could use these to make a wall chart see LB p. 188						
23	LB p. 189	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Angles in 2-D shapes	184	1 No. 1–5	189–192	157–159	No. 88 (pp. 54–55)							
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			183–184	155–156								

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

Oxford Successful Mathematics Week 5 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	TG pp. 24–35 #	Angles (continued) Identification of 2-D shapes		1 No. 6–10	192–194	159–160	No. 89a (pp. 56–57) No. 89b (pp. 58–59)	Dotty paper (No.22) 2-D shapes (No.10)						
26	LB p. 195	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Translations, reflections and rotations	185	1	195–197	160–161	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cardboard shapes for each learner see LB pp. 197–198 (also No.10) Grid paper (No. 20)						
27	TG pp. 24–35 #	Build shapes using slides, flips and turns		2	197–198	161–162	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	http://www.tessellations.org/tessellations-all-around-us.shtml						
28	LB p. 199	**4.5 MEASUREMENT** **Temperature** (2 hours)	186	1	199–201	163	No. 94 (pp. 68–69)	Thermometers						
29	TG pp. 24–35 #	Weather report – find out the maximum and minimum temperatures of 10 places in Africa		1			No. 95 (pp. 70–71)	You could make a wall chart of a thermometer and some commonly known temperatures See LB p. 201						
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			202–203	164								

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Oxford Successful Mathematics Week 6 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	TG pp. 24–35 #	**5.1–5.3 DATA HANDLING** (9 hours) Recording data	187–188	1	204–205	165–166	No. 96 (pp. 72–73)							
32	TG pp. 24–35 #	Finding the mode of a set of data; Do Ex. 1–4 from Act. 2 orally in mixed ability groups with report back to whole class; Do Ex. 5 from Act. 2 individually in classwork books		2	206–208	166–167	No. 97a (pp. 74–75)	Data cycle (No. 17)						
33	TG pp. 24–35 #	Analyse and interpret data from a graph; Do Ex. 2 and 3 from Act. 3 in mixed ability groups and report back to whole class; Do Ex. 1 individually in classwork books		3	208–210	167–168	No. 97b (pp. 76–77)							
34	TG pp. 24–35 #	Data cycle		4 No. 2	211–213	168–169	No. 97c (pp. 78–79)							
35	TG pp. 24–35 #	Data cycle (continued)		4 No. 2	211–213	168–169								
36		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			202–203	164								

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

Oxford Successful Mathematics Week 7 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37	TG pp. 24–35 #	**FORMAL ASSESSMENT** **Project: Data cycle** **Choose a topic** Step 1. Create a questionnaire with not more than 6 choices for answers		Project	301	231	No. 98 (pp. 80–81)							
38	TG pp. 24–35 #	Step 2. Collect information and record it		Project	301	231	No. 99 (pp. 82–83)							
39	TG pp. 24–35 #	Step 3. Organise this data in a graph; Step 4. Understand the data collected and separate it into parts to see where the similarities or differences are		Project	301	231	No. 100 (pp. 84–85)							
40	TG pp. 24–35 #	Step 5. Interpret the data – answer questions about the data; Step 6. Write a report about your findings		Project	301	231								
41	LB p. 214	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Use flow diagrams to understand operations	189–191	1	214–215									
42		**Catch-up:** Finish any work not yet completed **Do your own planning:**												

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

Oxford Successful Mathematics Week 8 # = supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
43	TG pp. 24–35 #	Use flow diagrams to understand operations		2 No. 1–3	215–216	169–170	No. 101 (pp. 86–87)							
44	TG pp. 24–35 #	Use flow diagrams to understand operations (continued)		2 No. 4–5	216–217	170–171	No. 102 (pp. 88–89)							
45	TG pp. 24–35 #	Patterns in tables		3	217–218	171–172								
46	TG pp. 24–35 #	How patterns grow		4	218–219	172–173								
47	LB p. 220	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours)	192–193	1	220–221	174	No. 103a (pp. 90–91)							
48		Hand back data handling project and work through the common errors and misunderstandings with learners												

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

Oxford Successful Mathematics Week 9 # = supplement and * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
49	TG pp. 24–35 #	Factors of 2-digit whole numbers to at least 100		2	221–222	175	No. 103b (pp. 92–93)							
50	TG pp. 24–35 #	Multiply 3-digit numbers by 2-digit numbers: Method 1: Use addition to split up one number		3	222–223	176–177	No. 104 (pp. 94–95)							
51	TG pp. 24–35 #	Method 2: Use subtraction to split up one number		4	223–224	177								
52	TG pp. 24–35 #	Method 3: Use factors to break down the numbers		5	224–225	177–178								
53	TG pp. 24–35 #	Method 4: Use doubling and halving of numbers		6	225–226	178								
54	TG pp. 24–35 #	Compare quantities of the same kind – ratio		*7	226–227	179–180								

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

Oxford Successful Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
54		Compare quantities of different kinds – rate		*8	228–229	181	Do any worksheets from Term 3 which have not been completed							
55		Revision			230–231	182–183	Do any worksheets from Term 3 which have not been completed							
56							Do any worksheets from Term 3 which have not been completed							
57							Do any worksheets from Term 3 which have not been completed							
58							Do any worksheets from Term 3 which have not been completed							
59							Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**						Use the test given in this tracker or one of your own						

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

Oxford Successful Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

4. *Platinum Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Platinum Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Platinum Mathematics* LB for each learner and a TG for yourself					
2	TG p. 205 Q. and A.	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Add and subtract common fractions	176–177	19.1			No. 66 (pp. 4–5)						
3	TG p. 206 Q. and A.	Mixed numbers		19.2	105	87	No. 67 (pp. 6–7) No. 68 (pp. 8–9)						
4	TG p. 206 Q. and A.	Add and subtract mixed numbers		19.3	106	87	No. 69 (pp. 10–11) No. 70 (pp. 12–13)						
5	TG p.206 Q. and A.	Solve problems that involve fractions				88	No. 71 (pp. 14–15) No. 72 (pp. 16–17)						
6		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 12A **Enrichment:** Target worksheet 12B **Do your own planning:**					No. 73 (pp. 18–19)						

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

Platinum Mathematics Week 2													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
7	TG p. 207 Q. and A.	**4.2 MEASUREMENT** **Mass** (5 hours) Estimate, measure and compare masses	178–180	20.1 20.2	108–109	89–90	No. 74a (pp. 20–21)	A variety of analogue and digital scales – bathroom, kitchen, pull scales; A brick, 500 ml bottle of water, 1 litre of water, a soccer ball; Scales with numbered and unnumbered intervals; Balancing scales (algebra)					
8	TG p. 207 Q. and A.	Convert units of mass		20.3	110	91–92	No. 74b (pp. 22–23)	Make a wall chart on conversion					

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
9	TG p. 207 Q. and A.	Calculate with units of mass		20.4	111	92	No. 75 (pp. 24–25)						
10	TG p. 207 Q. and A.	Solve problems that involve mass		20.5	112	92–94	No. 76 (pp. 26–27)						
11	TG p. 208 Q. and A.	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour)					No. 77 (pp. 28–29) No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)						
12		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 13A **Enrichment:** Target worksheet 13B **Do your own planning:**											

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

Platinum Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	TG p. 208 Q. and A.	**WHOLE NUMBERS** **Addition and subtraction** (5 hours) Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)						
14	TG p. 208 Q. and A.	Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 82a (pp. 40–41)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)						
15	TG p. 208 Q. and A.	Subtract numbers in columns		22.2	117	99	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)						
16	TG p. 208 Q. and A.	Subtract numbers in columns (30 minutes)		22.2	117	99	No. 83 (pp. 44–45)							
17	TG p. 208 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 84 (pp. 46–47)							
18		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 14A **Enrichment:** Target worksheet 14B **Do your own planning:**				85								

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

Platinum Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	TG p. 209 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 85 (pp. 48–49)							
20	TG p. 209 Q. and A.	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Identify objects from different viewpoints	184	23.1 23.2	120–121	102–103	No. 86 (pp. 50–51) No. 87 (pp. 52–53)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion);						
21	TG p. 209 Q. and A.	Match the view with the position of the viewer		23.2	120–121	102–103		Plan of the classroom or school						
22	TG p. 209 Q. and A.	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Identify, describe and compare 2-D shapes	184	24.1 24.2	112 123	104–105	No. 88 (pp. 54–55)	Coloured paper; Grid paper (No. 20)						
23	TG p. 210 Q. and A.	How to make a square out of a triangle		4.3	124	105	No. 89a (pp. 56–57)							
24		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 15A **Enrichment:** Target worksheet 15B **Do your own planning:**												

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

Platinum Mathematics Week 5 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
25	TG p. 210 Q. and A.	Draw 2-D shapes		24.4	125		No. 89b (pp. 58–59)	Dotty paper (No. 22)						
26	TG p. 210 Q. and A.	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Use transformations to describe the movement of shapes	185	25.1	128	108	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Physical objects, e.g. ruler, pencil, book, so that learners can practice flips, slides and turns						
27	TG p. 210 Q. and A.	Use transformations to make composite shapes		25.2	129	109	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	http://www.tessellations.org/tessellations-all-around-us.shtml Match box for every learner; See LB p. 129; Tangram (No. 11); Use pieces to make 3 rows by: 1. Translating the shape, 2. Reflecting the same shape, and 3. Rotating the shape (90°)						
28	TG p. 211 Q. and A.	**4.5 MEASUREMENT** **Temperature** (2 hours) Estimate temperature (30 minutes)	186	26.1	130	111–112	No. 94 (pp. 68–69)							
		Read and order temperature (30 minutes)		26.3	132	112–113		Thermometer template						
29	TG p. 211 Q. and A.	Measure temperature		26.2	131	112	No. 95 (pp. 70–71)	Thermometers; Atlas or globe of the world; Weather charts from the newspaper						
30		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 16A **Enrichment:** Target worksheet 16B **Do your own planning:**												

