GRADE 7

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

4. Links to the approved sets of LTSMs

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

In a few instances, when necessary, we recommend that you should use only selected activities from the LB. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. In other instances, the LBs do not have sufficient activities for learners to consolidate work done on a topic, and in these cases, we recommend that you supplement the recommended activities using the DBE worksheet referred to by the page number given in the DBE column. You could also use other approved LBs or other resources which you may have.

The tracker uses the latest print editions of the eight approved LTSMs. It is important to note that page numbers may differ slightly from other print runs of the same books. 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 workbook 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 four and a half hours of Mathematics per week in Grade 7. This tracker has provided work for five fifty-five minute lessons in which the CAPS requirements will be covered each week. Each school will organise its timetable differently. For this reason, you might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full **four and a half hours** of time for Mathematics is used constructively.

Please note that this tracker is based on a third term that is 11 weeks long. The prescribed content should have been completed by the end of Week 8, including some

catch-up and consolidation time. Weeks 9 and 10 are for revision, and it is suggested that the term test be written in Week 10. Week 11 is thus available for review of the test, remediation and learner corrections. Should you use this tracker in a third term that is longer or shorter than 11 weeks, you will need to adjust the programme of work accordingly. It is important that you take note of this at the start of the term.

7. Sequence adherence

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

8. Links to assessment

In **Term 3** of **Grade 7**, the formal assessment programme specified by CAPS requires at least **one assignment, one project** and **a test.** The approved Learner's Books and Teacher's Guides provide exemplar investigations and tests, which you can use with your class. The assessment plan, provided in Section D *Assessment Resources* of this document, shows where in the programme of work they are included in each set of materials, and on which pages in the Learner's Books or Teacher's Guides they can be found. The tracker indicates where in the series of lessons the formal assessments are to be done and when feedback should be given. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

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

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

Where the test is in the Learner's Book, you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. If this is the case, you will need to use a test from a Teacher's Guide of a different set of LTSMs, or set your own, or make use of the test in this tracker, as mentioned above. We recommend that your learners write the test in **Week 9**.

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

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

9. Resources

The tracker makes clear which resources you will need each day in order to deliver the lesson. Several of the published Learner's Books and Teacher's Guides provide printable resources that you could copy for the learners to use with the lessons in that book. In addition, Sections F *Printable Resources* of the tracker provide some resources for your use this term.

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.*

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

Section D of the tracker has resources for assessment.

B. LESSON PREPARATION KEY STEPS

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

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

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

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the trackers. It is very important that you ***check what is required for each lesson ahead of time*** so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
   - If you do not have all the necessary resources readily available, see how best you can improvise. For example, ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
   - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
   - Also make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
   - Check the assessment programme so you can prepare any resources such as test papers needed for formal assessment so that leaners can settle down and begin working promptly.

   You will find many ideas for mental mathematics activities in the *Mental Maths Activities and Printable Resources* book – such as drawings of 3-D objects and nets.

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

such publications are:

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

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written.
   - **Step 1: Mental Mathematics (5–10 minutes):** This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. The Mental Mathematics games provided this term in Section E *Resources for Mental Mathematics* relate to Geometry work. It is recommended that you continue to use the strategies and skills provided in the Term 1 and Term 2 trackers to consolidate the learners number knowledge and calculation techniques developed in the Intermediate Phase. It will be useful to practise the properties of numbers as learners also have to apply the properties of numbers in algebra, when they work with variables in place of numbers.

     Mental Mathematics support is provided in *Solutions for All Mathematics* LB pp. 449–457, TG 326–344. It will be useful to get a single copy of this LB and TG to use even if it not the LTSMs selected for your school.

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

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

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

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

     Helping learners develop a range of Mental Mathematics strategies

     Learners will be at different stages in terms of number facts that they have committed to memory and the strategies available to them for figuring out other facts. It is important for you to be aware of a range of Mental Mathematics strategies so that:

     - When learners are carrying out mental calculations, you will be in a better position to recognise the strategy being used
     - You can draw attention to and model a variety of strategies used by learners in the class
     - You can make suggestions to learners that will move them on to more efficient strategies.

     There are ***THREE*** aspects to ensuring that learners become effective in drawing on and using these strategies:

     - Raising learners' awareness of the range of strategies
     - Developing their confidence and fluency with a range of strategies
     - Helping them to choose from the range the most efficient method for a given calculation.

     Please refer to the toolkit book *Mental Maths Activities and Printable Resources* for ideas for mental maths activities to supplement those in the LTSMs.

- **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take no more than 10 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
- **Step 3: Lesson content – concept development (20 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your class for 20 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.
- **Step 4. Classwork activity (20 minutes):** This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their mathematic and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the ***exercises given in the various Learner's Books vary greatly in length*** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your leaners 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 exercises or activities which are 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 who need additional support or extension by paying attention to how well they cope with the Mental Mathematics activities, how they managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through the remediation activities**.** If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them enrichment activities to do.
- **Step 5: Allocate homework (5 minutes):** This is the fifth and final activity of the lesson. In this step you should tell the learners about the homework for the day and make sure they know what is expected of them and understand what it is that they have to do.

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Clever Keeping Mathematics Simple*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

Weekly reflection

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

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

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

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

Clever Keeping Mathematics Simple Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	1a–c 2 3a–c	200	193	Worksheet 65 p. 2 no. 2						
2	Relationship between numbers including patterns not limited to sequences including difference	Ex.1c–d 2c–d 3c	202	193 194	Worksheet 65 p. 2 no. 1						
3	Relationship between numbers including patterns not limited to sequences including ratio	Ex. 2e–f	205	194	Worksheet 66 p. 4 Worksheet 67 p. 6						
4	Relationship between numbers including patterns of learners own creation	Ex. 3 2a–f	208	196	Worksheet 67 p. 6						
5	Relationship between numbers including patterns represented in tables	Ex. 3 1a–j	208	195	Worksheet 68 p. 8						

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

Clever Keeping Mathematics Simple Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Ex. 3 3a–g	209	196	Worksheet 68 p. 9					
7	**Input and output values p. 62** Determine rules for patterns using – flow diagrams, tables and formula	1a 2b	210	197	Worksheet 72 p. 18					
8	Determine, interpret and justify equivalence of different descriptions of the same rule represented – verbally, in flow diagrams, in tables; Formula, by number sentence	Ex. 1 1a 2a–b	214	201	Worksheet 73 p. 20					
9	**Revision** • Numeric and geometric patterns • Input/output values	Ex. 2 1a, f 2a–e Ex. 1 1b, 3	205 214	202 201	Worksheet 71b p. 16					
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 1 2a–e	221	207	Worksheet 74 p. 22					

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

Clever Keeping Mathematics Simple Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given formulae	Ex. 1 1a–h	221	207	Worksheet 74 p. 23						
12	Identify variables and constants in given equations	Ex. 2 1a–e	222	207	Worksheet 77 p. 28						
13	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Ex. 1 1a–e 2a–c	225	212	Worksheet 79 p. 32						
14	Solve and complete number sentences by: • inspection • trial and improvement	Ex. 2 2a–e 3a–e	228	213	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Ex. 2 4a–e 7a–b	229	213	Worksheet 78 p. 30						

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

Clever Keeping Mathematics Simple Week 4										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
16	**Revision** Algebraic equations and number sentences	Ex. 2 6a–b 8a–c	229	213 214	Worksheet 78 p. 30					
17	**FORMAL ASSESSMENT 1** **Assignment** Select one of the three options provided	Task	275 276 277	252 253 254						
18	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: linear or non-linear (temperature and time graphs)	1a–e	231	220	Worksheet 80a p. 34					
19	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Ex. 1 1a–d	233	220	Worksheet 80b p. 36					
20	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Ex. 1 2a–d	233 234	221	Worksheet 81 p. 38					

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

Clever Keeping Mathematics Simple Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 2 1a–c 3a–b	236 237	221	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • linear and non-linear (drawing of graphs)	Ex. 4 4a–b	237	221	Worksheet 82 p. 40						
23	Draw global graphs from given descriptions of a problem situation, by identifying features like: • constants (drawing of graphs)	Ex. 2 5a–c	238	221	Worksheet 83a p. 42						
24	**Revision** Algebraic equations, number sentences and graphs	Ex. 2 3a–e 5a–3 Ex. 1 2a–d 3a–c	228 229 233 234	213 220							
25	Remediation of assignment										

