GRADE 8

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2019 TERM 3

CONTENTS

A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

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

But who will help me?

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

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

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

How do I use the planner and tracker?

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

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

1. Find the textbook that YOU are using.

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

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

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

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

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

2. Purpose of the tracker

The Grade 8 Mathematics Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you keep pace with the time requirements and the content coverage of the CAPS. The tracker provides a programme of work that should be covered each day of the term and a space for reflection on the work done.

By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are on track, and if not, you can strategise with your head of department (HOD) and peers to find the best possible way to make up time and ensure that all the work for the term is completed.

In addition, the tracker encourages you to reflect on the parts of your lessons that are effective, and the areas where content coverage could be supplemented or strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages 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 8 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 time specified in the CAPS is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each lesson to help you refer to the curriculum document directly, should you wish to do so.

NB: The KwaZulu-Natal teaching plan for Term 3 has omitted the Theorem of Pythagoras. It has been moved to Term 2. Probability has been added into Term 3. In the CAPS sequence, Probability is situated in Term 4.

4. Links to the approved sets of Learner's Books and Teacher's Guides

The tracker coordinates the CAPS requirements with the content set out in the eight approved sets of Learner's Books and Teacher's Guides. There is a tracker for each of these sets on the list of approved books on the national catalogue. In addition, there is a tracker for the Grade 8 *Sasol Inzalo Mathematics Book 2* for teachers who are using this material as their main teaching resource. You must therefore refer to the tracker for the book that is used by learners at your school. If you have copies of other Learner's Books, you can also refer to those trackers to give you ideas for teaching the same content in different ways – but you must ensure that you cover the content systematically. For each set of LTSMs in the tracker, 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 use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. The activity is marked ***Select** in these cases. In other instances the Learner's Books do not have adequate activities for learners to consolidate work done on a topic, in which case we recommend that you use the relevant activities in the DBE workbooks, the *Sasol Inzalo Mathematics* books or additional work from other sources. The activity is marked **#Supplement** in these cases.

Each tracker is based on the latest print editions of the eight approved sets of LTSMs. It is important to note that page numbers may differ slightly from other print runs of the same Learner's Book. If the page numbers in your edition are not exactly the same as those given in the tracker, you should use the activity/exercise numbers given in the tracker to guide you to the correct pages. These should only differ by a page or two from those given in the tracker.

5. Links to the DBE workbooks and the *Sasol Inzalo* books

The tracker for each of the eight published books gives links to worksheets in the DBE workbooks relevant to the content prescribed for each day. The worksheets in the DBE workbooks are referred to by worksheet number and page. These workbooks

should be used in conjunction with the Learner's Book activities as mentioned above. You should review them before each lesson, and decide how best to use them – for teaching, revision, extension or consolidation; in class or for homework. Please also note that the workbook referenced in the tracker is the 2017 edition. If you use a different edition, you should check that the worksheet to which you are referred in the tracker is still appropriate for the content it is linked to.

In addition, the tracker for each of the eight approved LTSMs also gives links to relevant pages in the *Sasol Inzalo Learner's Book 2* to help you find relevant resources there.

6. Managing the time allocated in the tracker

The CAPS prescribes four and a half hours of Mathematics per week in Grade 8. The tracker provides a suggested plan for five lessons a week, with the first four lessons expected to be an hour long, and the fifth lesson thirty minutes long. Altogether this makes up four and a half hours. As each school organises its timetable differently, you may have to divide the lessons in the programme to accommodate the length of the lessons at your school in a way that ensures the full four and a half hours for Mathematics is used constructively.

The breakdown of work to be done each week corresponds to the 'annual teaching plan and programme of assessment' drawn up by the provincial Department of Education; however, the tracker gives a more detailed outline of what should be taught each day.

It is important to note that a total of 45 hours is given in the CAPS to the topics for the term. In Term 3, a total of six and a half hours is given for assessment and revision.

The programme in the tracker completes the formal teaching and assessment programme in ten weeks. This leaves Week 11 for you to complete any work you have not managed to cover in the first ten weeks, go over assignments and tests, and do remediation work with your learners. What needs to be done will vary from class to class. We have thus left the tracker blank for you to plan this week yourself.

Please note that if you use the tracker in a third term that is longer or shorter than 11 weeks, you will need to adjust the programme accordingly.

7. Sequence adherence

The content in the programme of lessons has been carefully sequenced, and it is therefore important that lessons are not skipped. Should you miss a Mathematics lesson for any reason, or if you be going at a slower pace, continue the next day from where you last left off. Do **not** leave a lesson out to get back on track. You may need to speed up the pace of delivery to catch up to the lesson schedule. One way of doing this is by covering the lesson 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 homework reflection, until you are back on track.

8. Links to assessment

In Term 3 of Grade 8, the formal assessment programme specified in CAPS requires, as a minimum, that learners complete one assignment and one project, and write a test. The approved Learner's Books and Teacher's Guides provide exemplar assignments, projects and tests that you can use with your class. The Assessment Term Plan, provided in Section C of this document, shows when 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 should 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. If the LTSM, which you are using, offers more than one option for an assignment or a project, an option has been chosen for you and included in the tracker, but you can, of course, choose a different option if you prefer.

In a number of cases, the project is spread over a few weeks. This is clearly indicated in the tracker. We suggest that you discuss testing times with your colleagues who are teaching other subjects. In this way you can avoid having the learners write several tests on the same day.

If there is a term test in the Learner's Book, we suggest that you do not use it as part of the formal assessment programme, because learners will be able to prepare for it in advance. If this is the case, rather use a term test from a different Teacher's Guide from the set of approved LTSMs, or set your own term test using a range of sources and the DBE Sasol/Inzalo Learner's Book. We have also included a term test and marking memorandum, which you could use instead of the term test in the LTSMs used by your

class. There is an analysis of the term test according to the weightings of cognitive levels specified in the CAPS. You will find these resources in Section E of this document.

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

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

9. Resources

Occasionally the tracker suggests resources that you could use for certain lessons, but note that this is not a comprehensive set of the resources you can use to enrich your Mathematics teaching.

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, and 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 and your colleagues who are teaching Mathematics agree on a day to get together to plan your lessons as a group and submit your plans to your HOD for quality assurance. To deliver the lessons successfully **you must do the necessary preparation yourself**. Remember that teaching your lessons will not be successful if you have not prepared properly for them. Preparing for your lessons involves a number of key steps. We have noted some of these steps below.

1. **Review the term focus:** It is important that you are clear about the CAPS content focus, because this will frame everything you do in your Mathematics lessons during the term. Start by looking at the CAPS and ***orientating*** yourself to the CAPS content focus for the term**.** The time allocation per term is given in the CAPS document on page 74. This indicates how many hours should be spent on each topic.

2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson, depending on the Learner's Book. It is very important that you ***check what is required for each lesson ahead of time*** so that you have all your resources ready for use every day. Here are a few tips to help you:
   - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
   - Make sure you have chalk or marking pens so that you can use your chalk board or whiteboard as needed. If you have digital resources, check that they are in working order. Check the assessment programme so that you can prepare any resources, such as test papers, needed for formal assessment to ensure that learners settle down and begin working promptly.

3. **Prepare the content:** Think carefully about the content that you will teach your learners in each lesson. Think about the prior knowledge of the content that learners should have from earlier grades. This prior knowledge will be built on in the lesson. You also need to think about how you will deal with learners who do not have adequate prior knowledge of the content being taught, and have resources ready for them to use, thus ensuring they are not disadvantaged in any way. Consider any common misconceptions, and how you will address these.

   Refer to the CAPS content and skills clarification column for further guidance while you prepare.
   - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the topic. You need to think about how to explain new Mathematics content, new vocabulary and Mathematical 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 you will do in class and what learners will do at home. Be sure to have some enrichment and remediation activities ready to use as needed.
   - The Teacher's Guides offer suggestions for enrichment and remediation 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. We have made suggestions about how much time to spend on each step (for a one-hour lesson) – but you might find that you need to work differently in some lessons, such as when a test is being written, or when the allocated lesson time is only half an hour.
   - **Homework review/reflection (15 minutes):** This is the first activity of the lesson. We recommend that you take about 15 minutes to remediate and correct the previous day's homework. Read out answers to all 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 learners struggled with, and work through these activities in class. Allow learners the opportunity to write corrections as needed.

     During this part of the lesson you may also reflect on the previous day's work.
   - **Lesson content – concept development (15 minutes):** This is the second activity of the lesson. We recommend that you actively teach your class for 15 minutes – working through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide. Work through these examples with your class as a whole. If you need additional examples or ideas to enrich your explanations, use the CAPS content clarification column. Elaborate on these explanations and provide additional examples if necessary.
   - **Classwork activity (25 minutes):** This is the third 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 the DBE workbook. These activities allow them to practise their Mathematical and problem solving skills. It is important that you ***work through the classwork activity beforehand*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity that can be used as a classwork activity to ensure that learners can manage the workload – the ***exercises given in the various Learner's Books vary greatly in length*** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do. (Remember not to give your learners more work than you are able to control and mark.)

     Depending on your learners and the activities, you could work through one or two of the classwork activities with the whole class before allowing the learners to work independently. Give 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. 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.

     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 activity together and they can do corrections during the lesson.

     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 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 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 and have enrichment activities for them to complete.
   - **Allocate homework (5 minutes):** This is the fourth 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. Homework enables the learners to consolidate the

Mathematics you have taught them in class. It also promotes learner writing, development of Mathematical knowledge and the development of regular study habits.

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. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

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

C. PLANNING FOR ASSESSMENT

The term plan gives an overview of how the minimum requirements of the formal assessment programme fit into the weekly planned lessons in the tracker for each set of LTSMs.

Note: All assessments should be done under controlled conditions. Teachers should invigilate and there should be no talking among the learners.

1. Formal assessment

Table 1 below shows the minimum requirement for formal assessment in Grade 8 given by the CAPS (p. 155).

Table 1: NUMBER OF ASSESSMENT TASKS AND WEIGHTING

	FORMS OF ASSESSMENT	Minimum Requirements per term				Number of tasks per year	Weighting
		Term 1	Term 2	Term 3	Term 4		
School-based assessment	Test	1	1	1		3	40%
	Examination		1			1	
	Assignment	1		1	1	3	
	Investigation		1		1	2	
	Project			1		1	
	Total	**2**	**3**	**3**	**2**	**10***	
End-of-year examination						1	**60%**

***To be completed before the end-of-year examination

Table 2 gives an overview of how the minimum requirements of the formal assessment programme fit into the weekly planned lessons in the tracker and where examples can be found in the LTSMs. Remember, examples of tests and examinations in the Learner's Book should not be used for formal assessment as the learners can prepare for them in advance, but they can be used for revision.

Please note that DBE assessment requirements change from time to time. Should any changes have been made after this document was printed, please adjust the programme here and in the trackers accordingly.

