

GRADE 6

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2019 TERM 3

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A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker



What is the NECT and where do I fit in?

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



But who will help me?

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



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

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



How do I use the planner and tracker?

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



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

1. Find the textbook that YOU are using.
2. Use the planning page each week to plan your teaching for the week. It will help you link the CAPS content and skills to relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbook.
3. Keep a record of the date when you were able to complete the topic. It may be different from the date you planned, and for different classes. Write this date in the column on the right for your records.
4. At the end of the week, reflect and check if you are up to date. Make notes in the blank space.
5. Be ready to have a professional and supportive curriculum coverage conversation with your HoD (or subject or phase head).

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



2. Purpose of the tracker

The Grade 6 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

The Mathematics tracker for Grade 6 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

4. Links to the approved sets of LTSMs

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

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. ***Select** is marked at the top of the relevant pages in the tracker in these cases.

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

5. Links to the DBE workbooks

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

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

6. Managing time allocated in the tracker

The CAPS prescribes six hours of Mathematics per week in Grade 6. Since each school will organise its timetable differently we have ensured that the work can be covered in five one-hour lessons per week. The sixth lesson per week provides the opportunity for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

It is important to note that this tracker has been designed for a third term that is 11 weeks long. The formal teaching programme, the project, some revision and the term

test should be completed by the end of Week 10. Week 11 has been allocated to catch up work not completed and for returning the project and the formal test to the learners. Allow time for going over the answers with them and for the learners to do corrections. 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 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 6, the formal assessment programme specified by CAPS 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. Some of the approved Learner's Books and Teacher's Guides provide exemplar tests and examinations which you can use with your class. Section D, *Assessment Resources*, of this document lists the formal and informal assessment that is included in each set of materials and on which pages in the Learner's Books or Teacher's Guides they can be found. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

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

We have provided an end-of-term test and marking memorandum which you could use instead of the Term 3 test in the LTSMs used by your class. In addition, there is an analysis of the test according to the cognitive levels described in CAPS. You will also find these resources in Section D, *Assessment Resources*, of this document.

Where the test or examination is in the Learner's Book you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. Where this is the case, you will need to use an examination from a Teacher's Guide from a different set of LTSMs, or set your own, or make use of the examination in the tracker, as mentioned above. We recommend that your learners write the end-of-term test in Week 11, but this will depend on individual schools' arrangements. It is very important that you make time to review the examination with learners after you have marked it to address common errors and misconceptions.

The learners should do a Data Handling project in either Week 8 or 9. We have allocated two days for them to do the work. Report back to them about the project in Week 11.

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

In addition to the prescribed formal assessment, you should also include some informal assessment to help you and the learners gain insight into how they are progressing. Although marks do not have to be recorded for such assessments, you might like to record some marks or key comments for your own interest. We recommend that your learners do one informal assessment in Week 5 and another one in either Week 8 or Week 9.

9. Resources

The tracker makes clear which resources you will need each day in order to deliver the lesson. Several of the published Learner's Books and Teacher's Guides provide printable resources that you could copy for the learners' use with the lessons in that book. The various LTSMs offer either suggestions or actual activities for remediation and extension.

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.

10. Links to other subjects

The topic *Temperature* is taught in Mathematics, Social Sciences and Natural Sciences. As a result, we suggest that you liaise with your Social Sciences and Natural Sciences colleagues before you start teaching *Temperature* so that the approach used by all of you is similar.

B. LESSON PREPARATION KEY STEPS

The tracker provides a detailed programme to guide you through the daily content you need to teach to your class, and when to do formal assessments. You are still required to draw up your own lesson plans. You will still make the final professional choices about which examples and explanations to give, which activities to set for your class and how to manage your class on a daily basis.

It is a good idea that you agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and submit your plans to your head of department for quality assurance. To deliver the lessons successfully **you must do the necessary preparation yourself**. Bear in mind that your lessons will not succeed if you have not prepared properly for them. Preparation entails a number of key steps, such as those noted below.

- 1. Review the term focus:** Start by looking at the CAPS and **orientating** yourself to the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your Mathematics lessons during the term.
- 2. Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the trackers. It is very important that you **check what is required for each lesson ahead of time** so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
 - If you do not have all the necessary resources readily available, see how best you can improvise. For example, ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
 - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
 - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
 - Make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
 - Check the assessment programme so you can prepare any resources (such as test papers) needed for formal assessment so that 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 in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?
 - **Prepare a short introduction** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Think also about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new mathematics content and skills to your learners.

- **Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself** to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities that might be useful 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. The following guide is for a 60-minute lesson.
- **Step 1: Mental Mathematics (5–10 minutes):** This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. The purpose of this activity is to focus on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. **Each day you need to prepare the Mental Mathematics activities for the learners.** If the Mental Mathematics activities are in your Learner's Book, then you do not need to copy them for the learners. If they are in the Teacher's Guide, then you will need to make photocopies for the learners. Learners should do Mental

Mathematics orally most days, but they could do it in written form once a week (choose a set day, such as Wednesday, for example, on which you do written Mental Mathematics on a weekly basis) so that there is some record of your daily Mental Mathematics activities. You will find many ideas for mental mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the mathematics toolkit.

Learners should not use concrete material to work out the answers in Mental Mathematics. However, if learners need to, let them use their fingers as a concrete aid during Mental Mathematics.

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

- **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 minutes (not more) to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
- **Step 3: Lesson content – concept development (15 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column 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 practice their mathematics and problem solving skills. It is important that you **prepare yourself for the classwork activity and do every example in the exercise yourself** – you need to assist learners as they do the classwork. You might

also need to select particular questions from each activity for the classwork so that learners can manage the selection – **the exercises given in the various Learner’s Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which exercises they should do.

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

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the Mental Mathematics activities, how

they managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them enrichment activities to do.

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

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

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

Weekly reflection

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

think about things such as:

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

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

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

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

Fabulous Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	LB p. 154 Act. 1 TG p. 126	MEASUREMENT Mass How much are a gram and a kilogram?	259–261	1	171	139	65 pp. 2–3	Different analogue and digital scales; different objects to weigh					
2	LB p. 154 Act. 2a–i TG p. 126	Count in grams and kilograms	259–261	2	171–172	140	66a pp. 4–5						
3	LB p. 154 Act. 2j–n TG p. 126	Reading scales	259–261	3	172–174	140–141	66b pp. 6–7						
4	LB p. 154 Act. 2o–s LB p. 126	Weighing and baking; calculating mass	259–261	4–5	174–175	141	67 pp. 8–9						
5	LB p. 154 Act. 3 no. 1 TG p. 127	Grocery shopping	259–261	6	176	142	68a pp. 10–11						
6	LB p. 154 Act. 3 no. 2 TG p. 127	Revision: Mass no. 1–2	259–261		177	142	68b pp. 12–13						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD: _____ Date: _____								

Fabulous Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
7	LB p. 155 Act. 4 no. 1a-j TG p. 127	Mass and ratio; revision cont.; challenge	259–261	7 no. 3–5			69a pp. 14–15	Extension and additional exercise TG p. 143						
8	LB p. 155 Act. 4 no. 1k-s TG p. 127	NUMBERS, OPERATIONS AND RELATIONSHIPS Whole numbers Write numbers; counting and ordering numbers	262	1–2	179	144	69b pp. 16–17	Place value cards; sets of base 10 blocks; abacus; 1000s chart (No. 3); counters; number lines (No. 5)						
9	LB p. 155 Act. 4 no. 2a-h TG p. 127	Place value; the lowest common multiple	262	3–4	180	145	70 pp. 18–19							
10	LB p. 155 Act. 4 no. 2i-q TG p. 127	Factors and prime factors; properties of numbers	262	5–6	180–181	145–146	71a–b pp. 20–23							
11	LB p. 155 Act. 5 no. 1 TG p. 128	Commutative, associative and distributive properties of whole numbers; revision and challenge	262	7	181–182	146	72a–b pp. 24–27							
12	LB p. 156 Act. 6 TG p. 128	Extension and additional exercises Catch up – finish off work not yet completed; add in your own planning here				146	73 pp. 28–29							
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	LB p. 156 Act. 7a–i TG p. 128	NUMBERS, OPERATIONS AND RELATIONSHIPS Addition and subtraction Inverse operations and number sentences	262–263	1	183	147	74 pp. 30–31	1000s number grid (No. 3); flard cards (No. 4); base 10 blocks; concrete material (e.g. counters); number lines (No. 5)					
14	LB p. 156 Act. 7j–r TG p. 128	Methods of addition	262–263	2	183–184	148–149	75a pp. 32–33						
15	LB p. 156 Act. 8 TG p. 128	Methods of subtraction	262–263	3	185–186	149–150	75b pp. 34–35						
16	LB p. 157 Act. 9 TG p. 128	Problem solving; ratio	262–263	4–5	186	150	76a pp. 36–37						
17	LB p. 157 Act. 10 TG p. 128	SHAPE AND SPACE Viewing objects Different views	263	1	188–190	152–153	76b pp. 38–39	Objects from real life (e.g. boxes, chairs, toy cars, etc.); 3-D objects (e.g. cubes, cones, rectangular prisms, etc.) (No. 12)					
18	LB p. 158 Act. 11 TG p. 129	Revision and challenge: Addition and subtraction Catch up – finish off work not yet completed; add in your own planning here	262–263		187	151	77a pp. 40–41						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

Fabulous Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	LB p. 158 Act. 12 TG p. 129	SHAPE AND SPACE Properties of 2-D shapes Categorise 2-D shapes	264	1	192	155	77b pp. 42–43	Grid paper (No. 20, 21); cut-out cardboard shapes or plastic shapes (No. 10); blank paper					
20	LB p. 158 Act. 13 TG p. 129	Time and angles; polygons and their angles	264	2–3	193–194	155–156	78 pp. 44–45						
21	LB p. 159 Act. 14 TG p. 130	Drawing circles (from Term 2)	264	9	64–65	44–45	79a, 79b pp. 46–49						
22	LB p. 159 Act. 15 TG p. 130	Use circles to draw regular polygons	264	4	194–195	156	80 pp. 50–51						
23	LB p. 159 Act. 16 TG p. 130	Use your compass to draw signs; revision and challenge	264	5	195–196	156–157	81 pp. 52–53						
24	LB p. 161 Act. 17 TG p. 130	Revision: Viewing objects			191	153	82 pp. 54–55	Extension and additional exercises TG p. 153					
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 5

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass; 9-digit numbers; addition and subtraction of whole numbers; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
26	LB p. 160 Act. 18 TG p. 131	SPACE AND SHAPE Transformations Transformations; patterns with transformations	265	1	197–199	158–159	83 pp. 56–57						
27	LB p. 161 Act. 19A TG p. 131	Symmetry in patterns; revision	265	2	200	159–160	Book 1 19a pp. 60–61						
28	LB p. 161 Act. 19B TG p. 131	MEASUREMENT Temperature What is temperature?	266	1	201–202	161–162	Book 1 19b pp. 62–63 (84 and 85 pp. 58–61 moved to Term 4)	Thermometers; measuring jugs; weather charts Liaise with your Social Science and Natural Science colleagues before teaching this topic					
29	LB p. 162 Act. 20 TG p. 132	Calculate the difference between temperatures	266	2	203–204	162	85a pp. 62–63						
30	LB p. 163 Act. 21 TG p. 132	Extension and additional exercises: Symmetry Catch up – finish off work not yet completed; add in your own planning here				160	85b pp. 64–65						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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. 163 Act. 22 TG p. 132	Reading a weather chart	266	3	204–205	162	86 pp. 66–67						
32	LB p. 163 Act. 23 TG p. 132	NUMBERS, OPERATIONS AND RELATIONS Percentage Understand percentages	267	1	206–207	164	87 pp. 68–69	Newspapers; grids for tenths, hundredths and thousandths (No. 9)					
33	LB p. 163 Act. 24a–b TG p. 132	Write percentages as simplified fractions	267	2	207	164–165	88 pp. 70–71						
34	LB p. 163 Act. 25a–b TG p. 71	Decimal and percentages	267	3	208	165	89 pp. 72–73						
35	LB p. 164 Act. 28a–d TG p. 133	Percentages of a whole	267	4	208–209	165	90 pp. 74–75						
36	LB p. 166 Act. 28e–h TG p. 133	Revision: Temperature Extension and additional exercises			205	163							
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
37	LB p. 166 Act. 29a–d TG p. 134	Revision and challenge (fractions)	267		209	166	91 pp. 76–77						
38	LB p. 166 Act. 29e–h TG p. 134	DATA HANDLING Collecting and organising data	268–269	1	210	167–168	92a pp. 78–79	Squared paper (No. 20, 21); rulers (No. 14)					
39	LB p. 167 Act. 30a–d TG p. 134	Analysing pictographs; analysing a bar graph	268–269	2–3	211	168	92b pp. 80–81						
40	LB p. 167 Act. 30e–h TG p. 134	Analysing double bar graphs	268–269	4	212	168	93 pp. 82–83						
41	LB p. 167 Act. 31 no. 1a–d TG p. 134	Pie charts	268–269	5	213	169	94 pp. 84–85						
42	LB p. 167 Act. 31 no. 1e–h TG p. 134	Revision and challenge: Data handling			214–215	170	95 pp. 86–87	Extension and additional exercises LB p. 170					
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43		ASSESSMENT Informal assessment on 2-D shapes; transformations especially describing patterns; temperature; percentages						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
44		ASSESSMENT Project: The data cycle (allow the learners to select another topic if they want to)		6	214	169		Design a rubric to be used to assess the projects and give them to the learners before they start on the project					
45		Learners continue working on the project						Learners hand in their projects					
46	LB p. 167 Act. 31 no. 2a–d TG p. 134	PATTERNS, RELATIONS AND ALGEBRA Numeric patterns Flow diagrams	270–271	1	216–217	171	96 pp. 88–89 (mean not required in Gr. 6)	Number chart (No. 3); number line (No. 5); strings of beads; counters; multiplication tables chart (No. 2)					
47	LB p. 167 Act. 31 no. 2e–h TG p. 134	Find the rule when one stage is missing; find the rule when both stages are missing	271–271	2–3	217–218	171–172	97 pp. 90–91						
48	LB p. 168 Act. 34 no. 1b–e TG p. 135	Catch up – finish off work not yet completed; add in your own planning here					98 pp. 92–93						
		Use the oral activities (No. 1) to practise multiplication, multiples or number sense						Oral activities (No. 1)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD:						