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

Clever Keeping Mathematics Simple Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**Transformations p. 65** • Recognise, describe and perform translations with geometric figures and shapes on squared paper	Ex. 1 1 & 2 Ex. 2 1–5	241–242 244–245	224 225–227	Worksheet 86 p. 50 Worksheet 88 p. 54						
27	Recognise, describe and perform reflections with geometric figures and shapes on squared paper	Ex. 3 1–3	249– 250	228–230	Worksheet 86 p. 51 no. b Worksheet 89 p. 56						
28	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Ex. 4 1–4	252–253	232–236	Worksheet 86 p. 51 no. a Worksheet 87 p. 52						
29	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Ex. 5 1–3	258	239–241	Worksheet 92 p. 62						
30	**FORMAL ASSESSMENT 2** **Project**	Task	278	255							

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

Clever Keeping Mathematics Simple Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 5 4–6	249	241–242	Worksheet 93 p. 64						
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	Ex. 5 7–9	259	242	Worksheet 94 p. 66						
33	Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 5 10–12	260	242	Worksheet 94 p. 67						
34	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Ex. 1 1a–g Ex. 2 3, 4, 5	262 269	247 248	Worksheet 99 p. 76						
35	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Ex. 3 3a–e 4a–e	273	249 250	Worksheet 100 p. 78						

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

Clever Keeping Mathematics Simple Week 8										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
36	Revise using nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Ex. 3 1a–d 2a–c	273	249	Worksheet 102a p. 82					
37	Remediation of project	Act. 1–3	272	248	Worksheet 104 p. 88					
38	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Ex. 3 6	274	251	Worksheet 104 p. 89					
39	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Ex. 3 7	274	251	Worksheet 101 p. 80					
40	**Revision** Numeric and geometric patterns	Ex. 2 2a–c Ex. 3 2a–f	205 208	195 196						

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

Clever Keeping Mathematics Simple Week 9											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Algebraic equations and expressions										
42	**Revision** Geometry				Worksheet 102b p. 84						
43	Revision										
44	Revision										
45	Revision										

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

2. *Mathematics Today*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

Weekly reflection

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

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

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

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

Mathematics Today Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Ex. 11.1 1, 2	159	55							
2	Relationship between numbers including patterns not limited to sequences including difference	Ex. 11.1 5	160	56	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio				Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Ex. 11.1 8	161	56							
5	Relationship between numbers including patterns represented in tables	Ex. 11.2 3	162	56	Worksheet 68 p. 8						

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

Mathematics Today Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Ex. 11.2 4, 5	162	56	Worksheet 68 p. 9					
7	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Ex. 12.1 1a–c	171	60	Worksheet 72 p. 18					
8	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Ex. 12.1 6, 9	171	60	Worksheet 73 p. 20					
9	**Revision** • Numeric and geometric patterns • Input/output values	1, 2, 3 1	168 176	57 61	Worksheet 71b p. 16					
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 13.1 1a–b 2a–b	179	64	Worksheet 74 p. 22					

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

Mathematics Today Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given formulae	Ex. 13.2 1, 4	180	64	Worksheet 74 p. 23						
12	Identify variables and constants in given equations	Ex. 13.3 1, 2	182	65	Worksheet 77 p. 28						
13	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Ex. 14.1 2, 4	186	67	Worksheet 79 p. 32						
14	Solve and complete number sentences by: • inspection • trial and improvement	Ex. 14.1 5 Ex. 14.3 1	186 188	67	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Ex. 14.2 1, 2, 4	187 188	67	Worksheet 78 p. 30						

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

Mathematics Today Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Revision** Algebraic equations and number sentences	1, 2 1, 4	184 192	65 68	Worksheet 76 p. 30						
17	**FORMAL ASSESSMENT 1** **Assignment**	Task	193–194	69							
18	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs)	Ex. 15.1 7	198	70	Worksheet 80a p. 34						
19	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Ex. 15.1 1	197	70	Worksheet 80b p. 36						
20	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Ex. 15.1 5	197	70	Worksheet 81 p. 38						

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

Mathematics Today Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 15.2 1, 4, 5	201 202	70 71	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Ex. 15.3 1, 2	203 204	72	Worksheet 82 p. 40						
23	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	Ex. 15.3 4, 5	205 206	73	Worksheet 83a p. 42						
24	**Revision** Algebraic equations, number sentences and graphs	1, 3 1, 2	192 207	68 74							
25	**Transformations p. 65** Recognise, describe and perform translations with geometric figures and shapes on squared paper	Ex. 16.2 1, 2	212	81	Worksheet 86 p. 50 Worksheet 88 p. 54						

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

Mathematics Today Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**Transformations p. 65** Identify and draw lines of symmetry in geometric figures	Ex. 16.1 2, 5	209 210	80	Worksheet 86 p. 51 no. b Worksheet 89 p. 56						
27	Recognise, describe and perform translations and reflection with geometric figures and shapes on squared paper	Ex. 16.2 1, 2 Ex. 16.2 3	212	81	Worksheet 86 p. 50 Worksheet 88 p. 54 Worksheet 86 p. 51 no. a Worksheet 87 p. 52						
28	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Ex. 16.4 1, 3	215 216	81 82	Worksheet 92 p. 62						
29	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape	Ex. 16.5 1, 3	217 218	82	Worksheet 93 p. 64						
30	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Ex. 16.6 3, 5	219 220	82							
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What will you change next time? Why?						
					HOD: **Date:**						

Mathematics Today Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures	Ex. 16.5 1–2	217	82							
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	Ex. 16.6 4–5	220	82							
33	Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 16.5 4–5	218	82	Worksheet 99 p. 76						
34	**FORMAL ASSESSMENT 2** **Project**	Task	222	85							
35	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Ex. 17.1	224	86	Worksheet 100 p. 78						

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

Mathematics Today Week 8										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
36	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Ex. 17.2	226	86	Worksheet 102a p. 82					
37	**Revision** Use nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Ex. 17.5 1, 2, 3 Ex. 17.6 1, 2, 3	231	88	Worksheet 104 p. 89 Worksheet 104 p. 88					
38	**Remediation of project**									
39	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Ex. 17.7 1, 2, 3	233	88	Worksheet 101 p. 80					
40	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Ex. 17.3 2, 3	229	86						

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

Mathematics Today Week 9											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Numeric and geometric patterns Functions and relationships	 1–4 1–5	 168 184	57 61–62 PWB Topic 11 & 12							
42	**Revision** Algebraic number sentences Graphs	 1–7 1–3	 192 207	 68 74 PWB Topic 13–16							
43	**Revision** Transformations	1–4	221	84 PWB Topic 16							
44	**Revision** Geometry: 3-D objects	1–15	234	89 PWB Topic 17							
45	**Revision**	Task	–	90							

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

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

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

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

3. Oxford Headstart Mathematics

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Oxford Headstart Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Act. 1 1a–c Act. 2 1, 2	216 218	179–181							
2	Relationship between numbers including patterns not limited to sequences including difference	Act. 3 3, 4	218	183	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Act. 3 5	218	183	Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Act. 3 8 Act. 4 8	220 221	–							
5	Relationship between numbers including patterns represented in tables	1–3	223	184	Worksheet 68 p. 8						

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

Oxford Headstart Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Act. 1 1, 3, 5, 7 Act. 3	226 228	188 189	Worksheet 68 p. 9						
7	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Act. 1 1, 3	230 231	190 191	Worksheet 72 p. 18						
8	**Revision** • Numeric and geometric patterns • Input/output values	1, 3	233	191–192	Worksheet 73 p. 20						
9	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Act. 1 2 Act. 2 1–10	237 238	194–195 196	Worksheet 71b p. 16						
10	Identify variables and constants in given formulae	Act. 1 1	237	191–192	Worksheet 74 p. 22						

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

Oxford Headstart Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given equations	Act. 3 1–3	240	196–197	Worksheet 74 p. 23						
12	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Act. 1 1a–c 2a–c	242 243	199–200	Worksheet 77 p. 28						
13	Solve and complete number sentences by: • inspection • trial and improvement	Act. 2 1–5 Act. 3 1–2	244 244–245	200 200	Worksheet 79 p. 32						
14	**FORMAL ASSESSMENT 1** **Assignment**	Task	245	201	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Act. 3 2–5	244–245	200–201	Worksheet 78 p. 30						

