

GRADE 4

Mathematics

Teacher Toolkit: CAPS Planner and Tracker

2019 TERM 4

CONTENTS

A. About the Tracker and Resources	2
B. Lesson Preparation Key Steps	6
C. Trackers for Each Set of Approved LTSMs	10
1. <i>Premier Mathematics</i>	10
2. <i>Viva Mathematics</i>	19
3. <i>Platinum Mathematics</i>	28
4. <i>Oxford Headstart Mathematics</i>	37
5. <i>Oxford Successful Mathematics</i>	46
6. <i>Fabulous Mathematics</i>	55
7. <i>Solutions for All Mathematics</i>	64
8. <i>Study and Master Mathematics</i>	73
D. Assessment Resources	82
1. Assessment Term Plan	82
2. Grade 4 Mathematics Examination Exemplar: Term 4	85
3. Grade 4 Mathematics Examination Memorandum: Term 4	91
4. Analysis of Weightings of Marks: Term 4	93
5. Suggested Assessment Record: Term 4	94

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

3. Links to the CAPS

The Mathematics tracker for Grade 4 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

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

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

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. ***Select** is marked in the LB activities column in the tracker in these cases. In other instances the Learner's Books do not have sufficient activities for learners to consolidate work done on a topic and in these cases, we recommend that you supplement the recommended activities using the DBE workbook referred to by the page number given in the DBE column. #**Supplement** is marked in the LB activities or Mental Maths, MM columns in these cases. You may also use other approved Learner's Books or other resources which you have.

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

5. Links to the DBE workbook

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

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

6. Managing time allocated in the tracker

The tracker for this term contains details of work to be covered this term. The CAPS prescribes six hours of Mathematics per week in Grade 4. Each school will organise its timetable differently. For this reason, the programme of lessons is based on work in the Learner's Book and the DBE workbook that should take just over an hour per day. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by

using other resources to ensure that the full six hours for Mathematics is used constructively.

Please note: After discussions with the Maths Subject Specialists of the KwaZulu-Natal Department of Education, the decision was made to adjust the sequence of topics in the Term 4 tracker. This means that they do not follow the exact order given in the CAPS.

It is important to note that the tracker is based on a term that is nine weeks long. The curriculum content should be covered in the first six weeks. This means that the prescribed eight weeks of content has been condensed to fit into the shorter period, and you will have to work at a consistent pace to meet all the curriculum requirements. Weeks 7 and 8 are for your own programme of revision and for the examination, and Week 9 for the return of examination papers and learner corrections. If you use the tracker in a fourth term of a different length, or if a different amount of time is allocated to assessment, you should adjust your pace accordingly. It is important to check this at the start of the term.

7. Sequence adherence

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

8. Links to assessment

In Term 4 of Grade 4, the formal assessment programme specified by the CAPS requires at least one assignment, one investigation and an end-of-year examination. The approved Learner's Books and Teacher's Guides provide exemplars of an investigation, an assignment and an examination which you can use with your class. The Assessment Term Plan, provided in Section D 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 are to be done, and when feedback should be given.

The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several examinations on the same day in a single week.

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

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

Where the examination is in the Learner's Book you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. Where this is the case, you will need to use an examination in a Teacher's Guide from a different set of LTSMs, or set your own, or make use of the exemplar in the tracker, mentioned above. We recommend that your learners write the examination in Week 7.

A suggested assessment 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 in 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 also include some informal assessment to help you and the learners gain insight into how they are progressing. Although marks do not have to be recorded for such assessments, you might like to record some marks that are awarded or key comments for your own interest. If your Learner's Book has the two informal assessments specified in the CAPS, these are indicated in the tracker.

Note: The assessment programme given in this document is based on the requirements for formal assessment given in the CAPS for Mathematics in the Intermediate Phase (DBE 2011). The DBE occasionally changes the requirements for formal assessment, and the timing of such changes might mean that they are not reflected here. In such cases, you should adjust this document's formal assessment programme to accord with the latest requirements.

9. Resources

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

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books that are part of the *Jika iMfundo* maths toolkit for the Intermediate Phase and Grade 7. These books are:

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

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

Teachers for Grades 4-7 will receive these books once. They will not be redistributed each year as the trackers are.

Teachers in Grade 4 will receive a copy of the maths dictionary. This is really a Foundation Phase resource, but will be useful in Grade 4 as learners make the transition from instruction in their home language to instruction in English.

Section D of the tracker has resources for assessment as discussed above.

B. LESSON PREPARATION KEY STEPS

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

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

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

- *Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what can be done at home. Be sure to have some enrichment and remediation activities ready to use as needed. (The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities that might be useful in the toolkit book *Remediation and Enrichment Activities*.*
 - Consider the needs of any learners with barriers to learning in your class, and how best to support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
 - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.
 - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.
4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below, and we have suggested the time to be spent on each. However, you might find that you need to work differently in some lessons, such as when a test is being written.

Step 1: Mental Maths (5–10 minutes): This is the start-up activity for each lesson and should not take more than 5 to 10 minutes. The purpose of this activity is to focus on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. *Each day you need to prepare for the Mental Maths activities.* This is a mental activity for the learners. If the Mental Maths is in your Learner's Book (which is the case with some of them), then you do not need to copy the work for the learners. If the Mental Maths activity is in the Teacher's Guide, then you will need to make photocopies for the learners. Learners could do Mental Maths orally most days, but they should do Mental Maths in written form once a week. For example, choose a set day, such as a Wednesday on which you do written Mental Maths on a weekly basis

so that there is some record of your daily Mental Maths activities. You will find many ideas for mental mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the maths toolkit.

Each of the LTSMs has a different approach to mental calculations. Read the extract from the CAPS p. 39 given below, and then check your LTSM and your copies of the other approved LTSMs to see which follow the requirements as laid down by the CAPS most closely. You may need to supplement your LTSM's Mental Maths programme by using good examples from other approved books.

Extract from the CAPS p. 39

Mental calculations should be used to practise concepts and skills developed through the main lesson, sometimes with smaller number ranges. Learners should not be asked to do random calculations each day.

Mental calculations should be used as an opportunity to consolidate three aspects of learners' number knowledge:

1. Number Facts

- 1.1 Number Bonds
- 1.2 Times Tables

2. Calculation Techniques

- 2.1 Doubling and halving, using multiplication to do division, multiplying and dividing by 10, 100, 1 000
- 2.2 Multiplying by multiples of 10, 100, 1 000,
- 2.3 Building up and breaking down numbers, rounding off and compensating etc.

3. Number Concept

- 3.1 Counting, Ordering and Comparing, Place Value, Odd and Even Numbers, Multiples and Factors
- 3.2 Properties of Numbers (Identity Elements for Addition and Multiplication
- 3.3 Commutative and Associative Property for Addition and Multiplication
- 3.4 Inverse Operation for Multiplication and Division; Inverse

Helping learners develop a range of Mental Maths strategies

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

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

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

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

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

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

Step 2: Homework review/reflection (10 minutes): We recommend that you take about 10 minutes (not more) to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities; use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly moderate a sample of learners' books. Choose one or two activities that you realise were problematic to revise more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.

Step 3: Lesson content – concept development (15–20 minutes): We recommend that you should 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 that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

Step 4: Classwork activity (20–25 minutes): 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 mathematics and problem solving skills. It is important that you *prepare yourself for the classwork activity* – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection. The **exercises given in the various Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do.

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

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. (See Section F of tracker for the enrichment cards.) Throughout the lesson, try to identify learners that need

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

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

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. Premier Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go well in your lesson. Together with your HOD you can think of ways of improving 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? Did you think through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance: Did the learners reach a good understanding of the key concepts for the day? Could they use the language expected of them? Could they write what was expected of 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 head of department and your peers.

Premier Mathematics Week 1

*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
1	Q. 233–247 A. 184–186 Ex. 151	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	*1–7	178–180	92–93	No. 105 (pp. 100–101)	Flard cards (No. 4)					
2	Q. 233–247 A. 184–186 Ex. 152	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4 digit numbers; Rules for rounding off; Write number sentences and calculate the answers	107	*1 and 2	180–181	94	No. 106 (pp. 102–103)						
3	Q. 233–247 A. 184–186 Ex. 153	Addition and subtraction calculations	107	*3 and 4	181	95	No. 107 (pp.104–105)						
4	Q. 233–247 A. 184–186 Ex. 154	Interpret information from map and do calculations; Learners select a method to use for their calculations	107	*5 and 6	182	95	No. 108 (pp. 106–107)						
5	Q. 233–247 A. 184–186 Ex. 155	Use inverse operations of addition and subtraction to calculate answers; Read and solve word problems	107	*7, 8 and 9	182	95–96	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Vocabulary used for all four operations (No. 1)					
6	Q. 233–247 A. 184–186 Ex. 156	MEASUREMENT 4.2 Mass Practical work with grams and kilograms; Reading scales and indicating mass on number lines	108–110	1 and 2	184–185	97	No. 111 (pp. 112–113)	A variety of mass meters – must include bathroom scales					

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	Q. 233–247 A. 184–186 Ex. 157	Read masses on packaging, order them; Solve word problems to do with mass	108–110	3 and 4	186	98	No. 112 (pp. 113–114)	Items of different mass which have the mass clearly indicated					
8	Q. 233–247 A. 184–186 Ex. 158	Read kitchen scales; Choose the correct balance pieces; Read bathroom scales; Read bar graphs	108–110	5 and 6	187–188	98	No. 113a (pp. 116–117)						
9	Q. 233–247 A. 184–186 Ex. 159	Conversions between grams and kilograms	108–110	7	189	99	No. 113b (pp. 118–119)	Wall chart with mass conversions					
10	Q. 233–247 A. 184–186 Ex. 160	Read and solve problems to do with Rand and kilograms; Increase the ingredients in a recipe by a given ratio	108–110	8	190	99	No. 114 (pp. 120–121) No. 115 (pp. 122–123)						
11	Q. 233–247 A. 184–186 Ex. 161	SHAPE AND SPACE 3.2 Properties of 3-D objects Identify items as being 2-D or 3-D; Match 3-D objects to their names	111	1 and 2	192	100	No. 116 (pp. 124–125)	Models of 3-D objects and 2-D shapes; Wall charts (No. 10, 11)					
12	Q. 233–247 A. 184–186 Ex. 162	Distinguish 3-D objects according to their surfaces; Identify 3-D objects in a different context	111	3 and 4	193–194	101	No. 117 (pp. 126–127)	A variety of 3-D objects					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Premier Mathematics Week 3

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
13	Q. 233–247 A. 184–186 Ex. 163	Match objects to their nets; Build 3-D objects	111	5	194	101		2-D shapes (No. 10)					
14	Q. 233–247 A. 184–186 Ex. 165	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Describe, compare, order and find equivalent fractions	112	1	195–196	102	No. 118 (pp. 128–129)	Fraction wall (No. 7) and number lines (No. 8)					
15	Q. 233–247 A. 184–186 Ex. 166	Name shaded and unshaded fractions; Read and solve word problems 1–5	112	2 and 3: 1–5	196–197	102–103	No. 119 (pp. 130–131)						
16	Q. 233–247 A. 184–186 Ex. 167	Read and solve word problems 6–8 (30 mins)	112	3: 6–8	198	103	No. 120 (pp. 132–133) No. 121 (pp. 134–135)	Give learners the instructions for the Assignment					
		FORMAL ASSESSMENT Assignment: Mass (30 mins) Explain to the learners what is expected in the Assignment Hand in Assignment in Lesson 21		3	186	97							
17	Q. 233–247 A. 184–186 Ex. 168	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digits by 1-digit)	113	1 and 2	199	103	No. 124 (pp. 140–141)						
18	Q. 233–247 A. 184–186 Ex. 170	Division with remainders and inverse operation; Division with rounding off	113	3 and 4	199–200	104	No. 125 (pp. 142–143)						

Reflection

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

What will you change next time? Why?