Fabulous Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
49	LB p. 168 Act. 32 TG p. 135	Find the rule in flow diagrams and tables	270–271	4	219–220	172–173	99 pp. 94–95						
50	LB p. 168 Act. 33 TG p. 135	Numeric patterns	270–271	5	220–221	173	100a pp. 96–97						
51	LB p. 168 Act. 31 no. 1f–h TG p. 135	MEASUREMENT Length Measuring instruments; measuring with a ruler	272	1	222–223	175–176	100b pp. 98–99	Tape measures; rulers (No. 14)					
52	LB p. 168 Act. 34 no. 2a–b TG p. 136	Measuring tools	272	2	224	177	101 pp. 100–101						
53	LB p. 168 Act. 34 no. 2a–f TG p. 136	Conversions	272	3	225	177–178	103 pp. 104–105						
54	LB p. 168 Act. 34 no. 2c–d TG p. 136	Revision Extension and additional exercises (Numeric patterns)			221	173–174	102 pp. 102–103						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						Date:	

Fabulous Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class					
									Date completed					
55	LB p. 168 Act. 34 no. 2g–h TG p. 136	Distance in sports	272	4	226–227	178–179	104 pp. 106–107							
56	LB p. 168 Act. 34 no. 3a–c TG p. 137	Distance on a GPS; length and ratio	272	5–6	227	179								
57	LB p. 168 Act. 34 no. 3a–e TG pp. 137–138	Revision and challenge (length)	272		228–230	180–181		Extension and additional exercises TG p. 181						
58		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material												
59		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material												
60		ASSESSMENT (on whole term's work)				Test 3 182–184		Photocopy TG pp. 182–183 for the learners; or use the test given at the end of this tracker						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 and project, 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?

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

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

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

HOD:

Date:

2. Oxford Headstart Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Oxford Headstart Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	LB p. 188 no. 1 TG p. 196	MEASUREMENT Mass Measuring mass in kilograms	259–261	1	188	197	65 pp. 2–3	1 kg and 2 kg objects (e.g. plastic bottles filled with water); 8 large objects with unknown masses; homemade balance scale (2 identical containers hanging from the ends of a coat hanger), bathroom scales and kitchen scales with different calibrations (if possible); 8 small objects with unknown masses less than 1 kg (e.g. coffee mug, apple, board eraser, banana, Mathematics textbook, etc.); poster that displays the relationship between kilograms and grams; poster that summarises the rules for rounding off to the nearest 5, 10, 100 and 1 000 as well as for converting between units of mass					
2	LB p. 188 no. 2 TG p. 196	Measuring mass in grams	259–261	2	189	198	66a pp. 4–5	Tips LB p. 197					
3	LB p. 196 A TG p. 204	Work with mass; compare and order mass	259–261	3	190–191	199–200	66b pp. 6–7	Tips LB pp. 198, 199					
4	LB p. 196 B TG p. 204	Rounding off mass	259–261	4	191–192	200–201	67 pp. 8–9	Tips LB p. 200					
5	LB p. 196 C TG p. 204	Converting between units of mass	259–261	5	193	201–202	68a pp. 10–11	Tips LB p. 202					
6	LB p. 196 D TG p. 204	Assessment 6 no. 1–3 Catch up – finish off work not yet completed; add in your own planning here			218	222	68b pp. 12–13						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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 <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	LB p. 196 E TG p. 204	Problem solving: Mass	259–261	6	194–195	202–203	69a pp. 14–15						
8	LB p. 196 F TG p. 204	NUMBERS, OPERATIONS AND RELATIONSHIPS Whole numbers Counting, say the numbers, reading and writing 9-digit numbers	262	1–3	197–198	204–207	69b pp. 16–17	1000s number grids (No. 3); structured, semi-structured and empty number lines (No. 5); Dienes blocks; place-value cards (No. 4); 0–9 number cards (always have enough sets readily available); abacus; counters; pictures; newspapers (showing large numbers) Remedial and extension TG p. 207					
9	LB p. 196 G TG p. 204	Work with place value; expanded notation	262	4–5	198–200	207–208	70 pp. 18–19	Tips TG p. 208					
10	LB p. 196 H TG p. 204	Comparing and ordering 9-digit numbers	262	6	200–201	208	71a pp. 20–21						
11	LB p. 202 A no. 1–5 TG p. 209	NUMBERS, OPERATIONS AND RELATIONSHIPS Addition and subtraction Rand and cents	262–263	5	206	211	71b pp. 22–23	Calculators; charts showing a calculator with all the labels; 1000s number grids (No. 3); shopping pamphlets					
12	LB p. 202 A no. 6–10 TG p. 209	Revision: Prime numbers			203	Teacher's own answers	72a pp. 24–25						
		Assessment 6 no. 4			218	222							
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: _____ Date: _____						

Oxford Headstart Mathematics Week 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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
13	LB p. 202 B no. 1–5 TG p. 209	Checking solutions using inverses; adding and subtracting; column method	262–263	8–9	207–208	212–213	72b pp. 26–27						
14	LB p. 202 B no. 6–9 TG p. 209	Explain the methods; subtract; problem solving	262–263	10–12	209–210	213–214	73 pp. 28–29	Remedial and extension TG p. 213					
15	LB p. 202 C no. 1–6 TG p. 209	Adding and subtracting money	262–263	13–14	210–211	214	74 pp. 30–31						
16	LB p. 202 C no. 7–12 TG p. 209	Rounding money down to the nearest five; profit and loss	262–263	15–16	212	215	75a pp. 32–33						
17	LB p. 202 D no. 1–4 TG p. 209	SPACE AND SHAPE Viewing objects Views of everyday objects; views of geometric objects	263	1–2	213–215	216–218	75b pp. 34–35	Everyday objects that can be observed from different positions; geometric objects like the 3-D models build by the learners in Term 2 Unit 3; objects built with cubes; cubes to build collections of objects; composite geometric objects like cut-outs of wooden blocks; drawings of objects seen from different positions (No. 12); grid paper to draw views on (No. 20, 21) Tips TG pp. 217, 218					
18	LB p. 202 D no. 5–9 TG p. 209	Revision: Estimation		6–7	206–207	211–212	76a pp. 36–37	Remedial and extension TG p. 212					
		Assessment 6 no. 5–6			218	222							
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Oxford Headstart Mathematics Week 4

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	LB p. 213 Multiples of 6 TG p. 216	Identifying views of collections of objects	263	3	215–216	218–219	76b pp. 38–39						
20	LB p. 213 Multiples of 8 (Teacher's own answers)	Identifying views of geometric objects	263	4	216–217	220–221	77a pp. 40–41	Remedial and extension TG p. 222					
21	LB p. 220 Possible values of A TG p. 223	SPACE AND SHAPE Properties of 2-D shapes The circle	264	1	220–221	223–224	77b pp. 42–43	Poster that shows the basic features of a circle (see LB p. 220); pair of compasses; metre stick; grid paper to draw circles on (No. 20, 21); examples of patterns inside circles and with circles; poster that revises the different types of angles; all resources used to distinguish, describe, sort, compare, draw and build 2-D shapes used in Term 1 Unit 6 Tips TG p. 224					
22	LB p. 220 Possible values of B TG p. 223	Draw patterns with circles	264	2	222	225	78 pp. 44–45	Tips TG p. 225					
23	LB p. 202 Possible values of C TG p. 223	Describe 2-D shapes by their types of sides	264	3	223	225–226	79a pp. 46–47						
24	LB p. 202 Possible values of D TG p. 223	Assessment 6 no. 7–10 Catch up – finish off work not yet completed; add in your own planning here			218	222	79b pp. 48–49	Tips TG p. 222					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Oxford Headstart Mathematics Week 5

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
26	LB p. 227 no. 1 TG p. 230	Describe 2-D shapes, with straight sides only, by their features	264	4	224	226–228	Book 1 19a pp. 60–61						
27	LB p. 227 no. 2 TG p. 230	Compare 2-D shapes; draw and build 2-D shapes	264	5–6	225–226	228–229	Book 1 19b pp. 62–63						
28	LB p. 227 no. 3 TG p. 230	SPACE AND SHAPE Transformations What is a transformation?	265	1	227–228	230–231	Book 2 80 pp. 50–51						
29	LB p. 227 no. 4 TG p. 230	Use transformations to describe patterns	265	2	229–230	232–233	81 pp. 52–53						
30	LB p. 233 Halves TG p. 235	Assessment 7 no. 1			244	248	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Headstart Mathematics Week 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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
31	LB p. 233 Quarters TG p. 235	Use symmetry to describe patterns	265	3	231–232	233–234	83 pp. 56–57	According to the CAPS, enlargement is done in Term 4					
32	LB p. 233 Fifths TG p. 235	MEASUREMENT Temperature Temperature and thermometers	266	1	233–234	234–237	85a pp. 62–63	Thermometer; substances with temperatures that can be measured; containers with contents normally kept at different temperatures; examples of the weather report on TV or in the local newspaper Tips TG p. 236 Liaise with your Social Science and Natural Science colleagues before teaching this topic					
33	LB p. 233 Tenths TG p. 235	Problem solving	266	2	234–235	237–238	85b pp. 64–65	Tips TG p. 236					
34	LB p. 236 no. 1 TG p. 238	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages Recognise and represent percentages	267	1	237	238–241	86 pp. 66–67	Grids for tenths, hundredths, and thousandths (No. 9); a metre stick; a calculator; examples of the use of percentages in the world around us, e.g. growth of instruments, flyers announcing sales, etc.					
35	LB p. 236 no. 2 TG p. 238	Equivalent forms of percentage	267	2	238	241–242	87 pp. 68–69						
36	LB p. 236 no. 3 TG p. 238	Assessment 7 no. 2–9			244	248	88 pp. 70–71						
		Catch up – finish off work not yet completed; add in your own planning here											

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

Oxford Headstart Mathematics Week 7														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
37	LB p. 236 no. 4 TG p. 238	Equivalence between decimal fractions and percentage	267	3	239	242–243	89 pp. 72–73							
38	LB p. 236 no. 5 TG p. 238	Compare common fractions, decimal fractions and percentage	267	4	240	243–244	90 pp. 74–75							

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				
39	LB p. 270 no. 1 TG p. 271	Percentages of whole numbers	267	5	241	244–246	91 pp. 76–77						
40	LB p. 270 no. 2 TG p. 271	Adding a percentage to an amount; Subtracting a percentage from an amount	267	6–7	242–243	246–247	92a pp. 78–79						
41	LB p. 270 no. 3 TG p. 271	DATA HANDLING Collect data	268–269	1	246–247	250–251	92b pp. 80–81	Calculators Tips LB p. 251					
42	LB p. 270 no. 4a–b TG p. 271	Assessment 7 no. 10–13 Catch up – finish off work not yet completed; add in your own planning here			245	248	93 pp. 82–83						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Headstart Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
43		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage												
44	LB p. 270 no. 4c–d TG p. 271	Arrange data in a table	268–269	2	247–248	251–252	94 pp. 84–85							
45	LB p. 270 no. 4e–f TG p. 271	Draw a pictograph; organise and represent information	268–269	3–4	248–249	252–253	95 pp. 86–87	According to the CAPS, mean is dealt with in Grade 7						
46	LB p. 270 no. 5a–c TG p. 271	Interpret double bar graphs	268–269	5	249–250	253	96 pp. 88–89							
47	LB p. 270 no. 5d–e TG p. 271	Compare data; more double bar graphs and pie charts	268–269	7–8	252–253	254–255	97 pp. 90–91	Note that, according to the CAPS, Grade 6 learners are expected to read pie charts but not to draw them						
48	LB p. 270 no. 6e–f TG p. 271	Assessment 7 no. 14–16			245	248	98 pp. 92–93							
		Catch up – finish off work not yet completed; add in your own planning here												
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?							