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

Platinum Mathematics Week 6 *= select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	TG p. 211 Q. and A.	**5.1–5.3 DATA HANDLING** (9 hours) Collect, organize and display data	187–188	27.1	134	114–115	No. 96 (pp. 72–73)							
32	TG p. 211 Q. and A.	Collect, organize and display data		*27.2	135	115	No. 97a (pp. 74–75)							
33	TG p. 212 Q. and A.	Find the mode		27.3 *27.4	136–137	115–116	No. 97b (pp. 76–77)							
34	TG p. 212 Q. and A.	Data cycle (Complete this in Lesson 35)		27.5	138	116–117	No. 97c (pp. 78–79)	Data cycle (No. 17)						
35	TG p. 212 Q. and A.	Interpret and analyse data		27.6	139	117								
36		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 17A **Enrichment:** Target worksheet 17B **Do your own planning:**												

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Platinum Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
37	TG p. 212 Q. and A.	Compare data		*27.7 27.8	140–143	119–118	No. 98 (pp. 80–81)						
38		**FORMAL ASSESSMENT** **Project: Sources of water in SA and in my community** Explain the steps (Learners record each step neatly on smaller pieces of paper; This work will be stuck onto a poster to summarise their project – Step 6); Learners complete Part 1 and Step 1 in class; For homework learners complete Step 2 – Conduct your survey		Project	144–145	119	No. 99 (pp. 82–83)						
39		Step 3 – Tally table Step 4 – Pictograph		Project	145	119	No. 100 (pp. 84–85)						
40		Step 5 – List your findings		Project	145	119							
41		Step 6 – Design poster with all work stuck onto it		Project	145	119							
42		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 18A **Enrichment:** Target worksheet 18B **Do your own planning:**											

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

Platinum Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
43	TG p. 213 Q. and A.	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Create number patterns	189–191	28.1	146	120								
44	TG p. 213 Q. and A.	Find the rule for a number pattern		28.2	147	121	No. 101 (pp. 86–87)							
45	TG p. 213 Q. and A.	Investigate number sequences		28.3	148	122	No. 102 (pp. 88–89)							
46	TG p. 213 Q. and A.	Investigate number sequences (continued)		28.8	148	122								
47	TG p. 214 Q. and A.	Revision			149	123								
48		Hand back data project and give feedback on common errors and misunderstandings												

Reflection

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

Platinum Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
49	TG p. 214 Q. and A.	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Multiples and factors	192–193	29.1 29.2	150	124–125	No. 103a (pp. 90–91)							
50	TG p. 214 Q. and A.	Multiply three-digit numbers by two-digit numbers		29.3	151	125	No. 103b (pp. 92–93)							
51	TG p. 214 Q. and A.	Multiply three-digit numbers by two-digit numbers (continued)		29.3	151	125	No. 104 (pp. 94–95)							
52	TG p. 215 Q. and A.	Compare quantities (rate)		29.4	152	125–124								
53	TG p. 215 Q. and A.	Solve multiplication problems		29.5	153	126								
54	TG p. 215 Q. and A.	Solve multiplication problems (continued)		29.5	153	126								

Reflection

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

Platinum Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
55		Revision activities			113, 119, 127, 133		Do any worksheets from Term 3 which have not been completed						
56							Do any worksheets from Term 3 which have not been completed						
57							Do any worksheets from Term 3 which have not been completed						
58							Do any worksheets from Term 3 which have not been completed						
59							Do any worksheets from Term 3 which have not been completed						
60		**Formal Assessment – Test**				219–222 127		Use the test given on pp. 219–222 and 127, or the one given in this tracker, or one of your own					

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

Platinum Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

5. *Premier Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Premier Mathematics* LB for each learner and a TG for yourself					
2	Q. TG p. 348 A. TG p. 286 Ex. 1	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Counting in fractions and whole numbers	176–177	1	131–132	91–92	No. 66 (pp. 4–5)	Number lines on the chalk board with mixed numbers such as 1; $1\frac{1}{3}$; $1\frac{2}{3}$; 2; See LB p. 131; You could use these examples to make wall charts; Number line template (No. 5, 8)						
3	Q. TG p. 348 A. TG p. 286 Ex. 2	Fractions of a whole		2 Q. 1–5	132–134	92–93	No. 67 (pp. 6–7) No. 68 (pp. 8–9)							
4	Q. TG p. 349 A. TG p. 286 Ex. 3	Fractions of a whole		2 Q. 6–7	134	93	No. 69 (pp. 10–11) No. 70 (pp. 12–13)							
5	Q. TG p. 349 A. TG p. 286 Ex. 4	Word problems; Equivalent forms		3, 4	135–136	94	No. 71 (pp. 14–15) No. 72 (pp. 16–17)							

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
6		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**		2 Q. 4, 5 and 7	132	92	No. 73 (pp. 18–19)						

Reflection

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

***Premier Mathematics* Week 2**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
7	Q. TG p. 350 A. TG p. 286 Ex. 5	**4.2 MEASUREMENT** **Mass** (5 hours) Estimation of the mass of objects – g or kg?	178–180	1, 2 No. 1–4	136–138	94–95	No. 74a (pp. 20–21)	Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects or packets of food with a mass of 1 kg, 2 kg, 500 g, etc., for example, brick, bag of mealie meal, school bag					
8	Q. TG p. 350 A. TG p. 286 Ex. 6	Intervals on scales; Comparing mass		2 No. 5–8	139–141	95–96	No. 74b (pp. 22–23)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales (algebra)					

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
9	Q. TG p. 351 A. TG p. 287 Ex. 7	Rounding off units of measurement; Calculating measurement using all four operations		3	142–143	96	No. 75 (pp. 24–25)						
10	Q. TG p. 351 A. TG p. 287 Ex. 8	Word problems with measurement		4	144	97	No. 76 (pp. 26–27)						
11	Q. TG p. 352 A. TG p. 287 Ex. 9	Conversion between units of measurement		5	145	97	No. 77 (pp. 28–29)	Make a poster of conversions between units of mass					
12		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				253-254 1 and 2	No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)						

Reflection

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

Premier Mathematics Week 3 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
13	Q. TG p. 352 A. TG p. 287 Ex. 10	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour)		*1–5	145–147	97–99	No. 81a (pp. 36–37) No. 81b (pp. 38–39)							
14	Q. TG p. 353 A. TG p. 287 Ex. 11	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Estimate by rounding off; Place value	182–183	1–2	148	97	No. 82a (pp. 40–41)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)						
15	Q. TG p. 353 A. TG p. 287 Ex. 12	Building up and breaking down method; Expanded vertical column method		*3	149	100–102	No. 82b (pp. 42–43)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)						
16	Q. TG p. 354 A. TG p. 288 Ex. 13	Number line; Counter balance/compensation method		*4–5	150	103–104								
17	Q. TG p. 354 A. TG p. 288 Ex. 14	Doubling method; Inverse of addition and subtraction		*6–7	151	104	No. 83 (pp. 44–45)							
18		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				212–213								

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

Premier Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	Q. TG p. 355 A. TG p. 288 Ex. 15	Properties of numbers		*8	151–152	104–105	No. 84 (pp. 46–47)							
20	Q. TG p. 355 A. TG p. 288 Ex. 16	Problem solving		9	152–53	105	No. 85 (pp. 48–49)							
21	Q. TG p. 356 A. TG p. 288 Ex. 17	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Viewing objects and drawing them	184	1	153–155	106	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)						
22	Q. TG p. 356 A. TG p. 289 Ex. 18	Side views of objects; Plan view from the top		2–3	155–156	107	No. 87 (pp. 52–53)							
23	Q. TG p. 357 A. TG p. 289 Ex. 19	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Naming shapes	184				No. 88 (pp. 54–55)	Block template see TG p. 175 (also No.10, 20)						
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				253–254								

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

Premier Mathematics Week 5 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	Q. TG p. 357 A. TG p. 289 Ex. 20	Identify the shapes and categorise them		2	158	108	No. 89a (pp. 56–57)	Pictures of regular and irregular polygons; 2-D shapes with curved sides see TG p. 174						
26	Q. TG p. 358 A. TG p. 289 Ex. 21	Design a picture using shapes		3	159	108	No. 89b (pp. 58–59)							
27	Q. TG p. 358 A. TG p. 290 Ex. 22	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Definitions and examples of: rotation, translation and reflection (lines of symmetry); Tangram shapes	185	1	159–162	109	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Grid paper see TG p. 175 (also No. 20); Tangram (No. 11); Small mirrors if available; Variety of 2-D cardboard shapes which can demonstrate transformations and tessellations (No. 10)						
28	Q. TG p. 359 A. TG p. 290 Ex. 23	Tessellation		2	162–163	109–110	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml Block paper see TG p. 175 (also No. 20)						
29	Q. TG p. 359 A. TG p. 290 Ex. 24	Identify the transformation in each design and see if there are lines of symmetry		3	163	110	No. 93 (pp. 66–67)							
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				253–254 Q. 3								

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

Premier Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31		**FORMAL ASSESSMENT** **Project: Identification of 2-D shapes in the real world**				214		Photocopiable work sheet (45 marks)						
32	Q. TG p. 360 A. TG p. 290 Ex. 25	**4.5 MEASUREMENT** **Temperature** (2 hours)	186	1–2	164–165	110–111	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers with differently numbered gradation						
33	Q. TG p. 360 A. TG p. 290 Ex. 26	Read a weather chart and do calculations with temperatures		3	166–167	112	No. 95 (pp. 70–71)	Weather chart from newspapers						
34	Q. TG p. 361 A. TG p. 290 Ex. 27	**5.1–5.3 DATA HANDLING** (9 hours) Collecting and organizing data	187–188	1	167–168	112–113	No. 96 (pp. 72–73)	Wall charts of different types of graphs – bar graphs, pictographs and pie charts; Include all the required labels, e.g. key, heading for chart and labels for axis, etc.						
35	Q. TG p. 361 A. TG p. 291 Ex. 28	Representing data in a bar graph		2	168–169	113–115	No. 97a (pp. 74–75)	Data cycle (No. 17)						
36		**Catch-up:** Finish any work not yet completed Hand back the project on 2-D shapes and work through common errors with the learners				215–216 Q. 1–2								