HOD:

Date:

Premier Mathematics Week 4

*Select Useful website: [http://en.wikipedia.org/wiki/Flat Stanley](http://en.wikipedia.org/wiki/Flat_Stanley)

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
19	Q. 233–247 A. 184–186 Ex. 169	Division as sharing; Read and solve word problems	113	5 and 6	200	104–106	No. 126 (pp. 144–145)	Vocabulary used for all four operations (No. 1)					
20	Q. 233–247 A. 184–186 Ex. 171	MEASUREMENT 4.6 Perimeter, area and volume Practical: Estimating and measuring perimeter	114–115	1 and 2	201–202	105	No. 127 (pp. 146–147)	Rulers (No. 14), measuring tapes, trundle wheel					
21	Q. 233–247 A. 184–186 Ex. 172	Measuring perimeter Hand in Assignment	114–115	3 and 4	202–203	105–106	No. 128 (pp. 148–149)	Cubes					
22	Q. 233–247 A. 184–186 Ex. 173	Area (30 mins)	114–115	5 and 6	203–205	106		Photocopy the investigation worksheets 1 and 2 and the rubric for each learner					
		FORMAL ASSESSMENT Investigation: Do we need a standard unit of measurement? (30 mins); Read through the investigation worksheets 1 and 2 and the rubric to make sure the learners understand what to do; Hand in Investigation in Lesson 25	114–115			150–153							
23	Q. 233–247 A. 184–186 Ex. 174	Measuring the perimeter and area of regular and irregular shapes	114–115	*7 and 8	206–207	107	No. 129 (pp. 150–151)	Grid paper TG p. 169 (No. 20, 21)					
24	Q. 233–247 A. 184–186 Ex. 175	Counting how many cubes are in each shape; Making regular prisms	114–115	*9, 10 and 11	207–209	107–108	No. 131 (pp. 154–155)	Cubes for building					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

Premier Mathematics Week 5

*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
25	Q. 233–247 A. 184–186 Ex. 176	Volume; Find the volume in cubic units Hand in the Investigation	114–115	*10 and 11	208–209	108	No. 132 (pp. 156–157)	Cubes for building					
26	Q. 233–247 A. 184–186 Ex. 177	SPACE AND SHAPE 3.6 Position and movement Working with alpha-numeric grids	115	*1, 2 and 3	210–211	109	No. 133 (pp. 158–159) No. 134 (pp. 160–161)						
27	Q. 233–247 A. 184–186 Ex. 178	Transformations Identify shapes which can tessellate	115	1	212–213	110	No. 135 (pp. 162–163)	A variety of 2-D shapes TG p. 171 (No. 10)					
28	Q. 233–247 A. 184–186 Ex. 179	Identify and make tessellating shapes which are identical	116	2 and 3	213–214	110	No. 136 (pp. 164–165) No. 137 (pp. 166–167)	Grid TG p. 169 (No. 20, 21) Photocopy for each learner					
29	Q. 233–247 A. 184–186 Ex. 180	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Copy, extend the pattern and identify the rule	117	1 and 2	214–215	111–112	No. 138 (pp. 168–169)						
30	Q. 233–247 A. 184–186 Ex. 182	Describe the rule for extending the pattern	117	3 and 4	215–216	112	No. 139 (pp. 170–171)						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities</i> and <i>Printable Resources</i> book	Class					
									Date completed					
31	Q. 233–247 A. 184–186 Ex. 181	Hand back the Investigation and work through the common errors and misconceptions												
32	Q. 233–247 A. 184–186 Ex. 183	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction	118	1	216	113	No. 140 (pp. 172–173)							
33	Q. 233–247 A. 184–186 Ex. 184	Use addition or subtraction to match the crates to the carriages	118	2	217	113	No. 141 (pp. 174–175)							
34	Q. 233–247 A. 184–186 Ex. 185	Interpret written instructions to work out the calculation, then the answer; Calculations with time	118	5 and 6	218	114	No. 142 (pp. 176–177)							
35	Q. 233–247 A. 184–186 Ex. 186	DATA HANDLING 5.1 Probability Toss the coin and keep a tally	119	1 and 2	219–220	115–116	No. 143 (pp. 178–179)	Coins						
36	Q. 233–247 A. 184–186 Ex. 187	Throw the die and keep a tally	119	3	221	116	No. 144 (pp. 180–181)	Dice or spinners (No. 19)						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Premier Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
37		Hand back the Formal Assessment: Investigation and work through the common errors and misconceptions												
38														
39														
40														
41														
42														

Reflection

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

What will you change next time? Why?

HOD:

Date:

Premier Mathematics Week 9 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?
2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?
3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?

4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?
5. What needs to be communicated to the teacher who will teach this group of learners next year?
6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?

HOD:

Date:

2. Viva Mathematics

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

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

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

The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE book or consult other Learner Books and add to the exercises in the Learner's Book which the school has chosen.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not

go well in your lesson. Together with your HOD you can think of ways of improving 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? Did you think through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance: Did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance: Did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learner's Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Viva Mathematics Week 1

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
1	TG A. 129 LB Q. 170	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1	171	87	No. 105 (pp. 100–101)	Counters, counting grids (No. 3), number lines (No. 5)					
2	TG A. 129 LB Q. 170	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers	107	2	172	88	No. 106 (pp. 102–103)						
3	TG A. 129 LB Q. 170	Rounding off and calculating	107	3	173	88	No. 107 (pp.104–105)	Counters, counting grids (No. 3), number lines (No. 5)					
4	TG A. 129 LB Q. 170	Adding and inverse operations	107	4	174	88–89	No. 108 (pp. 106–107)						
5	TG A. 129 LB Q. 170	Word problems	107	5	175	89	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Vocabulary using all four operations (No. 1)					
6	TG A. 129 LB Q. 176	MEASUREMENT Mass Kilograms – estimate, measure and compare	108–110	1	177–178	91	No. 111 (pp. 112–113)	A variety of scales; Items of different mass – mass must be clearly indicated					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
<p>HOD:</p>						<p>Date:</p>							

Viva Mathematics Week 2

#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	TG A. 129 LB Q. 176	FORMAL ASSESSMENT Assignment Discuss with the learners that they will have to collect magazine pictures of 3-D objects in everyday life as well as actual 3-D objects and bring them to class in Lesson 13	108–110	3	186	94	No. 112 (pp. 113–114)						
		Grams – read mass on scale dial		2	179	91							
8	TG A. 129 LB Q. 176	Working with grams – conversions	108–110	3	180	91	No. 113a (pp. 116–117)	Wall charts showing conversions					
9	TG A. 129 LB Q. 176	Measuring mass – practical and bar graph	108–110	4	181	92	No. 113b (pp. 118–119)	Bathroom scales					
10	TG A. 129 LB Q. 176	Problem solving	108–110	5	182	92	No. 114 (pp. 120–121)						
11	TG A. 130 LB Q. 183	SHAPE AND SPACE 3.2 Properties of 3-D objects Sorting 3-D objects	111	#1	184	93	No. 116 (pp. 124–125)	Models of 3-D objects (also No. 12)					
12	TG A. 130 LB Q. 183	Faces of 3-D objects	111	#2	185	93	No. 117 (pp. 126–127)	Shapes stencil					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Viva Mathematics Week 3

#Supplement

Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
13	TG A. 130 LB Q. 183	FORMAL ASSESSMENT Assignment 3-D objects in daily life Learners complete the assignment in class and hand it in at the end of the lesson	111	#3	186	94		Magazines, scissors, glue, boxes and containers					
14	TG A. 130 LB Q. 183	Nets – cube, rectangle, pentagonal prism	111	#4	187	94		Various boxes and containers (also No. 13)					
15	TG A. 130 LB Q. 189	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Fractions – fifths and sevenths	112	1	191	96	No. 118 (pp. 128–129)	Paper for paper folding					
16	TG A. 130 LB Q. 189	Comparing and ordering fractions	112	2	192	96–97	No. 120 (pp. 132–133) No. 121 (pp. 134–135)	Fraction mat or wall TG p. 149 (No. 7)					
17	TG A. 130 LB Q. 189	Addition of fractions with the same denominator	112	3	193	97	No. 122 (pp. 136–137)						
18	TG A. 130 LB Q. 189	Fraction of a group of objects	112	4	194	97	No. 123 (pp. 138–139)	Counters, buttons or stones					

Reflection

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

What will you change next time? Why?

HOD:

Date:

Viva Mathematics Week 4

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
19	TG A. 131, 129 LB Q. 195	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit); Revision	113	1	196	98	No. 124 (pp. 140–141)	Number lines TG p. 139 (No. 5)					
20	TG A. 131, 129 LB Q. 195	Dividing a 3-digit number by a 1-digit number	113	2	197	99	No. 125 (pp. 142–143)						
21	TG A. 131, 129 LB Q. 195	Checking division by using multiplication	113	3	198	99	No. 126 (pp. 144–145)						
22	TG A. 131, 129 LB Q. 195	MEASUREMENT 4.6 Perimeter, area and volume Perimeter	114–115	#1	200	101	No. 127 (pp. 146–147)	Geoboards and elastic bands (if available)					
23	TG A. 131, 129 LB Q. 195	Area	114–115	2	201	101	No. 128 (pp. 148–149)	Square paper TG p. 146 (No. 20, 21)					
24	TG A. 131, 129 LB Q. 199	Perimeter and area Return assignment to learners and discuss any general errors made with them	114–115	3	201	101	No. 129 (pp. 150–151)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 5

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
25	TG A. 131, 129 LB Q. 199	Volume	114–115	4	203–204		No. 130 (pp. 152–153)	Containers with different capacities					
26	TG A. 131, 129 LB Q. 199	FORMAL ASSESSMENT Investigation Read through the notes and make sure that the learners understand what to do Hand in Investigation in Lesson 31	114–115		205	102	No. 131 (pp. 154–155) No. 132 (pp. 156–157)						
		SPACE AND SHAPE 3.6 Position and movement Locating positions on a grid	115	1	209	104	No. 133 (pp. 158–159)	Tangram pieces for each learner TG p. 141 (No. 11)					
27	TG A. 131, 129 LB Q. 199	Find the place	115	2	210	104–105	No. 134 (pp. 160–161)						
28	TG A. 132 LB Q. 208	Tessellating patterns	116	3	211	105	No. 135 (pp. 162–163)	Tangram pieces – choose a shape and make nine more TG p. 141 (No. 11)					
29	TG A. 132 LB Q. 208	Create tessellating patterns with 2 different shapes	116	4	212	105	No. 136 (pp. 164–165) No. 137 (pp. 166–167)						
30	TG A. 132 LB Q. 208	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Repeating patterns	117	1	215	106	No. 138 (pp. 168–169)	Cut outs of 2-D shapes (No. 10)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 6

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
31	TG A. 132 LB Q. 208	Extending patterns Hand in the Investigation	117	2	216	106	No. 139 (pp. 170–171)	Matchsticks					
32	TG A. 132 LB Q. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction; Revision	118	1	218	108	No. 140 (pp. 172–173)						
33	TG A. 132 LB Q. 214	Add and subtract	118	2	219	109	No. 141 (pp. 174–175)						
34	TG A. 132 LB Q. 214	Rounding off and calculating	118	3	220	109	No. 142 (pp. 176–177)						
35	TG A. 132 LB Q. 214	DATA HANDLING 5.1 Probability Likely or unlikely; Coin toss	119	1 and 2	222	110	No. 143 (pp. 178–179)	A coin for each learner					
36	TG A. 132 LB Q. 214	Return the Investigation and go over it with the learners; Do remediation on any aspects which the learners found difficult Dice game	119	3	223	110	No. 144 (pp. 180–181)	A dice or spinner for each learner (No. 19)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37													
38													
39													
40													
41													
42													

Reflection

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

What will you change next time? Why?