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

Oxford Headstart Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Revision** Algebraic equations and number sentences	1–8	247	202	Worksheet 76 p. 30						
17	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs)	Act. 1 1–4	253–254	207	Worksheet 84 p. 46						
18	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Act. 2 1–5	256	208	Worksheet 80a p. 34						
19	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Act. 3 1–2	257–258	209	Worksheet 80b p. 36						
20	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Act. 1 5–7	255	207	Worksheet 81 p. 38						

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

Oxford Headstart Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Act. 3 3	258	209	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	Act. 3 4	258	209	Worksheet 82 p. 40						
23	**Revision** Algebraic equations, number sentences and graphs	1–5	259	210	Worksheet 83a p. 42						
24	**Transformations p. 65** Recognise, describe and perform translations and reflections with geometric figures and shapes on squared paper	Act. 1 1–6 Act. 2 1–4	262–264	212–213 214–215	Worksheet 86 p. 50 Worksheet 88 p. 54						
25	**Remediation of assignment**										

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

Oxford Headstart Mathematics Week 6										
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
26	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Act. 3 1–4	265	218	Worksheet 86 p. 51 no. b Worksheet 89 p. 56					
27	Identify and draw lines of symmetry in geometric figures	Act. 2 1, 2	268	217–218	Worksheet 86 p. 51 no. a Worksheet 87 p. 52					
28	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape	Act. 1 1	272	219–220	Worksheet 92 p. 62					
29	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Act. 1 2 Act. 2 1	273 274	220	Worksheet 93 p. 64					
30	**FORMAL ASSESSMENT 2** **Project**	Task Option 1 or 2 or 3	289	228						

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

Oxford Headstart Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures				Worksheet 94 p. 66						
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures				Worksheet 94 p. 67						
33	**Revision**	1–4	278	222							
34	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Act. 1	281	225	Worksheet 99 p. 76						
35	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Act. 5	286	227	Worksheet 100 p. 78						

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

Oxford Headstart Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	Revise using nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Act. 2 Act. 3 Act. 4	282 282 284	226	Worksheet 104 p. 88 Worksheet 102a p. 82						
37	**Remediation of project**										
38	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Act. 6 1, 2	287	227	Worksheet 104 p. 89						
39	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Act. 6 3, 4	287	2	Worksheet 101 p. 80						
40	**Revision** Numeric and geometric patterns	1–3	223	184–185							

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

Oxford Headstart Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Functions and relationships	1–4	233	191–192							
42	**Revision** Algebraic equations and expressions	1–10	247	202							
43	**Revision** Graphs	1–7	259	210							
44	**Revision** Geometry	1–5	290	229							
45	**Revision**										

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

4. *Oxford Successful Mathematics*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Oxford Successful Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Ex. 1 1, 3	215	145							
2	Relationship between numbers including patterns not limited to sequences including difference	Ex. 2 1, 2	216	146	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Ex. 3 3	217	147	Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Ex. 1 4	215	146							
5	Relationship between numbers including patterns represented in tables	Ex. 3 1	217	147	Worksheet 68 p. 8						

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

Oxford Successful Mathematics Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Ex. 3 2, 4	218	147	Worksheet 68 p. 9					
7	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Ex. 1 1, 2	228	153	Worksheet 72 p. 18					
8	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Ex. 1 1, 3, 4	230	153	Worksheet 73 p. 20					
9	**Revision** • Numeric and geometric patterns • Input/output values	Ex. 1 1, 4, 6	231	157	Worksheet 71b p. 16					
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 1 1–4	238	159	Worksheet 74 p. 22					

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

Oxford Successful Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given formulae	Ex. 2 2, 4	241	162	Worksheet 74 p. 23						
12	Identify variables and constants in given equations	Ex. 2 1	240	161	Worksheet 77 p. 28						
13	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Ex. 1 1	243	163	Worksheet 79 p. 32						
14	Solve and complete number sentences by inspection trial and improvement	Ex. 1 2	244	164	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Ex. 2 1–4	245	164	Worksheet 78 p. 30						

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

Oxford Successful Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Revision** Algebraic equations and number sentences	1–4	249	168	Worksheet 76 p. 30						
17	**FORMAL ASSESSMENT 1** **Assignment**	Task	–	264							
18	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs)	Ex. 1 1–3	254	171	Worksheet 80a p. 34						
19	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Ex. 2 1	256	172	Worksheet 80b p. 36						
20	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Ex. 2 2	256	172	Worksheet 81 p. 38						

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

Oxford Successful Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 1 1	260	174	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Ex. 1 2	260	174	Worksheet 82 p. 40						
23	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constant**s (drawing of graphs)	Ex. 2 1	261	175	Worksheet 83a p. 42						
24	**Revision** Algebraic equations, number sentences and graphs	1, 2	264	176							
25	**Remediation of assignment**										

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

Oxford Successful Mathematics Week 6										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
26	**Transformations p. 65** Recognise, describe and perform translations and reflections with geometric figures and shapes on squared paper	Ex. 1 1–5 Ex. 2 1 Ex. 2 3, 4	265 271	179	Worksheet 86 p. 50 Worksheet 88 p. 54 Worksheet 86 p. 51 no. b Worksheet 89 p. 56					
27	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Ex. 2 5, 6	271	179	Worksheet 86 p. 51 no. a Worksheet 87 p. 52					
28	Identify and draw lines of symmetry in geometric figures	Ex. 1 1–3 Ex. 2	273 275	180	Worksheet 92 p. 62					
29	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size and shape	Ex. 1 1	278	182	Worksheet 93 p. 64					
30	**FORMAL ASSESSMENT 2** **Project**	Project option 1 or 2	386–387 388–389	267 268						

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

Oxford Successful Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures	Ex. 1 2	278	182	Worksheet 94 p. 66						
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	Ex. 2 1	279	183	Worksheet 94 p. 67						
33	Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 2 2	279	183							
34	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Ex. 1 1–7	284	186	Worksheet 99 p. 76						
35	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Ex. 2 1–7	287	188	Worksheet 100 p. 78						

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

Oxford Successful Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	Revise using nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Ex. 2 1–4 Ex. 1 1–5	293 291	189	Worksheet 104 p. 88 Worksheet 102a p. 82						
37	**Remediation of project**										
38	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	2, 3, 4, 5	296	190	Worksheet 104 p. 89						
39	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	7, 8	298	191	Worksheet 101 p. 80						
40	**Revision** Numeric and geometric patterns	1–4 1–3	221–222 224	149–150							

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

Oxford Successful Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Functions and relationships	1–8 1–4	232–233 235	157–159							
42	**Revision** Algebraic equations and expressions	1–7	249	168							
43	**Revision** Graphs	1, 2	264	176							
44	**Revision** Geometry	1–4 1–6	281 296	184 191							
45	**Revision**										

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

5. *Platinum Mathematics*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Platinum Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Ex. 11.1 1a–c 2d–f 3a–c	143	70							
2	Relationship between numbers including patterns not limited to sequences including difference	Ex. 11.2 1d–f 2e–g	143 144	70	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Ex. 11.2 2a–c	144	70	Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Ex. 11.3 2	145	71							
5	Relationship between numbers including patterns represented in tables	Ex. 11.3 3b–d	145	71	Worksheet 68 p. 8						

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

Platinum Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Ex. 11.5 2a–c 3a, d, g	148	72	Worksheet 68 p. 9						
7	**Revision** • Numeric and geometric pattern	1a–c 2a–b 4a–c	149	73	Worksheet 72 p. 18						
8	**FORMAL ASSESSMENT 1** **Assignment**	Task	150	74	Worksheet 73 p. 20						
9	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Ex. 12.1 1a–c 3a–c 5a, b	153	76	Worksheet 71b p. 16						
10	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Ex. 12.3 1, 4a, 5a	156	77	Worksheet 74 p. 22						

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

Platinum Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 13.1 1–10	159	80	Worksheet 74 p. 23						
12	Identify variables and constants in given formulae	Ex. 13.2 1–5	160	80	Worksheet 77 p. 28						
13	Identify variables and constants in given equations	Ex. 13.3 1a, b 2c, d 3a–e	162	81	Worksheet 79 p. 32						
14	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Ex. 14.1 1a–c 2a–f	165	83	Worksheet 79 p. 33						
15	Solve and complete number sentences by: • inspection • trial and improvement	Ex. 14.2 1–5	166	84	Worksheet 78 p. 30						