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

Premier Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37	Q. TG p. 362 A. TG p. 291 Ex. 29	Interpret and analyse the data		3	170–171	115	No. 97b (pp. 76–77)							
38	Q. TG p. 362 A. TG p. 291 Ex. 30	Use graphs to make predictions		4	172–173	116	No. 97c (pp. 78–79)							
39	Q. TG p. 363 A. TG p. 291 Ex. 31	**Formal Assessment: Project** **Data cycle** 1. Create a questionnaire; 2. Collect information and record it		5	174	116		Data cycle (No. 17)						
40	Q. TG p. 363 A. TG p. 292 Ex. 32	3. Organise this data in a graph; 4. Understand the data collected and separate it into parts to see where the similarities or differences are		5	174	116	No. 98 (pp. 80–81)							
41	Q. TG p. 364 A. TG p. 292 Ex. 33	5. Interpret the data – answer questions about the data 6. Write a report about your findings		5	174	116	No. 99 (pp. 82–83)							
42		Find the mode		6	174–175	116	No. 100 (pp. 84–85)							

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

Premier Mathematics Week 8 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
43	Q. TG p. 364 A. TG p. 292 Ex. 34	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Numeric patterns; Constant ratio or difference	189–191	1–2	175–176	117–118		Make wall charts which explain the terminology **input value**, **operator** or **rule** and **output value**						
44	Q. TG p. 365 A. TG p. 292 Ex. 35	Patterns without a constant difference or ratio		3	176–177	118	No. 101 (pp. 86–87)							
45	Q. TG p. 365 A. TG p. 292 Ex. 36	Flow diagrams – work out the input or output number or the rule/s		*4	177–180	118–119	No. 102 (pp. 88–89)							
46	Q. TG p. 366 A. TG p. 292 Ex. 37	Flow diagrams – work out the input or output number or the rule/s		5	181	120								
47	Q. TG p. 366 A. TG p. 293 Ex. 38	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Estimate the answers by rounding off; Use the column method; Break up the second numbers	192–193	1	182	121–122	No. 103a (pp. 90–91)							
48		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				217 Q. 3 218 Q. 1–2								

Reflection

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

Premier Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
49	Q. TG p. 367 A. TG p. 293 Ex. 39	Place value; Rounding off		2	183	122	No. 103b (pp. 92–93)						
50	Q. TG p. 367 A. TG p. 293 Ex. 40	Multiples and factors		3	184	123–124	No. 104 (pp. 94–95)						
51	Q. TG p. 368 A. TG p. 293 Ex. 41	Multiplying with 10s and 100s		4	185	125	No. 103b (pp. 92–93)						
52	Q. TG p. 368 A. TG p. 293 Ex. 42	When multiplying, numbers can be grouped in any order		5	185–186	125–126	No. 104 (pp. 94–95)						
53	Q. TG p. 369 A. TG p. 294 Ex. 43	Word problems		6	186	126							
54		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				218 Q. 3							

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

Premier Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
55	Q. TG p. 369 A. TG p. 294 Ex. 44	Revision for Units 19–29		1–11	187–196	127–131	Do any worksheets from Term 3 which have not been completed							
56	Q. TG p. 370 A. TG p. 294 Ex. 45						Do any worksheets from Term 3 which have not been completed							
57	Q. TG p. 370 A. TG p. 294 Ex. 46						Do any worksheets from Term 3 which have not been completed							
58	Q. TG p. 371 A. TG p. 294 Ex. 47						Do any worksheets from Term 3 which have not been completed							
59	Q. TG p. 371 A. TG p. 294 Ex. 48						Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**				219–222 302–303		Use the test on pp. 219–222 and pp. 302–303 of the LB, or the test given in this tracker, or one of your own						

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

Premier Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

6. *Solutions for All Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Solutions for All Mathematics Week 1 * = select													
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140			*Solutions for All Mathematics* LB for each learner and a TG for yourself					
2	Q. LB p. 338 A. TG p. 325 No. 101	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Sharing and naming fractions; Fraction wall to compare fractions	176–177	Ex.1	168–170	142–144	No. 65 (pp. 2–3) No. 66 (pp. 4–5)						
3	Q. LB p. 338 A. TG p. 326 No. 102	Fractions of groups of objects		Act. 2	172	144–145	No. 67 (pp. 6–7) No. 68 (pp. 8–9) No. 69 (pp. 10–11)	Objects which can be put into groups and then divided, e.g. counters, stones, etc.					
4	Q. LB p. 339 A. TG p. 326 No. 103	Working with mixed numbers		Act. 3	173–174	145	No. 70 (pp. 12–13) No. 71 (pp. 14–15)						
5	Q. LB p. 339 A. TG p. 326 No. 104	**4.2 MEASUREMENT** **Mass** (5 hours) Grams and kilograms Rounding off	178–180	Act. 1	176–177		No. 74a (pp. 20–21)	Learners bring household goods with mass marked in g or kg Put different amounts of sand into plastic bags; Learners find the mass					
6		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** Use the *Check what you know* **Do your own planning:**			175	145	No. 72 (pp. 16–17) No. 73 (pp. 18–19)						

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

Solutions for All Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
7	Q. LB p. 339 A. TG p. 326 No. 105	Sorting by mass		Ex. 1	178	146–148	No. 74b (pp. 22–23)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales						
8	Q. LB p. 339 A. TG p. 326 No. 106	Markings on scale		Act. 2 Ex. 2	179 180	148–149	No. 75 (pp. 24–25)							
9	Q. LB p. 339 A. TG p. 326 No. 107	Measuring instruments		Act. 3	108–181	149	No. 76 (pp. 26–27)							

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
10	Q. LB p. 339 A. TG p. 326 No. 108	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour) Counting and rounding off		Act. 1	183–184	153–154	No. 79 (pp. 32–33) No. 80 (pp. 34–35)						
11	Q. LB p. 340 A. TG p. 326 No. 109	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Adding in columns	182–183	Act. 2	185–187		No. 81a and b (pp. 36–39) No. 82 a (pp. 40–41)						
12		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			181–182	150							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	Q. LB p. 340 A. TG p. 326 No. 110	Adding in columns (30 minutes)		Ex. 1	188	154	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)						
14	Q. LB p. 340 A. TG p. 326 No. 111	Estimation and addition (30 minutes)		Ex. 2	188-189	155								
15	Q. LB p. 340 A. TG p. 326 No. 112	Subtraction in columns		Act. 3	189–190	155–156	No. 83 (pp. 44–45)							
16	Q. LB p. 341 A. TG p. 326 No. 113	Subtraction in columns		Ex. 3	189–190	156	No. 84 (pp. 46–47)							
17	Q. LB p. 341 A. TG p. 326 No. 114	Problem solving with addition		Ex. 4	192	156–157	No. 85 (pp. 48–49)							
18		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			193	157–158								

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

Solutions for All Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
19	Q. LB p. 341 A. TG p. 326 No. 115	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Practical viewing of objects; Matching views	184	Act. 1	194–195	159–156	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)						
20	Q. LB p. 341 A. TG p. 326 No. 116	Seeing different views (30 minutes); Drawing views (30 minutes)		Act. 2 Act. 3	196 196	160–161 160–161	No. 87 (pp. 52–53)	Make a wall chart showing the top view, side view and front view of an object and showing the different perspectives						
21	Q. LB p. 341 A.TG p. 328 No. 117	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Faces of objects (30 minutes); Drawing quadrilaterals (30 minutes)	184	Act. 1	198 199	162–163 163–164	No. 88 (pp. 54–55)	Grid or dotted paper (No. 20, 22); Geoboard						
22	Q. LB p. 341 A. TG p. 328 No. 118	Making quadrilaterals (30 minutes); Triangles – same or different (30 minutes)		Act. 2 Act. 3	199–200 200	164 164		Geoboard and elastics						
23	Q. LB p. 342 A. TG p. 328 No. 119	Making different triangles		Ex. 1	200	164								
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Challenge:** Make a geoboard **Do your own planning:**			197, 203–204	161, 166–170								

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

Solutions for All Mathematics Week 5 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	Q. LB p. 342 A. TG p. 328 No. 120	Grouping shapes		Act. 4	200–201	165	No. 89a (pp. 56–57)	2-D shapes (No. 10)						
26	Q. LB p. 342 A. TG p. 328 No. 121	Playing with time and angles		Act. 5	201–202	165	No. 89b (pp. 58–59)	Paper plate for each learner						
27	Q. LB p. 342 A. TG p. 328 No. 122	Estimating the sizes of angles		Ex. 2	203	166								
28	Q. LB p. 342 A. TG p. 328 No. 123	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Reflecting or flipping a shape	185	Act. 1	205–207	171–174	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cardboard for each learner to make shapes; 2-D shapes (No. 10)						
29	Q. LB p. 342 A. TG p. 328 No. 124	Rotating or turning a shape		Act. 2	207–209	174–175	No. 92 (pp. 64–65) No. 93 (pp. 66–67)							
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**			209–210	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