Oxford Headstart Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
49		ASSESSMENT Project			254	254–255		Photocopy the rubric for the learners TG p. 255					
50		Learners work on the project						Learners hand in their projects for marking					
51	LB p. 255 no. 1 (first five) TG p. 256	PATTERNS, RELATIONS AND ALGEBRA Numeric patterns Missing rules in flow diagrams; missing rules in tables	270–272	1–2	256–257	256–258	99 pp. 94–95						
52	LB p. 255 no. 1 (last four) TG p. 256	More flow diagrams; number sequences	270–272	3–4	258–259	258–259	100a pp. 96–97						
53	LB p. 255 no. 2 TG p. 256	Use rules to form patterns	270–272	5	259	259	100b pp. 98–99	Tips TG p. 266					
54	LB p. 260 no. 1 (use 1,3; 0,25; 0,75; 1,6) TG p. 256	Assessment 8 no. 1 Catch up – finish off work not yet completed; add in your own planning here			268	270	101 pp. 100–101						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Headstart Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
55	LB p. 255 no. 3 TG p. 256	MEASUREMENT Length Measuring in centimetres and millimetres	272–274	2	261	261–262	102 pp. 102–103	Tips TG p. 262					
56	LB p. 260 no. 1 (use 100; 60; 8; 3) TG p. 256	Measuring in kilometres	272–274	3	262	263–264	103 pp. 104–105	Tips TG p. 263					
57	LB p. 260 no. 1 (use 6 000; 700; 60) TG p. 256	Rounding off measurements; converting between units of length	272–274	5–6	264–265	266–267	104 pp. 106–107	Tips TG p. 266					
58	LB p. 271 no. 9 TG p. 271	Problem solving	272–274	7	266–267	268–269							
59	LB p. 271 no. 10 TG p. 271	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material											
60		ASSESSMENT (on whole term's work)						Use the test provided in the tracker; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lessons					

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

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

3. Oxford Successful Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Oxford Successful Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
										Date completed				
1	LB p. 158 no. 1 (first 7 numbers) TG p. 135	MEASUREMENT Mass Measuring mass	259–261	1 no. 1–6	158–159	135–136	65 pp. 2–3							
2	LB p. 158 no. 1 (second 8 numbers) TG p. 135	Measuring mass (cont.)	259–261	1 no. 7–9	160–161	136	66a pp. 4–5							
3	LB p. 158 no. 2 (first 7 numbers) TG p. 135	Converting between kilograms and grams	259–261	2	161–162	137	66b pp. 6–7							
4	LB p. 158 no. 2 (second 8 numbers) TG p. 135	Converting to kilograms	259–261	3	162–163	138	67 pp. 8–9	Remedial and extension TG p. 139						
5	LB p. 158 no. 3 (first 7 numbers) TG p. 135	Working with mass and money	259–261	4	163–164	139	68a pp. 10–11	Unit 3.1 Summary LB p. 164 Remedial TG p. 139						
6	LB p. 158 no. 1 (second 8 numbers) TG p. 135	Revision 5 no. 1–2			183	148	68b pp. 12–13							
		Catch up – finish off work not yet completed; add in your own planning here												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Oxford Successful Mathematics Week 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. 165 no. 1, 2, 3 for 1; 10; 100; 1 000; 10 000 TG p. 140	NUMBERS, OPERATIONS AND RELATIONSHIPS Whole numbers Work with 9-digit whole numbers	262	1 no. 1–4	165	140–141	69a pp. 14–15							
8	LB p. 165 no. 1, 2, 3 for 2; 20; 200; 2 000; 20 000 TG p. 140	Work with 9-digit whole numbers (cont.)	262	1 no. 5–8	166	141–142	69b pp. 16–17	Remedial TG p. 142						
9	LB p. 165 no. 1, 2, 3 for 3; 30; 300; 3 000; 30 000 TG p. 140	NUMBERS, OPERATIONS AND RELATIONSHIPS Addition and subtraction Add and subtract fractions of whole numbers	262–263	2	167	142	70 pp. 18–19							
10	LB p. 165 no 1, 2, 3 for 4; 40; 400; 4 000; 40 000 TG p. 140	Add 6-digit numbers in columns	262–263	3	168–169	143	71a pp. 20–21	Remedial TG p. 143						
11	LB p. 165 no. 1, 2, 3 for 5; 50; 500; 5 000; 50 000 TG p. 140	Subtract 6-digit numbers in columns	262–263	3	168–169	143	71b pp. 22–23							
12	LB p. 165 no. 1, 2, 3 for 6; 60; 600; 6 000; 60 000 TG p. 140	Revision 5 no. 3 Catch up – finish off work not yet completed; add in your own planning here			183	149	72a pp. 24–25							
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?									
					HOD:					Date:				

Oxford Successful Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
										Date completed				
13	LB p. 165 no. 1, 2, 3 for 7; 70; 700; 7 000; 70 000 TG p. 140	Solve addition and subtraction problems	262–263	4	170–172	143–144	72b pp. 26–27	Remedial TG p. 144						
14	LB p. 165 no. 1, 2, 3 for 8; 80; 800; 8 000; 80 000 TG p. 140	Add and subtract amounts in Rands and cents	262–263	5 no. 1–2	172–174	144–145	73 pp. 28–29							
15	LB p. 165 no. 1, 2, 3 for 9; 90; 900; 9 000; 90 000 TG p. 140	Add and subtract amounts in Rands and cents (cont.)	262–263	5 no. 3–5	174	145	74 pp. 30–31							
16	LB p. 176 no. 1 TG p. 146	Mixed addition and subtraction problems	262–263	6	175	145–146	75a pp. 32–33	Unit 3.2 Summary LB p. 175 Remedial TG p. 146						
17	LB p. 176 no. 1 (repeat for a new number) TG p. 146	SPACE AND SHAPE Viewing objects Views of objects	263	1	176–178	146–147	75b pp. 34–35							
18	LB p. 176 no. 1 (repeat for a new number) TG p. 146	Revision 5 no. 4–5 Catch up – finish off work not yet completed; add in your own planning here			183	149	76a pp. 36–37							
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?								
						HOD:						Date:		

Oxford Successful Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
19	LB p. 176 no. 2a–e TG p. 146	The view from above	263	2	178–179	147	76b pp. 38–39							
20	LB p. 176 no. 2f–j TG p. 146	Working with 3-D objects built from cubes	263	3	179–182	147–148	77a pp. 40–41	Unit 3.3 Summary LB p. 182						
21	LB p. 185 Multiples of 20 and 25 TG p. 150	SPACE AND SHAPE Properties of 2-D shapes Circles	264	1 no. 1–2	185–186	149–151	77b pp. 42–43							
22	LB p. 185 Multiples of 30 and 40 TG p. 150	More circles	264	1 no. 3–5	187	151	78 pp. 44–45							
23	LB p. 185 Multiples of 50 and 60 TG p. 150	2-D shapes	264	1 no. 6–8	188	151–152	79a pp. 46–47	Unit 3.4 Summary LB p. 188 Remedial and extension TG p. 152						
24	LB p. 185 Multiples of 75 TG p. 150	Revision 5 no. 6–7					79b pp. 48–49							
		Catch up – finish off work not yet completed; add in your own planning here												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 5

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
26	LB p. 189 factors of 1 a–b TG p. 152	SPACE AND SHAPE Transformations Transformations in tessellations	265	1 no. 1	189–190	152–153	Book 1 19a pp. 60–61						
27	LB p. 189 factors of 1 c–d TG p. 152	Transformations in tessellations (cont.)	265	1 no. 2–3	190–191	153–154	Book 1 19 b pp. 62–63						
28	LB p. 189 factors of 1 e–f TG p. 152	Tessellations in nature and everyday life	265	2 no. 1–2	191	154–155	Book 2 80 pp. 50–51						
29	LB p. 189 prime factors of 1 a–b TG p. 152	Tessellations in nature and everyday life (cont.)	265	2 no. 3–5	192	155	81 pp. 52–53						
30	LB p. 189 prime factors of 1 c–d TG p. 152	Revision 6 no. 1–3			204	162–163	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 6

Oxford Successful Mathematics Week 6													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	LB p. 189 prime factors of 1 e-g TG p. 152	MEASUREMENT Temperature Working with temperature	266	1	193–195	156–157	83 pp. 56–57	Liaise with your Social Science and Natural Science colleagues before teaching this topic					
32	LB p. 193 no. 1 TG p. 156	Reading digital thermometers	266	2	195–197	157	85a pp. 62–63	Unit 3.6 Summary LB p. 197					
33	LB p. 193 no. 2a–b TG p. 156	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages Recognising percentages	266	1 no. 1–3	198–199	158–159	85b pp. 64–65						
34	LB p. 193 no. 2c–e TG p. 156	Recognising percentages (cont.)	267	1 no. 4–5	200	159	86 pp. 66–67						
35	LB p. 193 no. 3 TG p. 156	From fractions and mixed numbers to percentages	267	2–3	201	159–160	87 pp. 68–69						
36	LB p. 198 no. 1 TG p. 158	Revision 6 no. 4–7			204–205	163	88 pp. 70–71						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 7

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. 198 no. 1 with a second number TG p. 158	Percentages written as decimal fractions and common fractions	267	4	201–202	160–161	89 pp. 72–73	Remedial TG p. 161					
38	LB p. 198 no. 1 with a third number TG p. 158	Calculating a percentage of a number	267	5	202–203	161–162	90 pp. 74–75	Unit 3.7 Summary LB p. 203 Remedial TG p. 162					
39	LB p. 198 no. 2 TG p. 158	DATA HANDLING Representing data by using a double bar graph	268–269	1	206–207	164–465	91 pp. 76–77						
40	LB p. 198 no. 3 TG p. 158	Finding the median and the mode of data	268–269	2	208–209	165–166	92a pp. 78–79						
41	LB p. 206 no. 1 TG p. 164	Analysing and interpreting data	268–269	3 no. 1	210–211	166–167	92b pp. 80–81						
42	LB p. 206 repeat no. 1 TG p. 164	Revision 6 no. 8–10			205	163–164	93 pp. 82–83						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
43	LG p. 206 no. 2 (first column) TG p. 164	Analysing and interpreting data (cont.)	268–269	3 no. 4–6	212–213	168–169	94 pp. 84–85	Unit 3.8 Summary LB p. 213					
44		ASSESSMENT Project The data cycle Choose 1 of the 2 possible projects		3 no. 2–3	211–212	167		Make your own rubric using LB p. 300 as a guide and give it to the learners when giving them the project					
				Project 2 no. 1–7									
45		Work on the project						Learners hand in their projects for marking					
46	LB p. 206 no. 2 (second column) TG p. 164	PATTERNS, RELATIONS AND ALGEBRA Numeric patterns Finding rules for patterns	270–272	1 no. 1–2	214–215	169–170	95 pp. 86–87						
47		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
48	LB p. 214 no. 1a TG p. 169	Catch up – finish off work not yet completed; add in your own planning here					96 pp. 88–89	Oral activities (No. 1)					
		Use the oral activities (No. 1) to practise multiplication, multiples or number sense											

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

Oxford Successful Mathematics Week 9														
There is no MM for the days when assessment is being done														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class					
									Date completed					
49	LB p. 214 no. 1b TG p. 169	Finding rules for patterns (cont.)	270–272	1 no. 3–4	215–216	170–171	97 pp. 90–91							
50	LB p. 214 no. 1c TG p. 169	Extending sequences	270–272	2	216–217	171–172	98 pp. 92–93	Unit 3.9 Summary LB p. 217						
51	LB p. 214 no. 2a TG p. 169	MEASUREMENT Length Working with millimetres and centimetres	272–274	1	218–219	172–173	99 pp. 94–95	Remedial TG p. 173						

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				
52	LB p. 214 no. 2b TG p. 169	Working with millimetres, centimetres and metres	272–274	2	220–221	173–174	100a pp. 96–97						
53	LB p. 214 no. 2d TG p. 169	Converting between different units of length	272–274	3	221–222	174	101 pp. 100–101	Remedial LB p. 174					
54	LB p. 214 no. 2c TG p. 169	Revision 7 no. 1–3			224	176	100b pp. 98–99						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
55	LB p. 214 no. 2e TG p. 169	Working with metres and kilometres	272–274	4	222	174–175	102 pp. 102–103	Extension LB p. 175					
56	LB p. 218 no. 1–2 TG p. 172	Convert between kilometres, metres and millimetres	272–274	5	223	175	103 pp. 104–105	Unit 3.1 Summary LB p. 223					
57	LB p. 218 no. 3–4 TG p. 172	Revision 7 no. 4–7	272–274		225	176	104 pp. 106–107						
58	LB p. 218 no. 5–6 TG p. 172	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material											
59	LB p. 218 no. 7–8 TG p. 172	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material											
60		ASSESSMENT (on whole term's work)						Use the test given at the end of this tracker					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 11: Review of test and project, 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?

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

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

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

HOD:

Date:

4. Platinum Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Platinum Mathematics Week 1

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	p. 210 no. 2.1	NUMBERS, OPERATIONS AND RELATIONSHIPS Whole numbers Place value and expanded notation	262	17.1	112	87–89	65 pp. 2–3	Place value cards (No. 4); number lines that are marked but not numbered over the place value boundaries (No. 5); blank place value table					
2	p. 211 no. 2.2	Read, write and order large numbers	262	17.2 17.3	113	89–90	66a pp. 4–5						
3	p. 211 no. 2.3	MEASUREMENT Mass Units of measure for mass; read measuring scales	259–261	18.1 18.2	114–115	91–92	66b pp. 6–7	A variety of objects on display for learners to estimate the mass of; prepare bags of sand with a mass of 1 kg and 500 g					
4	p. 211 no. 2.4	Estimate and measure mass	259–261	18.3 18.4	116	92–93	67 pp. 8–9						
5	p. 211 no. 2.5	Convert between units of mass	259–261	18.5 18.6	117	93–94	68a pp. 10–11						
6	p. 209 no. 1.1	Starting Off – icebergs and ratio Catch up – finish off work not yet completed; add in your own planning here			111	85	68b pp. 12–13						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 2

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	p. 209 no. 1.2	Solving problems involving mass	259–261	18.7	118	94	69a pp. 14–15						
8	p. 209 no. 1.3	Solving problems involving mass (cont.)	259–261	18.7	118	94	69b pp. 16–17						
9	p. 210 no. 1.4	NUMBERS, OPERATIONS AND RELATIONSHIPS Addition and subtraction Estimate answers	262–263	19.1 19.2	120	96–97	70 pp. 18–19	Place value cards (No. 4); 0- to 9-digit cards; number lines (No. 5); whiteboards; whiteboard markers					
10	p. 210 no. 1.5	Use the column method to add	262–263	19.3	121	97	71a pp. 20–21						
11	p. 212 no. 3.1	Use the column method to subtract	262–263	19.4	122	98	71b pp. 22–23						
12	p. 212 no. 3.2	Revision: Topic 17–18 no. 1–7			119	95	72a pp. 24–25						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 3

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	p. 212 no. 3.3	Use the column method to subtract	262–263	19.5	122	98–99	72b pp. 26–27						
14	p. 212 no. 3.4	Addition and subtraction are inverse operations	262–263	19.6 19.7	123	99	73 pp. 28–29						
15	p. 213 no. 3.5	Addition and subtraction with brackets	262–263	19.8 19.9	124	100–101	74 pp. 30–31						
16	p. 213 no. 4.1	Solve addition and subtraction problems	262–263	19.10	125	101	75a pp. 32–33						
17	p. 213 no. 4.2	SPACE AND SHAPE Viewing objects Different viewpoints	263	20.1	126–127	102	75b pp. 34–35						
18	p. 213 no. 4.3	Revision: Topic 17–18 no. 1–7				119	95	76a pp. 36–37					
		Catch up – finish off work not yet completed; add in your own planning here											

Reflection

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

What will you change next time? Why?