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

Platinum Mathematics Week 4										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
16	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	1a, b 2c, d 5a	167	85	Worksheet 76 p. 30					
17	**Revision** Algebraic equations and number sentences	3a–c 4a, b	167	85						
18	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs)	Ex. 15.1 2a–g	172	87	Worksheet 80a p. 34					
19	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Ex. 15.1 4	173	87	Worksheet 80b p. 36					
20	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Ex. 15.1 3	172	87	Worksheet 81 p. 38					

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

Platinum Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 15.2 1a–d	175	88	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	5	176	89	Worksheet 82 p. 40						
23	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	3	176	88	Worksheet 83a p. 42						
24	**Revision** Algebraic equations, number sentences and graphs	1, 2, 4	176	88							
25	**Remediation of assignment**										

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

Platinum Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**Transformations p. 65** Identify and draw lines of symmetry in geometric figures	Ex. 16.2 5, 7	182	92	Worksheet 86 p. 51 no. b Worksheet 89 p. 56						
27	Recognise, describe and perform reflections and translations with geometric figures and shapes on squared paper	Ex. 16.1 1–10 Ex. 16.2 1–4	179 181 182	91 92	Worksheet 86 p. 50 Worksheet 88 p. 54 Worksheet 86 p. 51 no. a Worksheet 87 p. 52						
28	Recognise, describe and perform rotations with geometric figures and shapes on squared paper	Ex. 16.3 2a–d 3a–d 4	184	93	Worksheet 92 p. 62						
29	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape	Ex. 16.4 1a, 2	187	94	Worksheet 93 p. 64						
30	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Ex. 16.4 3, 4a, b	187	94	Worksheet 93 p. 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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why? **HOD:** **Date:**

Platinum Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures	5, 6	190	95	Worksheet 94 p. 66						
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	7, 8	190	95	Worksheet 94 p. 67						
33	Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 16.4 7a–c 8a–c	187	94							
34	**FORMAL ASSESSMENT 2** **Project**	Task	192	96	Worksheet 99 p. 76						
35	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Ex. 17.1	195	100	Worksheet 100 p. 78						

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

Platinum Mathematics Week 8										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
36	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Ex. 17.1 2a–c	195	100	Worksheet 102a p. 82					
37	**Revision** Use nets to create models of geometric solids: **prisms; cubes;** Draw sketches of nets using knowledge of shape and number of faces of solids	Ex. 17.4 Ex. 17.2 1a–d 2 3a–e	198 202	101	Worksheet 101 p. 80 Worksheet 104 p. 88					
38	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Ex. 17.3 1, 2, 4	198	101	Worksheet 104 p. 89					
39	**Remediation of project**									
40	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Ex. 17.5 1, 2a–f	204							

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

Platinum Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Numeric and geometric patterns	2, 3, 5	149	73							
42	**Revision** Functions and relationships	1–4 1–8	157 163	78 82							
43	**Revision** Algebra Graphs	1–6 1–8	167 176–177	85 88–89							
44	**Revision** Transformations Geometry	1–12 1–7	190–191 205	95 104							
45	**Revision**	Task	206	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 the work set for the week? If not, what will you do to get back on track?	What will you change next time? Why?
	HOD: **Date:**

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

6. *Premier Mathematics*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Ex. 1 1a–e 3	80	64							
2	Relationship between numbers including patterns not limited to sequences including difference	Ex. 1 1f–j 2a–d	81	64–65	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Ex. 2 1–4	81–82	65	Worksheet 66 p. 4						
4	Relationship between numbers including patterns represented in tables	Ex. 3 1–3	83	65–66	Worksheet 68 p. 8						
5	Relationship between numbers including patterns of learners own creation	Ex. 2 5, 6 Ex. 3 4 Ex. 4 a–d	82 83 83	65–66	Worksheet 68 p. 9						

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

Premier Mathematics Week 2										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Ex. 1 1a–e	85	66	Worksheet 72 p. 18					
7	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Ex. 1 2a–e	85	66	Worksheet 72 p. 18					
8	**Input and output values p. 62** Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Ex. 2 1–3	86	67	Worksheet 73 p. 20					
9	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 1 1a–j	87	67	Worksheet 71b p. 16					
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Ex. 1 2a–j	88	67	Worksheet 74 p. 22					

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

Premier Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	**Algebraic language p. 63** Identify variables and constants in given formulae	Ex. 2 1a–e 2a–e	88	68	Worksheet 74 p. 23						
12	Identify variables and constants in given equations	Ex. 1 1, 2a–h	89	68	Worksheet 77 p. 28						
13	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Ex. 2 1–5	90	69–70	Worksheet 79 p. 32						
14	Solve and complete number sentences by: • inspection • trial and improvement	Ex. 3 1a–e 2e–i 3a–e	90 91	70	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Ex. 4 1 a–e 2a–e 3a–e	91	71							

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

Premier Mathematics Week 4										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
16	**Revision** Algebraic Equations and Number Sentences	Ex. 4 1f –i 2f–i 3f–i	91	71	Worksheet 76 p. 30					
17	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs)	Ex. 1 1a–k	93–94	71–72						
18	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Ex. 1 3a–l 4a–n	94–95	72	Worksheet 80a p. 34					
19	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Ex 1 2a–l	94	72	Worksheet 80b p. 36					
20	Analyse and interpret global graphs of problem situations with special focus on: linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 1 5	96	73	Worksheet 81 p. 38					

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

Premier Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Ex. 2 1a–f 2a–h	98–99	73–74	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	Ex. 2 3a–f	99	74	Worksheet 82 p. 40						
23	**FORMAL ASSESSMENT 1** **Assignment**	Task 1a–l	100–101	75–76							
24	**Revision** Algebraic equations, number sentences and graphs	Ex. 2 4a–f	100	75	Worksheet 83a p. 42						
25	**Transformations p. 65** Recognise, describe and perform rotation with geometric figures and shapes on squared paper	Ex. 1 1a–f, 2a–d	102	77	Worksheet 86 p. 50 Worksheet 88 p. 54						

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

Premier Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**Transformations p. 65** Recognise, describe and perform reflections with geometric figures and shapes on squared paper	Ex. 2 1a–c	103	77–78	Worksheet 86 p. 51 no. b Worksheet 89 p. 56						
27	**Transformations p. 65** Recognise, describe and perform translations with geometric figures and shapes on squared paper	Ex. 3 1 2a–d	103–104	78	Worksheet 86 p. 51 no. a						
28	**Transformations p. 65** Recognise, describe and perform rotations,reflections and translations with geometric figures and shapes on squared paper	Ex. 4 1a–f 2a–b	104	78–79	Worksheet 87 p. 52						
29	**Transformations p. 65** Identify and draw lines of symmetry in geometric figures	Ex. 5 1, 2	105 *TG 81	79–80	Worksheet 92 p. 62						
30	Remediation of assignment										

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

Premier Mathematics Week 7										
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Ex. 6 1a–b 2a–c	106	80	Worksheet 93 p. 64					
32	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and find the factor of enlargement or reduction	Ex. 6 3a–c	107	80	Worksheet 94 p. 66					
33	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	Ex. 6 4a–c	107	80	Worksheet 94 p. 67					
34	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces** • **number of edges** • **number of vertices**	Ex. 1 1a–c 2 3a–b 4a–b	108 *TG 85	82	Worksheet 99 p. 76					
35	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces** • **number of edges** • **number of vertices**	Ex. 1 5a–c 6a–d	109–110	83	Worksheet 100 p. 78					

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

Premier Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	**Revision** Use nets to create models of geometric solids: **prisms; cubes;** Draw sketches of nets using knowledge of shape and number of faces of solids	Ex. 2 1a–e 2a–h	110–111	84	Worksheet 101 p. 80 Worksheet 102a p. 82						
37	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Ex. 2 3a–d	111	84	Worksheet 104 p. 88						
38	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Ex. 2 4	111 *TG 86–87	84	Worksheet 104 p. 89						
39	**FORMAL ASSESSMENT 2** **Project**	Task	112	88							
40	**Revision** Numeric patterns Using formula and tables Algebraic expressions	Ex. 1 1a–c Ex. 2 1a–c Ex. 3 1–11	113	89							

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

Premier Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	Revision Algebra	Ex. 4 1a–c 2a–c 3a–c Ex. 5 (Graph)	114								
42	**Revision** Transformation geometry	Ex. 5 1a–f 2a–c 3a–c 1	114–116	89–90 (Ex. 6)							
43	**Revision** Geometry of 3-D objects	Ex. 6 2a–d 3a–b 1 4a–b 5	116–117	90 (Ex. 7)							
44	Remediation of project										
45	**Revision**										