HOD:

Date:

Viva Mathematics Week 9 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p> | <p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p> |
|---|---|

HOD:

Date:

3. Platinum Mathematics

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

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

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

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go well in your lesson. Together with your HOD you can think of ways of improving 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? Did you think through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance: Did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance: Did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your Learners' Books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Platinum Mathematics Week 1													
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
1	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	32.1 32.2 32.1	154–155	121–122	No. 105 (pp. 100–101)	Flard cards (No. 4), ten section spinner (No. 19), set of number cards with 4-digit number on one side and the number written in words on the other side					
2	209	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Estimate and work with money	107	33.1 33.2	156	124–125	No. 107 (pp. 104–105)	Place value tables; Cards with digits 0 to 9; Set of cards with addition and subtraction equations					
3	210	Add and subtract 4-digit numbers	107	33.3	157	125	No. 108 (pp. 106–107)	Place value tables; Cards with digits 0 to 9; Set of cards with addition and subtraction equations					
4	210	Problem solving	107	33.4	158	158	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Wall chart with vocabulary used for the four operations (No. 1)					
5	210	MEASUREMENT Mass Estimate and use units of mass; Read measure and record mass	108–110	34.1 34.2	160–161	128–128	No. 111 (pp. 112–113)	A variety of scales – kitchen, bathroom; Items which vary in mass, e.g. a brick, a teabag, etc.					
6	211	Convert units of mass	108–110	34.3	162	129	No. 112 (pp. 113–114)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 2

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	211	Compare and order mass	108–110	34.4	163	129–130	No. 113a (pp. 116–117)	Wall charts with conversions					
8	211	Work with mass	108–110	34.5	164	130–131	No. 113b (pp. 118–119)						
9	211	Solve problems with mass	108–110	34.6	165	131	No. 114 (pp. 120–121) No. 115 (pp. 122–123)						
10	212	SHAPE AND SPACE 3.2 Properties of 3-D objects Identify sort and compare 3-D objects	111	35.1 35.2 35.3	166–168	133–134	No. 116 (pp. 124–125)	Models of 3-D objects; Wall charts of 3-D objects (No. 12)					
11	212	Make 3-D models	111	35.4 35.5	169–170	134–135	No. 117 (pp. 126–127)	Paper, cardboard, sticky tape, masking tape, matches, pair of scissors and different size boxes to deconstruct					
12		FORMAL ASSESSMENT Investigation Delivering letters Read through the Investigation and explain to learners what is expected of them Hand in Investigation in Lesson 18			172–173	135 and rubric 136–137							
		Make 3-D models (cont.)	111	35.6	169–170	134–135							
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 3													
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	213	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Recognise fractions	112	36.1	174	138	No. 118 (pp. 128–129)	Fraction wall (No. 7), number lines (No. 8) and circles (No. 6)					
14	213	Use fractions to measure	112	36.2	175	138	No. 119 (pp. 130–131)	Counters or buttons					
15	213	Use fractions to measure	112	36.2	175	138	No. 120 (pp. 132–133) No. 121 (pp. 134–135)	Counters or buttons					
16	213	Solve measurement problems	112	36.3	176–177	139	No. 122 (pp. 136–137)						
17	214	Solve measurement problems; Game	112	36.3	176–177	139	No. 123 (pp. 138–139)						
18	214	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit) Hand in Investigation	113	37.1	178	140–141	No. 124 (pp. 140–141)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 4

Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	214	Solve division problems	113	37.2	179	141	No. 125 (pp. 142–143)						
20	214	Solve problems with unequal sharing	113	37.3	180	141–142	No. 126 (pp. 144–145)						
21	215	MEASUREMENT 4.6 Perimeter, area and volume Measure and calculate perimeter	114–115	38.1	182	143–144	No. 127 (pp. 146–147)	Rulers (No. 14); Photocopy of worksheet as suggested on TG p. 143					
22	215	Measure and calculate perimeter	114–115	38.2	183	143–144	No. 128 (pp. 148–149)	Squared paper (No. 20, 21)					
23	215	Area (30 mins)	114–115	38.3	184	144–145		Squared paper (No. 20, 21)					
		Hand back the Investigation and work through the common errors and misconceptions (30 mins)			172–173	135 and rubric 136–137							
24	215	Area – how to count partially shaded areas	114–115	38.4	185	144–145	No. 129 (pp. 150–151)	Set of 12 same-sized cardboard squares per pair of learners; Squared paper					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

Platinum Mathematics Week 5														
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class					
									Date completed					
25	216	Volume	114–115	38.5	186	146–147	No. 130 (pp. 152–153)	Plastic drinking container; Soft clay						
26	216	Volume (30 mins) FORMAL ASSESSMENT Assignment Designing and building a roof (30 mins)	114–115	38.6	187 192–193	146–147 149–150	No. 131 (pp. 154–155) No. 132 (pp. 156–157)	Cubes, blocks and various sized containers						
27	216	SPACE AND SHAPE 3.6 Position and movement Find objects on a grid	115	39.1	188	148	No. 133 (pp. 158–159)							
28	216	Find objects on a map	115	39.2	189	149	No. 134 (pp. 160–161)							
29	217	Transformations Build composite shapes	116	40.1	194	151	No. 135 (pp. 162–163)							
30	217	Tessellating patterns (Describe patterns around us)	116	40.2 40.3 (40.4)	195 (197)	151–152	No. 136 (pp. 164–165) No. 137 (pp. 166–167)							
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Platinum Mathematics Week 6

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	217	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Extend geometric patterns; Identify a sequence	117	41.1 42.2	198 199	153–154	No. 138 (pp. 168–169)	Match sticks, bottle tops or small stones					
32	217	Find a rule	117	41.3	200	154–155	No. 139 (pp. 170–171)	Match sticks, bottle tops or small stones					
33	218	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction	118	42.1	202		No. 140 (pp. 172–173)	Place value cards (No. 4); Cards with digits 0 to 9; Set of cards with addition and subtraction equations					
34	218	More addition and subtraction; Problem solving	118	42.1 42.2	202 203	156–157	No. 141 (pp. 174–175)	Place value tables; Cards with digits 0 to 9; Set of cards with addition and subtraction equations					
35	218	Hand back the Assignment and work through the common errors and misconceptions (40 mins)		38.6	187 192–193	146–147 149							
		DATA HANDLING 5.1 Probability Do experiments and list the outcomes (20 mins)	119	43.1	204	158–159	No. 143 (pp. 178–179)						
36	219	List and count the outcomes	119	43.2		158–159	No. 144 (pp. 180–181)	Coins and dice or spinners (No. 19)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Platinum Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
37														
38														
39														
40														
41														
42														

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete 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 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p> | <p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p> |
|---|---|

HOD:

Date:

4. Oxford Headstart Mathematics

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

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

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

#The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE workbook or consult other Learner's Books and add to the exercises in the Learner's Book which your school has chosen.

*The asterisk shows the activities which might be too long for the lesson. Please choose some of the questions for the learners to answer.

Note: The teacher guidelines often describe games which the learners can play. Games are a good way to build skill and let learners enjoy Mathematics. However, time is very limited and the Mental Maths games must not take longer than the stipulated 10 minutes.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go well in your lesson. Together with your HOD you can think of ways of improving 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? Did you think through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance: Did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance: Did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Oxford Headstart Mathematics Week 1

*Select #Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	TG A. 289 LB Q. 250 A–H	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1, 2 and 3	251–252	290–292	No. 105 (pp. 100–101)	Flard cards (No. 4)					
2	TG A. 293 LB Q. 253 A–I	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Rounding off and estimation	107	1	253–254		No. 106 (pp. 102–103)	Dienes blocks, flard cards (No. 4), number lines (No. 5)					
3	#	Addition – 3 methods	107	*2 and *3	254–255	396–399	No. 107 (pp. 104–105)						
4	#	Subtraction – 3 methods	107	*4 and *5	255–256	299–302	No. 108 (pp. 106–107)						
5	#	Problem solving	107	6	256	302	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Wall chart of vocabulary used for the four operations (No. 1)					
6	# TG A. 303 LB Q. 257	MEASUREMENT Mass Estimate and measure mass in kilograms	108–110	1	257	302–304	No. 111 (pp. 112–113)	A variety of scales					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Oxford Headstart Mathematics Week 2

*Select #Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	#	Measuring mass in grams	108–110	2	258	304	No. 112 (pp. 113–114)	Variety of food products with mass indicated					
8	#	Compare and record mass in kg and g	108–110	3	259	305–306	No. 113a (pp. 116–117)						
9	#	Round off grams to the nearest kilogram; Convert between grams and kilograms	108–110	4 and 5	260	307	No. 113b (pp. 118–119)	Wall chart showing units of mass and conversions					
10	#	FORMAL ASSESSMENT Assignment: Problem solving – Mass* Read through the activity with the learners and make sure they know what to do Learners hand in the assignment at the end of the lesson	108–110	6	261	307–309							
11	TG A. 309 LB Q. 263	SHAPE AND SPACE 3.2 Properties of 3-D objects Identify and name 3-D objects; Compare and sort 3-D objects	111	1 and 2	263–264	310–311	No. 116 (pp. 124–125)	Display models learners made in Term 2					
12	#	Build 3-D models using 2-D shapes	111	3	264	312	No. 117 (pp. 126–127)	2-D shapes					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Oxford Headstart Mathematics Week 3
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
13	#	Draw rectangular prisms	111	4	266	312–313		Cut out of a rectangle					
14	TG A. 315 LB Q. 268 A–H	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Naming and comparing fractions	112	1	268–269	316	No. 118 (pp. 128–129)	Fraction wall and fraction strips (No. 7), number lines (No. 8) and circles (No. 6)					
15	#	Compare fractions	112	2	270		No. 119 (pp. 130–131)						
16	#	Adding and subtracting fractions	112				No. 120 (pp. 132–133) No. 121 (pp. 134–135)						
17	#	Return assignment to learners Discuss errors with learners and give them time to do corrections	112				No. 122 (pp. 136–137)						
		Problem solving		3 and 4	271–272	317–318							
18	TG A. 320 LB Q. 273 A-I	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit); Check multiplication answers by doing division; Division with remainders	113	6	272	318–319	No. 124 (pp. 140–141)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Oxford Headstart Mathematics Week 4