HOD:

Date:

Platinum Mathematics Week 4

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	p. 214 no. 4.4	Draw views from different viewpoints (cont.)	263	20.2 20.3	130	103	76b pp. 38–39						
20	p. 214 no. 4.5	Draw views from different viewpoints (cont.)	263	20.4 20.5	132	104	77a pp. 40–41						
21	p. 214 no. 5.1	SPACE AND SHAPE Properties of 2-D shapes Identify, describe and compare 2-D shapes	264	21.1	132	104	77b pp. 42–43	Display a wall chart showing the properties and names of each of the 2-D shapes that the learners should know from Term 1 (No. 10); make flash cards with question on all the 2-D shapes content covered in Term 1; learners will need square grid paper (No. 20, 21), a pair of compasses, a ruler (No. 14), an eraser and a pencil; a board compass to draw circles on the board					
22	p. 214 no. 5.2	Draw 2-D shapes on grid paper	264	21.2	133	105–106	78 pp. 44–45						
23	p. 214 no. 5.3	Draw 2-D shapes on grid paper (cont.)	264	21.3	134	106	79a pp. 46–47						
24	p. 214 no. 5.4	Revision: Topics 19–20				131	103	79b pp. 48–49					
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 5

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	p. 216 no. 5.5	Draw 2-D shapes on grid paper (cont.)	264	21.4	135	106	Book 1 19a pp. 60–61						
26		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
27	p. 216 no. 6.1	SPACE AND SHAPE Transformations Use transformations to describe patterns	265	22.1	136–137	107–108	Book 1 19 b pp. 62–63	Display pictures from nature and the world around us that have tessellation patterns; use cardboard, ruler and scissors to make copies of the basic shape in each pattern to help learners visualise transformations; wall chart showing translations, reflections and rotations					
28	p. 216 no. 6.2	Describe patterns around us	265	22.2	138	108	Book 2 80 pp. 50–51						
29	p. 216 no. 6.3	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages What is a percentage?	267	23.1	140	109–110	81 pp. 52–53	Examples from magazines and newspapers showing percentages					
30	p. 216 no. 6.4	Revision: Topic 21 no. 1–5			139	108	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why?						
							HOD: _____ Date: _____						

Platinum Mathematics Week 6

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
31	p. 216 no. 6.5	Convert fractions to percentages	267	23.2 23.3	141	110	83 pp. 56–57						
32	p. 218 no. 7.1	Decimal fractions and percentages	267	23.4 23.5	142	110–111	85a pp. 62–63						
33	p. 218 no. 7.2	Find the percentage of a whole number	267	23.6	143	111	85b pp. 64–65						
34	p. 218 no. 7.3	Find the percentage of a whole number (cont.)	267	23.6	143	111	86 pp. 66–67						
35	p. 218 no. 7.4	MEASUREMENT Temperature Read, compare and measure temperatures	266	24.1 24.2	144–145	112–113	87 pp. 68–69	A variety of different types of thermometers; weather maps; if possible, internet access to look at weather patterns; barometers Liaise with your Social Science and Natural Science colleagues before teaching this topic					
36	p. 219 no. 7.5	Revision: Topic 22 no. 6–7			139	108	88 pp. 70–71						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 7

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	p. 219 no. 8.1	Calculations with temperature	266	24.3 24.4	146	113–114	89 pp. 72–73						
38	p. 219 no. 8.2	DATA HANDLING Collect, organise and represent data; find the mode and median of data sets	268–269	25.1 no. 2 25.2 no. 1	148–149	115–116	90; 91 pp. 74–77						
39	p. 219 no. 8.3	Find the mode and median of data sets (cont.)	268–269	25.2 no. 2	149	116	92a pp. 78–79						
40	p. 220 no. 8.4	Interpret and analyse data	268–269	25.3 no. 1-2	150–151	116–117	92b pp. 80–81						
41	p. 220 no. 8.5	Interpret and analyse data (cont.)	268–269	25.3 no. 3–5	152	117	95 pp. 86–87						
42	p. 220 no. 9.1	Revision: Topics 23–24			147	114	93 pp. 82–83						
		Catch up – finish off work not yet completed; add in your own planning here											

Reflection

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

What will you change next time? Why?

HOD:

Date:

Platinum Mathematics Week 8

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
44	p. 221 no. 9.2	Compare graphs on the same topic	268–269	25.4 no. 1–3	153–154	117–118	96 pp. 88–89						
45	p. 221 no. 9.3	Compare graphs on the same topic (cont.)	268–269	25.4 no. 4–6	155	118	97 pp. 90–91						
46		ASSESSMENT Project The data cycle			156	119		Photocopy the mark allocation summary for the learners and hand it to them when discussing the project with them and what they have to do					
47		Work on the project						Learners hand in their projects for marking					
48	p. 222 no. 10.2	Catch up – finish off work not yet completed; add in your own planning here Use the oral activities (No. 1) to practise multiplication, multiples or number sense					98 pp. 92–93	Oral activities (No. 1)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Platinum Mathematics Week 9

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49	p. 221 no. 9.3	PATTERNS, RELATIONS AND ALGEBRA Numeric patterns Special types of sequences	270–272	26.1	158	120–121	99 pp. 94–95						
50	p. 221 no. 9.5	Find the rule	270–272	26.2	159	121	100a pp. 96–97						
51	p. 222 no. 10.1	Find the rule (cont.)	270–272	26.3	160	121–122	100b pp. 98–99						
52	p. 222 no. 10.3	MEASUREMENT Length Estimate and measure lengths	272–274	27.1	162	123–124	102 pp. 102–103	Have appropriate measuring instruments in class such as a metre stick, a tape measure and rulers (No. 14)					
53	p. 222 no. 10.4	Convert units of length	272–274	27.2	163	124–125	103 pp. 104–105						
54	Revise 9× table	Revision: Topic 25 no. 1 Catch up – finish off work not yet completed; add in your own planning here			161	122	101 pp. 100–101						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
55	Revise 6× table	Order lengths	272–274	27.3	164	125–126	104 pp. 106–107						
56	Revise 7× table	Solve problems involving lengths	272–274	27.4 no. 1–4	165	126–127							
57	Revise 8× table	Solve problems involving lengths (cont.)	272–274	27.4 no. 5–8	165	127							
58	Revise 12× table	Revision and remediation Worksheet book: select activities from Worksheets 12A, 12B, 13A, 13B, 14A, 14B, 15A, 15B, 16A, 16B, 17A, 17B				248–254							
59	Revise 50× table	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook or use any other suitable resource material											
60	Revise 25× table	ASSESSMENT (on whole term's work)				176–177 127		Photocopy the test TG pp. 176–177 OR use the test provided; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lesson					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 11: Review of test and project, 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?

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

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

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

HOD:

Date:

5. Premier Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Premier Mathematics Week 1

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	p. 354 Ex. 91 no. 1–10 p. 299	MEASUREMENT Mass What is mass?	259–261	1–3	103–104	76–77	65 pp. 2–3						
2	p. 354 Ex. 91 no. 11–20 p. 299	Reading scales, ordering and rounding off	259–261	4 no. 1–3 5 no. 1–4	104–106	78	66a pp. 4–5						
3	p. 354 Ex. 92 no. 1–10 p. 299	Rounding off and converting	259–261	5 no. 5–8 6 no. 1–4	107	78–79	66b pp. 6–7						
4	p. 354 Ex. 92 no. 11–20 p. 299	Calculating with mass	259–261	7	108	79	67 pp. 8–9						
5	p. 355 Ex. 93 no. 1–10 p. 299	Solving mass problems	259–261	8	108–109	80	68a pp. 10–11						
6	p. 355 Ex. 93 no. 11–20 p. 299	Revision		1 no. 1–3	160	116	68b pp. 12–13						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Premier Mathematics Week 2

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	p. 355 Ex. 94 no. 1–10 p. 299	NUMBER, OPERATIONS AND RELATIONSHIPS Whole numbers Prime numbers, place value and rounding off	262	1–3	109–110	80–81	69a pp. 14–15						
8	p. 355 Ex. 94 no. 11–20 p. 299	Working with place value	262	4–6	110–111	81–82	69b pp. 16–17						
9	p. 356 Ex. 95 no. 1–10 p. 299	NUMBER, OPERATIONS AND RELATIONSHIPS Addition and Subtraction Working with numbers	262–263	1	111–112	82–83	70 pp. 18–19						
10	p. 356 Ex. 95 no. 11–20 p. 299	Working with numbers (cont.)	262–263	2–3	112–114	83–84	71a pp. 20–21						
11	p. 356 Ex. 96 no. 1–20 p. 299	Adding and subtracting using different methods	262–263	4 no. 1–2	114	84	71b pp. 22–23						
12	p. 356 Ex. 96 no. 11–20 p. 299	Revision		1 no. 4 2 no. 1	160	116–117	72a pp. 24–25						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Premier Mathematics Week 3

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
										Date completed				
13	p. 357 Ex. 97 no. 1–10 p. 299	More addition and subtraction	262–263	4 no. 3	115	84–85	72b pp. 26–27							
14	p. 357 Ex. 97 no. 11–20 p. 299	Using addition and subtraction	262–263	6 7 no. 1	115–116	85	73 pp. 28–29							
15	p. 357 Ex. 98 no. 1–10 p. 300	Problem solving using addition and subtraction	262–263	7 no. 2–6	116	85–86	74 pp. 30–31							
16	p. 357 Ex. 98 no. 11–20 p. 300	SPACE AND SHAPE Viewing objects Different views	263	1	117–118	86–87	75a pp. 32–33	Photocopy centimetre squared dot paper for each learner TG p. 173 (No. 22)						
17	p. 358 Ex. 99 no. 1–10 p. 300	More views	263	2–3	119–120	87–88	75b pp. 34–35							
18	p. 358 Ex. 99 no. 11–20 p. 300	Revision		2 no. 2–3	161	117	76a pp. 36–37							
		Catch up – finish off work not yet completed; add in your own planning here												

Reflection

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

What will you change next time? Why?

HOD:

Date:

Premier Mathematics Week 4

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	p. 358 Ex. 100 no. 1–10 p. 300	Views of 3-D shapes	263	4–5	121	88–89	76b pp. 38–39	Photocopy dot paper for each learner TG p. 173 (No. 22)					
20	p. 358 Ex. 100 no. 11–20 p. 300	SPACE AND SHAPE Properties of 2-D shapes Describing and naming shapes	264	1–2	122	90	77a pp. 40–41						
21	p. 359 Ex. 101 no. 1–10 p. 300	Sides and angles; naming polygons	264	3–4	123	90–91	77b pp. 42–43						
22	p. 359 Ex. 101 no. 11–20 p. 300	Working with polygons	264	5–6	123–124	91–92	78 pp. 44–45						
23	p. 359 Ex. 102 no. 1–10 p. 300	Drawing circles	264	7	125–126	92	79a pp. 46–47	Learners need a pair of compasses and a pencil					
24	p. 359 Ex. 102 no. 11–20 p. 300	Revision Catch up – finish off work not yet completed; add in your own planning here		4	162	117	79b pp. 48–49						

Reflection

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

What will you change next time? Why?

HOD:

Date:

Premier Mathematics Week 5

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views				216–219 Memo p. 270		Photocopy the test for the learners; use peer assessment (learners mark each other's work and you take the marks in)					
26	p. 360 Ex. 103 no. 1–10 p. 300	SHAPE AND SPACE Transformations Translation and reflections	265	1–2	126–127	93–94	Book 1 19a pp. 60–61						
27	p. 360 Ex. 103 no. 11–20 p. 300	Rotation; patterns	265	3–4	128	94	Book 1 19 b pp. 62–63						
28	p. 360 Ex. 104 no. 1–10 p. 300	Creating a pattern using transformations	265	5	129	94–95	Book 2 80 pp. 50–51	Photocopy 0,5 × 0,5 grid paper for each learner TG p. 173 (No. 21)					
29	p. 360 Ex. 104 no. 11–20 p. 300	More reflections	265	2	200	147–148	81 pp. 52–53	Photocopy dot paper for each learner TG p. 173 (No. 22); according to the CAPS, enlargement should be done in Term 4					
30	p. 361 Ex. 105 no. 1–10 p. 300	More Mental Mathematics		106 no. 11–20		361, 300	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Premier Mathematics Week 6

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
31	p. 362 Ex. 107 no. 1–10 p. 300	MEASUREMENT Temperature Reading temperatures	266	1–2	131–132	96	83 pp. 56–57	Thermometers (digital and analogue) Liaise with your Social Science and Natural Science colleagues before teaching this topic					
32	p. 362 Ex. 107 no. 11–20 p. 300	Investigating temperatures	266	3–4	132	97	85a pp. 62–63						
33	p. 362 Ex. 108 no. 1–5, 11–15 p. 300	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages Common fractions, decimal fractions and percentages	267	1–2	133–134	97–98	85b pp. 64–65						
34	p. 362 Ex. 108 no. 6–10, 16–20 p. 300	Conversions	267	3–4	134–135	98–99	86 pp. 66–67						
35	p. 363 Ex. 109 no. 1–10 p. 300	More conversions	267	5	135	99	87 pp. 68–69						
36	p. 363 Ex. 109 no. 11–20 p. 300	Mental Mathematics		110	363	300	88 pp. 70–71						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Premier Mathematics Week 7