Table 2: FORMAL ASSESSMENT TERM PLAN FOR EACH SET OF LTSMs			
LTSM	**Assignment**	**Project**	**Test**
Premier Mathematics	**Week 9** Day 41 Use ex. 5 (no. 4–6) LB pp. 183–184 TG pp. 117–118	**Week 5** Day 22 & 23 LB pp. 153–154 TG pp. 103–04	**Exemplar test** **Week 10** Day 49 TG pp. 121–123
Spot On Mathematics	**Week 5** Day 22 Use revision ex. LB p. 216 TG pp. 256–257	**1st phase:** **Week 7** Day 32 LB pp. 234–236 TG pp. 274–276 **2nd phase:** **Week 8** Day 40 **Week 9** Day 41 LB p. 265, TG p. 303	**Exemplar test** **Week 10** Day 49 TG pp. 307–312
Platinum Mathematics	**Week 8** Day 38 LB pp. 216–217 TG pp. 107–108	**Week 5** Day 22 & 23 LB pp. 196–197 TG pp. 96–97	**Exemplar test** **Week 10** Day 49 LB pp. 230–231 TG p. 118
Oxford Headstart Mathematics	**Week 6** Day 27 LB pp. 294–295 TG pp. 273–275	**1st phase:** **Week 6** Day 29 LB pp. 303–306, TG pp. 283–285 **2nd phase:** **Week 7** Day 32 LB p. 313, TG pp. 291–292 **3rd phase:** **Week 8** Day 36 LB p. 319, TG p. 299 **4th phase:** **Week 9** Day 42 LB p. 326, TG pp. 304–305	**Exemplar test** **Week 10** Day 49 TG pp. 308–310
Oxford Successful Mathematics	**Week 4** Day 16 LB p. 438 TG p. 358	**Steps 1-3:** **Week 7** Day 32 LB pp. 441–442, TG p. 360 **Steps 4-5:** **Week 8** Day 36 LB pp. 441–442, TG p. 360 **Step 6:** **Week 9** Day 41 LB pp. 441–442, TG p. 360	**Exemplar test** **Week 10** Day 49 TG pp. 361–364

LTSM	Assignment	Project	Test
Clever: Keeping Maths Simple	**Week 6** Day 27 LB pp. 320–321 TG pp. 277–278	**1st phase:** **Week 7** Day 32 LB pp. 316–319 TG pp. 272–276 **2nd phase:** **Week 8** Day 37 LB pp. 316–319 TG pp. 272–276 **3rd phase:** **Week 9** Day 42 LB pp. 316–319 TG pp. 272–276	**Exemplar test** **Week 10** Day 49 LB pp. 320–321 TG pp. 277–278
Solutions for All Mathematics	**Week 6** Day 28 TG pp. 366–371	**Week 9** Day 42 & 43 TG pp. 372–374	**Exemplar test** **Week 10** Day 49 TG pp. 362–365
Mathematics Today	**Week 4** Day 16 LB p. 189 TG p. 80	**Week 8** Day 38 & 39 LB pp. 241–243 TG pp. 99–101	**Exemplar test** **Week 10** Day 49 TG pp. 102–103
Sasol Inzalo Mathematics Book 1	**Week 9** Day 41	**Week 5** Day 22 & 23	**Exemplar test** **Week 10** Day 49
For all LTSMs			**Exemplar test content** Common fractions; Decimal fractions ; Area and perimeter of 2-D shapes; Surface area and volume of 3-D objects; Data handling; Probability

2. Informal assessment

In addition to the prescribed formal assessment, you should include some informal assessments to help you and the learners gain insight into how they are progressing. Much informal assessment is integrated into teaching and learning – in class discussions, responses to questions, and as classwork is done and homework reviewed. It is also a good idea, however, to set some written informal written assessment tasks that simulate more formal assessment activities, such as examination or test questions, as they allow learners to develop important examination techniques such as keeping to time limits and first answering what they know best.

Each set of LTSMs provides revision exercises as well as remediation and extension exercises, all of which may be used for informal assessment. Some examples are given below:

- *Premier Mathematics* provides revision exercises of the units at the end of the term with full solutions provided in the Teacher's Guide.
- *Spot On Mathematics* provides a revision activity at the end of each module with full solutions in the Teacher's Guide.
- *Platinum Mathematics* provides comprehensive revision exercises at the end of each topic in the Learner's Book (with full solutions in the Teacher's Guide) as well as Basic Target and Advanced Target worksheets at the back of the Teacher's Guide. An Extension and Remediation Worksheet Book is also given.
- *Oxford Headstart Mathematics* gives revision exercises at the end of each chapter with solutions in the Teacher's Guide.
- *Oxford Successful Mathematics* has a summary and a consolidation exercise at the end of each chapter in the Learner's Book (with full solutions in the Teacher's Guide).
- *Solutions for All Mathematics* has a summary and a revision exercise (Check what you know) at the end of each unit. The final unit of each term comprises revision of all the units done during the term. Comprehensive solutions are provided in the Teacher's Guide. Enrichment is provided occasionally and is indicated by an enrichment icon.
- *Mathematics Today* provides a revision test at the end of each topic with full solutions in the Teacher's Guide. For each topic, remedial support and extension exercises are provided in the Teacher's Guide.

The trackers do not specify when such informal assessments should be done as you will use your professional judgement in this regard. Although marks do not have to be recorded for informal assessment, you might like to keep a record of these in order to monitor your learners' progress.

D. TRACKERS FOR EACH SET OF APPROVED LTSMs

Premier Mathematics

This section maps out how you should use the Premier Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Premier Mathematics Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	1	119	84–85	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
2	Revise multiplication of common fractions, including mixed numbers	100–101	2	120–121	85	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
3	Divide whole numbers and common fractions by common fractions	100–101	3	121–122	85–86	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
4	Calculate the squares, cubes, square roots and cube roots of common fractions	100–102	4	122–123	86–87	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
5	Solve problems in contexts involving common fractions and mixed numbers	101–102	5	123–124	87–88		No. 1–8 (pp. 26–28)					

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

Premier Mathematics Week 2													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
6	Revise equivalent forms	102	6	125–126	88	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)						
7	Revise percentages; Calculate amounts involving percentage increase/decrease	102	7 (no. 1–3)	127–129	88–89	No. 69b (pp. 12–13)							
8	Solve problems in contexts involving percentages	102	7 (no. 4–7)	129–130	89	No. 70a–70b (pp. 14–17)							
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	1	130–132	90–91	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)						
10	Revise addition and subtraction of decimal fractions	103	2	132–133	91		No. 1–6 (p. 36)						

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

Premier Mathematics Week 3													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	Revise multiplication of decimal fractions	103–104	3	133–135	91–92	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)						
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	4	136–137	92	No. 75 (pp. 26–27)							
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	5	137	93	No. 76a–76b (pp. 28–31)							
14	Solve problems in contexts involving decimal fractions	104	6	138–139	93–94		No. 1–4 (p. 40)						
15	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	7	139–141	94	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)						

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

Premier Mathematics Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of polygons	106–107	1	147–149	97–98	No. 82a (pp. 42–43)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56)						
17	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	2	149–150	98–100	No. 82b–84 (pp. 44–49)	No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)						
18	Use and describe the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	3 (no. 1–2)	150–151	100–101	No. 85 (pp. 50–51)	No. 1–2 (p. 61) No. 1–3 (pp. 62–63)						
19	Calculate the area and circumference of a circle	106–107	3 (no. 3)	151–152	101–102		No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69						
20	Calculate area conversions	106–107	4	152	102		No. 1–7 (p. 70)						

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

Premier Mathematics Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Revision of area and perimeter of 2-D shapes (use *DBE workbook* or *Sasol Inzalo* book)	106–107				No. 86 (pp. 52–53)	No. 1–2 (p. 60)						
22	**Formal assessment: Project**		Project	153–154	103–104								
23	**Formal assessment: Project** cont.		Project	153–154	103–104								
24	Surface area and volume of 3-D objects: Calculate the surface area of a cube, a rectangular prism and a triangular prism	108		155–157	105–106	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75) No. 1–4 (pp. 76–77)						
25	Calculate the surface area, volume and capacity of a rectangular prism (use *DBE workbook*)	108				No. 88 (pp. 56–57)	No. 1–4 (pp. 77–78)						

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

Premier Mathematics Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Calculate the volume and capacity of cubes, rectangular prisms and triangular prisms	108	2	157–159	106		A–C (p. 79) No. 1–3 (p. 80)						
27	Describe the interrelationship between surface area and volume of prisms	108	3 (no. 1–2)	159–160	106–108	No. 89a (pp. 58–59)	No. 1–4 (pp. 81–82)						
28	Describe the interrelationship between surface area and volume of prisms	108	3 (no. 3)	160	108								
29	Calculate volume conversions; Solving problems involving surface area, volume and capacity	108	4	161–162	109–110	No. 90–91 (pp. 62–65)	No. 1–2 (p. 85) No. 1–2 (p. 86)						
30	Revision (use *Sasol Inzalo* book)	108					No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)						

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

Premier Mathematics Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	**Collect, organise and summarise data:** Collect data	109	1	163–164	111	No. 92a (pp. 66–67)	Example 1–2 No. 1–9 (pp. 87–90)					
32	Collect data cont.	109	1	165	111	No. 92b (pp. 68–69)	No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)					
33	Organise and summarise data	109	2 (no. 1)	165–168	112	No. 93a–93b (pp. 70–73)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)					
34	Organise and summarise data cont.	109	2 (no. 2–4)	168	112	No. 94a (pp. 74–75)	No. 1–3 (pp. 98–99)					
35	Organise and summarise data (use the *DBE workbook* or *Sasol Inzalo* book)	109				No. 94b (pp. 76–77)	No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					

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

Premier Mathematics Week 8 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
36	**Represent data:** Draw and read bar graphs, double bar graphs and histograms to display and interpret data (use the *DBE workbook* or *Sasol Inzalo* book)	110				No. 95a–98b* (pp. 78–93)	No. 1–3 (pp. 109–116) No. 1–2 (pp. 116–120)					
37	Draw and read pie charts and broken line graphs to display and interpret data (use the *DBE workbook*)	110				No. 99a–101* (pp. 94–103)	No. 1–2 (pp. 120–122)					
38	Draw a variety of graphs to display and interpret data	110	3	168–174	113–115		No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)					
39	**Interpret, analyse and report data:** Critically read and interpret data	111	4	174–176	116	No. 102a (pp. 104–105)	No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)					
40	Critically analyse and report data	111	5 (no. 1)	178–181	116	No. 102b (pp. 106–107)	No. 1–5 (pp. 133–135)					
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?		Critically analyse and report data **HOD:** **Date:**										

Premier Mathematics Week 9 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
41	**Formal assessment: Assignment**		5 (no. 4–6)	183–184	117–118							
42	Critically analyse and report data; The data cycle	111	5 (no. 2–3)#	181–183	116–117	No. 103–104 (pp. 108–111)	No. 1–2 (pp. 135–136)					
43	**Probability:** Revise probability: Definitions	117	1	241–243	163	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)					
44	Probability and relative frequency	117	2	243–245	163–164	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)					
45	Compare relative frequency with probability	117	3 (no. 1–3)	245–246	165	No. 137 (pp. 196–197)	No. 1–13 (pp. 236–239)					
Note: Refer to Day 41: Use rest of exercise as an 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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Premier Mathematics Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Compare relative frequency with probability cont.; Go over assignment done in previous week	117	3 (no. 4–6)	246–24	16	No. 138 (pp. 198–199)						
47	Revise probability (use *Sasol Inzalo* book)	117					No. 1–8 (pp. 239–241)					
48	Revision											
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Premier Mathematics Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

Spot On Mathematics

This section maps out how you should use the Spot On Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced)..
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Spot On Mathematics Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	13.1	165–168	203–205	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
2	Revise finding fractions of whole numbers	100–101	13.2	169–170	206–207							
3	Revise multiplication of common fractions, including mixed numbers	100–101	13.3	171–172	208–209	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
4	Divide whole numbers and common fractions by common fractions	100–102	13.4	173–174	210–211	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
5	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	13.5	175	212	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Spot On Mathematics Week 2 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Revise equivalent forms	102	13.6	176	213	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
7	Revise percentages	102	13.7a	177	214	No. 69b (pp. 12–13)						
8	Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages	102	13.7b	178–179	215–216	No. 70a–70b (pp. 14–17)	No. 1–8 (pp. 26–28)					
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	14.1	184–185	221–223	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
10	Revise addition and subtraction of decimal fractions	103	14.2 (no. 1–6)	186–187	224–225		No. 1–6 (p. 36)					

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

Spot On Mathematics Week 3 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Revise multiplication of decimal fractions	103–104	14.2 (no. 7) 14.3 (no. 1, 3, 4)	188–189	225–227	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	14.3 (no. 2, 6)*	188–189	226–227	No. 75 (pp. 26–27)						
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	14.4	190	228	No. 76a–76b (pp. 28–31)						
14	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	14.5	191–192	229–230	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
15	Revision of decimal fractions	104	Rev.	194	232–233		No. 1–4 (p. 40)					

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

Spot On Mathematics Week 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of squares and rectangles; Calculate area conversions	106–107	16.1	206–207	245–247	No. 82a–83 (pp. 42–47)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56) No. 1–7 (p. 70)					
17	Calculate the area and perimeter of triangles	106–107	16.2	208–209	248–249	No. 84 (pp. 48–49)						
18	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	16.3	210–211	250–251		No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)					
19	Investigate and describe the meaning of π; Calculate the area and circumference of a circle	106–107	16.4 (no. 1–3)	212–214	252–253	No. 85 (pp. 50–51)	No. 1–2 (p. 61) No. 1–3 (pp. 62–63)					
20	Calculate the area and circumference of a circle	106–107	16.4 (no. 4–7)	214	253–254		No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69					