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

7. *Solutions for All Mathematics*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Solutions for All Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Act. 19.1 1–7	221–222	137							
2	Relationship between numbers including patterns not limited to sequences including difference	Ex. 19.1 1a–d 2a–e	220–221	136–137	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Ex. 19.2 1–3	223–224	138	Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Ex. 19.2 4–5	223–224	138							
5	Relationship between numbers including patterns represented in tables	Act. 19.2 1–2	222	137	Worksheet 68 p. 8						

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

Solutions for All Mathematics Week 2										
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Ex. 19.3 1–2	227	140	Worksheet 68 p. 9					
7	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Act. 20.1 1a–d	230–231	143–144	Worksheet 72 p. 18					
8	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Act. 20.2 1–2	231–232	144	Worksheet 73 p. 20					
9	**Revision** • Numeric and geometric patterns • Input/output values	Ex. 20.2 3–4	234	146	Worksheet 71b p. 16					
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Act. 21.1 1–2	239	151	Worksheet 74 p. 22					

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

Solutions for All Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given formulae	Ex. 21.1 1–4	240	151–152	Worksheet 74 p. 23						
12	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Act. 21.1 1–5 Act 21.3 1–4	240–241	152	Worksheet 77 p. 28						
13	Solve and complete number sentences by: • inspection • trial and improvement	Ex. 21.2 1–3	242	153	Worksheet 79 p. 32–33						
14	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Act. 22.1 1–3 Ex. 22.1	246 247–248	157 158							
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Ex 22.2 1–3 Act. 22.2 1–5	249–250	158							

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

Solutions for All Mathematics Week 4											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
16	**Algebraic language p. 63** Determine the numerical value of an expression by substitution	Ex. 22.3 1–2 Ex 22.4 1–5	252 253	159	Worksheet 76 p. 30						
17	**Revision** Algebraic equations and number sentences	1–5	254–255	310							
18	**FORMAL ASSESSMENT 1** Assignment	Task	–	308–309							
19	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear (temperature and time graphs) • constant increasing (rainfall and time graphs)	Act. 23.1 1a–q	257	161	Worksheet 80a & b p. 34–36						
20	Analyse and interpret global graphs of problem situations with special focus on: • constant decreasing (time and distance travelled)	Act. 23.4 1–4	262–263	168	Worksheet 81 p. 38						

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

Solutions for All Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear • constant increasing or decreasing (drawing of graphs)	Ex. 23.2 1–4	264	168–169 5	Worksheet 81 p. 39						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Act. 23.1 2 Ex. 23.2 1–2	258–259	165	Worksheet 82 p. 40						
23	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	Ex. 23.1 1–4 Act 23.3	260–261 261	165–167 168	Worksheet 83a p. 42						
24	**Revision** Analyse, interpret and draw graphs	1–4	266–267	169–170							
25	**Transformations p. 65** Recognise, describe and perform translations with geometric figures and shapes on squared paper	Ex. 24.2 1–3	271	172	Worksheet 86 p. 50 Worksheet 88 p. 54						

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

Solutions for All Mathematics Week 6											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
26	**Transformations p. 65** Recognise, describe and perform reflections and rotations with geometric figures and shapes on squared paper	Act. 24.2 Ex. 24.3 1–2	272 274	173 173	Worksheet 86 p. 50 Worksheet 88 p. 54						
27	Recognise, describe and perform translations, reflections and rotations with geometric figures and shapes on squared paper	Act. 24.3 1–4 Ex 24.4 1–3	275 276	173–174 174–175	Worksheet 86 p. 51 no. a Worksheet 87 p. 52						
28	**Revision** Transformations	1–5	277–278	175							
29	Draw enlargements of geometric figures on squared paper and compare them in terms of shape	Act. 25.1	280 281	177 178	Worksheet 92 p. 62						
30	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Ex. 25.2 1–2	283–284	178–179	Worksheet 93 p. 64						

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

Solutions for All Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures	Ex. 25.2 2	283	178–179	Worksheet 94 p. 66						
32	**Revision** Enlargements and reductions	1, 2	284	179							
33	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces**	Act 26.1 1–2 Act. 26.2 1–6	286–287 287	181–182 182	Worksheet 99 p. 76						
34	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of faces** • **number of vertices**	Ex. 26.2 Act. 26.3	288	182–183	Worksheet 100 p. 78						
35	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of faces** • **number of vertices**	Act. 26.4 1–5 Act. 26.5 1–2	290–291 291–292								
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?		What will you change next time? Why?									
		HOD:			**Date:**						

Solutions for All Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	Revise using nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Act. 27.3 Ex. 27.2 Act. 27.4	298 299 299–300	189–190 191 191	Worksheet 102a p. 82						
37	Use nets to create models of different geometric solids: Draw sketches of nets using knowledge of shape and number of faces of solids	Ex 27.3 1–2	301	190–191	Worksheet 104 p. 89						
38	**FORMAL ASSESSMENT 2** **Project**	Task	–	292–296							
39	**Revision** 3-D objects	1–5	302–303	192	Worksheet 101 p. 80						
40	**Revision** Numeric and geometric patterns	1–6	304–305	192–193							

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

Solutions for All Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB ex./act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** **Functions and relationships** **Algebraic expressions**	 1–5 1–5	 306–307 307– 308	 193 193–194							
42	**Revision** **Algebraic equations** **Graphs**	 1–7 1–4	 308–309	 194–195 195–196							
43	**Revision** **Graphs**	 1–4	309–310	195–196							
44	**Revision** Transformations (Unit 24 & 25) Geometry 3-D objects	 1–6 1–6	 311–314 314–315	 196–198 198–199							
45	**Revision**	Task	–	297–302							

Reflection

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

8. *Spot On Mathematics*

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

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

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

Note: You will find useful ideas and resources in the toolkit book *Mental Maths Activities and Printable Resources*.

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.

Spot On Mathematics Week 1											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
1	**Investigate and extend patterns pp. 58–61** Relationship between numbers including patterns represented in physical or diagram form	Act. 12.1 1, 2, 3	170	198							
2	Relationship between numbers including patterns not limited to sequences including difference	Act. 12.1 4a–f, 5a–b	170	198	Worksheet 65 p. 2						
3	Relationship between numbers including patterns not limited to sequences including ratio	Act. 12.2 1–2	171	199	Worksheet 66 p. 4						
4	Relationship between numbers including patterns of learners own creation	Act. 12.3 3	173	200							
5	Relationship between numbers including patterns represented in tables	Act. 12.4 1, 2 Act. 12.6 2, 3	175 178	201 203	Worksheet 68 p. 8						

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

Spot On Mathematics Week 2											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
6	Relationship between numbers including patterns represented in diagrams, tables, difference and ratio	Act. 12.3 1, 3 Act 12.5	173 177	200 202	Worksheet 68 p. 9						
7	**Input and output values p. 62** Determine rules for patterns using flow diagrams, tables and formula	Act. 13.1 1a–b 2a–c 3	185	208	Worksheet 72 p. 18						
8	Determine, interpret and justify equivalence of different descriptions of the same rule represented verbally, in flow diagrams, in tables; Formula by number sentence	Act. 13.2 1–3	187	209	Worksheet 73 p. 20						
9	**Revision** • Numeric and geometric patterns • Input/output values	 1, 2, 3a, 6 1, 3, 7	 181 189	 205 210	 Worksheet 71b p. 16						
10	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Act. 14.1 3 Act. 14.2 1	192 193	214 215	Worksheet 74 p. 22						

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

Spot On Mathematics Week 3											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
11	Identify variables and constants in given formulae	Act. 14.1 1–2	192	214	Worksheet 74 p. 23						
12	**Algebraic language p. 63** Recognise and interpret rules or relationships represented in symbolic form	Act. 14.2 2–8	194	215	Worksheet 77 p. 28						
	Algebraic language p. 63 Recognise and interpret rules or relationships represented in symbolic form	Act 14.4 1–4	196	216							
13	**Number sentences p. 64** • Write number sentences to describe problem situations • Analyse and interpret number sentences that describe a given situation	Act. 15.1 1–4	201	220	Worksheet 79 p. 32						
14	Solve and complete number sentences by: • inspection • trial and improvement	Act. 15.2 1a–e 2a–c 3a–e	202–203	221	Worksheet 79 p. 33						
15	**Algebraic language p. 63** • Identify variables and constants in given formulae or equations • Determine the numerical value of an expression by substitution	Act. 15.3 1–4 Act. 15.4 1a–e	205 206	222–223 224							