*Select #Supplement Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	#	Work with remainders	113	7	278–279	324	No. 125 (pp. 142–143)						
20	#	Problem solving (Ratio and rate)	113	*8 (9 and 10)	179 (280–281)	325–327	No. 126 (pp. 144–145)						
21	TG A. 328 LB Q. 282	MEASUREMENT 4.6 Perimeter, area and volume Find perimeter by counting; Find perimeter by measuring	114–115	1 and 2	282–283	328–330	No. 127 (pp. 146–147)	Rulers (No. 14), measuring tapes, trundle wheels					
22	#	Find perimeter by calculating	114–115	3	284	330–332	No. 128 (pp. 148–149)	Squared paper (No. 20, 21)					
23	#	Find the area of shapes on a grid	114–115	5	286	332	No. 129 (pp. 150–151)	Squared paper (No. 20, 21)					
24	#	Find the volume of objects	114–115	7	289	334–335	No. 130 (pp. 152–153)	Dienes blocks					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

Oxford Headstart Mathematics Week 5
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
25	#	Find the capacity of containers (40 mins)	114–115	8	290	335	No. 131 (pp. 154–155)	Dienes blocks, containers					
		FORMAL ASSESSMENT Investigation Read through with the learners and make sure they know what to do Hand in Investigation in Lesson 30 (20 mins)		6	287	333	No. 132 (pp. 156–157)						
26	TG A. 292 LB Q. 292	SPACE AND SHAPE 3.6 Position and movement Find the positions of shapes on a grid; Find the position of objects on a grid	115	1 and 2	292–293	337–338	No. 133 (pp. 158–159)						
27	#	Position on a map; Oral lesson; Find places in a province	115	3 and 4	294–395	339–340	No. 134 (pp. 160–161)						
28	#	Transformations Tessellations – triangles and quadrilaterals	116	1 and 2	296–297	340–342	No. 135 (pp. 162–163)	20 small quadrilaterals; 20 small triangles					
29	#	Tessellations and number patterns	116	4	298	343	No. 136 (pp. 164–165) No. 137 (pp. 166–167)	20 small quadrilaterals; 20 small triangles					
30	TG A. 344 LB Q. 301 A–B	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Work with patterns Hand in Investigation	117	1	302	345	No. 138 (pp. 168–169)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete 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

*Select #Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	#	Build objects with more than one layer (30 mins)		2	302	346	No. 139 (pp. 170–171)						
		Hand back the Investigation and work through common errors and misconceptions (30 mins)											
32	TG A. 347 LB Q. 303 A–H	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction	118	*1, 2, 3 and 4	303–304	347–349	No. 140 (pp. 172–173)						
33	#	Addition methods	118	*5	305–306	350–354	No. 141 (pp. 174–175)						
34	#	Subtraction methods	118	*6	307–308	355–356	No. 142 (pp. 176–177)						
35	TG A. 357 LB Q. 297	DATA HANDLING 5.1 Probability Trial with coins and tallies	119	1 and 2	308–310	357–358	No. 143 (pp. 178–179)	Coins					
36		Roll dice	119	3 and 4	311	358	No. 144 (pp. 180–181)	Dice or spinners (No. 19)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Headstart Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
37													
38													
39													
40													
41													
42													

Reflection

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

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p> | <p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p> |
|---|---|

HOD:

Date:

5. Oxford Successful Mathematics

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

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

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

The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE book or consult other Learner Books and add to the exercises in the Learner's Book which the school has chosen.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not

go well in your lesson. Together with your HOD you can think of ways of improving the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Oxford Successful Mathematics Week 1
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	# TG p. 173 LB p. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1 and 2	208–210	174–175	No. 105 (pp. 100–101)	Number lines (No. 5), abacuses, flard cards (units, tens, hundreds, thousands, tens of thousands) (No. 4)					
2	# TG p. 173 LB p. 208	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers; Methods 1 to 3	107	2 (cont.)	211	176	No. 106 (pp. 102–103)						
3	# TG p. 173 LB p. 208	Methods 4 and 5 for addition and subtraction	107	2 (cont.)	212	176	No. 107 (pp. 104–105)	Number lines (No. 5)					
4	# TG p. 173 LB p. 208	Addition table for hundreds and thousands	107	3	213	176	No. 108 (pp. 106–107)	Photocopy Table 1 and 2 for each learner to fill in					
5	# TG p. 173 LB p. 208	Problem solving with addition and subtraction	107	3 (cont.)	214	177	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Wall chart with vocabulary used for the four operations (No. 1)					
6	# TG p. 178 LB p. 216	MEASUREMENT Mass Work with kilograms	108–110	1	216–218	178	No. 111 (pp. 112–113)	A variety of scales and objects to measure					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 2
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
7	# TG p. 178 LB p. 216	Work with kilograms and grams	108–110	2	218–219	179	No. 112 (pp. 113–114)	A variety of scales and objects to measure					
8	# TG p. 178 LB p. 216	Convert between kilograms and grams	108–110	3	220	180	No. 113a (pp. 116–117)	Wall chart of conversions					
9	# TG p. 178 LB p. 216	Problem solving with mass	108–110	4 no. 1–3	221	180–181	No. 113b (pp. 118–119) No. 114 (pp. 120–121)						
10	# TG p. 181 LB p. 222	SHAPE AND SPACE 3.2 Properties of 3-D objects Recognising 3-D objects	111	1	222–223	182	No. 116 (pp. 124–125)						
11	# TG p. 181 LB p. 222	Using shapes to build objects	111	2	223–224	182–183	No. 117 (pp. 126–127)	2-D shapes (No. 10) Tape, squared paper (No. 20, 21)					
12	# TG p. 181 LB p. 222	Use objects to build other objects	111	3 and 4	225	183		3-D objects (No. 12)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Oxford Successful Mathematics Week 3
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Date completed				
13	# TG p. 185 LB p. 228	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Describing and ordering fractions	112	1	228–229	185–186	No. 118 (pp. 128–129)	Fraction strips and wall (No. 7), number lines (No. 8) and fraction circles (No. 6)					
14	# TG p. 185 LB p. 228	Solving problems with fractions	112	2 no. 1–5	230	186	No. 119 (pp. 130–131)	Fraction strips and wall (No. 7), number lines (No. 8) and fraction circles (No. 6)					
15	# TG p. 185 LB p. 228	Solving problems with fractions continued	112	2 no. 1–5	230	186	No. 120 (pp. 132–133) No. 121 (pp. 134–135)						
16	# TG p. 185 LB p. 228	Calculations with fractions	112	3	231	187	No. 122 (pp. 136–137)						
17	# TG p. 185 LB p. 228	FORMAL ASSESSMENT Assignment Go through the Assignment with the learners and explain what is expected of them Hand in the Assignment in Lesson 19	112	Ass. 2	273	208	No. 123 (pp. 138–139)						
18	# TG p. 187 LB p. 223	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit); Solve division sums	113	2	235	189	No. 124 (pp. 140–141)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 4

#Supplement Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	# TG p. 187 LB p. 223	Ratio and rate Hand in Assignment	113	3	236–237	189–190	No. 125 (pp. 142–143)						
20	# TG p. 187 LB p. 223	MEASUREMENT 4.6 Perimeter, area and volume Finding perimeters	114–115	1 no. 1–2	239–241	191–192	No. 127 (pp. 146–147)	Measuring tapes, rulers (No. 14), squared paper (No. 20, 21)					
21	# TG p. 191 LB p. 239	Finding perimeters (cont.)	114–115	1 no. 3, 4 and 5	239–241	191–192	No. 128 (pp. 148–149)	Squared paper (No. 20, 21)					
22	# TG p. 191 LB p. 239	Finding areas	114–115	2 no. 1–5	242–244	192–193	No. 129 (pp. 150–151)	Squared paper (No. 20, 21)					
23	# TG p. 191 LB p. 239	Finding area (40 mins)	114–115	2 no. 6–8	242–244	192–193		Squared paper (No. 20, 21)					
		Hand back the Assignment and work through the common errors and misconceptions (20 mins)			274	209							
24	# TG p. 191 LB p. 239	Finding volume and capacity	114–115	3	245–247	193–194	No. 130 (pp. 152–153) No. 131 (pp. 154–155) No. 132 (pp. 156–157)	Containers and boxes of different sizes					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

*Select #Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	# TG p. 196 LB p. 244	SPACE AND SHAPE 3.6 Position and movement Working with grids	115	1 no. 1–3	250–251	196–197	No. 133 (pp. 158–159)	Squared paper (No. 20, 21)					
26	# TG p. 196 LB p. 244	Working with grids	115	1 no. 4–5	252–253	196–197	No. 134 (pp. 160–161)						
27	# TG p. 196 LB p. 244	Transformations Tessellations	116	1	245–255	197–198	No. 135 (pp. 162–163)						
28	# TG p. 196 LB p. 244	Describing tessellations; Tessellation in everyday life	116	2 and 3	256–258	198–199	No. 136 (pp. 164–165) No. 137 (pp. 166–167)						
29	# TG p. 197 LB p. 254	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Patterns involving tessellations (40 mins)	117	4	258–259	200	No. 138 (pp. 168–169)	2-D shapes (No. 10)					
		FORMAL ASSESSMENT Investigation Go through the Assignment with the learners and explain what is expected of them (20 mins)	117	Investig. 1	274	209	No. 139 (pp. 170–171)						
30	# TG p. 200 LB p. 260	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction	118	1	*261	201	No. 140 (pp. 172–173)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 6
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
31	# TG p. 200 LB p. 260	Solve problems on measurement	118	2	261–262	202	No. 141 (pp. 174–175)						
32	# TG p. 200 LB p. 260	Solve problems on money and fractions	118	3 and 4	263–265	203	No. 142 (pp. 176–177)						
33	# TG p. 204 LB p. 266	DATA HANDLING 5.1 Probability Tossing a coin	119	1	226–227	205	No. 143 (pp. 178–179)	Coins and dice or spinners (No. 19)					
34	# TG p. 204 LB p. 266	Tossing a die	119	2	268–269	205	No. 144 (pp. 180–181)						
35		Hand back the Investigation and work through the common errors and misconceptions											
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 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
43														
44														
45														
46														
47														
48														

Reflection

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

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p> | <p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p> |
|---|---|

HOD:

Date:

6. Fabulous Mathematics

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

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

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

The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE book or consult other Learner Books and add to the exercises in the Learner's Book which the school has chosen.