Solutions for All Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
31	Q. LB p. 343 A. TG p. 328 No. 125	**4.5 MEASUREMENT** **Temperature** (2 hours) Marking a thermometer; Measuring temperatures	186	Act. 1	214	177–179	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers					
32	Q. LB p. 343 A. TG p. 328 No. 126	Temperatures around the world (30 minutes)		Act. 2	215	179	No. 95 (pp. 70–71)						
33	Q. LB p. 343 A. TG p. 328 No. 127	**5.1–5.3 DATA HANDLING** (9 hours) Collecting and organizing data; Make a tally and a bar graph	187–188		217–219	181–183	No. 96 (pp. 72–73)						
34	Q. LB p. 343 A. TG p. 329 No. 128	Pie charts with fractions		Act. 1	218	184							
35	Q. LB p. 343 A. TG p. 329 No. 129	Reading data		Act. 2	219	184–185		Data cycle (No. 17)					
36		Representing and organising data		Act. 3	220–221	185–186	No. 97a (pp. 74–75)						

Reflection

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

Solutions for All Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37	Q. LB p. 343 A. TG p. 329 No. 130	Comparing a bar graph and a pie chart; Comparing pictographs; Oral in mixed ability groups with a feed back to class		Act. 5	222–223	186–187	No. 97b (pp. 76–77)							
38	Q. LB p. 344 A. TG p. 329 No. 131	Comparing bar graphs; Comparing pie charts; Oral in mixed ability groups with a feed back to class		Act. 6–7	224–226	187–188	No. 97c (pp. 78–79)							
39	Q. LB p. 344 A. TG p. 329 No. 132	**FORMAL ASSESSMENT – Project** **Step 1:** Work out what **question** to ask; **Step 2:** Give five or six **possible answers** to the question and learners must choose one		Act. 8	226	188	No. 98 (pp. 80–81)							
40	Q. LB p. 344 A. TG p. 329 No. 133	**Step 3: Collect** your data; Make a tally on a list to show the answers; **Step 4: Organise** your information in a table		Act. 8	226	188	No. 99 (pp. 82–83)							
41	Q. LB p. 344 A. TG p. 329 No.134	**Step 5: Represent** your data on a bar graph		Act. 8	226	188	No. 100 (pp. 84–85)							
42		**Step 6: Analyse** the data		Act. 8	226	188								

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

Solutions for All Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
43	Q. LB p. 344 A. TG p. 329 No. 135	**Step 7: Report** on the data by designing a poster which shows all the above information		Act. 8	226	188							
44	Q. LB p. 344 A. TG p. 329 No. 136	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Find the input and output values	189–191	Act. 1	228–230	190–192							
45	Q. LB p. 345 A. TG p. 330 No. 137	Flow diagrams and number sentences		Ex. 1	230–231	192–193	No. 101 (pp. 86–87)						
46	Q. LB p. 345 A. TG p. 330 No. 138	Finding the rule		Act. 2	231–232	193							
47	Q. LB p. 345 A. TG p. 330 No. 139	Finding the rule continued		Act. 3	232–234	193–195	No. 102 (pp. 88–89)						
48		Finding the rule with two parts		Act. 4	234–235	195–196							

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

Solutions for All Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
49	Q. LB p. 345 A. TG p. 330 No. 140	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Different ways of multiplying; Problem solving with multiplication	192–193	Act. 1 Act. 2	238–239	199–200	No. 103a (pp. 90–91)							
50	Q. LB p. 345 A. TG p. 330 No. 141	Estimating and multiplying; Practice in multiplication		Act. 3 Ex. 1	239–240 241	201 202–203								
51	Q. LB p. 345 A. TG p. 330 No. 142	Patterns in multiplication; Multiples of 10 and 100		Act. 4 Ex. 2	241–242 242–243	203 203–204	No. 103b (pp. 92–93)							
52	Q. LB p. 346 A. TG p. 330 No. 143	Ratio; Rate		Act. 5 Act. 6	243–244 244–245	204 205	No. 104 (pp. 94–95)							
53	Q. LB p. 346 A. TG p. 330 No. 144	Word problems with multiplication		Ex. 3	245	205								
54		Hand back data project and give feedback on common errors												

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

Solutions for All Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
55	Q. LB p. 346 A. TG p. 331 No. 145						Do any worksheets from Term 3 which have not been completed							
56	Q. LB p. 346 A. TG p. 331 No. 146						Do any worksheets from Term 3 which have not been completed							
57	Q. LB p. 346 A. TG p. 331 No. 147						Do any worksheets from Term 3 which have not been completed							
58	Q. LB p. 346 A. TG p. 331 No. 148						Do any worksheets from Term 3 which have not been completed							
59	Q. LB p. 346 A. TG p. 331 No. 149						Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**				298–301 302–303		Use the test given on pp. 298–301 and 302–303, or the test given in this tracker, or use one of your own						

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

Solutions for All Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

7. *Study and Master Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term;			139–140		No. 65 (pp. 2–3)	*Study and Master Mathematics* LB for each learner and a TG for yourself					
2	Q. LB p. 168 TG p. 196	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Counting in fractions	176–177	1.1	169	196–197	No. 66 (pp. 4–5)	Fraction wall TG p. 338; Fraction circles TG p. 339 (also No. 7, 6)						
3	Q. LB p. 196 A. TG p. 170	Equivalent fractions and fraction calculations		2.1	170–171	197–198	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	Hexagons see TG p. 340 – print one for each learner						
4	Q. LB p. 172 A. TG p. 199	Equal sharing		3.1	272–273	199–202	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	Objects which can be cut up into fractions, e.g. loaf of bread, slab of chocolate, apple						
5	Q. LB p. 174 A. TG p. 203	Fraction calculations		4.1	174–175	203–204	No. 71 (pp. 14–15) No. 72 (pp. 16–17)							
6		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** Task 18 – walk around class to monitor the learners and do remedial work with groups of learners having the same challenges **Do your own planning:**				206–207 Task 18		Print out the solutions on TG p. 207 and put up on the chalk board or on your desk; Learners can self-mark as they finish; Learners with full marks help the others; Then form small groups to play fraction dominoes (fraction domino shapes TG p. 368)						

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

Study and Master Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
7	Q. LB p. 175 TG p. 204	Fraction of whole numbers		5.1	175–176	204–205	No. 73 (pp. 18–19)	Fraction domino shapes TG p. 368						
8	Q. LB p. 177 A. TG p. 208	**4.2 Measurement** **Mass** (5 hours) Exploring mass	178–180	6.1 6.2	177–179	208	No. 74a (pp. 20–21)	Make a copy of the tables in LB pp. 178–179 for each learner; Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects with a mass of 1 kg, 2 kg, 500 g, etc., for example, brick, bag of mealie meal, school bag; Physical objects to demonstrate that size and mass are not necessarily related, e.g. golf ball and ping pong ball; A small scale 0 g–1 000 g; Kitchen scale 1 kg–10 kg; Bathroom scale 0 kg–100 kg						
9	Q. LB p. 180 A. TG p. 209	Working with kilograms and grams		7.1 7.2	179–181	209–210	No. 74b (pp. 22–23)	Conversions, e.g. *kilo* means 1 000 so 1 kg = 1 000 g see LB p. 179; You could use these to make a wall chart						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Date completed				
10	Q. LB p. 181 A. TG p. 211	Estimating with mass		8.1	181–182	210–211	No. 75 (pp. 24–25)						
11	Q. LB p. 183 A. TG p. 212	Mixed calculations with mass		9.1	182–183	212–213	No. 76 (pp. 26–27)						
12		Mixed calculations with mass		10.1	183–184	212–213	No. 77 (pp. 28–29) No. 78 (pp. 30–31)						

Reflection

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

Study and Master Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
13	Q. LB p. 185 A. TG p. 216	**1.1 WHOLE NUMBERS** **Addition and subtraction** Counting, ordering, comparing, representing and 6-digit place value	181	11	185–187	216–217	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a pp. 36–37 No. 81b pp. 38–39						
14	Q. LB p. 188 A. TG pp. 217–218	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Addition and doubling	182–183	12.1	188–189	217–218	No. 82a (pp. 40–41)						
15	Q. LB p. 190 A. TG p. 219	Subtraction		13.1	190	219–220	No. 82b (pp. 42–43)						
16	Q. LB p. 191 A. TG pp. 220–221	Problem solving in context		14.1	191	220–221	No. 83 (pp. 44–45)						
17	Q. LB p. 192 A. TG p. 221	Addition and subtraction without carrying and decomposing		15.1	192	221–222	No. 84 (pp. 46–47)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)					
18		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				214-215 Task 19							

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

Study and Master Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	Q. LB p. 193 A. TG p. 222	Addition		16.1	193	222	No. 85 (pp. 48–49)	Dienes blocks or a copy of Dienes blocks TG p. 359						
20	Q. LB p. 195 A. TG p. 224	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Different views of objects	184	17.1	195–196	224–225	No. 86 (pp. 50–51)	Cereal box						
21	Q. LB p. 197 A. TG p. 225	More views of objects		18.1	197–198	225–226	No. 87 (pp. 52–53)	Make a wall chart showing the top view, side view and front view of an object and showing the different perspectives; Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc.; Include cubes stacked into constructions (Practical work and discussion)						
22	Q. LB p. 199 A. TG p. 227	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) Describing and drawing shapes	184	19.1 19.2 19.3 Group work: rotate	199–201	226–228	No. 88 (pp. 54–55)	Geoboards and elastic bands (to share); Print a square dotted grid template for each learner see TG p. 364 (also No. 22); Cut six squares for each learner						
23	Q. LB p. 210 A. TG p. 228	Shape games		20.1 20.2 Group work: rotate	201–202	228	No. 89a (pp. 56–57)	Shape snap cards; *What am I?* cards see TG p. 228; Teacher or capable learners to make games before lesson						
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				229–230 Task 22	No. 89b (pp. 58–59)							