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

Spot On Mathematics Week 4										
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
16	**Revision** Algebraic equations and number sentences	1–7 1–3	198 208	218 226	Worksheet 76 p. 30					
17	**Interpreting graphs p. 65** Analyse and interpret global graphs of problem situations with special focus on: • linear or non-linear	Act. 16.1 1–2	211	228	Worksheet 80a p. 34					
18	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing	Act. 16.2 1	212	229	Worksheet 80b p. 36					
19	Analyse and interpret global graphs of problem situations with special focus on: • constant increasing (rainfall and time graphs)	Act. 16.2 2	213	229	Worksheet 81 p. 38					
20	Draw global graphs from given descriptions of a problem situation, by identifying features like: linear and non-linear drawing of graphs (time and distance travelled)	Act. 16.3 1a–f 2a–b	214–215	230	Worksheet 81 p. 39					

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

Spot On Mathematics Week 5											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
21	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **linear and non-linear** (drawing of graphs)	Act. 16.3 2a–b	215	232	Worksheet 82 p. 40						
22	Draw global graphs from given descriptions of a problem situation, by identifying features like: • **constants** (drawing of graphs)	Act. 16.3 3–4	215	231	Worksheet 83a p. 42						
23	**Revision** Algebraic equations, number sentences and graphs	4–6 1a–j, 2	208 217–218	233							
24	**FORMAL ASSESSMENT 1** **Assignment**	Task	–	234							
25	**Transformations p. 65** Identify and draw lines of symmetry in geometric figures	Act. 17.1 2, 3, 5	220–221	238	Worksheet 86 p. 50 Worksheet 88 p. 54						

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

Spot On Mathematics Week 6										
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
						Date completed				
26	**Remediation of assignment**									
27	Recognise, describe and perform translation and rotations with geometric figures and shapes on squared paper	Act. 17.2 1, 2 Act. 17.3 1–3	222 223	239 240	Worksheet 86 p. 51 no. b Worksheet 89 p. 56 Worksheet 86 p. 51 no. a Worksheet 87 p. 52					
28	Recognise, describe and perform reflections with geometric figures and shapes on squared paper	Act. 17.4 1–3	225	241	Worksheet 92 p. 62					
29	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape	Act. 17.5 1	226	242	Worksheet 93 p. 64					
30	Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of size	Act. 17.5 3	227	242						

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

Spot On Mathematics Week 7											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
31	**Enlargements and reductions p. 65** Draw enlargements and reductions of geometric figures on squared paper and recognise the production of congruent figures	Act. 17.5 2a–b	227	242	Worksheet 94 p. 66						
32	Draw enlargements and reductions of geometric figures on squared paper and recognise the change of size of figures by increasing or decreasing BUT keeping the same length will produce similar instead of congruent figures	Act. 17.5 4a–b	227	242	Worksheet 94 p. 67						
33	**Revision** Transformations	1–7	229–230	244							
34	**Classifying 3-D objects p. 66** Describe, sort and compare polyhedral in terms of: • **shape** • **number of faces** • **number of edges** • **number of vertices**	Act. 18.1 1, 2	233	246	Worksheet 99 p. 76						
35	Describe, sort and compare polyhedral in terms of: • **number of edges** • **number of vertices**	Act. 18.2 1–2	235	247	Worksheet 100 p. 78						

Reflection

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

Spot On Mathematics Week 8											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
36	Revise using nets to create models of geometric solids: **cubes; prisms;** Draw sketches of nets using knowledge of shape and number of faces of solids	Act. 18.3 1–2 Act. 18.4 1	237 238	248 249	Worksheet 104 p. 88 Worksheet 102a p. 82						
37	Construction of nets is based on the number and shape of the solid and does not require measuring of internal angles of polygons	Act. 18.4 2	238	249	Worksheet 104 p. 89						
38	Able to work out relative position of faces of the nets, using trial and error to match edges and vertices to build the 3-D object	Act. 18.4 3	238	249	Worksheet 101 p. 80						
39	**FORMAL ASSESSMENT 2** **Project**	Task	–	253							
40	**Revision** Numeric and geometric patterns	1–6	242	256							

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

Spot On Mathematics Week 9											
Day	**CAPS concepts and skills**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
						Date completed					
41	**Revision** Functions and relationships	1–5	243	257							
42	**REVISION** Algebraic expressions and equations	1–8 1–6	244 245	258 259							
43	**REVISION** Graphs and transformation geometry	1–2 1–4	246 247	260 261							
44	**Revision** **Geometry of 3-D objects**	1–6 1–3	248 240	262 251							
45	**Revision**	Task	–	263							

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

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

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

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

Formal assessment tasks are marked and formally recorded for promotion purposes. In Term 3 an **assignment, project and test** are specified by the CAPS (p 154) for formal assessment. Table 1 below shows the formal assessment tasks that are provided in each set of LTSMs, and where they fit into the work for the term. In addition to these, as noted before, an exemplar test is provided in this section for you to use instead of the test in your chosen LTSMs. The exemplar test has been carefully designed to ensure that it is in line with the CAPS policy requirements.

Note that if the test is given in the Learner's Book, you can use it for practice or revision, but not for formal assessment, as learners will have a chance to prepare for it in advance. In such cases, you should set your own test, use one from a Teacher's Guide in a different LTSM, or use the exemplar provided in this document.

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

LTSM	Assignment			Project	Test: To cover all Term 3 topics *Useful for practice, not for formal assessment
Clever Keeping Mathematics Simple	**Week 4 options**			**Week 6** **Geometry** LB p. 278 TG p. 255	**Week 10** *LB pp. 279–280 TG pp. 256–258
	Data Handling LB p. 275 TG p. 252	**Geometry** LB p. 276 TG p. 253	**Patterns** LB p. 277 TG p. 254		
Mathematics Today	**Week 4** **Patterns** LB p. 193–194 TG p. 69			**Week 7** **Golden Ratio** LB p. 222 TG p. 85	**Week 10** LB – only in TG TG pp. 90–91 Memo p. 92
Oxford Headstart Mathematics	**Week 3** **Patterns, functions and algebra** LB p. 245 TG p. 201			**Week 6** **Geometry** LB p. 289 TG p. 228	**Week 10** LB – only in TG TG pp. 230–232
Oxford Successful Mathematics	**Week 4 options**			**Week 6** **Functions and Relationships** LB pp. 386–387 TG p. 267 OR **Transformations** LB pp. 388–389 TG p. 268	**Week 10** LB – only in TG TG pp. 269–270 Memo pp. 270–271
	Patterns LB pp. 383–384 TG p. 264	**Agebra** LB pp. 385–386 TG p. 266			
Platinum Mathematics	**Week 2** **Number Patterns** LB p. 150 TG p. 74			**Week 7** **Graphs** LB p. 192 TG p. 96	**Week 10** *LB p. 206 TG p. 105

LTSM	Assignment	Project	Test: To cover all Term 3 topics *Useful for practice, not for formal assessment
Premier Mathematics	**Week 5** **Graphs** LB pp. 100–101 TG pp. 75–76	**Week 8** **3-D Models** LB p. 112 TG p. 88	**Week 10** LB – only in TG TG pp. 91–93 Memo pp. 94–95
Solutions for All Mathematics	**Week 4** **Number Patterns** LB – only in TG TG p. 308 Memo p. 309	**Week 7** **3-D Models** LB – only in TG TG pp. 292–296	**Week 10** LB – only in TG TG pp. 297–300 Memo pp. 301–302
Spot On Mathematics	**Week 5** **Graphs** LB – only in TG TG p. 234 Memo p. 236	**Week 8** **Nets of 3-D objects** LB – only in TG TG p. 253 Guidelines p. 252 Memo p. 254	**Week 10** LB – only in TG TG pp. 263–265 Memo pp. 266–267

2. Grade 7 Mathematics Exemplar Test Term 3

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

INSTRUCTIONS TO LEARNERS:

1. Answer all the questions in the spaces provided.
2. No calculators may be used.
3. Show ALL calculations where necessary.
4. Time: 60 minutes.
5. Total: 55 marks.

SECTION A: MULTIPLE CHOICE *(3 marks)*

Circle the letter of the correct answer.