Weekly reflection

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

about things such as:

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

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

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

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

Fabulous Mathematics Week 1
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	TG A. 170 LB Q. 200	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1–4	214–216	177–215	No. 105 (pp. 100–101)	Flard cards (No. 4), Dienes blocks, counters					
2	TG A. 170 LB Q. 200	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits	107	1	217	179	No. 106 (pp. 102–103) No. 107 (pp. 104–105)						
3	TG A. 170 LB Q. 200	Adding and subtracting (cont.)	107	1	218	179–180	No. 108 (pp. 106–107)						
4	TG A. 170 LB Q. 200	Problem solving (40 mins) FORMAL ASSESSMENT Assignment See p. 209 Whole numbers (20 mins) Hand in Assignment in Lesson 10	107	2	218–219	179–180 209–210	No. 109 (pp. 108–109) No. 110 (pp. 110–109)	Wall chart of vocabulary used for the four operations (No. 1)					
5	TG A. 171 LB Q. 202	MEASUREMENT Mass Definition; How heavy is 1 kg? How heavy is 1 gram?	108–110	1, 2 and 3	220–221	181–182	No. 111 (pp. 112–113)	Different scales and different objects to measure; Household items would be familiar to learners, e.g. 1 kg flour, a cup of rice, a tin of baked beans					
6	TG A. 171 LB Q. 202	Reading a bathroom scale; Mass calculations	108–110	#4 and 5	221	182	No. 112 (pp. 113–114)	Bathroom scales					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Fabulous Mathematics Week 2
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
7	TG A. 172 LB Q. 202	Estimating mass; Comparing mass	108–110	#6 and 7	222	182–183	No. 113a (pp. 116–117)						
8	TG A. 172 LB Q. 202	Mass and ratio	108–110	#8	223	183	No. 113b (pp. 118–119)	Suitable items to measure and compare					
9	TG A. 172 LB Q. 203	SHAPE AND SPACE 3.2 Properties of 3-D objects Matching objects with their names; Polygons that make 3-D shapes	111	1, 2 and 3	225	184–185	No. 116 (pp. 124–125)	2-D shapes (No. 10)					
10	TG A. 172 LB Q. 203	Complete the sentence; Identifying objects; Hand in the Assignment	111	4 and 5	226	185	No. 117 (pp. 126–127)						
11	TG A. 172 LB Q. 203	Let's make party hats	111	6	226	185							
12	TG A. 172 LB Q. 203	Extension activity – making objects from nets	111	#		186		Enlarge and photocopy nets of polygons TG p. 186 for each learner or small group to make					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 3
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
13		Hand back Assignment and work through the common errors and misconceptions												
14	TG A. 172 LB Q. 204	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Writing fractions on number lines	112	1, 2	227	187	No. 118 (pp. 128–129)	Counters, number lines (No. 8), fraction walls (No. 7), fraction circles (No. 6)						
15	TG A. 173 LB Q. 204	Making groups; Equivalent fractions	112	3 and 4	227–228	188	No. 119 (pp. 130–131)	Counters, buttons, etc.						
16	TG A. 173 LB Q. 205	Measuring with fractions; The chocolate conflict	112	5 and 6	228	188	No. 120 (pp. 132–133) No. 121 (pp. 134–135)	Measuring cups, scales						
17	TG A. 173 LB Q. 205	Adding fractions	112	#7	229	188	No. 122 (pp. 136–137) No. 123 (pp. 138–139)							
18	TG A. 173 LB Q. 206	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit)	113	#1	230	189	No. 124 (pp. 140–141) No. 125 (pp. 142–143)							
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							

Fabulous Mathematics Week 4

Useful website: [http://en.wikipedia.org/wiki/Flat Stanley](http://en.wikipedia.org/wiki/Flat_Stanley)

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	TG A. 174 LB Q. 207	Problem solving – division	113	2	231	190	No. 126 (pp. 144–145)						
20	TG A. 175 LB Q. 208	MEASUREMENT 4.6 Perimeter, area and volume Definition; Measuring perimeter; Perimeter of a field	114–115	1, 2 and 3	232–233	192–193	No. 127 (pp. 146–147)	Squared paper (No. 20, 21)					
21	TG A. 175 LB Q. 208–209	Calculating area	114–115	4 and 5	233–234	193	No. 128 (pp. 148–149)						
22	TG A 175 LB Q. 209–210	Perimeter and area	114–115	#6	234	235	No. 129 (pp. 150–151)	Squared paper (No. 20, 21)					
23	TG A. 174 LB Q. 209–210	Volume; Perimeter area and volume	114–115	7 and 8	234–235	195	No. 130 (pp. 152–153)	Containers of different sizes and cubes to pack into them					
24	TG A. 175 LB Q. 210	SPACE AND SHAPE 3.6 Position and movement Introduction; Locating objects on a grid	115	1	237–238	196	No. 133 (pp. 158–159)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:			Date:				

Fabulous Mathematics Week 5

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	TG A. 175 LB Q. 211	Drawing objects in the correct cells	115	2	238	197	No. 134 (pp. 160–161)						
26	TG A. 175 LB Q. 212	3.4 Transformations Identifying polygons	116	1	239	198	No. 135 (pp. 162–163)	2-D shapes (No. 10)					
27	TG A. 176 LB Q. 212	Tessellating shapes (NB symmetry)	116	2, 3 and 4	239–241	199	No. 136 (pp. 164–165) No. 137 (pp. 166–167)	2-D shapes (No. 10)					
28	TG A. 176 LB Q. 212	FORMAL ASSESSMENT Investigation Symmetry and transformation				200–201							
29	TG A. 176 LB Q. 212	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Describing and drawing geometric patterns	117	1 no. 1, 2	242–243	202–203	No. 138 (pp. 168–169)						
30	TG A. 176 LB Q. 212	Describing and drawing geometric patterns (cont.)	117	1 no. 4, 5	243–245	203	No. 139 (pp. 170–171)						
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:			Date:				

Fabulous Mathematics Week 6
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
										Date completed				
31	TG A. 176 LB Q. 212	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction More addition and subtraction	118	1	245	205	No. 140 (pp. 172–173)							
32		Hand back Investigation and work through the common errors and misconceptions												
33	TG A. 176 LB Q. 212	Finding the missing value by subtracting; Can you find a pattern? Addition and subtraction	118	2 and 3	245–246	206	No. 141 (pp. 174–175)							
34	TG A. 176 LB Q. 212	Problem solving; Revision	118	#4	246	206	No. 142 (pp. 176–177)	Wall chart with vocabulary used for the four operations (No. 1)						
35	TG A. 176 LB Q. 212	DATA HANDLING 5.1 Probability Assessing probability	119	1 and 2	247	207	No. 143 (pp. 178–179)	Coins and dice or spinners (No. 19)						
36	TG A. 176 LB Q. 212	Assessing probability	119	3	248	208	No. 144 (pp. 180–181)	Coins and dice or spinners (No. 19)						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:				Date:				

Fabulous Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37													
38													
39													
40													
41													
42													

Reflection

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

What will you change next time? Why?

HOD:

Date:

Fabulous Mathematics Week 9 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?

2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?

3. What concepts and skills did learners grasp well this year? What good practice could you use again next year? | <ol style="list-style-type: none">4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?

5. What needs to be communicated to the teacher who will teach this group of learners next year?

6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this? |
|--|--|

HOD:

Date:

7. Solutions for All Mathematics

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

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

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

#The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE workbook or consult other Learner's Books and add to the exercises in the Learner's Book which your school has chosen.

*The asterisk shows exercises or activities which may be too long. Please select the calculations you want your learners to do. Quality is better than quantity.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis.

You can share this reflection with your HOD and discuss things that worked or did not go well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Solutions for All Mathematics Week 1

#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	# TG 204	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits	106	1	248–250	204–205	No. 105 (pp. 100–101)	Abacuses, flard cards (No. 4)					
2	#	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4-digit numbers	107	2	250–251	205–206	No. 106 (pp. 102–103) No. 107 (pp. 104–105)						
3	#	Breaking up numbers and calculating	107	Ex. 1	251–252	207–208	No. 108 (pp. 106–107) No. 109 (pp. 108–109)	Check what you know? LB p. 253					
4	# TG 212	MEASUREMENT Mass Practical and introduction to half a kilogram	108–110	1 and 2	254–255	213–214	No. 110 (pp. 110–109) No. 111 (pp. 112–113)	Bathroom scales, kitchen scales and balances; Household items with the mass indicated					
5	#	Rounding off and estimating; Different kinds of scales	108–110	3 and 4	255–257	214	No. 112 (pp. 113–114)	Household items with mass indicated					
6	#	Reading scales; Estimate and measure mass	108–110	5 and 6	258–259	215	No. 113a (pp. 116–117)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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:	

Solutions for All Mathematics Week 2

#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	#	Reading and measuring	108–110	Ex. 1	260–261	215	No. 113b (pp. 118–119)	Check what you know LB p. 262					
8	# TG 218	SHAPE AND SPACE 3.2 Properties of 3-D objects Naming 3-D objects	111	1 and 2	264–265	220	No. 116 (pp. 124–125)	3-D objects (No. 12)					
9	#	Making a cube and a pyramid	111	3 and 4	265–267	220–221	No. 117 (pp. 126–127)	Net of cube (No. 13)					
10	#	Nets and objects; Properties of 3-D objects	111	Ex. 1 and 2	268–269	221							
11	# TG 223	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Fractions of a whole and fractions of groups	112	Ex. 1	272–273	224	No. 118 (pp. 128–129)	Counters and fraction pieces					
12	#	Comparing fractions; Fractions on number lines	112	1 and 2	274–275	225	No. 119 (pp. 130–131)	Fraction walls and fraction strips (No. 7), fraction number lines (No. 8)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:			Date:				

Solutions for All Mathematics Week 3

*Select #Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	#	More fractions and number lines	112	Ex. 2	275–276	226	No. 120 (pp. 132–133) No. 121 (pp. 134–135)	Fraction wall and fraction strips (No. 7), fraction number lines (No. 8)					
14	#	Adding fractions; Subtracting fractions	112	2	276–279	226–227	No. 122 (pp. 136–137)						
15	# TG 230	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3- digit by 1-digit); Division from multiplication	113	1	282	230–231	No. 123 (pp. 138–139) No. 124 (pp. 140–141)	Check what you know LB p. 279					
16	#	Doubling and halving to help you with division	113	2	283	232–233	No. 125 (pp. 142–143)						
17	#	Using multiplication to help you divide; Check what you know	113	*Ex. 1	284–285 286–287	233–235 236–238	No. 126 (pp. 144–145)						
18	# TG 239–240	MEASUREMENT 4.6 Perimeter, area and volume Getting started; Covering a page	114–115	1	289–290	240–241	No. 127 (pp. 146–147)	Squared paper (No. 20, 21); Building blocks, match boxes, rulers, measuring tapes					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 4

#Supplement Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	#	Finding area using the number of squares	114–115	Ex.1 Act. 2	290–291	241–242	No. 128 (pp. 148–149)	Area of circles and triangles					
20	#	Perimeter – distance around a shape	114–115	3 and 4	292–293	242		Squared paper (No. 20, 21); Rulers (No. 14)					
21	#	Perimeter of shapes – complex cognitive level	114–115	Ex. 2	293–295	242	No. 129 (pp. 150–151)						
22	#	Building blocks and finding volume; Cubes and capacity	114–115	5 and 6	295–296	242–243	No. 130 (pp. 152–153)	Blocks or match boxes, containers of different sizes					
23	#	Volume and capacity; Check what you know	114–115	Ex. 3	297–298	243	No. 131 (pp. 154–155) No. 132 (pp. 156–157)						
24	# TG 245	FORMAL ASSESSMENT Investigation Packing and filling				312–314		Photocopy the investigation for each learner TG p. 312					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Solutions for All Mathematics Week 5