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

Spot On Mathematics Week 5													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
21	Revision of area and perimeter of 2-D shapes (use *DBE workbook* or *Sasol Inzalo* book)	106–107				No. 86 (pp. 52–53)	No. 1–2 (p. 60)						
22	**Formal assessment: Assignment**		Rev.	216	256–257								
23	**Surface area and volume of 3-D objects:** Investigate nets of 3-D objects	108	17.1	218	259–260		No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75)						
24	Calculate the surface area, volume and capacity of cubes and rectangular prisms; Calculate volume conversions	108	17.2 (no. 1–5)	219–222	261–262	No. 87 (pp. 54–55)	No. 1–4 (pp. 76–77) No. 1–4 (pp. 77–78) No. 1–2 (p. 85) No. 1–2 (p. 86)						
25	Calculate the volume and capacity of cubes and rectangular prisms	108	17.2 (no. 6–9)	222	262–263	No. 88 (pp. 56–57)	A–C (p. 79) No. 1–3 (p. 80)						
Note: Refer to Day 22: Use the revision exercise for the 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 all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:		**Date:**					

Spot On Mathematics Week 6												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
26	Investigate the interrelationship between surface area and volume of prisms	108	Inv.	223	263		No. 1–4 (pp. 81–82)					
27	Calculate the volume and capacity of triangular prisms	108	17.3	224–225	264–265	No. 89a–89b (pp. 58–61)	No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)					
28	Revision of surface area and volume of 3-D objects	108	Rev.	227	267–268	No. 90–91 (pp. 62–65)	No. 1–2 (p. 85) No. 1–2 (p. 86)					
29	**Collect, organise and summarise data:** Collect data	109	18.1	230–231	269–271	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90)					
30	Go over assignment done in previous week; Collect data cont. (use *Sasol Inzalo* book)	109					No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)					

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

Spot On Mathematics Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Organise data	109	18.2	232–233	272–273	No. 93a–93b (pp. 70–73	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97) No. 1–3 (pp. 98–99)					
32	Summarise data *(30 mins)*; **Formal assessment: Project – Part 1** *(30 mins)*		18.3	234–236	274–276	No. 94a–94b (pp. 74–77)	No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					
33	**Represent data:** Draw and read bar graphs to represent data	110	19.1	242–243	281–283	No. 95a–96b (pp. 78–85)	No. 1–3 (pp. 109–116)					
34	Draw and read histograms to represent data	110	19.2	244–245	284–285	No. 97a–98b (pp. 86–93)	No. 1–2 (pp. 116–120)					
35	Draw and read pie charts to represent data	110	19.3	246–247	286–287	No. 98a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)					
Note: Refer to Day 32: Project LB p. 237, TG p. 277.												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?											
	HOD: **Date:**											

Spot On Mathematics Week 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
36	Draw and read broken-line graphs to represent data; Go over test done in previous week	110	19.4	248–249	288–289	No. 100a–101 (pp. 98–103)	No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)					
37	**Interpret, analyse and report data:** Critically read and interpret data	111	20.1	254–256	196–297	No. 102a (pp. 104–105)	No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)					
38	Critically analyse data	111	20.2	257–261	298–301	No. 102b–103 (pp. 106–109)	No. 1–5 (pp. 133–135)					
39	Report data	111	20.3	262–264	302	No. 104 (pp. 110–111)	No. 1–2 (pp. 135–136)					
40	**Formal assessment: Project – Part 2**		Project	265	303							

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

Spot On Mathematics Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	**Formal assessment: Project – Part 2** cont.		Project	265	303								
42	**Probability:** List all the possible outcomes of a simple situation	117	26.1	323–325	365–367	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)						
43	Determine the probability of each possible outcome using the definition of probability	117	26.2	326–328	368–369	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)						
44	Compare relative frequency with probability	117	26.3 (no. 1–6)	329–330	370–371	No. 137 (pp. 196–197)	No. 1–13 (pp. 236–239)						
45	Compare relative frequency with probability	117	26.3 (no. 7–9) Rev.	331 334–335	371 374–375	No. 138 (pp. 198–199)							

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

Spot On Mathematics Week 10 Revision and test													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Revise probability (use *Sasol Inzalo* book)	117					No. 1–8 (pp. 239–241)						
47	Discuss project findings; Revision												
48	Revision												
49	**Formal assessment: Test**												
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Spot On Mathematics Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Platinum Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Platinum Mathematics Week 1 #Supplement													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Common fractions:** Revise understanding of common fractions	100	13.1	150–152	72		No. 1–10 (pp. 8–11)						
2	Revise addition and subtraction of common fractions, including mixed numbers	100–101	13.2#	153–154	72–73	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)						
3	Revise multiplication of common fractions, including mixed numbers	100–101	13.3#–13.4	155–156	73–74	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)						
4	Divide whole numbers and common fractions by common fractions	100–102	13.5–13.7	157–158	74–75	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)						
5	Calculate the squares and square roots, cubes and cube roots of common fractions	101–102	13.8–13.9	159–161	75–76	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Platinum Mathematics Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Revise equivalent forms; Revise percentages	102	13.10	162–163	77	No. 69a–69b (pp. 10–13)	No. 1–18 (pp. 1–7)					
7	Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages (use *DBE workbook*)	102	13.11	164	77	No. 70a–70b (pp. 14–17)						
8	Revision of common fractions	102	Rev.	165	77		No. 1–8 (pp. 26–28)					
9	**Decimal fractions:** Revise reading and writing decimals, counting, ordering, comparing and rounding off of decimal fractions	103	14.1–14.3	166–170	78–80	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
10	Revise addition and subtraction of decimal fractions	103	14.4	171	80–81		No. 1–6 (p. 36)					

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

Platinum Mathematics Week 3 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Revise multiplication of decimal fractions	103–104	14.5#	172–173	81–82	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	14.5#	172–173	81–82	No. 75 (pp. 26–27)						
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	14.6#	174	82–83	No. 76a–76b (pp. 28–31)						
14	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number (use *DBE workbook* or *Sasol Inzalo* book)	104				No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
15	Revision of decimal fractions	104	Rev.	175	83		No. 1–4 (p. 40)					

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

Platinum Mathematics Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of polygons; Calculate area conversions	106–107	16.1	182–186	92–93	No. 82a–84 (pp. 42–49)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56) No. 1–7 (p. 70)						
17	Calculate the area and circumference (perimeter) of a circle; Use and describe the meaning of π (use *DBE workbook* or *Sasol Inzalo* book)	106–107				No. 85 (pp. 50–51)	No. 1–2 (p. 61) No. 1–3 (pp. 62–63)						
18	Use and describe the meaning of π and calculate the area and circumference of a circle	106–107	16.2	187–190	93–94		No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69						
19	Find the area of polygons by decomposing the shapes into rectangles and/or triangles; Solve problems involving perimeter and area	106–107	16.3	190–193	94–95		(p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)						
20	Revision of area and perimeter of 2-D shapes	106–107	Rev. (no. 1–5)	194	95								

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

Platinum Mathematics Week 5												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Revision of area and perimeter of 2-D shapes	106–107	Rev. (no. 6–11)	194–195	95	No. 86 (pp. 52–53)	No. 1–2 (p. 60)					
22	**Formal assessment: Project**		Project	196–197	96–97							
23	**Formal assessment: Project** cont.		Project	196–197	96–97							
24	**Surface area and volume of 3-D objects:** Calculate the surface area of cubes, rectangular prisms (cuboids) and triangular prisms	108	17.1	198–202	98–99	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75) No. 1–4 (pp. 76–77)					
25	Calculate the volume and capacity of cubes, rectangular prisms (cuboids) and triangular prisms	108	17.2 (no. 1–3)	203–205	99–100	No. 88 (pp. 56–57)	No. 1–4 (pp. 77–78)					
Note: Refer to Day 22: Instructions/guidelines must be provided for this project.												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?						
						HOD:		**Date:**				

Platinum Mathematics Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Calculate the volume and capacity of cubes, rectangular prisms and triangular prisms; Calculate volume conversions	108	17.2 (no. 4–6) 17.3	205–207	100	No. 89a–89b (pp. 58–61)	A–C (p. 79) No. 1–3 (p. 80)						
27	Solve problems involving surface area, volume and capacity	108	17.4	208	100–101		No. 1–4 (pp. 81–82)						
28	Solve problems involving surface area, volume and capacity (use *DBE workbook* or *Sasol Inzalo* book)	108				No. 90–91 (pp. 62–65)	No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)						
29	Solve problems involving surface area, volume and capacity	108	Rev.	209	102		No. 1–2 (p. 85) No. 1–2 (p. 86)						
30	**Collect, organise and summarise data:** Collect data	109	18.1	210–211	103–104	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90)						

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

Platinum Mathematics Week 7 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Organise data	109	18.2	212	104–105	No. 93a–93b (pp. 70–73)	No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)					
32	Summarise data	109	18.3 Rev. (no. 1–3)	213–215	105–106	No. 94a–94b (pp. 74–77)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97) No. 1–3 (pp. 98–99)					
33	Summarise data cont. (use *Sasol Inzalo* book)	109					No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					
34	**Represent data:** Draw and read bar graphs to represent data (use *DBE workbook* or *Sasol Inzalo* book)	110				No. 95a–96b* (pp. 78–85)	No. 1–3 (pp. 109–116)					
35	Draw and read bar graphs, histograms and pie charts to represent data	110	19.1	218–219	109–111	No. 97a–99b (pp. 86–97)	No. 1–2 (pp. 116–120) No. 1–2 (pp. 120–122)					

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

Platinum Mathematics Week 8 #Supplement													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Draw and read broken-line graphs to represent data	110	19.2#	220	111	No. 100a–100b (pp. 98–101)	No. 1–2 (pp. 116–120) No. 1–2 (pp. 120–122)						
37	Revise data representation	110	Rev.	221	112	No. 101 (pp. 102–103)	No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)						
38	Formal assessment: Assignment		Assignment	216–217	107–108								
39	**Interpret, analyse and report data:** Critically read and interpret data	111	20.1	222–224	113–115		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						
40	Critically analyse data	111	20.2	225–226	115–116	No. 102a (pp. 104–105)	No. 1–5 (pp. 133–135)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

Platinum Mathematics Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Report data	111	20.3	227–228	116–117	No. 102b (pp. 106–107)	No. 1–2 (pp. 135–136)						
42	The data cycle (use *DBE workbook*)	111				No. 103–104 (pp. 108–111)							
43	**Probability:** Determine the probability of each possible outcome using the definition of probability	117	26.1	292–296	149	No. 135–136 (pp. 192–195)	No. 1–7 (pp. 229–232)						
44	Review investigation done in previous week; Relative frequency and probability	117	26.2	297–300	149–150	No. 137 (pp. 196–197)	No. 1–11 (pp. 232–235)						
45	Compare relative frequency with probability (use *DBE workbook* or *Sasol Inzalo* book)	117				No. 138 (pp. 198–199)	No. 1–13 (pp. 236–239)						

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

Platinum Mathematics Week 10 Revision and test													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
46	Revise probability (use *Sasol Inzalo* book)	117					No. 1–8 (pp. 239–241)						
47	Revise probability	117	Rev.	301	150								
48	Revision												
49	**Formal assessment: Term test**												
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Platinum Mathematics Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Oxford Headstart Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

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 peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Oxford Headstart Mathematics Week 1 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
1	**Common fractions:** Revise properties of common fractions, including mixed numbers	100	1–2	230–231	212–214		No. 1–10 (pp. 8–11)						
2	Revise addition and subtraction of common fractions, including mixed numbers	100–101	1–4*	232–236	215–220	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)						
3	Revise multiplication of common fractions, including mixed numbers	100–101	1–2	237–238	221–223	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)						
4	Divide whole numbers and common fractions by common fractions	100–102	3–4	238–239	223–224	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)						
5	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	5	239–240	224	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Oxford Headstart Mathematics Week 2 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Revise equivalent forms (use *DBE workbook* or *Sasol Inzalo* book); Revise percentages	102	1–3*	241–243	225–227	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
7	Calculate amounts involving percentage increase/decrease	102	4–5*	243–246	227–229	No. 69b (pp. 12–13)						
8	Revise common fractions including solving problems in contexts involving percentages	102	Rev.	247–248	229	No. 70a-70b (pp. 14–17)	No. 1–8 (pp. 26–28)					
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	1–4*	250–253	230–235	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
10	Revise addition and subtraction of decimal fractions	103	1–3	254–255	235–237		No. 1–6 (p. 36)					