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	p. 364 Ex. 111 no. 1–10 p. 301	Converting percentages to common fractions; writing marks as a percentage	267	6–7	135–136	99–100	89 pp. 72–73						
38	p. 364 Ex. 111 no. 11–20 p. 301	Finding a percentage of a number	267	8–9	136–137	100–101	90 pp. 74–75						
39	p. 364 Ex. 112 no. 1–10 p. 301	DATA HANDLING Bar graphs and tally tables	268–269	1	137–138	101–102	91 pp. 76–77						
40	p. 364 Ex. 112 no. 11–20 p. 301	Mode and median	268–269	2–3	139	102	92a pp. 78–79						
41	p. 365 Ex. 113 no. 1–10 p. 301	Tally tables and drawing graphs	268–269	4 (not 2c)	140	103–104	92b pp. 80–81	According to the CAPS, Grade 6 learners do not have to draw pie graphs					
42	p. 365 Ex. 113 no. 11–20 p. 301	Revision		6 no. 1, 2a–e	162	118	93 pp. 82–83						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						Date:	

Premier Mathematics Week 8

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
43	p. 365 Ex. 114 no. 1–10 p. 301	Pie charts	268–269	5-6	141–142	104–105	94 pp. 84–85						
44	p. 365 Ex. 114 no. 11–20 p. 301	Interpreting data	268–269	7	143–146	105–106	96 pp. 88–89						
45	p. 366 Ex. 115 no. 1–10 p. 301	Representing and analysing data	268–269	8	146–147	106–107	97 pp. 90–91						
46		ASSESSMENT Project The data cycle			147–148	223		Photocopiable master TG pp. 223–224; develop a rubric for the marking and hand out to the learners, discuss the project with them and what they have to do					
47		Work on the project						Learners hand in their project for marking					
48	p. 366 Ex. 116 no. 1–10 p. 301	Revision Catch up – finish off work not yet completed; add in your own planning here		3	161	117	98 pp. 92–93						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Premier Mathematics Week 9

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage											
50	p. 366 Ex. 115 no. 11–20 p. 301	PATTERNS, FUNCTIONS AND RELATIONSHIPS Numeric patterns Finding input and output values Finding the missing rule	270–272	1–3	148–150	108–109	100a pp. 96–97						
51	p. 366 Ex. 116 no. 11–20 p. 301	Completing tables	270–272	4	150–151	109	100b pp. 98–99						
52	p. 367 Ex. 117 no. 1–10 p. 301	Completing patterns	270–272	5	151–152	110–111	102 pp. 102–103						
53	p. 367 Ex. 117 no. 11–20 p. 301	More patterns and rules	270–272	6–7	153	111–112	103 pp. 104–105						
54	p. 367 Ex. 118 no. 1–10 p. 302	Revision		5 no. 1–2	162	117	101 pp. 100–101						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Premier Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
										Date completed				
55	p. 367 Ex. 118 no. 11–20 p. 302	MEASUREMENT Length Measuring distances	272–274	1	154–155	112–113	104 pp. 106–107	Have a ruler (No. 14)/measuring tape/trundle wheel available for the learners to use						
56	p. 368 Ex. 119 no. 1–10 p. 302	Measuring with a ruler; Ordering	272–274	2–3	155–156	113–114								
57	p. 368 Ex. 119 no. 11–20 p. 302	Converting lengths	272–274	4–5	156–158	114								
58	p. 368 Ex. 120 no. 1–10 p. 302	Length calculations	272–274	6–7	158–159	115								
59	p. 369 Ex. 121 no. 1–10 p. 302	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material												
60		ASSESSMENT (on whole term's work)				228–232 Memo pp. 275–277		Photocopy TG pp. 228–232 for each learner and use 2 hours for assessment OR use the test given in this tracker; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lesson						

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

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

6. Solutions for All Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Solutions for All Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	101 LB p. 355 TG p. 323	MEASUREMENT Mass Grams and kilograms	259–261	Getting started Ex. 1 no. 1–2	173–175	129–133	65 pp. 2–3	Bathroom scales (analogue and digital); kitchen scales (analogue and digital); balances					
2	102 LB p. 355 TG p. 323	Conversions between kilograms and grams	259–261	Ex. 1 no. 3–6	175–176	134	66a pp. 4–5						
3	103 LB p. 356 TG p. 323	Reading scales	259–261	Act. 1	176–177	135	66b pp. 6–7						
4	104 LB p. 356 TG p. 323	Working with grams and kilograms	259–261	Ex. 2	178–179	136	67 pp. 8–9						
5	105 LB p. 356 TG p. 323	Check what you know	259–261		180–181	136–137	68a pp. 10–11						
6	106 LB p. 356 TG p. 324	Estimating Catch up – finish off work not yet completed; add in your own planning here	259–261	Act. 2	177	135	68b pp. 12–13						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

Solutions for All Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	107 LB p. 356 TG p. 324	NUMBER, OPERATIONS AND RELATIONSHIPS Whole numbers, addition and subtraction Comparing large numbers	262–263	Getting started Act. 1	182–183	138–142	69a pp. 14–15						
8	108 LB p. 356 TG p. 324	Place value and bigger numbers	262–263	Ex. 1	184–185	143	69b pp. 16–17						
9	109 LB p. 357 TG p. 324	Adding larger numbers	262–263	Act. 2	185–186	143	70 pp. 18–19						
10	110 LB p. 357 TG p. 324	Subtracting larger numbers	262–263	Act. 3	186	144	71a pp. 20–21						
11	111 LB p. 357 TG p. 324	Estimating solutions	262–263	Act. 4	187	144–145	71b pp. 22–23						
12	112 LB p. 357 TG p. 324	Parts of numbers Catch up – finish off work not yet completed; add in your own planning here	262–263	Act. 1	183–184	142	72a pp. 24–25						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	113 LB p. 357 TG p. 324	Calculating with larger numbers	262–263	Ex. 2	188	145	72b pp. 26–27						
14	114 LB p. 357 TG p. 325	Using calculators to solve problems	262–263	Act. 5	189	145	73 pp. 28–29						
15	115 LB p. 358 TG p. 325	Check what you know	262–263		190	146	74 pp. 30–31						
16	116 LB p. 358 TG p. 325	SPACE AND SHAPE Viewing objects Matching views	263	Getting started Act. 1 no. 1	191–192	147–149	75a pp. 32–33						
17	117 LB p. 358 TG p. 325	Matching views (cont.)	263	Act. 1 no. 2, Ex. 1	192–193	149	75b pp. 34–35						
18	118 LB p. 358 TG p. 325	Revision (Mass)		Act. 1	250–251	190	76a pp. 36–37						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 4

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	119 LB p. 358 TG p. 326	SPACE AND SHAPE Properties of 2-D shapes and transformation patterns Looking at 2-D shapes	264–265	Getting started	194–195	150–152	76b pp. 38–39	Photocopy the triangular grid in the <i>Printable Resources</i> section of this tracker for each learner					
20	120 LB p. 358 TG p. 326	Drawing polygons	264–265	Act. 1	196	152–153	77a pp. 40–41	Photocopy the dot grid (No. 22) for each learner					
21	121 LB p. 359 TG p. 326	Looking at circles; using a pair of compasses	264–265	Act. 2–3	196–197	153	77b pp. 42–43	Plastic circular shapes or bottle lids; a pair of compasses and a pencil for each learner					
22	122 LB p. 359 TG p. 326	Circle patterns	264–265	Act. 4	198	153	78 pp. 44–45	A pair of compasses and a pencil for each learner					
23	123 LB p. 359 TG p. 326	Tiling with shapes	264–265	Act. 5	199	153–154	79a pp. 46–47						
24	124 LB p. 359 TG p. 326	Revision (Whole numbers, addition and subtraction; viewing objects)		Act. 2–3	251–252	190–191	79b pp. 48–49						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 5

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

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		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
26	125 LB p. 359 TG p. 326	Identifying transformations	264	Ex. 1	200–201	154	Book 1 19a pp. 60–61						
27	94 LB p. 354 TG p. 322	Check what you know	264		202–203	154	Book 1 19 b pp. 62–63						
28	95 LB p. 354 TG p. 322	MEASUREMENT Temperature Thermometers	266	Getting started Act. 1	204–205	155–157	Book 2 80 pp. 50–51	Thermometers (analogue and digital) Liaise with your Social Science and Natural Science colleagues before teaching this topic					
29	96 LB p. 354 TG p. 322	Minimum and maximum Check what you know	266	Act. 2	206–207	157–159	81 pp. 52–53	Photocopy Thermometer A and B LB p. 207 for each learner					
30	97 LB p. 355 TG p. 322	Revision (Shapes and transformations)		Act. 4	253–254	191	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Solutions for All Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	98 LB p. 355 TG p. 322	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages On the cards	267	Getting started	208–209	160–162	83 pp. 56–57						
32	99 LB p. 355 TG p. 322	Another way to write hundredths	267	Act. 1	209–211	162–163	85a pp. 62–63						
33	100 LB p. 355 TG p. 323	Percentages	267	Ex. 1	212–213	163–164	85b pp. 64–65						
34	126 LB p. 359 TG p. 326	Pie graphs; percentages of whole numbers; solving problems with percentages	267	Act. 2 Ex. 2 no. 1–2	213–215	164	86 pp. 66–67						
35	127 LB p. 360 TG p. 326	Solving problems with percentages (cont.) Check what you know	267	Ex. 2 no. 3–5 Check no. 1–3	215–216	164–165	87 pp. 68–69						
36	128 LB p. 360 TG p. 326	Check what you know (cont.) Catch up – finish off work not yet completed; add in your own planning here	267	no. 4–11	216–217	165	88 pp. 70–71						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	129 LB p. 360 TG p. 327	DATA HANDLING Tallies, tables and graphs	268–269	Getting started	218–219	166–170	89 pp. 72–73	Photocopy the square grid (No. 20, 21) for each learner					
38	130 LB p. 360 TG p. 327	Drawing graphs	268–269	Act. 2	221–222	171–172	90 pp. 74–75	Photocopy the square grid (No. 20, 21) for each learner					
39	131 LB p. 360 TG p. 327	Reading double bar graphs	268–269	Act. 3	223–224	172	91 pp. 76–77						
40	132 LB p. 361 TG p. 327	Making a double bar graph Comparing data on pie charts	268–269	Act. 4–5	225–227	172	92a pp. 78–79	Photocopy the square grid (No. 20, 21) for each learner					
41	133 LB p. 361 TG p. 327	Mode and median	268–269	Act. 6	227	172–173	92b pp. 80–81						
42	134 LB p. 361 TG p. 328	Revision (Temperature)		Act. 5	254–255	192	93 pp. 82–83						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 8

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

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	135 LB p. 361 TG p. 328	Check what you know	268–269		228–229	173	94 pp. 84–85							
44	136 LB p. 361 TG p. 328	ASSESSMENT Project The data cycle				300–301		Photocopy TG pp. 300–301 for each learner Assessment criteria and checklist TG pp. 300–301						
45	137 LB p. 361 TG p. 328	Work on the project												
46	138 LB p. 361 TG p. 328	PATTERNS, FUNCTIONS AND RELATIONSHIPS Numeric patterns Making number patters	270–272	Getting started	230–231	174–178	97 pp. 90–91							
47	139 LB p. 362 TG p. 328	Decreasing number patterns Missing numbers in a pattern	270–272	Act. 1 Ex. 1	232–233	178–179	98 pp. 92–93							
48	140 LB p. 362 TG p. 329	Revision (fractions, decimal numbers and percentages)		Act. 6	255	192	99 pp. 94–95							
		Catch up – finish off work not yet completed; add in your own planning here												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Solutions for All Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage											
50	141 LB p. 362 TG p. 329	Common ratio patterns Constant ratios	270–272	Act. 2 Ex. 2	234–235	179–180	100a pp. 96–97						
51	142 LB p. 362 TG p. 329	Polygon numbers Patterns without constant differences	270–272	Act. 3 Ex. 3	236–238	180–181	100b pp. 98–99	Extension: Fibonacci tricks LB p. 237, TG p. 181					
52	143 LB p. 362 TG p. 329	MEASUREMENT Length Measuring instruments; taking measurements	272–274	Getting started Act. 1	240–242	182–186	101 pp. 100–101	Rulers; metre sticks; tape measures; trundle wheels					
53	144 LB p. 362 TG p. 329	Choosing and swapping units	272–274	Ex. 1	243–244	186–187	102 pp. 102–103						
54	145 LB p. 363 TG p. 329	Catch up – finish off work not yet completed; add in your own planning here						Oral activities (No. 1)					
		Use the oral activities (No. 1) to practise multiplication, multiples or number sense											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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: Complete any work not done, revision, remediation and Term 3 test

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

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	146 LB p. 363 TG p. 329	Adding distances	272–274	Act. 2	245	187	104 pp. 106–107							
56	147 LB p. 363 TG p. 329	Metres to kilometres and back again Further distances		Ex. 2 Act. 3	246–248	188								
57	148 LB p. 363 TG p. 329	Check what you know	272–274	Check what you know	249	188								
58	148 LB p. 363 TG p. 329	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material												
59	149 LB p. 363 TG p. 329	Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material												
60		ASSESSMENT (test on whole term's work)				293–299		Photocopy the test TG pp. 293–297 for the learners or use the test provided in this tracker; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lesson						