#Supplement

Solutions for All Mathematics Week 5													
#Supplement													
Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	#	SPACE AND SHAPE 3.6 Position and movement Getting started; Fitting the pieces	115	1	299–301	245	No. 133 (pp. 158–159)						
26	#	Finishing the puzzle; Make your own puzzle	115	Ex. 1 Act. 2	301–302	246	No. 134 (pp. 160–161)	Picture, cardboard, glue, scissors, pencil, ruler, envelope					
27	#	Transformation Tiling the floor	116	3 and 4	302–303	246	No. 135 (pp. 162–163)	2-D shapes which can tessellate (No. 10)					
28	# TG 244	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns Growing patterns and shrinking patterns	117	6	305–306	247–248	No. 136 (pp. 164–165) No. 137 (pp. 166–167)	Counters, matches					
29	#	Growing patterns in different ways	117	Ex. 3	306–307	248	No. 138 (pp. 168–169)						
30	# TG 251	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers: Addition and subtraction Getting started; Adding on and subtracting from	118	1	310	252	No. 140 (pp. 172–173)	Abacuses, flard cards (No. 4)					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 6
#Supplement

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class					
									Date completed					
31		Hand back Investigation and work through the common errors and misunderstandings												
32	#	Estimating before calculating	118	2	311	253	No. 141 (pp. 174–175)							
33	#	FORMAL ASSESSMENT Assignment Test				315–318 319–320 (memo)		Photocopy the assignment for each learner TG pp. 319–320; Memo						
34	# TG 255	DATA HANDLING 5.1 Probability Getting started; Flipping a coin and keep a tally	119	1	313	256–257	No. 143 (pp. 178–179)	Dice, coins or spinners (No. 19)						
35	#	Throwing a die	119	2			No. 144 (pp. 180–181)							
36		Hand back the Assignment and work through the common errors and misconceptions												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Solutions for All Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
37														
38														
39														
40														
41														
42														

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete 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 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p> | <p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p> |
|---|---|

HOD:

Date:

8. Study and Master Mathematics

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

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

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

#The hash tag shows which lessons, or aspects of a lesson need to be supplemented. Make use of the exercises in the DBE workbook or consult other Learner's Books and add to the exercises in the Learner's Book which your school has chosen.

*The asterisk shows exercises or activities which may be too long. Please select the calculations you want your learners to do. Quality is better than quantity.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis.

You can share this reflection with your HOD and discuss things that worked or did not go well in your lesson. Together with your HOD you can think of ways of improving 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? Did you think through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance: Did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance: Did they finish the classwork? Was their classwork done adequately? Did you assign the homework?
- Are your learners' books up to date?
- Does what the learners have done in their books correlate with the tracked comments in the tracker?

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

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

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

Study and Master Mathematics Week 1

*Select

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	TG A. 326 LB Q. 246	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits; Rules for working with numbers	106	2.1 and 2.2	248–249	328–330	No. 105 (pp. 100–101)	Flard cards (No. 4); Counters					
2	TG A. 328 LB Q. 248	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Working with 4 digit numbers	107	3.1 and 3.2	250	331–332	No. 106 (pp. 102–103)						
3	TG A. 331 LB Q. 250	Inverse operations	107	4.1	251	332–333	No. 107 (pp. 104–105)	Addition and subtraction cards: 'I have...' (No. 12)					
4	TG A. 332 LB Q. 251	Building up and breaking down with carrying	107	*5.1 and 5.2	252	334–336	No. 108 (pp. 106–107)						
5	TG A. 334 LB Q. 252	Estimating and problem solving	107	*6.1 and 6.2	253 340–341	336–339	No. 109 (pp. 108–109) No. 110 (pp. 110–109)						
6	TG A. 336 LB Q. 252	MEASUREMENT Mass Practical measurement; Written activity	108–110	7.1	254	343	No. 111 (pp. 112–113)	A variety of mass measuring instruments; Items which can be measured – household items with mass clearly displayed					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:			Date:				

Study and Master Mathematics Week 2

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	TG A. 343 LB Q. 254	Estimation – rounding up or down	108–110	8.1	255	344	No. 112 (pp. 113–114)						
8	TG A. 344 LB Q. 255	More addition and subtraction with mass	108–110	9.1	255	346	No. 113a (pp. 116–117)						
9	TG A. 345 LB Q. 255	Multiplication and division with mass; Conversion between grams and kilograms	108–110	10.1	257	347–348	No. 113b (pp. 118–119)	Wall chart with examples of conversions					
10	TG A. 346 LB Q. 256	Problem solving with mass	108–110	11.1	257	349–350	No. 114 (pp. 120–121)						
11	TG A. 349 LB Q. 257	SHAPE AND SPACE 3.2 Properties of 3-D objects	111	12.1 and 12.2	259	352	No. 116 (pp. 124–125)	Shapes on dotted paper TG pp. 418–419					
12	TG A. 353 LB Q. 261	Building models of 3-D objects	111	13.1	261	352–353	No. 117 (pp. 126–127)	Dotted paper (No. 22), cardboard, scissors, pencil, ruler					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 3

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	TG A. 353 LB Q. 262	Building models of 3-D objects (cont.)	111	13.2	261	352–353		Straws and putty or clay					
14	TG A. 353 LB Q. 264	FORMAL ASSESSMENT Assignment: Statements about 3-D objects Read through the activities with the learners and make sure they understand the activity Learners hand in their work at the end of the lesson	111	14.1 No 1, 2, 4	263	353–354		Rectangular prisms (e.g. cereal boxes) and cubes (e.g. Dienes blocks)					
15	TG A. 356 LB Q. 265	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Common fractions Order and compare fractions	112	15.1	264	335–336	No. 118 (pp. 128–129)	Fraction strips for each learner; Fraction wall TG p. 403 (No. 7); Fraction circles TG p. 404 (No. 6)					
16	TG A. 358 LB Q. 267	Calculate with fractions	112	16.1	267	356–357	No. 119 (pp. 130–131)	Fraction number lines (No. 8)					
17	TG A. 359 LB Q. 268	Fractions with whole numbers	112	17.1	267	358–359	No. 120 (pp. 132–133) No. 121 (pp. 134–135)						
18	TG A. 364 LB Q. 271	Problem solving with fractions	112	18.1	268	359–360	No. 122 (pp. 136–137) No. 123 (pp. 138–139)	Fraction snap TG p. 428					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 4

Useful website: http://en.wikipedia.org/wiki/Flat_Stanley

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	TG A. 364 LB Q. 271	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Division (3-digit by 1-digit)	113	19.1 and 20.1	271	364	No. 124 (pp. 140–141)	Division Bingo TG p. 432; Revision with fractions LB p. 270					
20	TG A. 365 LB Q. 272	Strategies for division		21.1	274	367–368	No. 125 (pp. 142–143)						
21	TG A. 367 LB Q. 273	Return assignment to the learners Discuss any common errors with them Allow them time to do corrections (30 min)	113				No. 126 (pp. 144–145)						
		Revision (30 min)				369–370							
22	TG A. 371 LB Q. 275	MEASUREMENT 4.6 Perimeter, area and volume Perimeter – practical	114–115	22.1	276	372	No. 127 (pp. 146–147)						
23	TG A. 371 LB Q. 275	Perimeter of regular and irregular shapes	114–115	22.2	276	372–373	No. 128 (pp. 148–149)	Tape measure and wool or string, trundle wheel, metre stick, rulers (No. 14)					
24	TG A. 374 LB Q. 278	Area – tessellation	114–115	23.1	278–279	374–375	No. 129 (pp. 150–151)	Squared paper TG p. 416 (No. 20, 21)					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						Date:	

Study and Master Mathematics Week 5

Study and Master Mathematics Week 5													
Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	TG A. 375 LB Q. 280	Area – straight sides and curved sides	114–115	23.2	279	375	No. 130 (pp. 152–153)	Squared paper for each learner TG p. 416 (No. 20, 21)					
26	TG A. 374 LB Q. 278	Volume; Investigate solid shapes that have volume and 3-D containers that have capacity	114–115	24.1	281	376	No. 131 (pp. 154–155) No. 132 (pp. 156–157)	Dienes blocks or coloured cubes, containers of different capacities					
27	TG A. 378 LB Q. 282	SPACE AND SHAPE 3.6 Position and movement Working with grids	115	25.1	283	378	No. 133 (pp. 158–159)	Revision and consolidation LB p. 281					
28	TG A. 379 LB Q. 282	Grids on maps	115	26.1	284	379	No. 134 (pp. 160–161)						
29	TG A. 380 LB Q. 285	3.4 Transformations More tessellations	116	27.1 and 27.2	286–287	380	No. 135 (pp. 162–163)	Cardboard to make shapes which tessellate TG pp. 411–414					
30	TG A. 381 LB Q. 287	Describe patterns	116	28.1	289–290	381	No. 136 (pp. 164–165) No. 137 (pp. 166–167)						
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

Study and Master Mathematics Week 6

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	TG A. 382 LB Q. 289	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns	117	29.1	289–290	382–384	No. 138 (pp. 168–169)						
32	TG A. 385 LB Q. 391	Growing patterns	117	30.1	291–292	385–386	No. 139 (pp. 170–171)						
33	TG A. 387 LB Q. 293	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction; Use place value to add and subtract	118	31.1	293	387–388	No. 140 (pp. 172–173)	Addition Bingo sheets TG p.432; Flard cards (No. 4)					
34	TG A. 389 LB Q. 294	FORMAL ASSESSMENT Use 10-strips to add and subtract Investigation: How many eyes?	118	32.1 and 32.2	295	390–391	No. 141 (pp. 174–175)						
35	TG A. 392 LB Q. 296	DATA HANDLING 5.1 Probability	119	33.1	296–297	392	No. 142 (pp. 176–177)	A coin and a die or spinner (No. 19) for each learner					
36	TG A. 392 LB Q. 297	Experiments and actual outcomes	119	34.1 and 34.2	297–298	393	No. 143 (pp. 178–179)	A coin and a die or spinner (No. 19) for each learner					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Study and Master Mathematics Week 7 and 8 Revision and examination – do your own planning

Day	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
37													
38													
39													
40													
41													
42													

Reflection

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

What will you change next time? Why?

HOD:

Date:

Study and Master Mathematics Week 9 Review of examination, remediation and learner corrections – do your own planning

Reflect on the year

Think about and make a note of:

- | | |
|--|--|
| <ol style="list-style-type: none">1. Did you complete the curriculum according to the CAPS requirements? If not, why not and what could you do to cover all of the work next year?2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?3. What concepts and skills did learners grasp well this year? What good practice could you use again next year? | <ol style="list-style-type: none">4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?5. What needs to be communicated to the teacher who will teach this group of learners next year?6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this? |
|--|--|

HOD:

Date:

D. ASSESSMENT RESOURCES

The term plan shown in the table below gives an overview of how the assessment programme fits into the weekly planned lessons.

In Term 4, according to the CAPS, you need to set and mark one assignment, one investigation and an end-of-year examination. You may carry out other informal assessment activities (using your textbook or other resources) at your discretion. Note that, if these requirements are changed by the DBE, you should adjust your formal assessment programme accordingly.

The formal end-of-year examination should be written during Week 7. The assignment and investigation are noted in the tracker, corresponding to the LTSM which you are using.

Most of the LTSMs provide examples of the formal assessment tasks for this term. In addition, there is an exemplar examination in this document, along with a memorandum and analysis of cognitive levels and their weightings. Where the formal examination is

in a Learner's Book, you should not use it for formal assessment as learners will have a chance to prepare for it in advance. It can, however, be used for practice and revision. You can, of course, use any of the exemplar assessment tasks in any of the LTSMs that you find suitable, or you can set your own tasks.