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

Oxford Headstart Mathematics Week 3

*Select #Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	Revise multiplication of decimal fractions	103–104	1	256–257	237–239	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	2–3	257–259	240	No. 75 (pp. 26–27)						
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	4#	259–260	240	No. 76a–76b (pp. 28–31)						
14	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	1–2	261–264	241–243	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					
15	Solve problems in contexts involving decimal fractions; Revision of decimal fractions	104	3 Rev.*	264–266	244–245		No. 1–4 (p. 40)					

Reflection

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

Oxford Headstart Mathematics Week 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of squares and rectangles	106–107	1–2	272–275	251–254	No. 82a (pp. 42–43)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56)					
17	Calculate the area and perimeter of triangles	106–107	3	275–276	254–255							
18	Find the area of polygons by decomposing the shapes into rectangles and/or triangles; Calculate area conversions	106–107	4	277–278	256–258	No. 82b–84 (pp. 44–49)	No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59) No. 1–7 (p. 70)					
19	Use and describe the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	1–3	279–283	258–263	No. 85 (pp. 50–51)	No. 1–2 (p. 61) No. 1–3 (pp. 62–63)					
20	Calculate the area of a circle	106–107	4	283–285	263–265		No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69					

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

Oxford Headstart Mathematics Week 5 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Revision of area and perimeter of 2-D shapes (use *DBE workbook* or *Sasol Inzalo* book)	106–107			251–254	No. 86 (pp. 52–53)	No. 1–2 (p. 60)					
22	**Surface area and volume of 3-D objects:** Calculate the surface area of prisms	108	1	286–288	266–268	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75)					
23	Calculate the surface area of prisms	108	2#	288–289	268	No. 88 (pp. 56–57)	No. 1–4 (pp. 76–77)					
24	Calculate volume conversions; Calculate the volume and capacity of prisms	108	3	289–292	269–271	No. 89a (pp. 58–59)	No. 1–4 (pp. 77–78) A–C (p. 79) No. 1–3 (p. 80)					
25	Describe the interrelationship between surface area and volume of prisms	108	4	292–293	271–272		No. 1–4 (pp. 81–82)					

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

Oxford Headstart Mathematics Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Solving problems involving surface area, volume and capacity (use *DBE workbook* or *Sasol Inzalo* book)	108				No. 90–91 (pp. 62–65)	No. 1-5 (pp. 83–84) No. 1–4 (pp. 84–85) No. 1–2 (p. 85) No. 1–2 (p. 86)						
27	**Formal assessment: Assignment**		Rev.	294–295	273–275								
28	**Collect, organise and summarise data:** Collect data	109	1–4	297–301	277–281	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90) No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)						
29	**Formal assessment: Project – Task 1** *(30 mins)*; Organise data *(30 mins)*		1–2	303–306	283–285	No. 93a–93b (pp. 70–73)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)						
30	Organise data	109	3	306–307	286–287	No. 94a (pp. 74–75)	No. 1–3 (pp. 98–99)						
Note: 1. Refer to Day 27: For the assignment, use the revision exercise. 2. Refer to Day 29: Project Task 1: LB p. 302, TG p. 282.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**						

Oxford Headstart Mathematics Week 7

*Select

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
31	Summarise data using measures of central tendency *(30 mins)*; Go over assignment done in previous week *(30 mins)*		4	307–309	287–288	No. 94b (pp. 76–77)	No. 1–5 (pp. 100–101)					
32	Summarise data using measures of dispersion *(30 mins)*; **Formal assessment: Project – Project Task 2** *(30 mins)*		5–6	309–311	288–290		No. 1–8 (pp. 102–105)					
33	Organise and summarise grouped data	109	7	311–312	290–291		No. 1–5 (pp. 106–108)					
34	**Represent data:** Draw and read bar graphs and histograms to represent data (use *DBE workbook* or *Sasol Inzalo* book)	110				No. 95a–98b* (pp. 78–93)	No. 1–3 (pp. 109–116) No. 1–2 (pp. 116–120)					
35	Draw and read pie charts to represent data (use *DBE workbook* or *Sasol Inzalo* book)	110				No. 99a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)					

Reflection

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

Oxford Headstart Mathematics Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Formal assessment: Project – Task 3**		Project	319	299								
37	Draw and read broken-line graphs to represent data (use *DBE workbook* or *Sasol Inzalo* book)	110				No. 100a–101 (pp. 98–103)	No. 1 (pp. 122–123)						
38	Draw and the read the four graphs to represent data	110	1–2	314–319	292–299		No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)						
39	**Interpret, analyse and report data:** Critically read and interpret data	111	1	320–321	300–301		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						
40	Critically read, interpret and analyse data	111	2–3	322–324	301–303		No. 1–5 (pp. 133–135)						

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

Oxford Headstart Mathematics Week 9												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
41	Report data; The data cycle (use *DBE workbook*)	111	4	325–326	303–304	No. 102a–104 (pp. 104–111)	No. 1–2 (pp. 135–136)					
42	**Formal assessment: Project – Task 4 (final phase)**		Project	326	304–305							
43	**Probability:** Revise outcomes and probability: definitions	117	1–2	383–386	356–359	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)					
44	**Probability:** Using the definition	117	3	386–388	359	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)					
45	Relative frequency	117	1	389–392	360–362	No. 137 (pp. 196–197)						

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

Oxford Headstart Mathematics Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Compare relative frequency with probability	117	2–3	393–394	363–364	No. 138 (pp. 198–199)	No. 1–13 (pp. 236–239)					
47	Revise probability	117	Rev.	395	364–365		No. 1–8 (pp. 239–241)					
48	Revision											
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Oxford Headstart Mathematics Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Oxford Successful Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Oxford Successful Mathematics Week 1 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise properties of common fractions, including mixed numbers	100–102	1	203–205	179–182		No. 1–10 (pp. 8–11)					
2	Revise addition and subtraction of common fractions, including mixed numbers	100–101	2 (no. 1–2)	205–207	182–184	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
3	Revise multiplication of common fractions, including mixed numbers	100–101	2 (no. 3)#	206–207	183–184	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
4	Divide whole numbers and common fractions by common fractions	100–102	Rev. 1–2	208–210	184–188	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
5	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	Rev. 1	211–212	188–190	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Oxford Successful Mathematics Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solve problems in contexts involving common fractions and mixed numbers	102	Rev. 1	213–215	191–194		No. 1–8 (pp. 26–28)					
7	Revise percentages; calculate amounts involving percentage increase/decrease	102	1	216–218	194–197	No. 69b–70b (pp. 12–17)						
8	Equivalent forms	102	1	219–221	197–199	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	Rev. 1	225–227	201–204	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
10	Revise addition and subtraction of decimal fractions	103	1	228–229	204–206		No. 1–6 (p. 36)					

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

Oxford Successful Mathematics Week 3												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
11	Revise multiplication of decimal fractions	103–104	1–2	230–232	206–208	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	1–2	233–234	208–209	No. 75 (pp. 26–27)						
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	Rev. 1–2	236–238	209–212	No. 76a–76b (pp. 28–31)						
14	Solve problems in contexts involving decimal fractions	104	1	239–241	212–213		No. 1–4 (p. 40)					
15	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	1	242–243	213–215	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

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

Oxford Successful Mathematics Week 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Formal assessment: Assignment**		Assignment	438	358	No. 82a–83 (pp. 42–47)						
17	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of polygons; Calculate area conversions	106–107	1	258–263	227–229	No. 84 (pp. 48–49)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56) No. 1–7 (p. 70)					
18	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	2	263–265	229–230		No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)					
19	Use and describe the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	Inv. 1	266–268	230–232		No. 1–2 (p. 61) No. 1–3 (pp. 62–63)					
20	Calculate the radius, the diameter and/or circumference of a circle	106–107	2	268–269	232		No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Oxford Successful Mathematics Week 5 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Calculate the area and circumference of a circle	106–107	3	269–271	233	No. 85 (pp. 50–51)	No. 1–8 (pp. 65–68) No. 1–3 p. 69					
22	Solve problems involving area and perimeter of 2-D shapes	106–107	1	283–285	239–240	No. 86 (pp. 52–53)	No. 1–2 (p. 60)					
23	**Surface area and volume of 3-D objects:** Calculate the surface area of cubes and rectangular prisms	108	1#	272–273	234–235	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75) No. 1–4 (pp. 76–77)					
24	Calculate the volume and capacity of rectangular prisms	108	2	273–275	235–236	No. 88 (pp. 56–57)	No. 1–4 (pp. 77–78)					
25	Calculate the surface area, volume and capacity of triangular prisms	108	1–2	276–279	236–238	No. 89a–89b (pp. 58–61)	A–C (p. 79) No. 1–3 (p. 80)					
Note: Refer to Day 22: Exercise 1 is in the next section.												
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**					

Oxford Successful Mathematics Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Calculate area, volume and capacity conversions	108	3–5	280–282	238–239		No. 1–4 (pp. 81–82)						
27	Solving problems involving surface area, volume and capacity	108	2	285–286	241–242	No. 90–91 (pp. 62–65)	No. 1–2 (p. 85) No. 1–2 (p. 86)						
28	Revision (use *Sasol Inzalo* book)	108					No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)						
29	**Collect, organise and summarise data:** Collect data	109	1–4	290–293	243–247	No. 92a–92b (pp. 66–69)	No. 1–9 (pp. 87–90) No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)						
30	Organise data	109	1	294–296	248–249	No. 93a–93b (pp. 70–73)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)						

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

Oxford Successful Mathematics Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Organise and summarise data	109	2–5	297–301	249–251	No. 94a (pp. 74–75)	No. 1–3 (pp. 98–99)					
32	**Formal assessment: Project – Steps 1–3**		Project	441–442	360							
33	Summarise data cont.	109	6–8	301–303	251–252	No. 94b (pp. 76–77)	No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					
34	**Represent data:** Draw and read bar graphs and histograms to represent data	110	1 (no. 1)	304–310	253	No. 95a–96b (pp. 78–85)	No. 1–3 (pp. 109–116)					
35	Draw and read bar graphs and histograms to represent data cont.	110	1 (no. 2–5)	310–311	254–255	No. 97a–98b (pp. 86–93)	No. 1–2 (pp. 116–120)					
Note: Refer to Day 32: Discuss and start the project.												

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

Oxford Successful Mathematics Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	**Formal assessment: Project – Steps 4–5**		Project	441–442	360								
37	Draw and read pie charts to represent data	110	2	311–313	255–256	No. 99a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)						
38	Draw and read broken-line graphs to represent data	110	3	313–314	256–257	No. 100a–101 (pp. 98–103	No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)						
39	**Interpret, analyse and report data:** Critically read and interpret data	111	1	315–317	257–258		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						
40	Critically analyse and report data	111	2	318–321	258–260		No. 1–5 (pp. 133–135)						

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

Oxford Successful Mathematics Week 9 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	**Formal assessment: Project – Step 6** (final phase)		Project	441–442	360								
42	Report data and the data cycle (use *DBE workbook*)	111				No. 102a–104* (pp. 104–111)	No. 1–2 (pp. 135–136)						
43	**Probability:** Outcomes and probability	117	1	419–421	322–325	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)						
44	Determine the probability of each possible outcome	117	2	421–423	325–326	No. 136 (pp. 194–195)							
45	Relative frequency and probability	117	1	424–426	326–329	No. 137 (pp. 196–197)	No. 1–11 (pp. 232–235)						

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

Oxford Successful Mathematics Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Compare relative frequency with probability	117	Inv.	427	329–330	No. 138 (pp. 198–199)	No. 1–13 (pp. 236–239)					
47	Revise probability	117	Cons.	428–429	329–330		No. 1–8 (pp. 239–241)					
48	Revision											
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

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

Clever: Keeping Maths Simple

This section maps out how you should use the Clever: Keeping Maths Simple Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced)..
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Clever: Keeping Maths Simple Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise properties of common fractions, including mixed numbers	100	*What you…* 1	203–207	172–179		No. 1–10 (pp. 8–11)					
2	Revise addition and subtraction of common fractions, including mixed numbers	100–101	2	207–208	180	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
3	Revise multiplication of common fractions, including mixed numbers	100–101	3	208–210	180–181	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
4	Divide whole numbers and common fractions by common fractions	100–102	4 (no. 1)	210–213	181–182	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
5	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	4 (no. 2)	212–213	182	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Clever: Keeping Maths Simple Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solve problems in contexts involving common fractions and mixed numbers	102	5	214–215	182–185		No. 1–8 (pp. 26–28)					
7	Revise equivalent forms and percentages	102	6 (no. 1–4)	216–219	186–189	No. 69a–69b (pp. 10–13)	No. 1–18 (pp. 1–7)					
8	Calculate amounts involving percentage increase/decrease	102	6 (no. 5–13)	218–219	187–189	No. 70a–70b (pp. 14–17)						
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	*What you…* 1	220–224	190–196	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35)					
10	Revise addition and subtraction of decimal fractions	103	2 (no. 1–2)	224–225 230	196–197 199–201		No. 1–6 (p. 36)					