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

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

7. Study and Master Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Study and Master Mathematics Week 1

Study and Master Mathematics Week 1													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	Revise the 7 x table	MEASUREMENT Mass Estimating, measuring and comparing mass	259–261	1.1	212–213	251	65 pp. 2–3	Analogue scales; digital mass meters; balances					
2	Revise the 8 x table	Converting between grams and kilograms	259–261	1.2	213–214	251	66a pp. 4–5						
3	LB p. 212 TG p. 251	Measuring with analogue and digital scales	259–261	2.1 no. 1–5	214–216	252	66b pp. 6–7						
4	Revise the 9' table	Measuring with analogue and digital scales (cont.)	259–261	2.1 no. 6–8	216–217	252–253	67 pp. 8–9						
5	LB p. 218 TG p. 253	Working with mass	259–261	3.2	220	254	68a pp. 10–11						
6	Revise the 11 x table	Addition game and subtraction game	259–261	no. 3 no. 5	222–223	258	68b pp. 12–13						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 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. 221 no. 1 TG pp. 257–258	NUMBER, OPERATIONS AND RELATIONSHIPS Whole numbers Factors	262	4.1 no. 1–4	223–224	259–260	69a pp. 14–15						
8	LB p. 221 no. 2 TG p. 258	Prime factors	262	4.1 no. 5–7	224–225	260–261	69b pp. 16–17						
9	LB p. 225 no. 1–2 TG p. 262	NUMBER, OPERATIONS AND RELATIONSHIPS Addition and subtraction Adding and subtracting	262–263	5.1	226–227	261–263	70 pp. 18–19						
10	LB p. 227 no. 1–2 TG p. 263	More addition and subtraction	262–263	6.1	228	264–265	71a pp. 20–21						
11	LB p. 228 TG p. 265	Adding using expanded notation and vertical columns	262–263	7.1	229	265–266	71b pp. 22–23						
12	LB p. 229 TG p. 266	Revision of addition Catch up – finish off work not yet completed; add in your own planning here	262–263	8.1	230	266–267	72a pp. 24–25						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>								
					<p>HOD: _____ Date: _____</p>								

Study and Master Mathematics Week 3

Study and Master Mathematics Week 3													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	LB p. 230 TG p. 267	Subtracting using expanded notation	262–263	9.1	230	267	72b pp. 26–27						
14	LB p. 231 TG p. 268	Vertical addition and subtraction	262–263	10.1	231	268	73 pp. 28–29						
15	LB p. 232 TG p. 270	Solving word problems	262–263	12.1	233–234	270–271	74 pp. 30–31						
16	LB p. 236 TG p. 275	SPACE AND SHAPE Viewing objects Viewing single objects	263	13.1	235–236	275	75a pp. 32–33						
17	LB p. 237 TG p. 276	Viewing groups of objects	263	14.1	237–238	276	75b pp. 34–35	Remedial activities; Extension activity TG p. 277					
18	LB p. 231 TG p. 269	More vertical addition and subtraction		11.1	232	269–270	76a pp. 36–37						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 4

Study and Master Mathematics Week 4													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	Act. 15.1 no. 1–3 LB p. 241 TG p. 278	SPACE AND SHAPE Properties of 2-D shapes and transformation patterns Describing and drawing shapes	264	15.1 15.5	242–243	280	76b pp. 38–39						
20	LB p. 243 TG p. 281	Circles	264	16.1 16.3 no. 1	244–245	281	77a pp. 40–41	For each learner photocopy square dotted paper TG p. 488 (No. 22); 1 cm square grid paper TG p. 486 (No. 20); triangular grid paper TG p. 489 (No. 23)					
21	Act. 15.1 no. 4–6 LB p. 241 TG p. 278	Circles (cont.)	264	16.3 no. 2–4	246	281	77b pp. 42–43						
22	Act. 15.2 no. 1 LB p. 241 TG p. 279	Revision	264		247	281–282	78 pp. 44–45	Remedial activity; Extension activities TG p. 283					
23	Act. 15.2 no. 2–4 LB p. 242 TG p. 279	SHAPE AND SPACE Transformations Words to describe patterns	265	17.1	248–250	284	79a pp. 46–47						
24	Act. 15.3 LB p. 242 TG p. 279	Revision of views Catch up – finish off work not yet completed; add in your own planning here			239	276	79b pp. 48–49						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views		Assess 3.1		255–256		Use questions from the three given assessment activities to set your own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
				Assess 3.2		272–274							
				Assess 3.3 no. 1–2		288–290							
26	LB p. 251 TG p. 285	Patterns in nature	265	17.1	250	284–285	Book 1 19a pp. 60–61						
27	LB p. 252 TG p. 285	Patterns from everyday items Revision	265	20.1 Revision A–B	252–253	286	Book 1 19b pp. 62–63	Remedial activities; Extension activity TG pp. 286–287					
28	LB p. 255 no. 1–2 TG p. 292	MEASUREMENT Temperature Estimating, measuring, recording and comparing temperatures	266	21.1 no. 1–6	254–257	291–292	Book 2 80 pp. 50–51	Liaise with your Social Science and Natural Science colleagues before teaching this topic					
29	LB p. 255 no. 3 TG p. 292	Body temperature	266	21.2	258–259	292	81 pp. 52–53						
30	Practise the 12 x table	Temperature and weather		MM	260	293	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Study and Master Mathematics Week 6

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	LB p. 262 no. 1–2 TG p. 297–298	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages Percentages	267	23.1 no. 1	264	297–299	83 pp. 56–57					
32	LB p. 263 no. 3 TG p. 298	Percentages (cont.)	267	23.1 no. 2–5	264–265	299	85a pp. 62–63					
33	LB pp. 265–266 TG p. 300	Representing percentages on a pie chart	267	24.1	266–267	300–301	85b pp. 64–65					
34	LB p. 268 TG pp. 301–302	Percentages of money	267	25.1 no. 1–2	268–269	302–303	86 pp. 66–67					
35	LB p. 269 TG p. 303	Percentages and decimal fractions	267	26.1	269	302–303	87 pp. 68–69					
36	Practise the 13 x table	Percentages of money (cont.)	267	25.1 no. 3–4	269	303	88 pp. 70–71					
		Catch up – finish off work not yet completed; add in your own planning here										
Reflection												
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>						
						<p>HOD: _____ Date: _____</p>						

Study and Master Mathematics Week 7

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	LB p. 270 TG p. 304	Using a calculator to work out percentages	268–269	27.1	270–271	304–306	89 pp. 72–73						
38	Practise the 15 x table	DATA HANDLING Tally tables, questionnaires and ordering data	268–269	28.1 OR 28.2 OR 28.3	272–274	309–310	90 pp. 74–75						
39	LB p. 276 TG p. 304	Double bar graphs	268–269	29.4 29.5	278–280	314	91 pp. 76–77						
40	LB p. 279 TG p. 314	Data in words and pictographs	268–269	30.1	282	316	92a pp. 78–79						
41	LB p. 276 TG p. 311	Bar graphs and double bar graphs with percentages	268–269	30.2 30.7	283 286–288	317 319	92b pp. 80–81						
42	LB p. 279 TG p. 313	Catch up – finish off work not yet completed; add in your own planning here <hr/> Use the oral activities (No. 1) to practise multiplication, multiples or number sense					93 pp. 82–83	Oral activities (No. 1)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>								
					HOD:		Date:						

Study and Master Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	LB p. 279 TG p. 314	Pie charts and percentages	268–269	30.8 30.10	288–289	320–321	94 pp. 84–85						
44	LB p. 291 TG p. 322	Mode and median	268–269	30.11	290–292	323	95 pp. 86–87						
45	LB p. 291 TG p. 316	Revision	268–269		292–293	323–325	96 pp. 88–89	Remedial activity; Extension activity TG p. 326					
46		ASSESSMENT Project The data cycle			295	325		Photocopy the assessment grid for each learner TG p. 325					
47		Work on the project											
48	Revise the 25 x table	Catch up – finish off work not yet completed; add in your own planning here Use the dice or spinner activities (No. 2) to practise number sense					97 pp. 90–91	Oral activities (No. 2)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage											
50	LB pp. 296–297 TG pp. 331–335	PATTERNS, FUNCTIONS AND RELATIONSHIPS Numeric patterns Patterns and primes	270–272				98 pp. 92–93	The MM activity should take the whole lesson to complete					
51	LB p. 298 TG pp. 335–336	Rules for creating sequences	270–272	32.1	298–299	336–337	99 pp. 94–95						
52	LB p. 300 TG pp. 338–339	Finding patterns in number grids	270–272	33.1	300–301	339–341	100a pp. 96–97						
53	LB p. 301 TG p. 342	Finding rules in flow diagrams	270–272	34.1	302–303	342–344	101 pp. 100–101						
54	LB p. 304 TG p. 344	Catch up – finish off work not yet completed; add in your own planning here					100b pp. 98–99	Oral activities (No. 3)					
		Use the playing card activities (No. 3) to practise number sense											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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: Complete any work not done, revision, remediation and Term 3 test

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class					
									Date completed					
55	LB p. 307 TG p. 342	MEASUREMENT Length Measuring length	272–274	36.2	306–312	349–350	103 pp. 104–105	The learners need to use a metre stick for measuring						
56	LB p. 312 no. 1–2 TG p. 351	Conversions	272–274	37.1	313–316	352	104 pp. 106–107							
57	LB p. 312 no. 3–4 TG p. 351	Measuring kilometres	272–274	37.3	316–318	352–353								
58	LB p. 312 no. 5–6 TG p. 351	Revision		Assess 3.6		307–308		Select and then photocopy examples for the learners to work on						
				Assess 3.7		347–348								
				Assess 3.8		354–356								
59		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material												
60		ASSESSMENT (test on whole term's work)						Use the test provided in this tracker; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lessons						

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

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

8. Viva Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Viva Mathematics Week 1

* = Select

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
1	Monday LB p. 126 TG p. 168	MEASUREMENT Mass Working with units of mass	259–261	1	127	78–79	65 pp. 2–3	Bathrooms scales (analogue and digital); kitchen scales (analogue and digital); balances; items of different mass; recipe books or recipes taken from magazines					
2	Tuesday LB p. 126 TG p. 168	Reading scales	259–261	2	128	79	66a pp. 4–5						
3	Wednesday LB p. 126 TG p. 168	Kilograms and grams	259–261	3 no. 1–2	129	80	66b pp. 6–7						
4	Thursday LB p. 126 TG p. 168	Kilograms and grams (cont.)	259–261	3 no. 3–5	130	80	67 pp. 8–9						
5	Friday LB p. 126 TG p. 168	Reading recipes; problem solving	259–261	4–5	131	80–81	68a pp. 10–11	Remedial support; Enrichment TG p. 81					
6	Monday LB p. 132 TG p. 168	Assessment: Mass no. 1–2			148	91–92	68b pp. 12–13						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Viva Mathematics Week 2
* = Select

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	Tuesday LB p. 132 TG p. 168	NUMBERS, OPERATIONS AND RELATIONSHIPS Whole numbers, Addition and subtraction Whole numbers	262-263	1 no. 1-3	133	82-83	69a pp. 14-15	Calculators; flash cards showing the place values HTh, TTh, TH, H, T, U					
8	Wednesday LB p. 132 TG p. 168	Whole numbers (cont.)	262-263	1 no. 4-8	134	83-84	69b pp. 16-17						
9	Thursday LB p. 132 TG p. 168	Working with big numbers	262-263	2	135	84	70 pp. 18-19						
10	Friday LB p. 132 TG p. 168	Add and subtract	262-263	3	136	84	71a pp. 20-21						
11	Monday LB p. 138 TG p. 169	Round off, estimate and calculate (5-digit numbers)	262-263	4	137	85	71b pp. 22-23	Remedial support; Enrichment TG p. 85					
12	Tuesday LB p. 138 TG p. 169	Revision: Whole numbers no. 3-6			148	92	72a pp. 24-25						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							

Viva Mathematics Week 3

* = Select

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	Wednesday LB p. 138 TG p. 169	Addition and subtraction	262–263	1	139	86–87	72b pp. 26–27	Calculators					
14	Thursday LB p. 138 TG p. 169	Addition of 6-digit numbers	262–263	2	140	84	73 pp. 28–29						
15	Friday LB p. 138 TG p. 169	Adding 6-digit numbers	262–263	3	141	88	74 pp. 30–31						
16	Monday LB p. 144 TG p. 169	Subtracting 6-digit numbers; addition and subtraction word problems	262–263	4–5	142	88	75a pp. 32–33						
17	Tuesday LB p. 144 TG p. 169	Working with calculators	262–263	6	143	89	75b pp. 34–35	Calculators Remedial support; Enrichment TG p. 89					
18	Wednesday LB p. 144 TG p. 169	Revision: Addition and subtraction no. 7–8			149	92	76a pp. 36–37						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						

Viva Mathematics Week 4

* = Select Learners should start working on their weather calendar (LB p. 180)

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	Thursday LB p. 144 TG p. 169	SPACE AND SHAPE Viewing objects Views of geometric objects; stacks of cubes	263	1–2	145–146	90–91	76b pp. 38–39	Cubes/building blocks; variety of everyday objects of different shape (cans, blocks, cylinders, cones); large cardboard box (rectangular prism)					
20	Friday LB p. 144 TG p. 169	Collections of objects	263	3	147	91	77a pp. 40–41	Photocopy a sheet of squared paper for each learner TG p. 191 (No. 20, 21) Remedial support; Enrichment TG p. 91					
21	Monday LB p. 150 TG p. 170	SPACE AND SHAPE Properties of 2-D shapes Circles	264	1	151–152	92–93	77b pp. 42–43	For each learner – pair of compasses, pencil, right angle measure, sheet of square dotted paper (No. 22), square grid paper TG p. 191 (No. 20, 21) Blackboard compass; geoboards (if possible); string, pins or drawing pins; pictures (from magazines or the internet) of patterns that include circles					
22	Tuesday LB p. 150 TG p. 170	Revision of 2-D shapes	264	2	153	94	78 pp. 44–45						
23	Wednesday LB p. 150 TG p. 170	Angles	264	3	154	94	79a pp. 46–47	Remedial support; Enrichment TG p. 94					
24	Thursday LB p. 150 TG p. 170	Revision: Viewing objects no. 9–10 Catch up – finish off work not yet completed; add in your own planning here			149	92	79b pp. 48–49						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you 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