Example: 7 x 15 = _____

Ⓐ 105 B 110 C 115 D 120

1. A rectangular room is p metres long and q metres wide. Which of the following formulas **cannot be used** to determine the perimeter of the room?

   A. $p + p + q + q$

   B. $2 \times p + 2 \times q$

   C. $(p + q) \times 2$

   D. $p \times q + p \times q$ (1)

2. Which one of these is ***not* true**?

   A. $1 \times 1 \div 1 \times 1 = 1$

   B. $2 \div 2 + 2 \div 2 = 2$

   C. $3 \times 3 - 3 + 3 = 3$

   D. $(4 - 4) \div 4 + 4 = 4$ (1)

3. What is the value of ***'a'*** in the table?

1	2	3	4	…	a
4	6	8	10	…	64

   A. 31

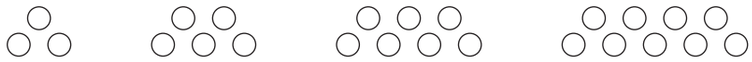
   B. 16

   C. 5

   D. 57 (1)

SECTION B: NUMERIC AND GEOMETRIC PATTERNS *(7 marks)*

4. Rosy uses counters to form the following patterns:



Pattern 1 **Pattern 2** **Pattern 3** **Pattern 4**

Complete the table that gives the number of counters for certain terms:

Pattern no.	1	2	3	4	5	10	100
No. of counters	3	5	7	9	a) _____	b) _____	c) _____

(3)

d) Describe the rule used in the sequence.

_____

_____ (1)

5. Continue the following number patterns for two more terms:

a) 1; 1; 2; 3; 5; 8; _____; _____ (2)

b) Explain the pattern you used to continue the sequence.

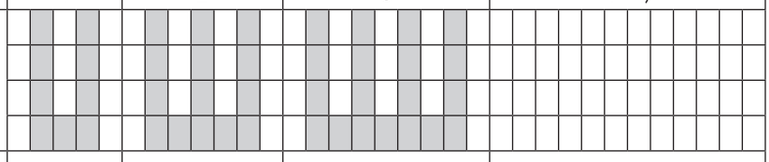
_____

_____ (1)

SECTION C: FUNCTIONS AND RELATIONSHIPS *(6 marks)*

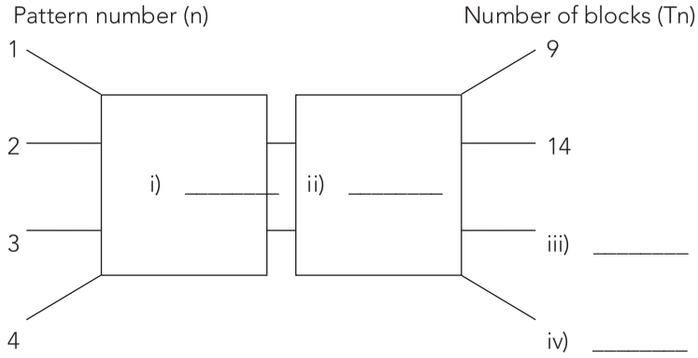
6. Study the following table:

a) Complete the table below by filling in Pattern 4 and writing down the number of shaded blocks for Pattern 3 and Pattern 4.

Pattern number	1	2	3	4 i)
Pattern				
Number of shaded blocks	9	14	ii) _____	iii) _____

(3)

b) Using the table, complete the spidergram below.



(2)

v) Write out the rule for this number pattern.

_____ (1)

SECTION D: ALGEBRAIC EQUATIONS AND NUMBER SENTENCES *(4 marks)*

7. Solve each of the following equations by trial-and-improvement.

   Write your answers as, for example, $p = \ldots$

   Check your solution by writing each equation with the correct number in the place of the variable.

   a) $y - 3 = -13$

   _____

   _____ (2)

   b) $3p = 9$

   _____

   _____ (2)

SECTION E: ALGEBRAIC EXPRESSIONS *(2 marks)*

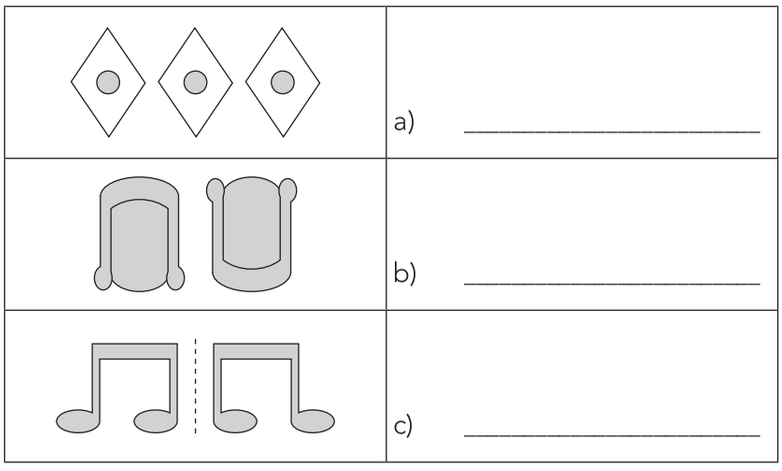
8. Write an expression for the total mass in kilograms of $\boldsymbol{m}$ bags of cauliflower and $\boldsymbol{b}$ bags of gem squash if the mass of a bag of cauliflower is 12 kg and the mass of a bag of gem squash is 2 kg.

   _____

   _____ (2)

SECTION F: TRANSFORMATION GEOMETRY *(13 marks)*

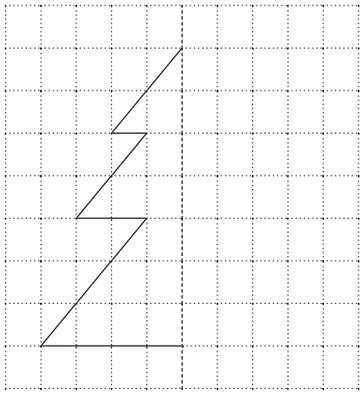
9. Use the words **translation, reflection** and **rotation** to describe each pattern.



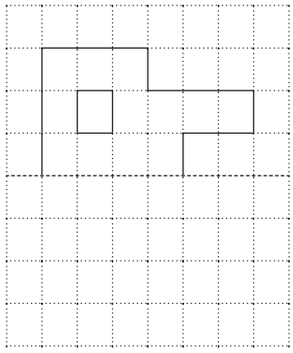
(3)

10. Copy these figures and draw the mirror image to form a symmetrical figure.

a)

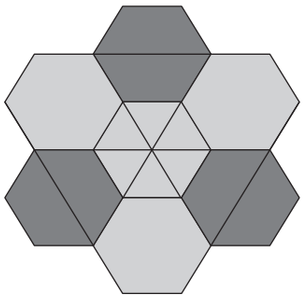


b)

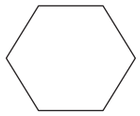
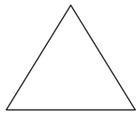
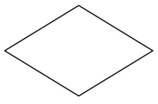


(2)

11. Study the following diagram

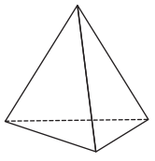
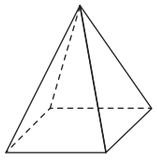
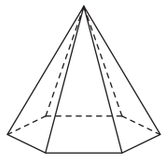


How many of the following can you find on the diagram?

a)	Regular hexagons		(2)
b)	Trapeziums		(2)
c)	Triangles		(2)
d)	Diamond shapes (rhombuses)		(2)

SECTION G: GEOMETRY OF 3-D OBJECTS *(10 marks)*

12. Complete the table.

		A triangular pyramid 	A square-based pyramid 	A hexagonal pyramid 	
a)	Shape of base			Hexagon	(2)
b)	Number of faces		5		(2)
c)	Number of vertices	4			(2)
d)	Number of edges			12	(2)
e)	Shape of lateral faces	All triangles			(2)

SECTION H: GRAPHS *(10 marks)*

13. a) Use the graph paper on the next page to draw a graph showing the average minimum temperature in our town over one year as listed in the following table: (6)

Month	Average minimum temperature in our town in degrees centigrade
Jan	17
Feb	17
Mar	15
Apr	12
May	9
Jun	6
Jul	5
Aug	6
Sep	9
Oct	11
Nov	13
Dec	15

Make sure that your graph has a heading. (1)

Make sure that you label the x-axis. (1)

Make sure you label the y-axis. (1)

b) Describe what your graph shows you about the average minimum temperature in our town.