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

Clever: Keeping Maths Simple Week 3

#Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	Revise multiplication of decimal fractions	103–104	2 (no. 3, 4a–f)	225–226 230	198 201–202	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
12	Divide decimal fractions by whole numbers and decimal fractions	103–104	2 (no. 4g–l, 5, 6)	226–229	198–199 202–203	No. 75 (pp. 26–27)						
13	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	2 (no. 7#)	229 231	203–204	No. 76a–76b (pp. 28–31)						
14	Solve problems in contexts involving decimal fractions	104	3	231–232	204–206		No. 1–4 (p. 40)					
15	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	104	4	233–235	206–208	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

Reflection

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

Clever: Keeping Maths Simple Week 4 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of polygons	106–107	*What you…* 1	246–250	219–224	No. 84 (pp. 48–49)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56)					
17	Calculate the area and perimeter of polygons	106–107	2	251–253	224–225	No. 82–83 (pp. 42–47)	No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)					
18	Use and describe the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	3	253–255	225		No. 1–2 (p. 61) No. 1–3 (pp. 62–63)					
19	Calculate the area and circumference of circles	106–107	4	255–257	226	No. 85 (pp. 50–51)	No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69					
20	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	5 (no. 1–3)	257–259	226–227	No. 86 (pp. 52–53)						

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

Clever: Keeping Maths Simple Week 5												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Find the area of polygons and circular figures by decomposing the shapes; Calculate area conversions	106–107	5 (no. 4–6) 6	260–263	227–230		No. 1–2 (p. 60) No. 1–7 (p. 70)					
22	**Surface area and volume of 3-D objects:** Calculate the surface area of prisms and the volume and capacity of cubes and rectangular prisms	108	*What you…*	264–270	231–237	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75) No. 1–4 (pp. 76–77)					
23	Calculate the surface area of prisms and the volume and capacity of cubes and rectangular prisms	108	1	270–271	237–238	No. 88 (pp. 56–57)	No. 1–4 (pp. 77–78)					
24	Calculate the volume and capacity of triangular prisms; Calculate volume conversions	108	2	271–274	238–239	No. 89a–89b (pp. 58–61)	A–C (p. 79) No. 1–3 (p. 80)					
25	Describe the interrelationship between surface area and volume of prisms	108	3	274–275	240–241		No. 1–4 (pp. 81–82)					

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

Clever: Keeping Maths Simple Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Solving problems involving surface area, volume and capacity (use *DBE workbook* or *Sasol Inzalo* books)	108				No. 90–91 (pp. 62–65)	No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85) No. 1–2 (p. 85) No. 1–2 (p. 86)						
27	**Formal assessment: Assignment**		Test cont.	320–321	277–278								
28	**Collect, organise and summarise data:** Collect and organise data	109	*What you…*	276–277	242–247	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90)						
29	Collect, organise and summarise data	109	1	277–280	247–249	No. 93a–93b (pp. 70–73)	No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)						
30	The data cycle; Extreme values	109	2	281–285	249		No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)						
Note: Refer to Lesson 27: Use the control test for the 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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Clever: Keeping Maths Simple Week 7													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
31	Summarise data (use *DBE workbook* or *Sasol Inzalo book*) *(30 mins)*; Go over assignment done in previous week *(30 mins)*	109				No. 94a–94b (pp. 74–77)	No. 1–3 (pp. 98–99) No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)						
32	**Formal assessment: Project – Steps 1–4**		Project	316–319	272–276								
33	**Represent data:** Draw and read bar graphs to represent data	110	1	287–289	250–257	No. 95a–96b (pp. 78–85)	No. 1–3 (pp. 109–116)						
34	Draw and read pie charts to represent data	110	2	290–293	257–258	No. 99a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)						
35	Draw and read broken-line graphs to represent data	110	3	293–296	259	No. 100a–100b (pp. 98–101)	No. 1 (pp. 122–123) No. 1–3 (pp. 123–124)						

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

Clever: Keeping Maths Simple Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Draw and read histograms to represent data; Compare different ways of representing data (use *Sasol Inzalo* book)	110	4	296–299	260–261	No. 97a–98b (pp. 86–93)	No. 1–2 (pp. 116–120) No. 1–4 (pp. 124–126)						
37	**Formal assessment: Project – Steps 5–7**		Project	316–319	272–276								
38	**Interpret, analyse and report data:** Critically read and interpret data	111	*What you…* 1	300–304	262–265		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						
39	Critically analyse data	111	2–4	304–307	265–266	No. 102a (pp. 104–105)							
40	Report data	111	5	308–309	266	No. 102b (pp. 106–107)	No. 1–5 (pp. 133–135)						

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

Clever: Keeping Maths Simple Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Report data: Sources of error and bias *(30 mins)*; The data cycle (use *DBE workbook*) *(30 mins)*	111	6	310–312	266–267	No. 103–104 (pp. 108–111)	No. 1–2 (pp. 135–136)						
42	**Formal assessment: Project – Step 8 (final phase)**		Project	316–319	272–276								
43	**Probability:** Revise probability: Definitions	117	*What you…*	380–382	346–350	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)						
44	Determine the probability of each possible outcome	117	1	383	351	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)						
45	Compare probability with relative frequency	117	2	384–386	351–352	No. 137 (pp. 196–197)	No. 1–13 (pp. 236–239)						

Reflection

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

Clever: Keeping Maths Simple Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Make predictions using probability	117	3	386–388	352	No. 138 (pp. 198–199)						
47	Revise probability (use *Sasol Inzalo* book)	117					No. 1–8 (pp. 239–241)					
48	Revision											
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Clever: Keeping Maths Simple Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Solutions for All Mathematics Learner's Book and Teacher's Guide 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced).
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Solutions for All Mathematics Week 1 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise properties of common fractions, including mixed fractions	100	*Getting started* Act. 18.1 Ex. 18.1*	276–280	170–174		No. 1–10 (pp. 8–11)					
2	Revise addition and subtraction of common fractions, including mixed numbers	100–101	Act. 18.2 Ex. 18.2–18.3	281–283	174–175	No. 65 (pp. 2–3)	No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
3	Revise multiplication of common fractions, including mixed numbers	100–101	Act. 18.3–18.4 Ex. 18.4	284–287	175–176	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
4	Divide whole numbers and common fractions by common fractions	100–102	Act. 18.5–18.6 Ex. 18.5	288–290	176–177	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
5	Calculate the squares, cubes, square roots and cube roots of common fractions	101–102	Ex. 18.6–18.7	290–292	177–178	No. 68 (pp. 8–9)	No. 1–3 (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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

Solutions for All Mathematics Week 2 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Revise equivalent forms	102	Act. 18.7 Ex. 18.8	292–295	178–179	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
7	Revise percentages; Calculate amounts involving percentage increase/decrease; Solve problems in contexts involving percentages	102	Act. 18.8 Ex. 18.9	295–297	179–180	No. 69b (pp. 12–13)						
8	Revise common fractions	102	*Check what…*	298–299	180	No. 70a–70b (pp. 14–17)	No. 1–8 (pp. 26–28)					
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	*Getting started* Ex. 19.1	300–302	181–184	No. 71–72 (pp. 18–21)	No. 1–8 (pp. 34–35) No. 1–6 (p. 36)					
10	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	103	Ex. 19.2#	302	184	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

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

Solutions for All Mathematics Week 3 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
11	Revise addition and subtraction of decimal fractions	103	Act. 19.1 Ex. 19.3	303–304	184–185								
12	Revise multiplication of decimal fractions	103–104	Act. 19.2 Ex. 19.4	304–305	185–186	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)						
13	Divide decimal fractions by whole numbers and decimal fractions	103–104	Act. 19.3 Ex. 19.5 Act. 19.4 Ex. 19.6	306–308	186–187	No. 75 (pp. 26–27)							
14	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	Act. 19.5 Ex. 19.7 Act. 19.6 Ex. 19.8*	308–311	187–190	No. 76a–76b (pp. 28–31)							
15	Solve problems in contexts involving decimal fractions; Use a calculator to convert between common and decimal fractions	104	Act. 19.7 Ex. 19.9 Act. 19.8 Ex. 19.10	311–313	190–191	No. 1–4 (p. 40)							

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

Solutions for All Mathematics Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of triangles and quadrilaterals	106–107	*Getting started* Act. 21.1–21.2 Ex. 21.1	326–331	199–203	No. 82a (pp. 42–43)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56)						
17	Calculate the area of area of triangles and quadrilaterals	106–107	Act. 21.3 Ex. 21.2	331–334	203–204		No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)						
18	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	Act. 21.4 Ex. 21.3	335–336	204–205		No. 1–2 (p. 60)						
19	Use and describe the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	Act. 21.5 Ex. 21.4	337–339	205–206	No. 85 (pp. 50–51)	No. 1–2 (p. 61) No. 1–3 (pp. 62–63)						
20	Calculate the area and circumference of a circle	106–107	Act. 21.6 Ex. 21.5	340–342	206–207	No. 86 (pp. 52–53)	No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69						

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

Solutions for All Mathematics Week 5 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Calculate area conversions; Revision of area and perimeter of 2-D shapes	106–107	Act. 21.7 Ex. 21.6 *Check what…**	342–349	207–210	No. 82b–84 (pp. 44–49)	No. 1–7 (p. 70)					
22	**Surface area and volume of 3-D objects:** Calculate the surface area of prisms	108	*Getting started* Act. 22.1 Ex. 22.1	350–353	211–214	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75)					
23	Calculate the surface area of rectangular and triangular prisms	108	Act. 22.2 Ex. 22.2 Act. 22.3 Ex. 22.3	353–356	214–217	No. 88 (pp. 56–57)	No. 1–4 (pp. 76–77) No. 1–4 (pp. 77–78)					
24	Calculate the volume and capacity of cubes and rectangular prisms	108	Act. 22.5 Ex. 22.4 Act. 22.6 Ex. 22.5	357–359	218		A–C (p. 79) No. 1–3 (p. 80)					
25	Calculate the volume and capacity of triangular prisms	108	Act. 22.7 Ex. 22.6	359–361	219	No. 89a–89b (pp. 58–61)	No. 1–2 (p. 85) No. 1–2 (p. 86)					

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

Solutions for All Mathematics Week 6 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Describe the interrelationship between surface area and volume of prisms	108	Act. 22.9	363–364	220–221		No. 1–4 (pp. 81–82)						
27	Calculate volume conversions; Revision of surface area and volume (use *DBE workbook* or *Sasol Inzalo* book)	108	Act 22.10 Ex. 22.7 Act 22.11	365–367	221–222	No. 90–91 (pp. 62–65)	No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)						
28	**Formal assessment: Assignment**				366–368								
29	**Collect, organise and summarise data:** Collect data	109	Getting started Act. 23.1–23.2 Ex. 23.1 Act. 23.3 Ex. 23.2*	370–376	224–229	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90)						
30	Collect data cont. (use *Sasol Inzalo* book)	109					No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)						
Note: Refer to Day 28: Omit Question 6; Memorandum TG pp. 369–371.													
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**												

Solutions for All Mathematics Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Organise data	109	Act. 23.4	376–377	229–230	No. 93a–93b (pp. 70–73)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)					
32	Summarise data	109	Act. 23.5 Ex. 23.3	378–382	230–231	No. 94a (pp. 74–75)	No. 1–3 (pp. 98–99)					
33	Summarise data cont.	109	Act. 23.6 Ex. 23.4	382–385	232–234	No. 94b (pp. 76–77)	No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					
34	**Represent data:** Draw and read pie charts to represent data	110	*Getting started* Act. 24.1 Ex. 24.1	390–394	237–241	No. 99a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)					
35	Draw and read bar graphs to represent data; Review assignment done in previous week	110	Act. 24.2–24.4 Ex. 24.2	394–399	241–244	No. 95a–96b (pp. 78–85)	No. 1–3 (pp. 109–116)					