* = Select There is no MM for the days when assessment is being done

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25		ASSESSMENT Informal assessment on mass, 9-digit numbers; addition and subtraction of whole number; views						Set own test and memo; use peer assessment (learners mark each other's work and you take the marks in)					
26	Friday LB p. 150 TG p. 170	SPACE AND SHAPE Transformations Translate (slide)	265	1	156–157	95–96	Book 1 19a pp. 60–61	Photocopy a sheet of squared paper TG p. 191 (No. 20, 21) for each learner; small mirrors (if possible)					
27	Monday LB p. 155 TG p. 170	Reflect (flip)	265	2	157	96	Book 1 19 b pp. 62–63	Photocopy a sheet of squared paper TG p. 191 for each learner (No. 20, 21)					
28	Tuesday LB p. 155 TG p. 170	Rotate (turn)	265	3	158	96	Book 2 80 pp. 50–51						
29	Wednesday LB p. 155 TG p. 170	MEASUREMENT Temperature Measuring temperature, estimating temperature	266	4–5	159–160	95–97	81 pp. 52–53	Thermometers (digital and analogue); weather reports (including temperatures) from the newspaper Remedial support; Enrichment TG p. 97					
30	Thursday LB p. 155 TG p. 170	Assessment: Transformation and 2-D shapes no. 1–4			167	101	82 pp. 54–55						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Viva Mathematics Week 6

* = Select

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	Friday LB p. 155 TG p. 170	NUMBER, OPERATIONS AND RELATIONSHIPS Percentages Fractions, percentages and decimals	267	1 no. 1–3	162–163	98–99	83 pp. 56–57	Grids for tenths, hundredths and thousandths for each learner (No. 9); base 10 apparatus TG p. 189; advertising flyers which include percentages					
32	Monday LB p. 161 TG p. 171	Fractions, percentages and decimals (cont.)	267	1 no. 4–6	163–164	99	85a pp. 62–63						
33	Tuesday LB p. 161 TG p. 171	Fractions, percentages and decimals (cont.)	267	1 no. 7–9	164	99	85b pp. 64–65						
34	Wednesday LB p. 161 TG p. 171	Calculate percentages	267	2 no. 1–2	165	100	86 pp. 66–67						
35	Thursday LB p. 161 TG p. 171	Calculate percentages (cont.)	267	2 no. 3–5	166	100	87 pp. 68–69	Remedial support: Enrichment TG p. 101					
36	Friday LB p. 161 TG p. 171	Assessment: Temperature no. 5–6			168	101	88 pp. 70–71						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
												HOD:	

Viva Mathematics Week 7

* = Select

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	Monday LB p. 169 TG p. 171	DATA HANDLING Recording information Finding the mode and median	268–269	1–2	170–171	102–103	89 pp. 72–73	Graphs (bar graphs, pictographs, pie charts) from newspapers and magazines					
38	Tuesday LB p. 169 TG p. 171	Data cycle	268–269	3 no. 1–3	172–173	103	90 pp. 74–75						
39	Wednesday LB p. 169 TG p. 171	Data cycle (cont.)	268–269	3 no. 4–5	174	103	91 pp. 76–77	Remedial support; Enrichment TG p. 104					
40	Thursday LB p. 169 TG p. 171	Analysing data	268–269	1 no. 1–2	176–177	105–106	94 pp. 84–85						
41	Friday LB p. 169 TG p. 171	Analysing data (cont.)	268–269	1 no. 3–4	178–179	106	95 pp. 86–87						
42	Monday LB p. 175 TG p. 172	Revision: Percentages no. 7–10			168	101	93 pp. 82–83						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

Viva Mathematics Week 8

* = Select There is no MM for the days when assessment is being done

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	Tuesday LB p. 175 TG p. 172	ASSESSMENT Project Weather data cycle			180–181	107		Learners should start collecting weather data in Week 4 Draw up a rubric and give it to the learners when giving them the project					
44	Wednesday LB p. 175 TG p. 172	Work on the project						Learners hand in their project for marking					
45	Thursday LB p. 175 TG p. 172	PATTERNS, RELATIONS AND ALGEBRA Numeric patterns Flow diagrams	270–272	1 no. 1–2	183	108–110	96 pp. 88–89	Photocopy one-step and two-step flow charts					
46	Friday LB p. 175 TG p. 172	Flow diagrams (cont.); input and output tables	270–272	1 no. 3 2 no. 1	185–186	110	98 pp. 92–93	Photocopy squared paper for each learner TG p. 191					
47	Monday LB p. 182 TG p. 172	Number sequences	272–274	3	187	111	99 pp. 94–95	Remedial support; Enrichment TG p. 111					
48	Tuesday LB p. 182 TG p. 172	Revision: Data handling no. 1–2					97 pp. 90–91						
		Catch up – finish off work not yet completed; add in your own planning here											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 9

* = Select There is no MM for the days when assessment is being done

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49		ASSESSMENT Informal assessment on 2-D shapes, transformations especially describing patterns, temperature, percentage						Set own test and memo; use peer assessment (learners mark each other's work and you take in the marks)					
50	Wednesday LB p. 182 TG p. 172	MEASUREMENT Length Measurement: units and instruments	272–274	1	189	112–113	100a pp. 96–97	A variety of measuring instruments: rulers (No. 14), tape measures, trundle wheels; metre sticks (or sticks cut to a length of a metre); string; picture of an odometer; map of South Africa; atlases with distance charts (if possible)					
51	Friday LB p. 182 TG p. 172	Estimating and measuring length	272–274	2	190	113–114	100b pp. 98–99						
52	Monday LB p. 188 TG p. 173	Length and conversions	272–274	3	191	114	101 pp. 100–101						
53	Tuesday LB p. 188 TG p. 173	Kilometres	272–274	4	192	114	102 pp. 102–103						
54	Wednesday LB p. 188 TG p. 173	Revision: Numeric patterns no. 3–5 Catch up – finish off work not yet completed; add in your own planning here			195–196	116	103 pp. 104–105						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Viva Mathematics Week 10: Complete any work not done, revision, remediation and Term 3 test

* = Select There is no MM for the days when assessment is being done

Lesson	MM*	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
55	Thursday LB p. 188 TG p. 173	Calculating with measurement	272–274	5	193	115	104 pp. 106–107	Remedial support; Enrichment TG p. 115					
56	Friday LB p. 188 TG p. 173	Revision length no. 6–8			196	116							
57		Mental maths with vocabulary			194	173							
58		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material											
59		Revision of any concepts which the learners may have found difficult using any exercises not completed in the DBE workbook, or use any other suitable resource material											
60	Friday LB p. 188 TG p. 173	ASSESSMENT (test on whole term's work)						Use the test provided in this tracker; once you have marked the test, return it to the learners and build remediation and time for learner corrections into your lessons					

Reflection

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

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

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

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

HOD:

Date:

D. ASSESSMENT RESOURCES

According to the CAPS (p. 294), in Term 3 you need to set and mark

- two informal tests
- one project
- an end-of-term test

INFORMAL TESTS

1. In the CAPS document, at the end of *Viewing Objects* (p. 262), it states:

At this stage the learners should have been assessed on:

- Mass
- 9-digit numbers
- Addition and subtraction of whole numbers
- Views

These topics should be assessed informally during Week 5.

2. In the CAPS document, at the end of *Percentages* (p. 267), it states:

At this stage the learners should have been assessed on:

- 2-D shapes
- Transformations especially describing patterns
- Temperature
- Percentages

Where possible, these topics should be assessed informally during Week 8 or Week 9. If a lesson has not been allocated for the second informal assessment, either do several short assessments during class, or mark the learners' work and use it to give you feedback as to how the learners are coping with these sections.

Note that where an informal assessment is provided in the Learner's Book it should not be used as a formal assessment task as learners are able to prepare for it in advance. If your LTSM does not provide a test in the Teacher's Guide, either use one of the tests provided in a different LTSM or set your own.

Use peer assessment to mark the tests. When using peer assessment, you write the answers on the board and each learner marks another learner's work. When the marking has been completed, mediate where learners disagree with how their fellow learners marked their work.

PROJECT

In the CAPS document (p. 295), it states: **Projects are used to assess a range of skills and competencies. Through projects, learners are able to demonstrate their understanding**

of different mathematics concepts and apply them in real-life situations. Caution should, however, be exercised not to give projects that are above learners' cognitive levels. The assessment criteria should be clearly indicated on the project specification and should focus on the Mathematics involved and not on duplicated pictures and facts copied from reference material. Good projects contain the collection and display of real data, followed by deductions that can be substantiated.

The CAPS (p. 268) recommends that the Term 3 project is **Complete a data cycle including drawing a double bar graph: context personal data.**

The project should be done in Week 10. Some LTSMs have provided a rubric or marking grid. If your LTSM does not provide one, you are going to have to draw up your own and hand it out to the learners before they start on the project so that they know what the assessment criteria are.

END-OF-TERM TEST

In the CAPS document, at the end of *Length* (p. 275), it states:

At this stage the learners should have been assessed on:

- Data handling
- Number patterns
- Length

These topics and all the other topics covered in Term 3 should be included in the end-of-term test.

Table 1 on the next page shows, for each set of LTSMs, where an end-of-term test has been provided.

A sample end-of-term test, which you may use if you wish, is provided in this section of the tracker. A memo and analysis of the cognitive levels of the test are also provided in this section.

As with the test, if the LTSM you have chosen for your class provides the examination paper in the Learner's Book, you should use one from the Teacher's Guide of a different set of LTSMs, set your own, or use the one provided in the tracker. The examination in the Learner's Book can be used in class or as homework for revision.

ASSESSMENT RECORD

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

1. Assessment Term Plan

This table provides an overview of the formal and informal assessment tasks for Term 3.

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	Informal assessment test: (Week 5)	Informal assessment test: (Week 8 or 9)	Project (Week 8 or 9)	End-of-term test (Week 10)
	<ul style="list-style-type: none"> • Mass • 9-digit numbers • Addition and subtraction of whole numbers • Views 	<ul style="list-style-type: none"> • 2-D shapes • Transformations especially describing patterns • Temperature • Percentages 	<ul style="list-style-type: none"> • Complete a data cycle including drawing a double bar graph: context personal data 	<ul style="list-style-type: none"> • Data handling • Number patterns • Length • Other topics covered in Term 3
Fabulous Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM	LB p. 214 no. 6 TG p. 169 Draw up own rubric or assessment grid	Test TG pp. 182–183 Memo TG p. 184 OR Use the test provided in the tracker
Oxford Headstart Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM	LB p. 254 TG pp. 254–255	Set own test or use one from another LTSM OR Use the test provided in the tracker
Oxford Successful Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM A lesson has been allocated in Week 8 for this assessment	Activity 3 no. 2–3 LB pp. 211–212 TG p. 167 OR Project 2 Temperature LB p. 300; TG p. 222	Set own test or use one from another LTSM OR Use the test provided in the tracker
Platinum Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM	LB pp. 156–157 TG p. 119 Draw up own rubric or assessment grid	Test TG pp. 176–177 Memo TG p. 127 OR Use the test provided in the tracker
Premier Mathematics	Test TG pp. 216–219 Memo TG p. 270	Test TG pp. 220–222 Memo TG p. 271	LB pp. 147–148 TG pp. 223–224 Draw up own rubric or assessment grid	Informal assessment 3 TG pp. 225–227 Memo TG pp. 273–274 Test TG pp. 228–232 Memo TG pp. 275–277 OR Use the test provided in the tracker

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

LTSM	Informal assessment test: (Week 5) <ul style="list-style-type: none"> • Mass • 9-digit numbers • Addition and subtraction of whole numbers • Views 	Informal assessment test: (Week 8 or 9) <ul style="list-style-type: none"> • 2-D shapes • Transformations especially describing patterns • Temperature • Percentages 	Project (Week 8 or 9) <ul style="list-style-type: none"> • Complete a data cycle including drawing a double bar graph: context personal data 	End-of-term test (Week 10) <ul style="list-style-type: none"> • Data handling • Number patterns • Length • Other topics covered in Term 3
Solutions For All Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM	TG pp. 300–301 Includes assessment criteria and checklist	Test TG pp. 293–297 Memo TG pp. 298–299
Study And Master Mathematics	Set own test Select questions from: Assessment 3.1 (TG pp. 255–256) Assessment 3.2 (TG pp. 272–274) Assessment 3.3 (TG pp. 288–290)	Set own test Select questions from: Assessment 3.3 no. 3–5 (TG pp. 288–290) Assessment 3.4 (TG pp. 294–296) Assessment 3.5 no. 1–2 (TG pp. 307–308)	LB p. 295 TG p. 325 Assessment grid/rubric	Set own test OR use one from another LTSM OR use the test provided in the tracker
Viva Mathematics	Set own test and memo or use one from another LTSM	Set own test and memo or use one from another LTSM	LB pp. 180–181 TG p. 107 Draw up own rubric or assessment grid	Set own test OR use one from another LTSM OR use the test provided in the tracker

2. Suggested Assessment Record

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

3. Grade 6 Mathematics End-of-Term Test Term 3

Surname:		
Name:		
Date of birth:	Date:	40

INSTRUCTIONS TO LEARNERS:

1. Answer all the questions in the spaces provided. Show all working out.
2. No calculators may be used.
3. Time: 50 minutes.
4. Total: 40 marks.

SECTION 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

10 marks

Write the answers in the spaces provided. Give full solutions.

1. Write the number 635 056 001 in words.

_____ (1)

2. a) Calculate

$$\begin{array}{r} 508\ 056 \\ + 394\ 469 \\ \hline \end{array}$$

(2)

- b) Calculate

$$\begin{array}{r} 314\ 000 \\ - 134\ 156 \\ \hline \end{array}$$

(2)

3. There are 40 learners in the Grade 6 class.

On Monday 15% of the learners were absent because of flu.

How many learners is this?