_____

_____

_____ (1)

TOTAL: 55 MARKS

Question 13a Graph paper

NAME: _____

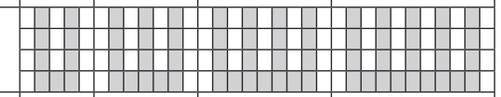
Date: _____

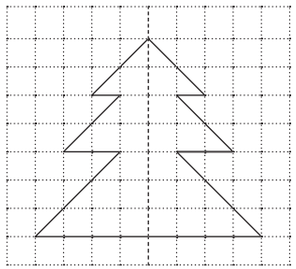
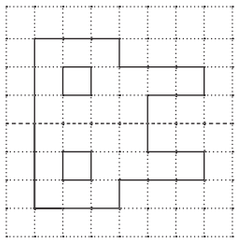
3. Grade 7 Mathematics Test Term 3: Memorandum

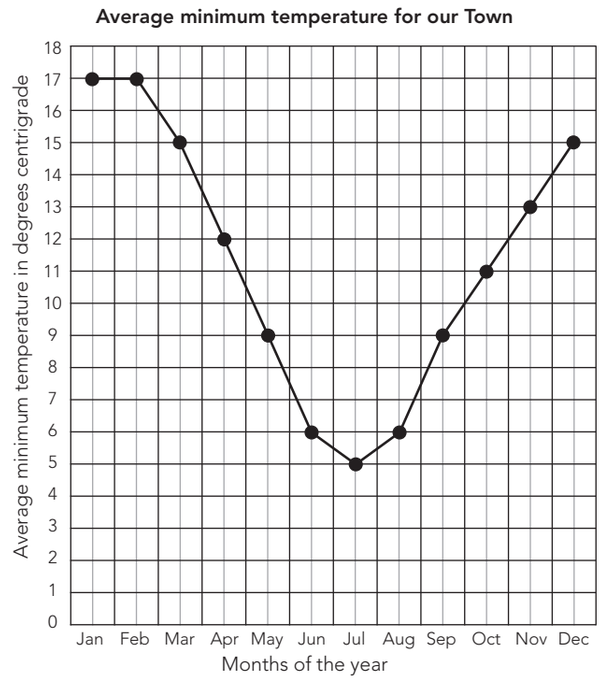
Note: The last column in the memorandum shows the cognitive level for each question in the test. The levels are:

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.
More information about these levels can be found in the CAPS (p. 157).	

Question	Expected answer	Marks	Cognitive level
Section A			
1.	D	✓	**RP**
2.	C	✓	
3.	A	✓	
Section B			
4.	**Pattern no.** 1 2 3 4 5 10 100 **No. of counters** 3 5 7 9 a) **11** ✓ b) **21** ✓ c) **201** ✓	✓ ✓ ✓	**RP**
	d) Two times the pattern number plus 1 more ✓	✓	**C**
5.	a) 1; 1; 2; 3; 5; 8; **13; 21**	✓✓	**RP**
	b) Sequence used: **Add the two previous terms to get the next term.**	✓	**C**

Question	Expected answer	Marks	Cognitive level
Section C			
6. a)	**Pattern number** 1 2 3 4 i) **Pattern**  **Number of shaded blocks** 9 14 ii) **19** iii) **24**	✓ ✓ ✓	**RP**
	b) No marks for 19 and 24 as they were allocated marks in 6a)		
	Pattern number (n) → Number of blocks (Tn) 1 → i) **x5** → 9 2 → 14 3 → ii) **÷4** → iii) **19** 4 → iv) **24**	✓ ✓	
	v) **five times the pattern number plus 4** ✓	✓	
Section D			
7. a)	$y - 3 = -13$ $y - 3 + 3 = -13 + 3$ $y = -10$ Check: LHS = –10 – 3 = –13 = RHS	✓✓	**RP**
b)	$3p = 9p = 3$ Check: LHS = 3 x 3 = 9 = RHS	✓✓	
Section E			
8.	Total mass = $12m + 2b$	✓✓	**P**
Section F			
9. a)	Translation	✓	**RP**
b)	Rotation	✓	
c)	Reflection	✓	

<table>
<tr><th>Question</th><th>Expected answer</th><th>Marks</th><th>Cognitive level</th></tr>
<tr><td>10. a)</td><td>  </td><td>✓</td><td>C</td></tr>
<tr><td>b)</td><td>  </td><td>✓</td><td></td></tr>
<tr><td>11. a)</td><td>Seven regular hexagons (3 dark grey, 3 light grey and one in the centre)</td><td>✓✓</td><td>C</td></tr>
<tr><td>b)</td><td>Twelve trapeziums – 2 in each of the dark grey hexagons plus 6 different ones (each one made up of three triangles) in the centre hexagon</td><td>✓✓</td><td>P</td></tr>
<tr><td>c)</td><td>Nine triangles</td><td>✓✓</td><td></td></tr>
<tr><td>d)</td><td>Six diamonds (each one made up of 2 triangles) in the centre hexagon</td><td>✓✓</td><td></td></tr>
<tr><td colspan="4">Section G</td></tr>
<tr><td>12.</td><td>
<table>
<tr><th></th><th>A triangular pyramid</th><th>A square-based pyramid</th><th>A hexagonal pyramid</th></tr>
<tr><td>a) Shape of base</td><td>Triangle ✓</td><td>Square ✓</td><td>Hexagon</td></tr>
<tr><td>b) Number of faces</td><td>4 ✓</td><td>5</td><td>7 ✓</td></tr>
<tr><td>c) Number of vertices</td><td>4</td><td>5 ✓</td><td>7 ✓</td></tr>
<tr><td>d) Number of edges</td><td>6 ✓</td><td>8</td><td>12 ✓</td></tr>
<tr><td>e) Shape of lateral faces</td><td>All triangles</td><td>All triangles ✓</td><td>All triangles ✓</td></tr>
</table>
</td><td>1 ✓ each = 10</td><td>K</td></tr>
</table>

<table>
<tr><th>Question</th><th>Expected answer</th><th>Marks</th><th>Cognitive level</th></tr>
<tr><td colspan="4">Section H</td></tr>
<tr><td>13. a)</td><td>½ mark for each point plotted correctly
1 mark for the heading
1 mark for the label for the x-axis
1 mark for the label for the y-axis
 
</td><td>✓
✓
✓
✓
✓
✓
✓
✓
✓
✓</td><td>RP

C</td></tr>
<tr><td>b)</td><td>The graph shows that the minimum temperature drops considerably in winter and is highest in summer.
OR
Minimum temperature is highest in December and January, and much lower in June and July.</td><td>✓</td><td>P</td></tr>
<tr><td colspan="4">TOTAL: 55</td></tr>
</table>

4. Analysis of Cognitive Levels

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

Table 2: WEIGHTING OF THE COGNITIVE LEVELS AS SPECIFIED BY THE CAPS FOR ASSIGNMENTS, PROJECTS AND TESTS

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

Table 3: WEIGHTING OF MARKS ACROSS THE COGNITIVE LEVELS IN THE TEST FOR TERM 3 COMPARED WITH WEIGHTING REQUIRED BY THE CAPS

	Knowledge	Routine procedures	Complex procedures	Problem solving
CAPS %	25	45	20	10
Marks required per level for a test out of 55	**14**	**25**	**11**	**6**
Marks in the test (Total = 55)	**12**	**24**	**12**	**7**

Table 4: WEIGHTING OF MARKS FOR DIFFERENT CONTENT AREAS IN THE TERM 3 TEST AS COMPARED WITH THE CAPS WEIGHTING

	Numeric & geometric patterns	Functions & relationships	Algebraic expressions	Algebraic equations	Transformation geometry	3-D objects	Graphs
1.				1			
2.			1				
3.	1						
4.	4						
5.	3						
6a) i)		1					
ii)		1					
iii)		1					
6b) i)		1					
ii)		1					
v)		1					
7.				4			
8.			2				
9.					3		
10.					2		
11.					8		
12.						10	
14.							10
Term 3 test marks Total = 55	**8**	**6**	**3**	**5**	**13**	**10**	**10**
CAPS %	15	8	8	8	23	23	15
Marks as a % for a test out of 55	**8**	**4**	**4**	**4**	**13**	**13**	**8**

5. Suggested Assessment Record Sheet

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