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

Solutions for All Mathematics Week 8 *Select													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Draw and read broken-line graphs and histograms to represent data		Act. 24.5 Ex. 24.3 Act. 24.6 Ex. 24.4	400–403	244–246	No. 97a–98b (pp. 86–93) No. 100a–101 (pp. 98–103)	No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–2 (pp. 116–120)						
37	Compare different ways of representing data (use *Sasol Inzalo* book)						No. 1–4 (pp. 124–126)						
38	**Interpret, analyse and report data:** Critically read and interpret data	111	*Getting started** Act. 25.1 Ex. 25.1	406–410	250–253		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						
39	Critically read, interpret and analyse data		Act. 25.2 Ex. 25.2 Act. 25.3 Act. 25.4 *	410–415	253–256	No. 102a (pp. 104–105)	No. 1–5 (pp. 133–135)						
40	Critically analyse data		Ex. 25.3 Act. 25.5 Act. 25.6 Ex. 25.4 Act. 25.7 Ex. 25.5 *	416–421	256–257	No. 102b (pp. 106–107)							
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why? **HOD:** **Date:**										

Solutions for All Mathematics Week 9													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
41	Report data; The data cycle (use *DBE workbook*)	111	Act. 25.8 Ex. 25.6			No. 103–104 (pp. 108–111)	No. 1–2 (pp. 135–136)						
42	**Formal assessment: Project**		Project		372–374								
43	**Formal assessment: Project** cont.		Project		372–374								
44	**Probability:** List the possible outcomes in a simple situation	117	*Getting started*	521–522	319–321	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)						
45	Compare relative frequency with probability	117	Act. 33.1 Ex. 33.1	522–526	321–322	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)						

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

Solutions for All Mathematics Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Relative frequency and probability	117	Act. 33.2 Ex. 33.2 Act. 33.3	526–528	322–323	No. 137 (pp. 196–197)	No. 1–13 (pp. 236–239)					
47	Predict outcomes using probability; Revise probability	117	Ex. 33.3 *Check what…*	529–532	323–324	No. 138 (pp. 198–199)						
48	*Sasol Inzalo*	117					No. 1–8 (pp. 239–241)					
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why?
	HOD: **Date:**

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

This section maps out how you should use the Mathematics Today Learner's Book and Teacher's Guide in a way that enables you to cover the curriculum sequentially, aligning with 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 content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. *Sasol Inzalo Foundation Mathematics Book 2* link to related content (exercise and page numbers are referenced)..
9. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Mathematics Today Week 1 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
1	**Common fractions:** Revise addition and subtraction of common fractions, including mixed numbers	100	13.1	160–161	69	No. 65 (pp. 2–3)	No. 1–10 (pp. 8–11) No. 1–5 (pp. 12–14) No. 1–14 (pp. 15–18)					
2	Revise multiplication of common fractions, including mixed numbers	100–101	13.2	161–162	69	No. 66 (pp. 4–5)	No. 1–8 (pp. 18–21)					
3	Divide whole numbers and common fractions by common fractions	100–101	13.3–13.4*	162–164	70	No. 67 (pp. 6–7)	No. 1–12 (pp. 23–25)					
4	Calculate the squares, cubes, square roots and cube roots of common fractions	100–102	13.5–13.6	165–166	70	No. 68 (pp. 8–9)	No. 1–3 (p. 22)					
5	Solve problems in contexts involving common fractions and mixed numbers	101–102	13.7–13.8	167–168	70–71		No. 1–8 (pp. 26–28)					

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

Mathematics Today Week 2 *Select												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
6	Solve problems in contexts involving common fractions and mixed numbers; Revise equivalent forms	102	13.9–13.10* 13.11–13.13	168–171	71–72	No. 69a (pp. 10–11)	No. 1–18 (pp. 1–7)					
7	Revise percentages; Calculate amounts involving percentage increase/decrease	102	13.14–13.17	172–174	72	No. 69b (pp. 12–13)						
8	Solve problems in contexts involving percentages	102	13.18–13.19	174–175	73	No. 70a–70b (pp. 14–17)	No. 1–8 (pp. 34–35)					
9	**Decimal fractions:** Revise ordering, comparing, place value and rounding off of decimal fractions	103	14.1	178–179	75	No. 71–72 (pp. 18–21)						
10	Revise equivalent forms between common fraction, decimal fraction and percentage forms of the same number	103	14.2–14.3	180–181	75–76	No. 73 (pp. 22–23)	No. 1–6 (pp. 31–33) No. 1–2 (p. 33)					

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

Mathematics Today Week 3

*Select #Supplement

Day	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	*Sasol Inzalo*	Class				
								Date completed				
11	Revise addition and subtraction of decimal fractions	103	14.4	182	76		No. 1–6 (p. 36)					
12	Revise multiplication of decimal fractions	103–104	14.5	182–184	76–77	No. 74 (pp. 24–25)	No. 1–10 (pp. 37–39)					
13	Divide decimal fractions by whole numbers and decimal fractions	103–104	14.6–14.7	184–186	77–78	No. 75 (pp. 26–27)						
14	Calculate the squares, cubes, square roots and cube roots of decimal fractions	104–105	14.8#	186–187	78–79	No. 76a–76b (pp. 28–31)						
15	Solve problems in contexts involving decimal fractions; Revision of decimal fractions	104	14.9 Rev.*	187 188			No. 1–4 (p. 40)					

Reflection

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

Mathematics Today Week 4													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
16	**Formal assessment: Assignment**		Assignment	189	80								
17	**Area and perimeter of 2-D shapes:** Calculate the area and perimeter of squares, rectangles and triangles; Calculate area conversions	106–107	16.1	198–200	83	No. 82a–84 (pp. 42–49)	No. 1–3 (pp. 53–55) No. 1–6 (p. 56) No. 1–7 (p. 70)						
18	Find the area of polygons by decomposing the shapes into rectangles and/or triangles	106–107	16.2	201	83		No. 1–3 (p. 57) No. 1–6 (p. 58) No. 1–2 (p. 59)						
19	Describe the relationship between the radius, diameter and circumference of a circle; Describe the meaning of π	106–107	16.3	202	84		No. 1–2 (p. 61) No. 1–3 (pp. 62–63)						
20	Use the relationship between the radius, diameter and circumference of a circle in calculations; Use and describe the meaning of π	106–107	16.4	203	84		No. 1–3 (p. 64) No. 1–8 (pp. 65–68) No. 1–3 p. 69						

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

Mathematics Today Week 5												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
21	Calculate the area and circumference of a circle; go over assignment done in previous week	106–107	16.5	204–205	84	No. 85 (pp. 50–51)						
22	Revision of the area and perimeter of 2-D shapes	106–107	Rev.	206	84–85	No. 86 (pp. 52–53)	No. 1–2 (p. 60)					
23	**Surface area and volume of 3-D objects:** Calculate the surface area of cubes, rectangular prisms and triangular prisms	108	17.1	208–210	86	No. 87 (pp. 54–55)	No. 1–4 (pp. 71–74) No. 1–2 (pp. 74–75) No. 1–4 (pp. 76–77) No. 1–4 (pp. 77–78)					
24	Calculate the volume of cubes, rectangular prisms and triangular prisms	108	17.2	211–212	86	No. 88 (pp. 56–57)	A–C (p. 79) No. 1–3 (p. 80)					
25	Calculate the capacity of prisms; Calculate volume conversions	108	17.3	213	87	No. 89a–89b (pp. 58–61)						

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

Mathematics Today Week 6													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
26	Describe the interrelationship between surface area and volume of prisms	108	17.4	214–215	87		No. 1–4 (pp. 81–82)						
27	Solving problems involving surface area, volume and capacity (use *DBE workbook* or *Sasol Inzalo* book)	108				No. 90–91 (pp. 62–65)	No. 1–5 (pp. 83–84) No. 1–4 (pp. 84–85)						
28	Revision of surface area and volume	108	Rev.	216	87		No. 1–2 (p. 85) No. 1–2 (p. 86)						
29	**Collect, organise and summarise data:** Collect data	109	18.1	218–221	89	No. 92a–92b (pp. 66–69)	Example 1–2 No. 1–9 (pp. 87–90)						
30	Collect data cont. (use *Sasol Inzalo* book)	109					No. 1–2 (p. 91) No. 1–5 (pp. 91–92) No. 1–3 (p. 93)						

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

Mathematics Today Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
31	Organise and summarise data	109	18.2	222–223	90	No. 93a–93b (pp. 70–73)	No. 1–4 (pp. 94–95) No. 1–4 (pp. 95–97)					
32	Organise and summarise data	109	18.3–18.4	223–225	90	No. 94a (pp. 74–75)						
33	Group data into intervals and summarise data	109	18.5	226–227	91	No. 94b (pp. 76–77)	No. 1–3 (pp. 98–99) No. 1–5 (pp. 100–101) No. 1–8 (pp. 102–105) No. 1–5 (pp. 106–108)					
34	**Represent data:** Draw and read bar graphs to represent data	110	18.6–18.7	228–230	91–92	No. 95a–96b (pp. 78–85)	No. 1–3 (pp. 109–116)					
35	Draw and read histograms to represent data	110	18.8	230–232	92–93	No. 97a–98b (pp. 86–93)	No. 1–2 (pp. 116–120)					

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

Mathematics Today Week 8													
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**					
								Date completed					
36	Draw and read pie charts to represent data	110	18.9	232–233	93	No. 99a–99b (pp. 94–97)	No. 1–2 (pp. 120–122)						
37	Draw and read broken-line graphs to represent data (use *Sasol Inzalo* book); Compare different ways of representing data (use *Sasol Inzalo* book)	110					No. 1 (pp. 122–123) No. 1–3 (pp. 123–124) No. 1–4 (pp. 124–126)						
38	**Formal assessment: Project**		Project	241–243	99–101								
39	**Formal assessment: Project** cont.		Project	241–243	99–101								
40	**Interpret, analyse and report data:** Critically read, interpret and analyse data	111	18.11	235–237	94–96		No. 1–2 (pp. 127–131) No. 1–5 (pp. 132–133)						

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

Mathematics Today Week 9												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
41	Report data	111	18.12	237–238	96–97	No. 102a (pp. 104–105)	No. 1–5 (pp. 133–135) No. 1–2 (pp. 135–136)					
42	Revise data handling	109–111	Rev.	240	98–99	No. 102b (pp. 106–107)						
43	The data cycle (use *DBE workbook*)	111				No. 103–104 (pp. 108–111)						
44	**Probability:** List all the outcomes using probability	117	24.1	306–308	135	No. 135 (pp. 192–193)	No. 1–7 (pp. 229–232)					
45	Relative frequency and probability	117	24.2	309–311	135–136	No. 136 (pp. 194–195)	No. 1–11 (pp. 232–235)					

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

Mathematics Today Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	***Sasol Inzalo***	**Class**				
								Date completed				
46	Compare relative frequency with probability	117	24.3	312	136	No. 137 (pp. 196–197)	No. 1–13 (pp. 236–239)					
47	Revise probability	117	Rev.	313	136	No. 138 (pp. 198–199)						
48	Revise probability (use *Sasol Inzalo* book)	117					No. 1–8 (pp. 239–241)					
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?	What will you change next time? Why? **HOD:** **Date:**

Mathematics Today Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

This section maps out how you should use the Sasol Inzalo Mathematics Learner's Book 2 and Teacher's Guide in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

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1. Day/lesson number.
2. CAPS content linked to Learner's Book content.
3. CAPS page numbers at the start of each CAPS topic.
4. Learner's Book exercises that cover the CAPS content for the day. Where an exercise has been recommended for more than one day, it has been divided into two parts.
5. Page reference in the Learner's Book (LB page reference).
6. Page reference in your Teacher's Guide for the day's activities (TG page reference).
7. DBE workbook link to related content (worksheet and page numbers are referenced).
8. Date completed.

Where necessary, notes referring to specific days have been inserted below the week's tracker.