You need to go over any assessments when you hand them back to your learners. Time is allocated in the tracker for this purpose.

You have to plan the dates on which other informal tests and assignments will be written, should you wish to do so.

A suggested mark record sheet is provided for you to record the marks for the investigation, the assignment and the examination. There are some blank columns in it for you to add your marks from any other assessment activities that you have done in the term.

Table 1: TERM 4 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs

	CAPS informal assessment 1	CAPS informal assessment 2	CAPS informal assessment 3	Formal assessment: investigation and assignment	Formal assessment: Examination (Weeks 7 or 8)
Concepts covered	4-digit numbers; adding and subtracting with 4-digit numbers; mass; 3-D objects	Fractions; division of 3-digit numbers by 1-digit numbers; perimeter, area and volume	Addition and subtraction with 4-digit numbers; transformations; location; probability		Topics from the whole year
LTSMs					
Premier Mathematics	TG p. 149 Answers TG p. 167	TG p. 154 Answers TG p. 167	TG pp. 155–156 Answers TG p. 167	Week 3 Assignment: Measurement of mass etc. TG p. 97 LB p. 186 Week 4 Investigation: The need for standard units of measurement. TG Teacher information. p. 150 Investigation sheet 1 p. 151 Investigation sheet 2 p. 152 Rubric p. 153	End-of-year examination TG pp. 157–160 Answers TG p. 168

Table 1: TERM 4 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMS

	CAPS informal assessment 1	CAPS informal assessment 2	CAPS informal assessment 3	Formal assessment: investigation and assignment	Formal assessment: Examination (Weeks 7 or 8)
Viva Mathematics	Answers TG p. 95 Assessment LB p. 187	Answers TG p. 103 Assessment LB p. 206	Answers TG p. 111 Assessment LB p. 225	Week 2 and 3 Assignment: 3-D objects LB Activity 3 p. 186 TG p. 94 Week 2 – prepare learners by telling them to collect appropriate pictures and objects Week 3 – learners complete the assignment in class Week 5 Investigation: How many carpet tiles do I need? TG p. 102 LB p. 205	No examination provided
Platinum Mathematics	Revision exercises which could be used as informal assessments: TG p. 126 LB p. 171 TG p. 135 LB p. 181 TG p. 142 LB p. 191 TG p. 149 LB p. 201			Week 2 Investigation: Delivering letters TG Background p. 135 Answers p. 135 Rubric pp. 136–137 LB pp. 172–173 Week 5 Assignment: Design and build a roof TG Background p. 149 Rubric p. 150 LB pp. 192–193	Exemplar examination TG pp. 170–171 Answers TG pp. 160–161
Oxford Headstart Mathematics	Assessment 10 Answers TG p. 313: Assessment LB p. 267	Assessment 11 Answers TG p. 336 Assessment LB p. 291	Assessment 12 Answers TG pp. 359–360 Assessment LB p. 310	Week 2 Assignment: Problem solving – Mass LB pp. 261–262 TG pp. 307–309 Week 5 Investigation Answers TG p. 333 Investigation LB p. 287	Practise exam Answers TG pp. 362–363 Practise exam LB pp. 315–316

Table 1: TERM 4 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs

	CAPS informal assessment 1	CAPS informal assessment 2	CAPS informal assessment 3	Formal assessment: investigation and assignment	Formal assessment: Examination (Weeks 7 or 8)
Oxford Successful Mathematics	Revision 10 Answers TG p. 145 Revision LB p. 227 We suggest that this is used for assessment	Revision 11 Answers TG p. 153 Revision LB p. 248 We suggest that this is used for assessment	Revision 12 Answers TG pp. 206–208 Revision LB p. 270 We suggest that this is used for assessment	Week 3 Assignment 2: Number patterns Answers TG p. 208 Assignment LB p. 273 Week 5 Investigation 1: 2-D shapes TG p. 209 answers and rubric, LB p. 274	No examination provided
Fabulous Mathematics	Revision at the end of each chapter – could be used as informal assessment	Revision at the end of each chapter – could be used as informal assessment	Revision at the end of each chapter – could be used as informal assessment	Week 1 Assignment: Whole numbers TG p. 209 (exercise); p. 210 (answers) Week 5 Investigation: Symmetry and transformation TG pp. 200–201	Final examination TG pp. 215–217 Answers TG pp. 218–219
Solutions for All Mathematics	<i>Check what you know</i> at the end of each chapter – could be used as informal assessment	<i>Check what you know</i> at the end of each chapter – could be used as informal assessment	<i>Check what you know</i> at the end of each chapter – could be used as informal assessment	Week 4 Investigation: Packing and filling TG p. 312–314: Focus points; discussion and solutions Week 6 Assignment: test TG p. 315–318 Memorandum TG p. 319–320	No examination provided Comprehensive revision chapter TG pp. 259–266 LB pp. 316–327
Study and Master Mathematics	Assessment Task 1 TG. pp. 340–341 Answers TG p. 342	Assessment Task 2 TG. p. 369 Answers TG p. 370	Revision LB p. 299 Answers: TG p. 394	Week 3 Assignment: Statements about 3-D objects LB p. 363 no. 1, 2 and 4 TG pp. 253–254 Week 6 Investigation: How many eyes? Answers TG pp. 390–391 LB p. 295 act. 32.2 No assignment is provided	No examination provided

2. Grade 4 Mathematics Examination Exemplar: Term 4

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

INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Answer all the questions.
3. Write neatly and show all your calculations.
4. No calculators may be used.

SECTION A

Question 1

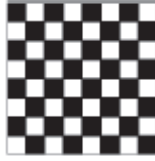
MULTIPLE CHOICE

Circle the letter of the correct answer.

- 1.1 Which pair of dice does not fit with the others? (1)

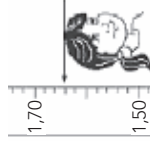
A.  B.  C.  D.  E. 

- 1.2 How many white tiles are there on a chessboard? (1)



- A. 64 B. 32 C. 24 D. 56 E. 72 (1)

- 1.3 How tall is Jackie? (1)



- A. 1,64 cm B. 1,57 cm C. 1,73 cm D. 1,62 cm E. 1,67 cm (1)

- 1.4 This analogue clock shows the time at night. What will a digital clock show for the same time? (1)



- A. 10:02 B. 10:10 C. 10:12 D. 22:02 E. 22:10 (1)

- 1.5 R35 is shared equally amongst four children. How much does each child receive? (1)

- A. R8,25 B. R8,50 C. R8,75 D. R8,57 E. R8,07

SECTION B

Question 1

1.1 Write these numbers in order from the biggest to the smallest: (1)

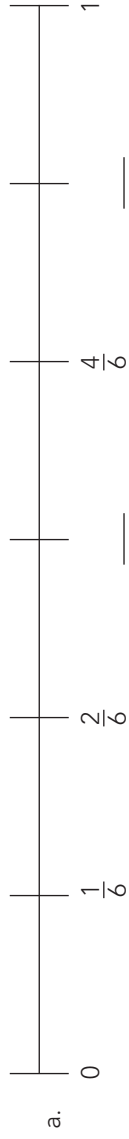
6 021 6 201 6 001 6 012 6 120 6 010

1.2 What is the place value of the underlined digit in 13 425? (1)

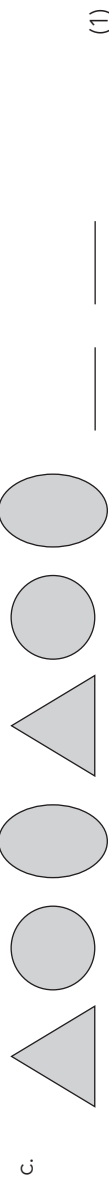
1.3 Round 9 021 off to the nearest 100. (1)

Question 2

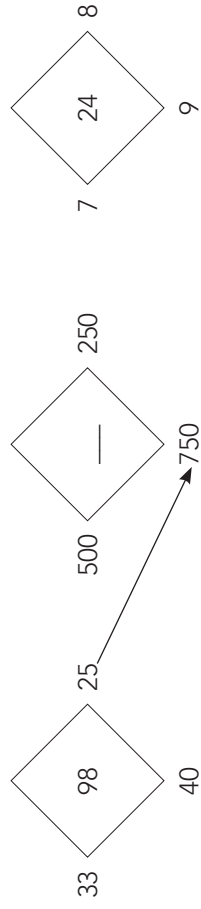
2.1 Complete the patterns: (1)



b. 39; 44; 49; ___; ___ (1)



d. Fill in the missing number on the second diagram. (1)



e. Look at the pattern of the squares below:

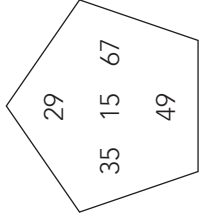


Now complete the table.

Pattern number	1	2	3	4	5	6
Number of squares	6	10	15	21		

2.2 Circle the multiples of 7 in the pentagon.

(1)



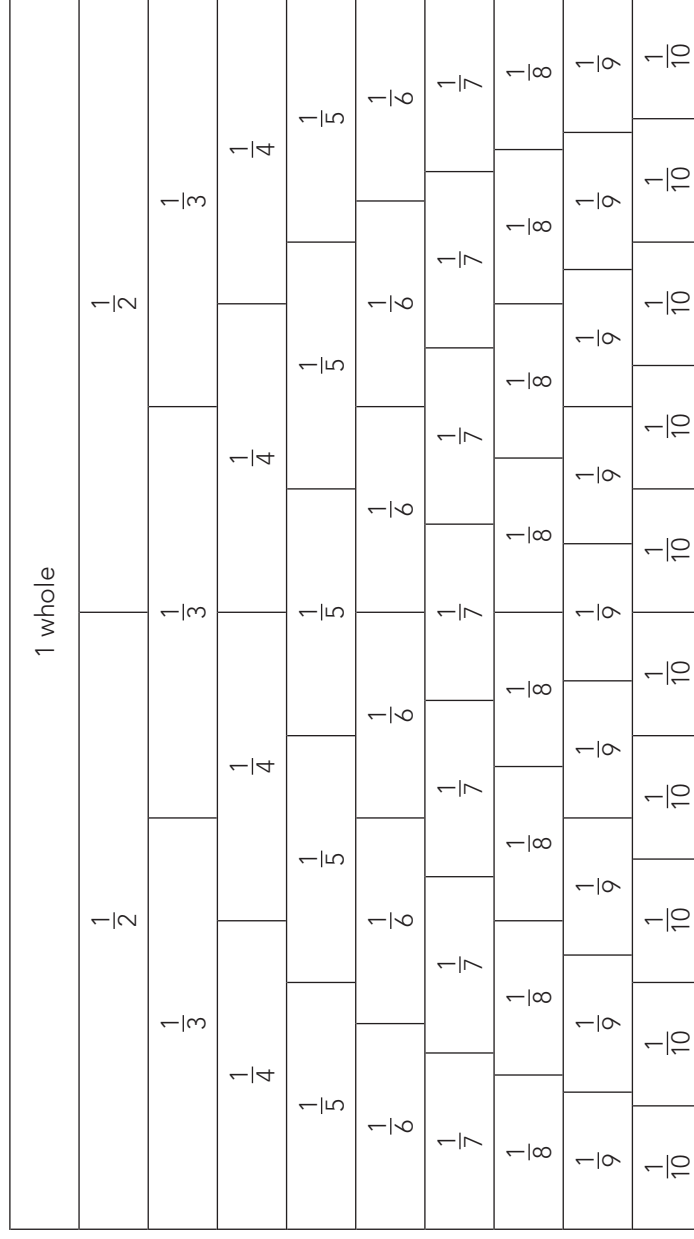
Question 3

Calculate using any method. You must show all your steps in your calculations.

a. $4\,749 + 4\,687$		
b. $4\,458 - 766$		
c. 79×26	(2)	(2)
d. $347 \div 5$		
	(3)	(3)

Question 4

Use the fraction wall to help you.