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

Study and Master Mathematics Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
25	Q. LB p. 204 A. TG p. 231	**3.4 SPACE AND SHAPE** **Transformations** (3 hours) Translation (sliding)	185	22.1 22.2	203–204	231	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Right angled triangle for each learner; Grid paper see TG p. 330 (also No. 20); Small mirrors if available					
26	Q. LB p. 205 A. TG p. 232	Reflection (flipping)		22.1 22.2	205–206	232–233	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml					
27	Q. LB p. 207 A. TG p. 233	Rotation (turning)		23.1	207–208	233	No. 93 (pp. 66–67)						
28		**4.5 MEASUREMENT** **Temperature** (2 hours) What is temperature?	186	24.1	209–213	236	No. 94 (pp. 68–69)	Analogue and digital thermometers; Numbered and unnumbered gradations; Atlases with weather maps; Weather charts for a month; Weather charts from newspapers					
29	Q. LB p. 214 A. TG p. 235	Working with temperature		25.1	214–216	237–238	No. 95 (pp. 70–71)	See TG p. 342 and print six thermometers for each learner					
30		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				234–235 Task 23							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Study and Master Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	Q. LB p. 217 A. TG p. 239	**5.1–5.3 DATA HANDLING** (9 hours) Collecting and organizing data	187–188	26.1	217–219	239–240	No. 96 (pp. 72–73)	Make a wall chart of different types of graphs, bar graphs, pictographs and pie charts; Include all the required labels, e.g. key, heading for chart, labels for axis, etc. see LB pp. 221–222						
32	Q. LB p. 219 A. TG p. 241	Representing data: pictographs and bar graphs		27.1 27.2	219–224	241–244	No. 97a (pp. 74–75)	Make a wall chart with definition and example of pictograph (NB the key) and a bar graph (NB the headings) see LB pp. 226–227						
33		Analysing data: pictographs		28.1	225–226	245–246	No. 97b (pp. 76–77)							
34		Analysing data: bar graphs		28.2	227–229	246–248	No. 97c (pp. 78–79)							
35	Q. LB p. 224 A. TG p. 245	Analysing data: pie chart		28.3	229–231	248	No. 98 (pp. 80–81)							
36		**Catch-up:** Finish any work not yet completed					No. 99 (pp. 82–83)							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Study and Master Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37	–	Finding the mode		28.5	232–233	249–250	No. 100 (pp. 84–85)							
38	–	**FORMAL ASSESSMENT** **Project** Collect data		28.4	231	249		Data cycle (No. 17)						
39	–	Organise data in the form of a table		28.4	231	249								
40	–	Show data as a bar graph		28.4	231–232	249								
41	–	Analyse the data by answering the questions		28.4	233	249								
42		**Catch-up:** Finish any work not yet completed **Do your own planning:**												

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Study and Master Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
43	Q. LB p. 234 A. TG p. 256	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Creating and extending number patterns	189–191	29.1	235–236	257–258								
44	Q. LB p. 237 A. TG p. 258	Investigating and extending patterns		30.1	237–238	259–260	No. 101 (pp. 86–87)							
45	Q. LB p. 239 A. TG p. 261	Input and output numbers		31.1	239–240	261–262	No. 102 (pp. 88–89)							
46	Q. LB p. 241 A. TG p. 263	Number sequences in diagrams		32.2	241–242	263–264								
47	Q. LB p. 243 A. TG p. 265	Finding rules		33	243–244	265–266								
48		Hand back data project and give feedback on common errors												

Reflection

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

Study and Master Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
49	Q. LB p. 245 A. TG p. 268	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Multiplication and area	192–193	34.1	245–247	268–269	No. 103a (pp. 90–91)						
50	Q. LB p. 247 A. TG p. 269	Using number rules in area models		35.1	247–248	269–270	No. 103b (pp. 92–93)						
51	Q. LB p. 249 A. TG p. 270	Multiplying 3-digit numbers		36.1	249	270–271	No. 104 (pp. 94–95)						
52	Q. LB p. 250 A. TG p. 271	Rough answers		37.1	250–251	271–272							
53	Q. LB pp. 251– 252 A. TG pp. 273–274	Problem solving		38.1	252–254	273							
54		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				275–276 Task 26							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Study and Master Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
55	Q. LB p. 255 A. TG p. 274	Looking for relationships		39.1	255–256	274–275	Do any worksheets from Term 3 which have not been completed							
56							Do any worksheets from Term 3 which have not been completed							
57							Do any worksheets from Term 3 which have not been completed							
58							Do any worksheets from Term 3 which have not been completed							
59							Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**						Use the test provided in the tracker or one of your own						

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

Study and Master Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

8. *Viva Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Viva Mathematics Week 1 * = select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		Hand out the LBs and the DBE workbooks; Explain the structure of the mathematics lessons: • Mental mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	*Viva Mathematics* LB for each learner and a TG for yourself					
2	Q. LB p. 125 A. TG p. 142	**1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Revision of common fractions	176–177	1	126–127	68	No. 66 (pp. 4–5)	A variety of **physical** fraction pieces; Fraction wall Copymaster 10a TG p. 169 (also No. 7)						
3	Q. LB p. 125 A. TG p. 142	Ninths and tenths		2	128	69	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	Objects which can be cut up into fractions, e.g. loaf of bread, slab of chocolate, apple						
4	Q. LB p. 125 A. TG p. 142	Adding and subtracting fractions with the same denominator		3	129	69	No. 69 (pp. 10–11) No. 70 (pp. 12–13)							
5	Q. LB p. 125 A. TG p. 142	Adding and subtracting with mixed numbers		4	130	69	No. 71 (pp. 14–15) No. 72 (pp. 16–17							
6	Q. LB p. 125 A. TG p. 142	**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				70								

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

Viva Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
7	Q. LB p. 131 A. TG p. 142	**4.2 MEASUREMENT** **Mass** (5 hours) Reading scales	178–180	1	132–133	71–72	No. 73 (pp. 18–19)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales (algebra)						
8	Q. LB p. 131 A. TG p. 142	Kilograms (kg) and grams (g)		2	134–135	72–73	No. 74a (pp. 20–21)	Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects or packets of food with a mass of 1 kg, 2 kg, 500 g, etc., for example, a brick, bag of mealie meal, school bag						
9	Q. LB p. 131 A. TG p. 142	Problem solving		3	136	73	No. 75 (pp. 24–25) No. 76 (pp. 26–27)	DBE workbook No. 74b (pp. 22–23)						
10	Q. LB p. 131 A. TG p. 142	Problem solving with mass and money; Zama's shop		4	137	73	No. 77 (pp. 28–29) No. 78 (pp. 30–31)	Newspaper advertisements or fliers showing products, prices and mass						
11	Q. LB p. 131 A. TG p. 142	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Whole numbers, 6-digit numbers, reading and writing; Place value and rounding off	182–183	1	139–140	74–75	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Copymaster 1b TG p. 158						
12		**Catch-up:** Any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				73								

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

Viva Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	Q. LB p. 138 A. TG p. 143	Estimating and rounding off; Two methods of calculating		2	141	75								
14	Q. LB p. 138 A. TG p. 143	Inverse operations		3	142	75	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)						
15	Q. LB p. 138 A. TG p. 143	Properties of numbers – commutative and associative laws		4	143	75	No. 83 (pp. 44–45)							
16	Q. LB p. 138 A. TG p. 143	Addition and subtraction games		5	144	76	No. 84 (pp. 46–47)							
17	Q. LB p. 138 A. TG p. 143	Problem solving		6	145	76	No. 85 (pp. 48–49)							
18		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				76–77								

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

Viva Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	Q. LB p. 147 A. TG p. 143	Problem solving (continued)		6	145	76								
20	Q. LB p. 147 A. TG p. 143	**3.5 SPACE AND SHAPE** **Viewing objects** (3 hours) Looking at objects with different views	184	1–2	148–149	78	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)						
21	Q. LB p. 147 A. TG p. 143	More views and a challenge		3	150	79	No. 87 (pp. 52–53)							
22	Q. LB p. 147 A. TG p. 143	**3.1 SPACE AND SHAPE** **Properties of 2-D objects** (4 hours) 2-D shapes (polygons); Matching 2-D shapes and descriptions	184	1–2	152–153	78	No. 88 (pp. 54–55)	Pictures of regular and irregular polygons; Shapes stencil (No. 10); Blank paper						
23	Q. LB p. 147 A. TG p. 143	Angles of 2-D shapes; Closed shapes		3–4	153–154	79	No. 89a (pp. 56–57)	Polygons with different angles (No. 10); Paper for angle testers						
24		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				82								

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

Viva Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	Q. LB p. 151 A. TG p. 144	Squares, rectangles and circles		6	155	82	No. 89b (pp. 58–59)							
26	Q. LB p. 151 A. TG p. 144	**3.4 SPACE AND SHAPE Transformations** (3 hours) Translations	185	1	157	83–84	No. 90 (pp. 60–61) No. 91 (pp. 62–63)							
27	Q. LB p. 151 A. TG p. 144	Rotations (turns)		2	158	84	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml						
28	Q. LB p. 151 A. TG p. 144	Reflections (flips) with diagonal, vertical and horizontal lines of reflection		3	159	84	No. 93 (pp. 66–67)	Small mirrors if available; Grid paper Copymaster 8 TG p. 166 (also No. 20)						
29	Q. LB p. 151 A. TG p. 144	**4.5 MEASUREMENT** **Temperature** (2 hours) Measuring temperature on a thermometer	186	4	160	85	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers; Weather charts						
30		Estimating temperatures		5	161	84	No. 95 (pp. 70–71)							