Weekly reflection

The tracker provides a space that you can use to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and peers, and together 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 could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Sasol Inzalo Mathematics Book 2 Week 1												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
1	**Common fractions:** Equivalent fractions	102	1–18	3–7	1–7	No. 69a (pp. 10–11)						
2	Using fraction notation; Adding and subtracting fractions	100	1–10 1–5	8–11 12–14	8–11 12–14	No. 65 (pp. 2–3)						
3	Tenths and hundredths and thousandths; Multiplication of common fractions, including mixed numbers (fraction of a fraction)	100–101	1–14 1–8	15–18 18–21	18–21	No. 66 (pp. 4–5)						
4	Squares and cubes and roots of fractions	100–102	1–3	22	22	No. 68 (pp. 8–9)						
5	Division by a fraction (serving juice)	100–101	1–12	23–25	23–25	No. 67 (pp. 6–7)						

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Sasol Inzalo Mathematics Book 2 Week 2												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
6	Solve problems in contexts involving common fractions and mixed numbers (doing the juice calculations more quickly)	101–102	1–8	26–28	26–28							
7	Revise percentages; Calculate amounts involving percentage increase/ decrease (use *DBE workbook*)	102				No. 69b (pp. 12–13)						
8	Solve problems in contexts involving percentages (use *DBE workbook*)	102				No. 70a–70b (pp. 14–17)						
9	**Decimal fractions:** Equivalent forms: Fractions in decimal notation; Hundredths, percentages and decimals	104	1–6 1–2	31–33 33	29–33 33	No. 73 (pp. 22–23)						
10	Ordering and comparing decimal fractions	103	1–8	34–35	34–35	No. 71 (pp. 18–19)						

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

Sasol Inzalo Mathematics Book 2 Week 3 #Supplement											
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**				
							Date completed				
11	Rounding off decimal fractions; Calculations with decimal fractions: addition and subtraction of decimal fractions	103	1–6#	37–38	37–38	No. 72 (pp. 20–21)					
12	Revise multiplication of decimal fractions	103–104	7–9#	38–39	38–39	No. 74 (pp. 24–25)					
13	Divide decimal fractions by whole numbers and decimal fractions	104	10#	38–39	38–39	No. 75 (pp. 26–27)					
14	Calculate the squares, cubes, square roots and cube roots of decimal fractions (use *DBE workbook*)	104–105				No. 76a–76b (pp. 28–31)					
15	Solve problems in contexts involving decimal fractions	104	1–4#	40	40						

Reflection

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

Sasol Inzalo Mathematics Book 2 Week 4												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
16	**Area and perimeter of 2-D shapes:** Perimeter of squares and rectangles	106–107	1–3 1–6	55 56	53–55 56	No. 82a (pp. 42–43)						
17	Area of polygons: Area of squares and rectangles; Solving more perimeter and area problems; Areas of triangles	106–107	1–3 1–6 1–2	57 58 59	57 58 59	No. 82b–84 (pp. 44–49)						
18	Area of composite shapes	106–107	1–2	60	60							
19	Relationship between a circle's circumference and diameter; π and the formula for the circumference of a circle	106–107	1–2 1–3 1–3	61 62–63 64	61 62–63 64	No. 85 (pp. 50–51)						
20	Investigate the formula for the area of a circle; Using the formula for the area of a circle	106–107	1–8 1–3	65–68 69	65–68 69							

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

Sasol Inzalo Mathematics Book 2 Week 5												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
21	Calculate area conversions; Area and perimeter problem solving (use *DBE workbook*)	106–107	1–7	70	70	No. 86 (pp. 52–53)						
22	**Formal assessment: Project**											
23	**Formal assessment: Project** cont.											
24	**Surface area and volume of 3-D objects:** From 2-D to 3-D measurements: Investigate the surface area and volume of a book	108	1–4	71–74	73–74	No. 87 (pp. 54–55)						
25	Using nets to explore surface area; Deducing formula for surface areas; Surface area calculations	108	1–2 1–4 1–4	74–75 76–77 77–78	74–75 76–77 77–78	No. 88 (pp. 56–57)						
Note: Refer to Day 22 & 23: A project should be sourced from another set of LTSMs.												

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

Sasol Inzalo Mathematics Book 2 Week 6 #Supplement												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
26	Deriving formulae to calculate volume; Volume calculations	108	A–C 1–3	79 80	79 80							
27	Relationship between surface area and volume	108	1–4	81–82	81–82	No. 89a (pp. 58–59)						
28	Converting between cubic units; Practise converting between units	108	1–5 1–4	83–84 84–85	83–84 84–85							
29	Capacity of 3-D objects: difference between capacity and volume	108	1–2#	85	85	No. 90 (pp. 62–63)						
30	Displacement and more capacity calculations; Revise Surface Area and Volume (use *DBE workbook*)	108	1–2	86	86	No. 91 (pp. 64–65)						

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

Sasol Inzalo Mathematics Book 2 Week 7												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
31	**Collect, organise and summarise data:** Collecting data: Sources of data collection	109	Example 1–2 1–9	89–90	87–90	No. 92a (pp. 66–67)						
32	Collecting data cont.: Populations and samples; Random samples; Questionnaires	109	1–2 1–5 1–3	91 91–92 93	91 91–92 93	No. 92b (pp. 68–69)						
33	Organising data: Tally marks, tables and stem 'n leaf displays; Grouping data in intervals	109	1–4 1–4 1–3	94–95 95–97 98–99	94–95 95–97 98–99	No. 93a–93b (pp. 70–73)						
34	Summarising data: Measures of central tendency and dispersion	109	1–5	100–101	100–101	No. 94a (pp. 74–75)						
35	Summarising data cont.	109	1–8 1–5	102–105 106–108	102–105 106–108	No. 94b (pp. 76–77)						

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

Sasol Inzalo Mathematics Book 2 Week 8												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
36	**Represent data:** Bar graphs and double bar graphs	110	1–3	111–116	109–116	No. 95a–96b (pp. 78–85)						
37	Histograms; Pie charts	110	1–2 1–2	117–120 120–122	116–120 120–122	No. 97a–99b (pp. 86–97						
38	Broken-line graphs	110	1 1–3 1–4	122–123 123–124 124–126	122–123 123–124 124–126	No. 100a–101 (pp. 98–103)						
39	**Interpret, analyse and report data:** Critically analyse how data is collected and represented; Manipulation in data presentation	111	1–2 1–5	127–131 132–133	127–131 132–133	No. 102a (pp. 104–105)						
40	Critically analysing summary statistics	111	1–5	133–135	133–135	No. 102b (pp. 106–107)						

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

Sasol Inzalo Mathematics Book 2 Week 9												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
41	**Formal assessment: Assignment**											
42	Critically analyse and report data; The data cycle (use DBE workbook)	111	1–2	135–136	135–136	No. 103–104 (pp. 108–111)						
43	**Probability:** How often different things can happen; Different fractions of a whole number	117	1–7	231–232	229–232	No. 135 (pp. 192–193)						
44	**Probability:** How often can we expect something to happen	117	1–11	232–235	232–235	No. 136 (pp. 194–195)						
45	An investigation: Comparing relative frequency to probability	117	1–13	236–239	236–239							
Note: An assignment must be sourced from another set of LTSMs.												

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

Sasol Inzalo Mathematics Book 2 Week 10 Revision and test												
Day	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Class**					
							Date completed					
46	Go over assignment done in previous week; Probability	117	1–8	239–241	239–241							
47	Revise probability (use *DBE workbook*)	117				No. 137 (pp. 196–197) No. 138 (pp. 198–199)						
48	Revision											
49	**Formal assessment: Term test**											
50	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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD: **Date:**

Sasol Inzalo Mathematics Book 2 Week 11
Catch up any work not done; review assessments and do remediation – plan your week

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

E. ASSESSMENT RESOURCES

GRADE 8 MATHEMATICS Formal Assessment Record Sheet – Term 3						
	Assignment	Test 3	Project	Total	%	Rating (1–7)
Date of assessment						
Total marks for assessment						
Learner name						

Grade 8 Mathematics Term 3 – Test

Time: 90 mins

Total: 75 marks

INSTRUCTIONS TO LEARNERS:

1. There are seven questions. Answer all questions.
2. Show all your calculations where necessary. Full marks will not be awarded where working out should be shown but is not.
3. Scientific, non-programmable calculators may be used.
4. Please note that diagrams are not drawn to scale.

QUESTION 1:

1.1 Convert $25\frac{3}{4}$ to a common fraction. (1)

1.2 Calculate the value of each of the following:

1.2.1 $3\frac{3}{5} - 2\frac{3}{4}$ (2)

1.2.2 $6\frac{1}{8} \times \frac{2}{7} \div \left(-4\frac{2}{3}\right)$ (3)

1.2.3 $\sqrt{\left(-\frac{1}{2}\right)^2 + \frac{1}{2} \div \left(\frac{1}{2}\right)^2}$ (4)

[10]

QUESTION 2:

You have 72 pencil crayons.

How many pencil crayons makes up $\frac{3}{4}$ of the total?

[2]

QUESTION 3:

3.1 Arrange the following decimal fractions in ascending order:

4,075 4,3 4,956 3,996 (1)

3.2 Convert 1,675 to a common fraction. (1)

3.3 Convert $\frac{110}{4}$ to a decimal fraction. (1)

3.4 Which number is 4 hundredths less than 2 347,772? (2)

3.5 Calculate the value of the following. (**Do not use a calculator** – all steps must be shown.)
(All steps must be shown.)

3.5.1 $13{,}6 \times 0{,}89$ (3)

3.5.2 $(-1{,}541) \div (-0{,}067)$ (3)

3.5.3 $\sqrt[3]{0{,}000216}$ (2)

[13]

QUESTION 4:

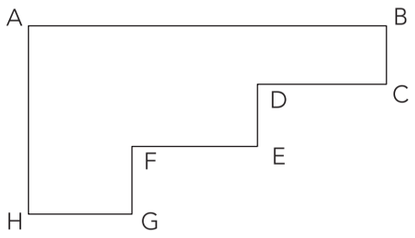
4.1 It costs Mrs Tshabalala R48,65 per square metre for wall-to-wall carpeting in her lounge. How much will it cost her to carpet the lounge if the area is 40 square metres? (2)

4.2 Calculate the percentage decrease in the price of a loaf of bread if the price decreases from R11,65 to R8,87 on a special promotion. (Round off your answer to two decimal places.) (3)

[5]

QUESTION 5: [Use $\pi \approx 3{,}14$]

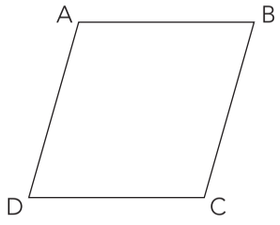
5.1 Calculate the perimeter of the figure below, given that AB = 12 units, DC = 3,1 units, FE = 3,4 units, BC = 1,2 units, DE = 0,8 units and FG = 3 units.



(3)

5.2.1 Give two properties of a rhombus (which an ordinary parallelogram does not have). (2)

5.2.2 Given that ABCD is a rhombus with diagonals AD = 12 cm and BC = 16 cm, calculate its perimeter. (4)

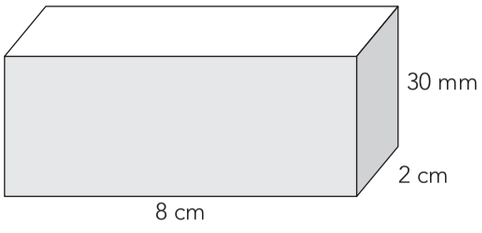


5.3 The area of a circle is 2 123,72 mm^2. Determine the value of the radius of the circle. (Round off your answer to the nearest whole number.) (2)

[11]

QUESTION 6:

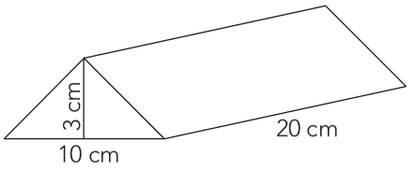
6.1 Calculate the surface area of the rectangular prism shown below, with length = 8 cm, breadth = 2 cm and height = 30 mm. Convert your final answer to metres.



(3)

6.2 If a cube has a capacity of 0,064 litres, what is the length of one of its sides in centimetres? (2)

6.3 6.3.1 Determine the volume of a box of chocolates if the box is shaped like the triangular prism shown below. The length of the box is 20 cm, the width is 10 cm and the height is 3 cm.