4.1 Fill in with <, > or =

a. $\frac{3}{8}$ — $\frac{1}{4}$ (1)

b. $\frac{5}{8}$ — $\frac{3}{5}$ (1)

4.2 Work out the answer: (1)

$\frac{1}{6} + \frac{2}{6} + \frac{1}{6} =$ _____

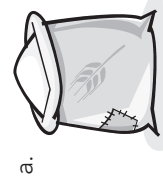
4.3 Complete the fraction: (1)

$\frac{4}{8} = \frac{\square}{2}$

Question 5

5.1 Arrange the objects from the heaviest object to the lightest. (1)

(Write only the **names** of the objects in your answer.)



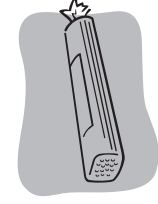
2,5 kg
Flour



125 g
Soap



8 g
Pencil



1 kg
Pasta




Answer: _____ (2)

5.2 Convert these lengths: (2)

a. 10 000 m = _____ km

b. 4 m 975 cm = _____ cm

5.3 Ntombi went to buy meat. Her mother gave her R60 to buy chicken, R80 to buy sausage and R40 to buy stewing meat.

Meat	
	Sausage: R40 per kilogram
	Chicken: R40 per kilogram
	Stewing meat: R40 per kilogram

The chicken costs R40 per kilogram, the sausage costs R40 per kilogram and the stewing meat also costs R40 per kilogram.

How many kilograms of each type of meat can she buy? (3)

Chicken _____ kg Sausage _____ kg Stewing meat _____ kg

5.4 Tumi is baking a cake. She has a full 2 litre bottle of milk.

She needs 500 millilitres of milk for her cake.


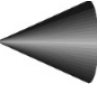
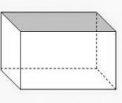
How much milk will be left over? (2)



Question 6




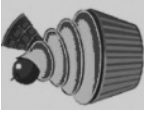

Complete the table.

(3)

Object	Name
a. 	
b. 	
c. 	

Question 7

7.1 Look at the grid and answer the questions.

	A	B	C	D
1				
2				
3				
4				

What picture is in D1? _____ (1)

What block is the small dog in? _____ (1)

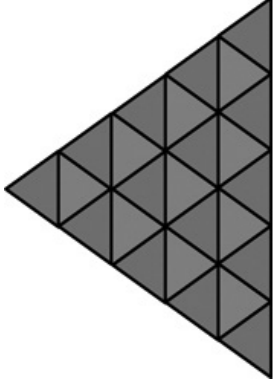
Draw a triangle in B2. (2)

Draw a pentagon in D4. (2)

Question 8

8.1 What shape is used to make this tessellation pattern in the picture? (1)

Answer: _____



Question 9

9.1 Here is a rectangle.

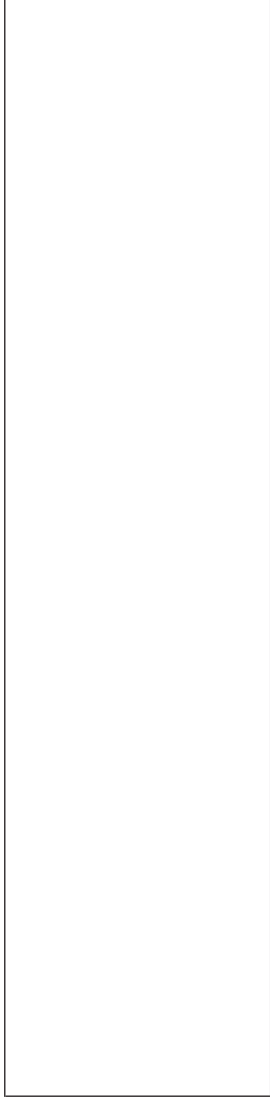


Get your ruler.

Measure the rectangle in cm and calculate its perimeter.

Show how you work it out.

(2)



9.2 What is the area of the rectangle?

(1)

TOTAL: _____
50

3. Grade 4 Mathematics Examination Memorandum: Term 4

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

The levels are:

K: Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off

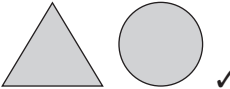
RP: Routine procedure: perform well-known procedures; simple applications

C: Complex procedure: problems involving complex calculations and/or higher order reasoning

P: Problem solving non-routine problems: higher order understanding and processes.







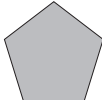
More information about these levels can be found in the CAPS (p. 296).

Expected answer	Marks	Content area	Cognitive level	
SECTION A				
Question 1				
1.1	D ✓	1 mark each (5)	1	K
1.2	B ✓		1	C
1.3	A ✓		4	RP
1.4	E ✓		4	C
1.5	C ✓		4	P
SECTION B				
Question 1				
1.1	6 201, 6 120, 6 021, 6 012, 6 010, 6 001 ✓	1 mark each (3)	1	K
1.2	3 000 ✓		1	K
1.3	9 000 ✓		1	K

Expected answer	Marks	Content area	Cognitive level	
Question 2				
2.1 a	$\frac{3}{6}, \frac{5}{6}$ ✓	1 mark for getting both correct or no mark (1)	1	K
2.1 b	54; 59 ✓	1 mark for getting both correct or no mark (1)	2	RP
2.1 c		1 mark for getting both correct or no mark (1)	2	RP
2.1 d	24 ✓	1 mark for the correct answer (1)	2	C
2.1 e	28 squares in pattern 5 ✓ 36 squares in pattern 6 ✓	1 mark each (2)	2	C
2.2	35; 49 ✓	1 mark for getting both correct or no mark (1)	1	K
Question 3				
a	$(4\ 000 + 700 + 40 + 9) + (4\ 000 + 600 + 80 + 7)$ $= (4\ 000 + 4\ 000) + (700 + 600) + (40 + 80) + (9 + 7)$ ✓ $= 8\ 000 + 1\ 300 + 120 + 16$ $= 9\ 436$ ✓	1 mark for working out and 1 mark for the correct answer (2) Please note that other strategies can be used	1	RP

Expected answer		Marks	Content area	Cognitive level
b	$\begin{array}{r} 4\ 458 \\ - 766 \\ \hline 3\ 692 \end{array} \checkmark\checkmark$	1 mark for working out and 1 mark for the correct answer (2) Please note that other strategies can be used	1	RP
c	$\begin{aligned} &(70 + 9) \times 26 \\ &= (70 \times 26) + (9 \times 26) \checkmark \\ &= (70 \times 20) + 70 \times 6 + \\ &\quad (9 \times 20) + (9 \times 6) \\ &= 1\ 400 + 420 + 180 + 54 \\ &= 1\ 820 + 234 \checkmark \\ &= 2\ 054 \checkmark \end{aligned}$	2 marks for working out and 1 mark for the correct answer (3) Please note that other strategies can be used	1	RP
d	$\begin{aligned} &347 \div 5 \\ &= (300 \div 5) + (40 \div 5) + \\ &\quad (7 \div 5) \checkmark \\ &= 60 + 8 + 1 \text{ rem. } 2 \checkmark \\ &= 69 \text{ rem. } 2 \checkmark \end{aligned}$	2 marks for working out and 1 mark for the correct answer (3) Please note that other strategies can be used	1	RP
Question 4				
4.1 a	$> \checkmark$	1 mark each (4)	1	RP
4.1 b	$> \checkmark$		1	RP
4.2	$\frac{4}{6} \checkmark$		1	RP
4.3	$\frac{1}{2} \checkmark$		1	RP
Question 5				
5.1	Flour, pasta, soap, pencil \checkmark	1 mark each (3)	4	RP
5.2 a	10 km \checkmark		4	RP
5.2 b	1 375 cm \checkmark		4	RP

Expected answer		Marks	Content area	Cognitive level
5.3	Chicken $1\frac{1}{2}$ kg (or 1,5 kg) \checkmark , Sausage 2 kg \checkmark , Stewing Beef 1 kg \checkmark	1 mark each (3)	1	P
5.4	$2\ 000 \text{ ml} - 500 \text{ ml} \checkmark = 1\frac{1}{2} \text{ l}$ or 1,5 l or 1 500 ml \checkmark	1 mark for working out and 1 mark for the correct answer (2)	1	C
Question 6				
a	Cylinder \checkmark	1 mark each (3)	3	RP
b	Cone \checkmark		3	RP
c	Rectangular prism \checkmark		3	RP
Question 7				
7.1 a	Cat \checkmark	1 mark for the correct answer (1)	5	K
7.1 b	B4 \checkmark	1 mark for the correct answer (1)	5	K
7.1 c	Triangle \checkmark in B2 \checkmark (see diagram below)	1 mark for the correct shape and 1 mark for the correct grid square (2)	5	K
7.1 d	Pentagon \checkmark in D4 \checkmark (see diagram below)	1 mark for the correct shape and 1 mark for the correct grid square (2)	5	K

Expected answer		Marks				Content area	Cognitive level
	A	B	C	D			
1							
2							
3							
4							
Question 8							
8.1	Triangles ✓		1 mark for the correct answer (1)		3	K	
Question 9							
9.1	9 cm + 9 cm + 2 cm + 2 cm ✓ = 22 cm ✓		1 mark for working out and 1 mark for the correct answer (2) Please be flexible as sometimes the printing process alters the sizes of shapes		3	C	
9.2	18 ✓		1 mark for the correct answer (1)		3	C	

4. Analysis of Weightings of Marks: Term 4

Table 1 shows the CAPS specification for the weighting of content areas in the Term 4 examination, the number of marks this equates to in a test out of 50 marks, and the marks out of 50 allocated to each content area in the Term 4 examination.

Table 1: Weighting of content areas			
	CAPS 100%	Marks per area in a test out of 50	Marks per area in the Term 4 examination
Numbers, operations and relationships	50%	25	25
Patterns, functions and algebra	10%	5	5
Space and shape	15%	7,5	8
Measuring	15%	7,5	8
Data handling	10%	5	4
	100	50	50

Table 2 below shows the percentage of marks and the number of marks out of 50 that should be allocated to cognitive levels, and the number of marks out of 50 in each level in the Term 4 examination.

Table 2: Weighting of cognitive levels in the Term 4 examination			
Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Marks out of 50 at each level in the Term 4 examination
Knowledge	25%	12,5	11
Routine procedures	45%	22,5	24
Complex procedures	20%	10	10
Problem solving	10%	5	5
	100	50	50

Both tables show that the examination complies with the specified weightings.

5. Suggested Assessment Record: Term 4

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