_____ (2)

4. Fill in the blanks with +, −, ×, ÷ and/or () to make the equation work:

5 ___ 2 ___ 6 ___ 3 = 20 (1)

5. Over the last two years the Grade 4 classes collected 412 873 plastic bottles for recycling. This is 1 928 less than the number of plastic bottles that the Grade 6 classes collected. How many plastic bottles did the Grade 6 class collect?

(2)

SECTION 2: PATTERNS, FUNCTIONS AND ALGEBRA

5 marks

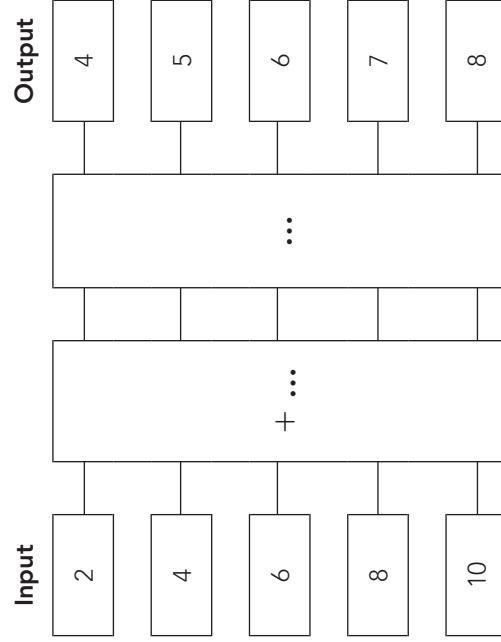
Write the answers in the spaces provided. Give full solutions.

6. Calculate the missing output values:

Input value	1	2	3	4
Output value = (2 x input value) + 3	5			

(3)

7. Determine the rule being used in this flow diagram.



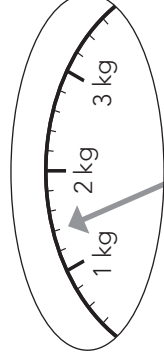
(2)

SECTION 3: MEASUREMENT

9 marks

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

8. Give the mass shown on this scale in kilograms:

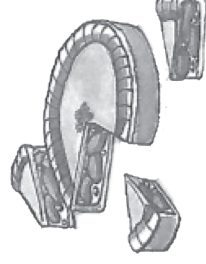


(1)

9. This pie has a mass of 544 g.

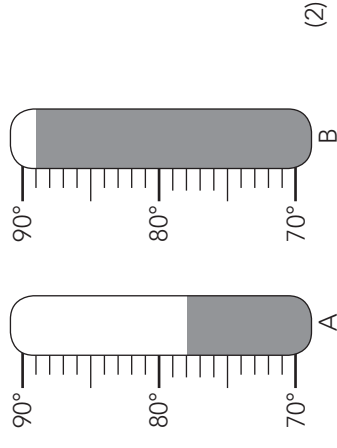
After 3 equal pieces have been eaten, its mass is 340 g.

What is the mass of each piece of the pie that was eaten?



(3)

10. Give the difference between the temperatures shown on the two thermometers in degrees Celsius.



(2)

11. Jabu rode 2,6 km on his bike.
His sister Nombulelo rode 3 250 m on her bike.



- a) Who rode further?

- b) How much further did that person ride?
Give the answer in kilometres.

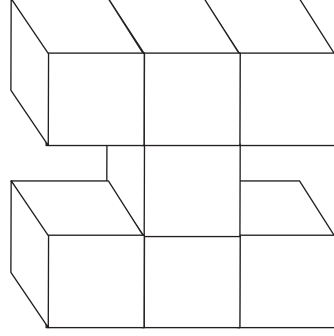
(1)

(2)

SECTION 4: SPACE AND SHAPE

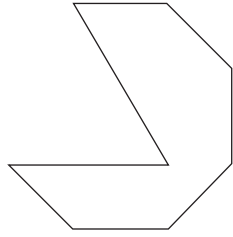
8 marks

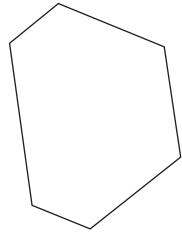
12. Draw the front view, the top view and the view from the left of the following 3-D object:

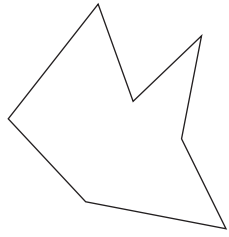


(3)

13. Name each of the following polygons:

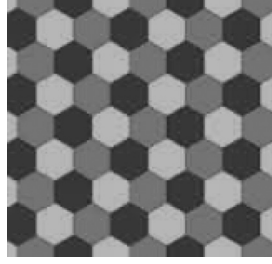






(3)

14. Study this tessellation:



a) What shape has been tessellated?

b) Have the black shapes been translated, reflected or rotated from one position to the next?

(2)

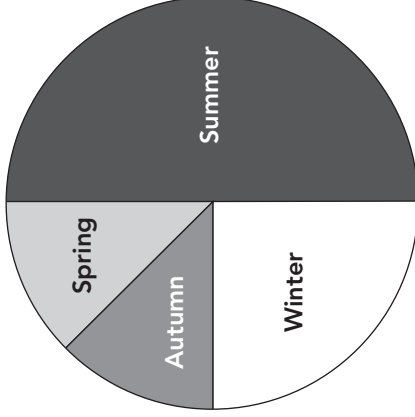
SECTION 5: DATA HANDLING

6 marks

15. Mzi asked each of his classmates which season was their favourite.

Mzi's classmates' favourite season

He drew a pie chart to show the results.



a) What percentage of Mzi's classmates said that winter was their favourite season?

(1)

b) Mzi surveyed 20 classmates, how many of them chose winter as their favourite season?

(2)

16. These are the marks that Ben got for his weekly maths test out of 25.

Week 1	Week 2	Week 3	Week 4	Week 5
19	16	21	18	16

- a) Write these marks in order of size.

- b) What score is the mode?

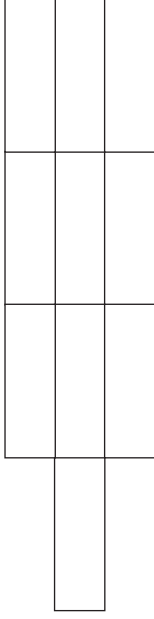
- c) What score is the median?

_____ (3)

SECTION 6: PROBLEM SOLVING

2 marks

17. How many rectangles can you find in this diagram?



(2)

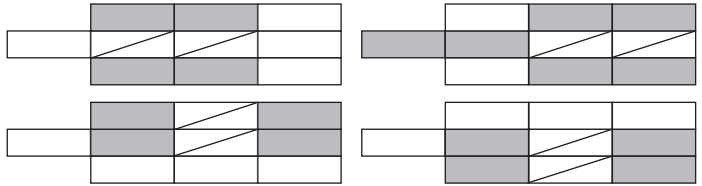
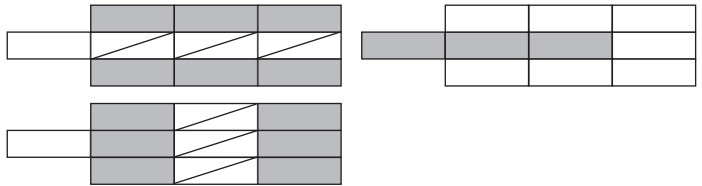
4. Grade 6 Mathematics End-of-Term Test Term 3: Memorandum

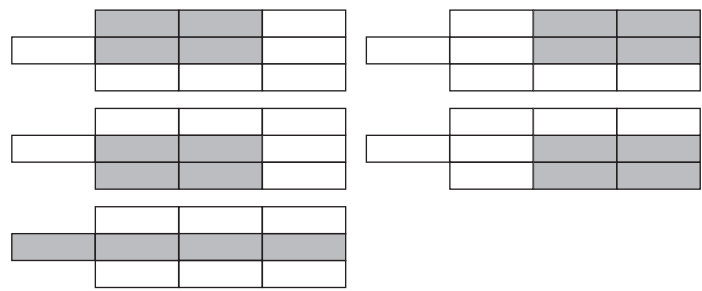
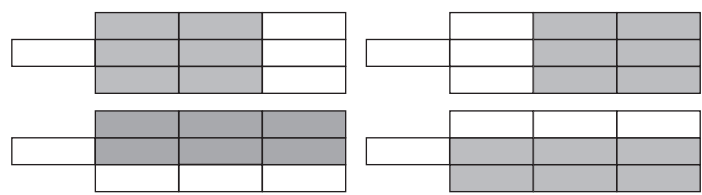
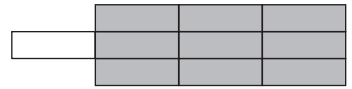
Note: The last column in the memorandum shows the cognitive level for each question in the test. The levels are:

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

Questions	Marks	Cognitive level
1. 635 056 001 = six hundred and thirty five million, fifty six thousand and one	1	K
2. a) $\begin{array}{r} 5\ 08\ 056 \\ +\ 394\ 469 \\ \hline 9\ 02\ 525 \end{array}$ ✓✓ for the correct answer b) $\begin{array}{r} 3\ 14\ 000 \\ -\ 134\ 156 \\ \hline 1\ 79\ 844 \end{array}$ ✓✓ for the correct answer	2 2	RP RP
3. 15% of 40 = $\frac{15}{100} \times 40 = 6$ ✓ for multiplying; ✓ for the correct answer	2	RP
4. $5 + 2 \times 6 + 3 = 20$ ✓ for the correct answer OR $5 + (2 \times 6) + 3 = 20$ OR $5 \times 2 \times 6 \div 3 = 20$	1	PS
5. $\begin{array}{r} 12\ 873 \\ +\ 1\ 928 \\ \hline 14\ 801 \end{array}$ The Grade 6 learners collected 14 801 bottles. ✓ for adding; ✓ for the correct answer	2	CP

Questions	Marks	Cognitive level																																																																																																														
6. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Input</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Output</td> <td>5</td> <td>$(2 \times 2) + 3 = 7$ ✓</td> <td>$(2 \times 3) + 3 = 9$ ✓</td> <td>$(2 \times 4) + 3 = 11$ ✓</td> </tr> </table>	Input	1	2	3	4	Output	5	$(2 \times 2) + 3 = 7$ ✓	$(2 \times 3) + 3 = 9$ ✓	$(2 \times 4) + 3 = 11$ ✓	3	RP																																																																																																				
Input	1	2	3	4																																																																																																												
Output	5	$(2 \times 2) + 3 = 7$ ✓	$(2 \times 3) + 3 = 9$ ✓	$(2 \times 4) + 3 = 11$ ✓																																																																																																												
7. Rule is $+ 6 \checkmark \div 2 \checkmark$ $(2 + 6) \div 2 = 8 \div 2 = 4$ $(4 + 6) \div 2 = 10 \div 2 = 5$, etc.	2	CP																																																																																																														
8. 1,4 kg ✓	1	K																																																																																																														
9. Mass eaten = 544 g – 340 g = 204 g ✓ for the correct answer Mass of each piece = 204 g $\div 3$ ✓ for dividing by 3 = 68 g ✓ for the correct answer	3	CP																																																																																																														
10. Temperature on A = 78 °C Temperature on B = 89 °C Difference in temperature = 89 °C – 78 °C ✓ for subtracting = 11 °C ✓ for the correct answer (Learners could count on to get the answer)	2	RP																																																																																																														
11. a) Nombulelo rode further ✓ b) $\begin{array}{r} 3,250\ \text{km} \\ -\ 2,600\ \text{km} \\ \hline 0,650\ \text{km} \end{array}$ Nombulelo rode 0,65 km further	1 2	RP RP																																																																																																														
12. <table border="1" style="display: inline-table; vertical-align: middle; margin: 10px;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> Front view ✓ Top view ✓ View from the left ✓																																																																																																															3	RP

Questions	Marks	Cognitive level												
13. a) Octagon ✓ b) Hexagon ✓ c) Heptagon ✓	3	K												
14. a) (regular) hexagon ✓ b) Translated ✓	2	K												
15. a) 25% ✓ b) 25% of 20 ✓ setting up correct calculation = 0,25 x 20 = 5 classmates ✓ for the correct answer	3	RP												
16. a) 16; 16; 18; 19; 21 ✓ b) Mode = 16 ✓ c) Median = 18 ✓	1 1 1	RP K K												
17. There are 10 small rectangles <table border="1" style="margin: 10px auto;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td></td> <td>8</td> <td>9</td> <td>10</td> </tr> </table> <p>There are 13 rectangles made up of 2 small rectangles</p>  <p>There are 7 rectangles made up of 3 small rectangles</p> 		1	2	3	4	5	6	7		8	9	10	2	PS
	1	2	3											
4	5	6	7											
	8	9	10											

Questions	Marks	Cognitive level
There are 5 rectangles made up of 4 small rectangles		
		
There are 4 rectangles made up of 6 small rectangles		
		
There is 1 rectangle made up of 9 small rectangles		
		
Total number of rectangles = 10 + 13 + 7 + 5 + 4 + 1 ✓ = 40 ✓		

5. Analysis of the Weighting of Marks

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 Grade 6 Mathematics end-of-term test for Term 3.

Table 1: WEIGHTING OF CONTENT AREAS IN TERM 3

Content area	CAPS	Percentage per content area done in Term 3	Percentage per content area in the Term 3 test
Patterns, functions and algebra	10%	11%	12%
Numbers, operations and relationships	50%	29%	25%
Measurement	15%	22%	23%
Space and shape	15%	20%	25%
Data handling	10%	18%	15%
	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 end-of-term test Term 3.

Table 2: COGNITIVE LEVELS IN THE END-OF-TERM TEST TERM 3

Cognitive level	CAPS	Marks per level in a test out of 40	Actual marks per level in the Term 3 test
Knowledge	25%	10	9
Routine procedures	45%	18	21
Complex procedures	20%	8	7
Problem solving	10%	4	3
	100%	40	40

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