(2)

6.3.2 If each chocolate has a volume of 12 cm^3, how many chocolates will fit into this box? (2)

[9]

QUESTION 7:

7.1. The following table shows the number of births in one week in the maternity section of a hospital:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number	10	8	6	7	5	9	3

7.1.1 What graph would be the most suitable way to represent this data? (1)

7.1.2 Calculate the mean number of births per day using this table as a standard example of one week. (3)

7.2 The number of learners in Grade 8 taking part in their most favourite sport is shown in the graph below.

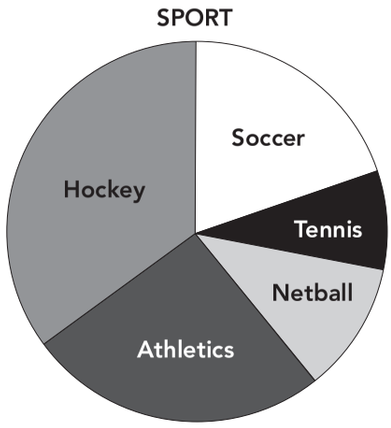
The total number of learners who do sport in Grade 8 is 280.

$\frac{1}{10}$ of the total number of learners play tennis

$\frac{1}{8}$ of the total number of learners play netball

$\frac{1}{5}$ of the total number of learners take part in soccer

$\frac{1}{4}$ of the total number of learners take part in athletics



7.2.1 What type of graph is this? (1)

7.2.2 What percentage of learners take part in athletics? (2)

7.2.3 How many learners play tennis? (2)

7.2.4 Which is the most popular sport amongst the Grade 8 learners? (1)

7.2.5 What fraction of learners play hockey? (Show all working out and leave answer in simplified form.) (3)

[13]

QUESTION 8:

8.1 A bag contains five red, two blue, four yellow and three green balls.

What is the probability of:

8.1.1 a green ball being drawn? (1)

8.1.2 a ball which is not green being drawn? (2)

8.1.3 a ball which is either red or blue being drawn? (2)

8.2 The probability of an event happening is 0,4. What is the probability of it not happening? (2)

8.3 In a bag of cards, $\frac{1}{6}$ are green, $\frac{1}{12}$ are yellow, $\frac{1}{2}$ are white and $\frac{1}{4}$ are blue.

If someone takes a card from the bag without looking, what colour is it most likely to be? (Show how you obtain your answer.) (3)

8.4 A drawer contains 28 pens. If the probability of randomly selecting a blue pen is $\frac{2}{7}$, how many blue pens are in the drawer? (1)

8.5 If a whole number is picked randomly from the digits 0 to 9, what is the probability of selecting a number which is less than 4? (1)

[12]

Grade 8 Mathematics Term 3 – Test Memorandum and Cognitive Levels of Questions

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

The levels are:

K: Knowledge – straight recall of facts

RP: Routine Procedures – well-known, simple applications and calculations

C: Complex Procedures – procedures involving complex calculations and/or higher reasoning

P: Problem Solving – solving problems for which higher order reasoning and processes are involved

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

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 1:		
1.1 $25\frac{3}{4} = \frac{103}{4}$ ✓ *improper fraction*	(1)	K
1.2 1.2.1 $3\frac{3}{5} - 2\frac{3}{4} = \frac{18}{5} - \frac{11}{4} = \frac{72-55}{20}$ ✓ $= \frac{17}{20}$ ✓ *common denominator, then simplification*	(2)	RP
1.2.2 $6\frac{1}{8} \times \frac{2}{7} \div \left(-4\frac{2}{3}\right) = \frac{49}{8} \times \frac{2}{7} \div \left(-\frac{14}{3}\right)$ ✓ *improper fraction* $= \frac{49}{8} \times \frac{2}{7} \times \left(-\frac{3}{14}\right)$ ✓ *mult.* $= \frac{98}{56} \times \left(-\frac{3}{14}\right)$ $= \frac{7}{4} \times -\frac{3}{14}$ $= -\frac{21}{56}$ $= -\frac{3}{8}$ ✓ *simplified answer (unsimplified is acceptable)*	(3)	RP
1.2.3 $\sqrt{\left(-\frac{1}{2}\right)^2 + \frac{1}{2} \div \left(\frac{1}{2}\right)^2}$ $= \sqrt{\frac{1}{4} + \frac{1}{2} \div \frac{1}{4}}$ ✓ *square* $= \sqrt{\frac{1}{4} + \frac{1}{2} \times \frac{4}{1}}$ ✓ *mult.* $= \sqrt{\frac{1}{4} + 2}$ ✓ *simplify* $= \sqrt{2\frac{1}{4}}$ $= \sqrt{\frac{9}{4}}$ $= \frac{3}{2}$ ✓ *final answer*	(4)	RP
QUESTION 2: $\frac{3}{4} \times 72 = \frac{216}{4}$ $= 54$ ✓✓ *set up of expression; final answer* 54 crayons	(2)	RP
QUESTION 3:		
3.1 Ascending order: 3,996 4,075 4,3 4,956 ✓ *order*	(1)	K
3.2 $1{,}675 = 1\frac{675}{1\,000} = 1\frac{27}{40}$ ✓ *mixed fraction*	(1)	RP
3.3 $\frac{110}{4} = 27{,}5$ $4\overline{)110}^{27{,}5}$ ✓ *long or short division*	(1)	RP
3.4 The number that is 4 hundredths less than 2 347,772 is 2 347,732 ✓✓ *1 mark for the decimal place; 1 for final answer*	(2)	K

SOLUTIONS	MARKS	COGNITIVE LEVELS
3.5 3.5.1 $13,6 \times 0,89 = 12,104$ ✓ 13,6 × 0,89 ✓ 1224 10880 12104 ✓	(3)	RP
3.5.2 $-1,541 \div -0,067$ $= \frac{-1,541}{-0,067}$ ✓ $\times \frac{1\,000}{1\,000}$ $= \frac{-1541}{-67}$ = 23 ✓✓ *Long or short division must be shown*	(3)	RP
3.5.3 $\sqrt[3]{0,000216}$ $= \sqrt[3]{0,06 \times 0,06 \times 0,06}$ = 0,06 ✓✓ *For procedure and answer*	(2)	CP
QUESTION 4:		
4.1 48,65 ✓ × 40 = R1 946,00 ✓ *1 mark for setting up the equation; 1 mark for the final answer* It will cost her R1 946,00 to have the carpets laid.	(2)	PS
4.2 $\frac{8,87 - 11,65}{11,65}$ ✓ × 100 ✓ = –23,86% ✓ *expression; mult. by 100; final answer* Percentage decrease of 23,86% *(11,65 –8,87 is also acceptable provided* ***percentage decrease*** *is mentioned)*	(3)	CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 5:		
5.1 AH = 1,2 + 0,8 + 3 = 5 units ✓ *sum of lengths* Perimeter = 2(AH) + 2(AB) = 2(5) + 2(12) = 10 + 24 = 34 units ✓✓ *final answer*	(3)	RP
5.2 5.2.1 Two of the following properties: • All four sides equal • Diagonals bisect each other at right angles • Diagonals bisect the interior angles ✓✓ *theory*	(2)	K
5.2.2 Let diagonals intersect at E. $A\hat{E}B = 90°$ (diags. of rhombus) AE = ED = 6 cm and BE = CE = 8 cm (diags. of rhombus) ✓ *application of theory* $AB^2 = AE^2 + BE^2$ (Th. of Pythagoras) ✓ *use of theorem* $= 6^2 + 8^2$ $= 36 + 64$ $= 100$ ∴ AB = 10 cm ✓ *answer* ∴ Perimeter of rhombus: 4 × 10 = 40 cm (all four sides equal) ✓ *final answer*	(4)	PS
5.3 Area of circle = πr^2 $\pi r^2 = 2\,123,72$ mm^2 ✓ *equation* $r^2 = \frac{2\,123,72}{\pi} = 676,001$ $\therefore r = \sqrt{676,001} = 26$ mm ✓ *answer*	(2)	CP

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 6:		
6.1 length (ℓ) = 8 cm; breadth (b) = 2 cm; height (h) = 30 mm = 3 cm		
Surface area $= 2 \times (\ell \times b) + 2 \times (b \times h) + 2 \times (\ell \times b)$ $= 2 \times (8 \times 3) + 2 \times (2 \times) + 2 \times (8 \times 2)$ ✓ *substitution* $= 48 + 12 + 32$ $= 92$ cm^2 ✓ *answer in cm*	(2)	RP
$= 92 \div 10\,000$ $= 0{,}0092$ m^2 ✓ *answer in m*	(1)	CP
6.2 Capacity of cube: $0{,}064\ell = 64$ ml $\therefore$ Volume = 64 cm^3 ✓ *conversion* Volume of cube: $x^3 = 64$ (let each side = x cm) $x^3 = 4^3$ $\therefore x = 4$ cm ✓ *answer*	(2)	CP
6.3 6.3.1 Volume of triangular prism: V = area of $\triangle$ × height $= \frac{1}{2} \times 10 \times 3 \times 20$ ✓ *substitution* = 300 cm^3 ✓ *answer*	(2)	RP
6.3.2 $300 \div 12$ = 25 chocolates ✓✓ *expression & answer*	(2)	PS

SOLUTIONS	MARKS	COGNITIVE LEVELS
QUESTION 7:		
7.1 7.1.1 A bar graph ✓ *answer*	(1)	K
7.1.2 Mean: $\bar{x} = \frac{10+8+6+7+5+9+3}{7}$ ✓ *formula* $= \frac{48}{7}$ = 6,86 ✓✓ *answer*	(3)	RP
7.2 7.2.1 A pie graph ✓ *answer*	(1)	K
7.2.2 $\frac{1}{4} \times 100$ ✓ = 25 % of the learners take part in Athletics ✓ *answer in percentage form Or 2 marks for final answer only*	(2)	RP
7.2.3 $\frac{1}{10} \times 280 = 28$ learners play Tennis ✓✓ *answer*	(2)	RP
7.2.4 Hockey is the most popular ✓ *answer*	(1)	K
7.2.5 $1 - \frac{1}{10} - \frac{1}{5} - \frac{1}{8} - \frac{1}{4} = \frac{40-4-8-5-10}{40}$ ✓✓ *expression* $= \frac{12}{40}$ $= \frac{3}{10}$ ✓ *simplified answer Or any other method*	(3)	CP
QUESTION 8:		
8.1 8.1.1 P(green ball) = $\frac{3}{14}$ ✓ *answer*	(1)	RP
8.1.2 P(not green) = $1 - \frac{3}{14}$ ✓ *expression* $= \frac{14-3}{14}$ $= \frac{11}{14}$ ✓ answer Or: P(not green) = $\frac{5}{14} + \frac{2}{14} + \frac{4}{14}$ ✓ *expression* $= \frac{11}{14}$ ✓ *answer*	(2)	RP

SOLUTIONS		MARKS	COGNITIVE LEVELS
	8.1.3 P(red or blue) $= \frac{5}{14} + \frac{2}{14}$ ✓ *expression* $= \frac{7}{14}$ $= \frac{1}{2}$ ✓ *answer*	(2)	RP
8.2	P = 1– 0,4 = 0,6 ✓✓ *answer*	(2)	RP
8.3	Green: $\frac{1}{6} = \frac{2}{12}$ Yellow: $\frac{1}{12}$ ✓ White: $\frac{1}{2} = \frac{6}{12}$ Blue: $\frac{1}{4} = \frac{3}{12}$ ✓ ∴ Most likely to choose a white card. ✓ *equivalent fractions and conclusion*	(3)	RP
8.4	$\frac{2}{7} \times 28 = 8$ pens ✓ *answer*	(1)	RP
8.5	P(number less than 4)= $\frac{4}{10}$ ✓ *answer*	(1)	RP

Analysis of Cognitive Levels

Table 1 below shows the weighting of the cognitive levels as specified by the CAPS for tests and examinations for the Senior Phase.

Table 1: WEIGHTING OF THE COGNITIVE LEVELS SPECIFIED BY CAPS

Cognitive levels	Percentage
Knowledge	≈ 25%
Routine procedures	≈ 45%
Complex procedures	≈ 20%
Problem solving	≈10%

Table 2 below shows the weighting of marks across the cognitive levels in the exemplar test provided above. This differs slightly from the suggested weightings in the CAPS. This is acceptable, provided that the two lower cognitive levels add up to approximately 70%, while the two higher levels add up to approximately 30%.

In the test provided the two lower levels add up to 72% and the two higher levels add up to 28%.

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

Cognitive levels	Mark out of 75	Percentage
Knowledge	9	12%
Routine procedures	45	60%
Complex procedures	13	17,3%
Problem solving	8	10,7%