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

Viva Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	Q. LB p. 156 A. TG p. 144	Informal assessment; Mass, addition and subtraction, fractions, viewing objects and temperature			146, 162	77, 85								
32	Q. LB p. 156 A. TG p. 144	**5.1–5.3 DATA HANDLING** (9 hours) T-shirt data	187–188	1	164	86	No. 96 (pp. 72–73)							
33	Q. LB p. 156 A. TG p. 144	T-shirt data	187–188	1	164	86	No. 97a (pp. 74–75)							
34	Q. LB p. 156 A. TG p. 144	Dairy farming: Data handling		2	166	87	No. 97b (pp. 76–77)							
35	Q. LB p. 156 A. TG p. 144	Dairy farming: Data handling		2	166	87	No. 97c (pp. 78–79)							
36		Hand test back and do remediation on the aspects in which the learners scored low marks; Learners who got full marks can assist you working with small groups												

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

Viva Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37	Q. LB p. 163 A. TG p. 145	**FORMAL ASSESSMENT** **Project: Data cycle: Sources of light** 1. Ask a question			173–174	89	No. 98 (pp. 80–81)	Data cycle (No. 17)					
38	Q. LB p. 163 A. TG p. 145	2. Collect and organize the data in groups of 3 to 4			173–174	89	No. 99 (pp. 82–83)						
39	Q. LB p. 163 A. TG p. 145	3. Each learner to draw own pictograph			173–174	89	No. 100 (pp. 84–85)						
40	Q. LB p. 163 A. TG p. 145	4. Analyse and interpret the data as a group			173–174	89							
41	Q. LB p. 163 A. TG p. 145	5. Write up a report on the data individually			173–174	89							
42		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment:** **Do your own planning:**				79, 82, 84–85							

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

Viva Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
42	Q. LB p. 168 A. TG p. 145	**2.1 PATTERNS, FUNCTIONS AND ALGEBRA** **Numeric patterns** (5 hours) Number patterns and rules	189–191	1	176	91–92								
44	Q. LB p. 168 A. TG p. 145	Flow diagrams		2	177	92	No. 101 (pp. 86–87)	Copymaster 12 TG p. 17						
45	Q. LB p. 168 A. TG p. 145	Number patterns		3	178–179	93	No. 102 (pp. 88–89)							
46	Q. LB p. 168 A. TG p. 145	Number patterns		4	180	94								
47	Q. LB p. 168 A. TG p. 145	**1.1 WHOLE NUMBERS** **Multiplication** (7 hours) Multiplication	192–193	1	182	95–96	No. 103a (pp. 90–91)	Copymaster 13 Tables 2–10 TG p. 174						
48		Hand back the project and work through the data cycle to assist learners who are having difficulties				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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Viva Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
49	Q. LB p. 175 A. TG p. 146	Multiply		2	183	96	No. 103b (pp. 92–93)							
50	Q. LB p. 175 A. TG p. 146	Factors		3	184	96–97	No. 104 (pp. 94–95)							
51	Q. LB p. 175 A. TG p. 146	Multiples; Rounding off		4–5	185	97								
52	Q. LB p. 175 A. TG p. 146	Revision of multiplication (2 digits by 2 digits)		6	186	97								
53	Q. LB p. 175 A. TG p. 146	Revision of multiplication (3 digits by 1 digits)		7	187	98								
54		Multiplication (3 digits by 2 digits)		8	188	98								

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Viva Mathematics Week 10: Catch-up and completion of work, remediation, revision and term test – plan your week														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
55	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed							
56	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed							
57	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed							
58	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed							
59	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed							
60		**Formal Assessment – Test**						Use the test provided in the tracker or one of your own						

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

Viva Mathematics Week 11: Review of test, remediation and learner corrections – plan your week	
End-of-term reflection	
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?	3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?	4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?
HOD:	**Date:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

The term plan in Table 1 gives an overview of how the formal and required informal assessment programme fits into the weekly planned lessons, and where you can find resources for assessment in each of the approved sets of LTSMs.

In Term 3, according to the CAPS, you need to set and mark one project and one test. You can carry out other informal assessment activities (using your LTSMs or other resources) at your discretion.

You will need to plan the dates on which informal tests and assignments will be written, should you wish to set any.

An ***exemplar of a Term 3 test is provided*** in this section for you to use instead of those in the LTSMs, if you choose to do so. The ***memorandum*** is also provided.

You will also find an analysis of the cognitive levels and the content areas for each question of the exemplar. These weightings are CAPS compliant. In all trackers, the test is scheduled for Week 11, but you can use it at a different time as decided by your school.

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

It is important that you go over any formal assessments when you hand them back to your learners. Time is allocated in the tracker for this purpose.

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

Table 1: TERM 3 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs

LTSM	Possible informal assessment activities	Formal assessment: Project (Week 7)	Formal assessment: Test (Week 10) *Use for revision, not for formal assessment
Fabulous Mathematics	A revision exercise is at the end of each unit; this could be used as informal assessment; answers are in the TG for each revision exercise **Unit 1:** LB p. 170, TG p. 123 **Unit 2:** LB p. 176, TG p. 126 **Unit 3:** LB p. 180, TG p. 128 **Unit 4:** LB p. 184, TG p. 133 **Unit 5:** LB p. 187, TG p. 135 **Unit 6:** LB p. 190, TG p. 136 **Unit 7:** LB p. 194, TG p. 139 **Unit 8:** LB p. 194, TG p. 141 **Unit 9 *:** LB p. 203, TG p. 144 **Unit 10:** LB p. 210, TG p. 150 **Unit 11:** LB p. 212, TG p. 153	**Project: Bed time** TG pp. 154–156: photocopiable worksheet TG p. 156: assessment criteria	**Test** TG pp. 157–160: photocopiable test TG p. 161: answers

Table 1: TERM 3 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs			
LTSM	**Possible informal assessment activities**	**Formal assessment: Project (Week 7)**	**Formal assessment: Test (Week 10)** *Use for revision, not for formal assessment
Oxford Headstart Mathematics	**Assessment 7** LB pp. 209–210, TG p. 208: answers **Assessment 8** LB p. 227, TG pp. 226–227: answers **Assessment** LB pp. 250–251, TG pp. 244–255: answers	**Project** **No project provided** so use Activity 10 1–3 for formal assessment. **Project: Interpreting and reporting data** LB p. 235 TG p. 233	**Test** *LB pp. 252–253 TG pp. 246–247: answers However, it is better not to use a test that is given in the Learner's Book. Rather use the test provided in the tracker or one of your own.
Oxford Successful Mathematics	The authors suggest that these revision exercises be used for informal assessment **Revision 7** LB p. 183, TG pp. 155–156 **Revision 8** LB p. 202, TG p. 164 **Revision 9** LB p. 230, TG pp. 182–183	**Project: Choice of possible topics** LB p. 301 TG p. 231	**No term test provided** You could use the test provided in the tracker or Term 3 test from the TG of another approved set of LTSMs
Platinum Mathematics	The revision exercises could be used for informal assessment (Revision topic 18 has been omitted from the TG and LB) **Revision topics 19–20** LB p. 113, TG p. 101 **Revision topics 21–22** LB p. 119, TG p. 101 **Revision topics 23–24** LB p. 127, TG p. 107 **Revision topics 25–26** LB p. 133, TG p. 113	**Project: Water sources** LB pp. 144–145 TG p. 119: answers and rubric	**Test** TG pp. 219–222: photocopiable test TG p. 127: answers
Premier Mathematics	**Informal Assessment 1** TG pp. 212–213, TG pp. 253–254: answers **Informal Assessment 2** TG pp. 215–217, TG p. 255: answers **Informal Assessment 3** TG p. 218, TG pp. 255–256: answers	**Project: 2-D shapes** TG pp. 214: instructions and rubric	**Test** TG pp. 219–222: photocopiable worksheet TG pp. 256–259: answers
Solutions for All Mathematics	*Check what you know* is at the end of each unit in the LB Answers are in the TG for each *Check what you know* exercise	**Project: Data cycle** LB p. 226 TG p. 188	**Test** TG pp. 298–301: photocopiable test TG pp. 302–303: memorandum and analysis of cognitive levels of each question in the test

Table 1: TERM 3 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs			
LTSM	**Possible informal assessment activities**	**Formal assessment: Project (Week 7)**	**Formal assessment: Test (Week 10)** *Use for revision, not for formal assessment
Study and Master Mathematics	In the TG there are eight assessment tasks and any of these could be used as informal assessment **Assessment Task 18** TG p. 206, TG p. 207: answers **Assessment Task 19** TG pp. 214–215, TG p. 215: answers **Assessment Task 20** TG p. 223, TG pp. 223–224: answers **Assessment Task 21** Self-assessment TG p. 226 **Assessment Task 22** TG pp. 229–230, TG p. 230: answers **Assessment Task 23** Self-assessment TG pp. 230–231 **Assessment Task 24** TG pp. 250–253, TG pp. 253–255: answers **Assessment Task 25** TG pp. 266–257, TG p. 267: answers	**Project: Choose a topic from those suggested** LB p. 231 Act. 28.4 TG p. 249	**Test** **No test provided** You could use the Term 3 test from the TG of another approved set of LTSMs, or the test provided in the tracker
Viva Mathematics	**Assessment 1** LG p. 146: assessment on Weeks 1–3 TG p. 77: answers **Assessment 2** LB p. 162: assessment on Weeks 4–6 TG p. 85: answers Mental mathematics with vocabulary Term 3 LB p. 189, TG p. 147: answers	**Project: Sources of light** LB pp. 173–174 TG pp. 89–90: possible answers	**Test** **No test provided** You could use the Term 3 test from the TG of another approved set of LTSMs, or the test provided in the tracker

2. Suggested Assessment Record Sheet

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

3. Grade 5 Mathematics Term 3: Test

Surname:	Boy	Girl
Name:		
Date of birth:	**Date:** _____	_____ **50**

INSTRUCTIONS TO LEARNERS:

1. The use of calculators is not allowed.
2. Do your calculations and/or write your answers in the spaces provided.
3. Duration of examination: 60 minutes.

SECTION 1: Mental mathematics **10 marks**

1.	What is the value of the 6 in 6 213? = _____	(1)
2.	Fill in <; >; or = 56 ÷ 7 _____ 63 ÷ 9	(1)
3.	Round off 102 348 to the nearest 1 000 = _____	(1)
4.	9 x 400 = _____	(1)
5.	$1\frac{1}{2}$ kg = _____ g	(1)
6.	(4 + 20) ÷ (5 + 1) = _____	(1)
7.	Is 7 a factor of 84? = _____	(1)
8.	At which temperature does pure water boil? = _____	(1)
9.	I eat two out of six sweets. What fraction of the sweets (in simplest form) did I eat? = _____	(1)
10.	Fill in <; >; or = 1 000 x 1 _____ 1 x 1 000	(1)

(10)

SECTION 2: Numbers operations and relationships **15 marks**

Calculate the following. Show all your working out.

11. **725 + 2 478 + 3 126**

= _____

_____

_____

_____

_____

_____

_____

_____

_____

_____ (2)

12. **4 934 – 2 876**

= _____

_____

_____

_____

_____

_____

_____

_____

_____

_____ (2)

13. **253 x 88**

= _____

_____

_____

_____

_____

_____

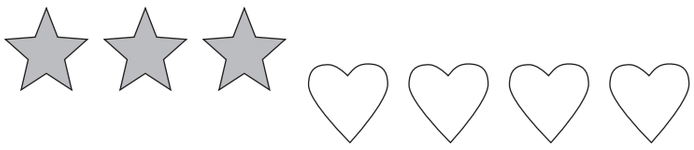
_____

_____

_____

_____ (3)

14. What is the ratio of stars to hearts?



_____ (2)

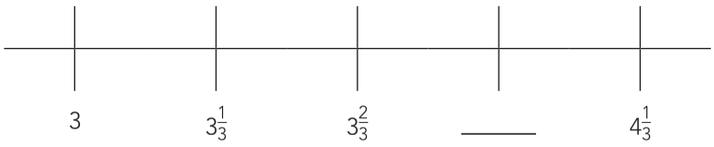
15. Milk costs R15 a litre. What will 3 litres of milk cost?

_____ (1)

16. You get paid R6 an hour to clean a car. It takes you $1\frac{1}{2}$ hours to clean the car.
How much will you get paid?

_____ (1)

17. Fill in the missing fraction on this mixed number line:



(1)

18. Do the following calculations. Write the answer in the simplest form.

a) $3\frac{1}{6} + 3\frac{2}{6} =$ _____ (2)

b) $8\frac{4}{7} - 3\frac{3}{7} =$ _____ (1)

(15)

SECTION 3: Numeric patterns **4 marks**

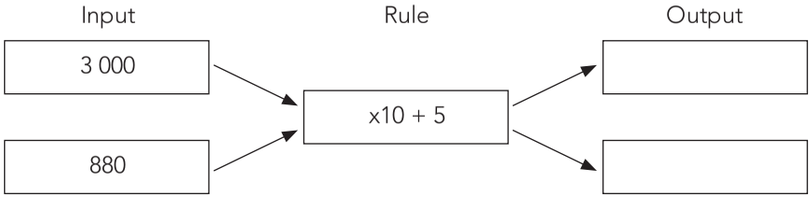
19. Look at the table below.

Use the rule for the *output number* to work out and then fill in the 2 missing *output numbers*.

Input number	**2**	**4**	**6**
Output number = (input number + 3) x 2	**10**	_____	____

(2)

20. Complete the flow diagram.



(2)

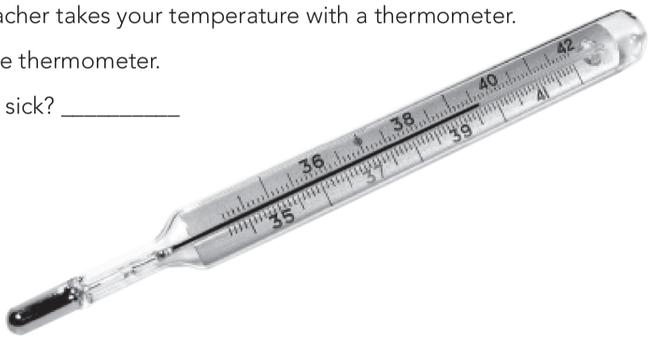
(4)

SECTION 4: Measurement **6 marks**

21. Your teacher takes your temperature with a thermometer.

Read the thermometer.

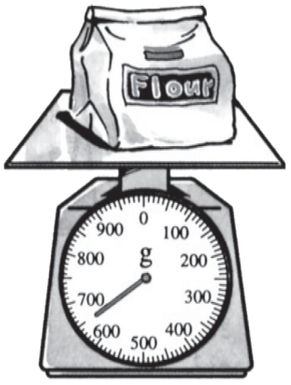
Are you sick? _____



(1)

22. At what temperature in °C does pure water freeze? _____ (1)

23. What is the mass of the flour on the scale? _____



(1)

24. Mrs Dube went shopping and she bought the following groceries:

Shopping list
500 g sugar ✓
2 kg meat ✓
250 g tea ✓
5 kg Iwisa ✓

a) Work out the mass of the groceries that Mrs Dube bought.

Give the mass in kilograms and grams: _____ kg _____ g (2)

b) Give the mass of her groceries in grams: _____ g (1)

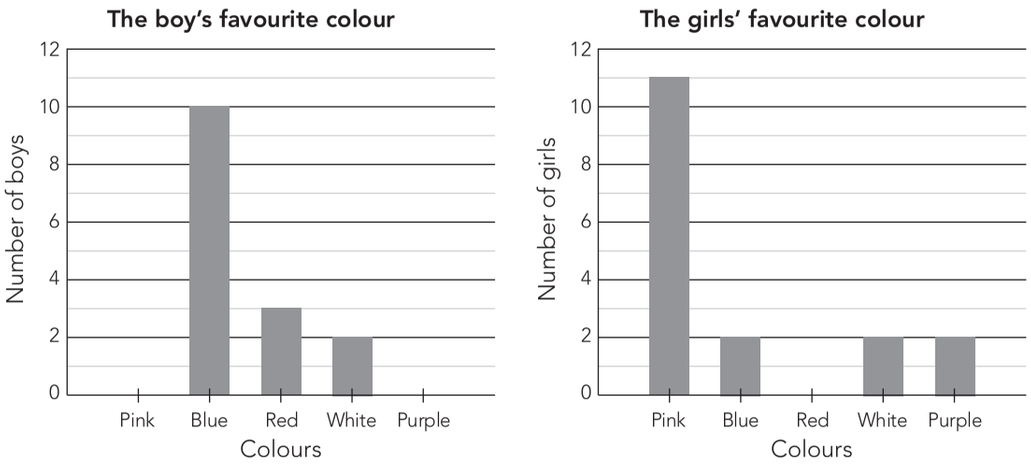
(6)

SECTION 5: Data handling

9 marks

A survey was done to find out what the favourite colours are of the boys and girls in a Grade 5 class.

Bar graphs were drawn to show the results.



Look at the graphs and answer the questions:

25. How many learners (both boys and girls) were asked to name their favourite colour?

_____ (2)

26. How many girls like pink?

_____ (1)

27. Give any 2 differences between the results shown on the two bar graphs.

_____

_____

_____

_____

_____ (2)

28. Which two colours showed the biggest difference between the boys' graph and the girls' graph?

_____ (2)

29. Another group of boys and girls was asked to choose between a pink t-shirt and a blue t-shirt. Which colour do you think the boys would choose and which colour do you think the girls would choose? Give a reason for your answer.

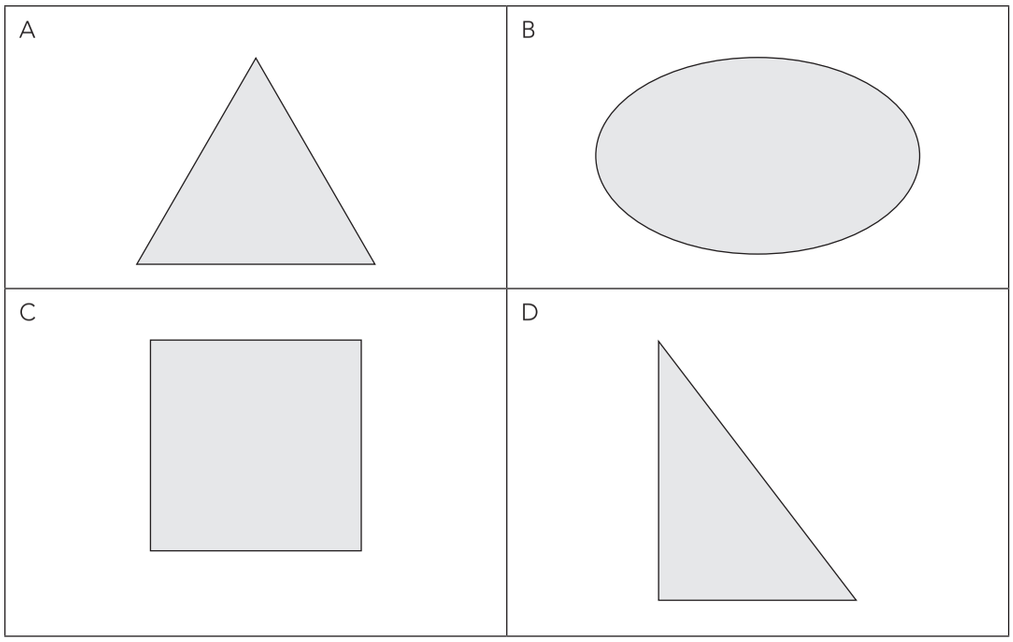
_____

_____ (2)

(9)

SECTION 6: Space and shape

6 marks



Circle the letter of the correct answer like this (D)

30. Which shape is not a polygon?

A	B	C	D

(1)

31. Which shape has all angles smaller than a right angle?

A	B	C	D

(1)

32. Which shape is a quadrilateral?

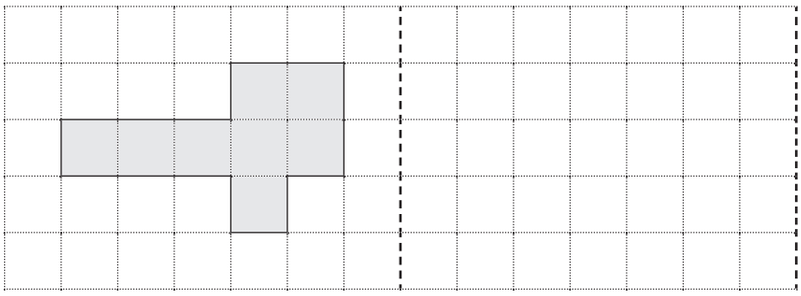
A	B	C	D

(1)

33. Draw an irregular pentagon.

(1)

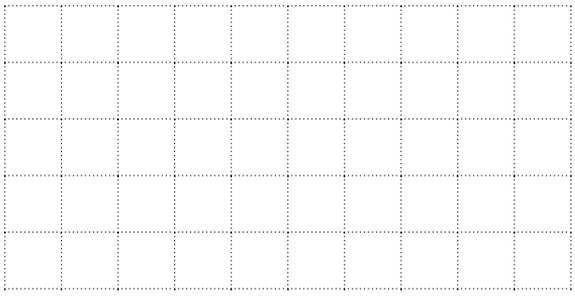
34. Draw the reflection of the given shape.



(1)

35. Here is a structure made out of cubes. It is drawn as if you were looking at it from the side.

Draw this structure as if you were looking at it from the **top.**



(1)

(6)

4. Grade 5 Mathematics Term 3 Test: Memorandum

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

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

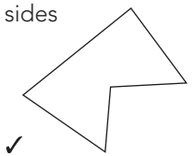
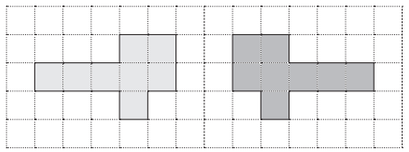
1	Numbers, operations and relationships
2	Patterns, functions and algebra
3	Space and shape
4	Measurement
5	Data handling

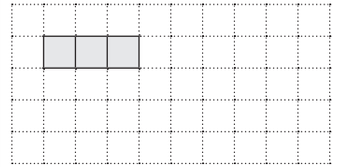
Questions	Marks	Content area	Cognitive level
SECTION 1: Mental mathematics			**10 marks**
1. Thousand ✓ (or 6 thousand)	(1)	**1**	K
2. > ✓	(1)	**1**	K
3. 102 000 ✓	(1)	**1**	RP
4. 3 600 ✓	(1)	**1**	K
5. 1 500 g ✓	(1)	**4**	K
6. 4 ✓	(1)	**1**	RP
7. Yes ✓	(1)	**1**	K
8. 100 °C ✓	(1)	**4**	K
9. $\frac{1}{3}$ ✓	(1)	**1**	RP
10. 1 000 x 1 = ✓ 1 x 1 000	(1)	**1**	K

Questions	Marks	Content area	Cognitive level
SECTION 2: Numbers operations and relationships			**15 marks**
*Calculate the following. Show **all** your working out.*			
11. **725 + 2 478 + 3 126** Please note learners may use **ANY** method. 1 mark for the working out and 1 mark for the correct answer. 700 + 20 + 5 2 000 + 400 + 70 + 8 ✓ 3 000 + 100 + 20 + 6 = 5 000 + 1 200 + 110 + 19 = 6 000 + 300 + 20 + 9 = 6 329 ✓ **OR** (700 + 20 + 5) + (2 000 + 400 + 70 + 8) + (3 000 + 100 + 20 + 6) = (2 000 + 3 000) + (700 + 400 + 100) + (20 + 70 + 20) + (5 + 8 + 6) ✓ = 5 000 + 1 200 + 110 + 19 = 6 000 + 310 + 19 = 6 329 ✓	(2)	**1**	RP
12. **4 934 – 2 876** Please note learners may use **ANY** method. 1 mark for working out and 1 mark for the correct answer. 800 120 14 ✓ 4 934 = 4 000 + 900 + 30 + 4 – 2 876 = 2 000 + 800 + 70 + 6 = 2 000 + 0 + 50 + 8 = 2 058 ✓	(2)	**1**	RP

Questions	Marks	Content area	Cognitive level
OR Break down 4 934 into 4 000 + 800 + 120 +14 (to be able to subtract 2 876 from 4 934) Take 10 from the 30 to make 4 into 14 then take 100 from 900 to make the 20 into 120) 4 000 – 2 000 + 800 – 800 + 120 – 70 + 14 – 6 = 2 000 + 0 + 50 + 8 = 2 058 ✓			
13. **253 x 88** Please note learners can use **ANY** method. 2 marks for working out and 1 mark for the correct answer. = (253 x 100) – (253 x 12) ✓ = 25 300 – (253 x 10) – (253 x 2) = 25 300 – (2 530 + 506) = 25 300 – (3036) = 22 264 ✓✓ **OR** **253 x 88** 253 x 80 = 20 240 ✓ 253 x 8 = 2 024 22 264 ✓✓	(3)	**1**	RP
14. 3 : 4 ✓ (three stars to four hearts)	(2)	**1**	K
15. R45 ✓	(1)	**1**	K
16. You will be paid R9 ✓ (R6 + R3)	(1)	**1**	RP
17. The missing number is the whole number 4 ✓	(1)	**1**	K
18. a) $3\frac{1}{6} + 3\frac{2}{6} = 6\frac{3}{6}$ ✓ $= 6\frac{1}{2}$ ✓	(2)	**1**	RP
b) $5\frac{1}{7}$ ✓	(1)	**1**	RP

Questions	Marks	Content area	Cognitive level
SECTION 3: Numeric patterns			**4 marks**
19. Input number: **2**, **4**, **6** Output number: **10**, 14 ✓, 18 ✓	(2)	**2**	RP
20. Input: 3 000, 880 → Rule: x10 + 5 → Output: 30 005 ✓, 8 805 ✓	(2)	**2**	RP
SECTION 4: Measurement			**6 marks**
21. Yes. Normal temperature is 37 °C so at 39 °C you have a temperature and you will feel sick. ✓	(1)	**4**	K
22. Pure water freezes at 0 °C. ✓	(1)	**4**	RP
23. The mass of the flour is 650 g. ✓	(1)	**4**	K
24. a) 7 kg ✓ and 750 g ✓	(2)	**4**	CP
b) 7 750 g ✓	(1)	**4**	RP
SECTION 5: Data handling			**9 marks**
25. 15 girls + 17 boys ✓ = 32 learners answered the question. ✓	(2)	**5**	CP
26. 11 ✓ girls liked pink.	(1)	**5**	RP
27. Any two statements that compares the two graphs, for example: • No boys liked pink but 11 girls liked pink • 3 boys liked red but no girls liked red • No boys liked purple but 2 girls liked purple • 2 girls liked blue but 10 boys liked blue.	(2)	**5**	PS
28. Pink and blue. ✓✓	(2)	**5**	PS

Questions	Marks	Content area	Cognitive level
29. An example of a learner's answer: I think that most of the boys would choose a blue t-shirt rather than a pink t-shirt because boys generally prefer blue to pink. I also think that most of the girls would choose a pink t-shirt rather than a blue t-shirt because girls generally prefer pink to blue. BUT accept any answer where the learners have given a good reason for their answer. ✓ for saying which colour the learners would choose. ✓ for giving a reason that makes sense for their answer.	(2)	**5**	PS
SECTION 6: Space and shape			**6 marks**
30. B ✓ The circle is not a 2-D shape that is closed by 3 or more straight lines so it is not a polygon.	(1)	**3**	RP
31. A ✓	(1)	**3**	RP
32. C ✓ A quadrilateral is a polygon with four sides.	(1)		
33. An irregular pentagon has 5 sides but the sides are not of equal length. *Accept any correct shape given by the learners* ✓ 	(1)	**3**	CP
34. Draw the shape in a pattern of reflection. The shape must be identical but drawn as if it were looking into a mirror. ✓ 	(1)	**3**	CP

Questions	Marks	Content area	Cognitive level
35.  Draw this structure as if you were looking at it from the **top.** 	(1)	**3**	CP
			TOTAL: 50

5. Analysis of Cognitive Levels and Content Areas

Table 1 below shows the percentage of marks that should be allocated to the different content areas and the actual marks for each area in the Term 3 test.

Table 1: WEIGHTING OF CONTENT AREAS IN TERM 3

	CAPS	Percentage per content area done in Term 3	Percentage per content area in the Term 3 test
Patterns, functions and algebra	**10%**	8%	8%
Number, operations and relationships	**50%**	46%	44%
Measurement	**15%**	12%	14%
Space and shape	**15%**	16%	16%
Data handling	**10%**	18%	18%
	100%	**100%**	**100%**

Table 2 below shows the percentage of marks that should be allocated to cognitive levels and the number of marks in each level in the Term 3 test.

Table 2: COGNITIVE LEVELS FOR TERM 3 TEST

Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Actual marks at each level in the Term 3 test
Knowledge	**25%**	12,5	12
Routine procedures	**45%**	22,5	23
Complex procedures	**20%**	10	9
Problem solving	**10%**	5	6
	100%	**50 marks**	**50 marks**

Both tables show that the end-of-term test complies with the specified weightings.