GRADE 5

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 9

1. *Fabulous Mathematics* 9
2. *Oxford Headstart Mathematics* 18
3. *Oxford Successful Mathematics* 27
4. *Platinum Mathematics* 36
5. *Premier Mathematics* 45
6. *Solutions for All Mathematics* 55
7. *Study and Master Mathematics* 64
8. *Viva Mathematics* 73

D. Assessment Resources 82

1. Assessment Term Plan 82
2. Suggested Assessment Record 85
3. Grade 5 Mathematics End-of-Year Examination Exemplar Term 4 86
4. Grade 5 Mathematics End-of-Year Examination Term 4: Memorandum 93
5. Analysis of Cognitive Levels 96

A. ABOUT THE TRACKER AND RESOURCES

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

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

But who will help me?

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

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

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

How do I use the planner and tracker?

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

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

1. Find the textbook that YOU are using.

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

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

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

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

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

2. Purpose of the tracker

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

3. Links to the CAPS

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

4. Links to the approved sets of LTSMs

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

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

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

5. Links to the DBE workbooks

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

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

6. Managing time allocated in the tracker

The CAPS prescribes six hours of Mathematics per week in Grade 5. In the tracker, there are six one-hour lessons per week. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your

school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

It is important to note that this tracker has been designed for a fourth 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 slightly 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. Should you use this tracker in a term of a different length, or should your school organise its examinations in a different week, you will need to adjust your work programme accordingly. It is important to check this at the start of the term.

Also note that, in order to ensure that newer work is given appropriate attention in the shorter time available for covering the curriculum than is prescribed in the CAPS, the sequence in which the topics is taught has been changed on the advice of the district advisers in Pinetown and King Cetshwayo. Thus the term begins with Topic 6: Area, Volume and Perimeter and topics 6–11 are taught in sequence followed by topics 1–5.

In addition to this, the district advisors requested that the work be condensed into six weeks of teaching so that there is adequate time for writing the examinations. This means that some of the topics have slightly less time allocated to them than the times that are required by the CAPS. Please find the CAPS time allocations in brackets after each topic, e.g. Whole numbers: Division (CAPS specifies 7 hrs).

7. Sequence adherence

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

8. Links to assessment

In Term 4 of Grade 5, the formal assessment programme specified by the CAPS (p. 294) requires one assignment, one investigation and the end-of-year examination. The tracker indicates where in the series of lessons the CAPS assessment activities are to be done and when feedback should be given. The overview of the term indicating where the assessments will be done is provided in a table in Section D *Assessment Resources* of this document for easy reference. The actual tasks and the dates for the assignments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. We suggest that the examination be written in Week 7 or 8 – although this will depend on individual school arrangements. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

Most sets of Learner's Books and Teacher's Guides offer one or more tests in the term. Where there is more than one, other tests can be used for revision or for informal assessment.

Most sets of Learner's Books and Teacher's Guides also provide an examination paper. In addition to this, we have provided an examination paper with a marking memorandum that can be used regardless of the LTSMs you are using. Note however that where the test or examination is in the Learner's Book, you cannot use it as part of the formal assessment programme as learners will be able to prepare for it in advance. It can, however, be used for practice and for informal assessment. Where this is the case, you will need to use an examination or test from a Teacher's Guide from a different set of LTSMs, or set your own, or for the examination, make use of the examination provided in the tracker.

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

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 could copy for the learners to use with the lessons in that book.

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books 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. It is a good idea that you agree with your Mathematics colleagues on a day that you can get together to plan your lessons as a group and submit your plans to your HOD for quality assurance. To deliver the lessons successfully ***you must do the necessary preparation yourself***. Keep in mind that your lessons will not succeed if you have not prepared properly for them. Preparation entails a number of key steps, such as those noted below.

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

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

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these.
   - ***Prepare a short introduction*** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new Mathematics content and skills to your learners.

- ***Make sure you have prepared for the teaching of the concepts before you teach. Prepare yourself*** to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities that might be useful in the toolkit book *Remediation and Enrichment Activities*.
- Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
  - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
  - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an Inclusive Education and Training System*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

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

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

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

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

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

     To get more detailed guidelines on what number knowledge the learners need to develop, please study the CAPS pp. 154–155.
   - **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can. If peer or individual marking has been done, you should regularly sample some Learner's Books to moderate this marking. Choose one or two activities that you realise were problematic to go over more thoroughly. During this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
   - **Step 3: Lesson content – concept development (15 minutes):** This is the third activity of the lesson. We recommend that you should actively teach your

class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

- **Step 4: Classwork activity (20 minutes):** This is the fourth activity of the lesson. This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their mathematics and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the ***exercises given in the various Learner's Books vary greatly in length*** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do.

  Depending on your learners and the activities, you could go over one or two of the classwork activities orally with the whole class before allowing the learners to work independently. Allow the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. If you see that there are too few questions provided in the LB on the concept being practised you should make a worksheet of additional questions using the LBs of other LTSMs. Remember not to give your learners more work than you are able to control and mark. Also encourage them, where appropriate, to write their answers and to show their working neatly and systematically in their workbooks. Plan the timing of the lesson so that you and the learners can go over the classwork together and they can do corrections in the lesson.

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

  This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the mental mathematics activities, how they manage the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners that need extra support and help them to work through the remediation activities**.** If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them enrichment activities to do.
- **Step 5: Allocate homework (5 minutes):** This is the fifth and final activity of the lesson. In this step you should tell the learners about the homework for the day and make sure they know what is expected of them and understand what it is that they have to do.

  For homework, you can select a few questions from the daily classwork in their Learner's Books and ask the learners to complete them at home, or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the Mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Fabulous Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	LB p. 211 Act. 20 TG p. 168 Act. 20	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Calculating perimeter	202	1, 2	232–233	186–187	No. 127 (pp. 154–155)	Measuring instruments					
2	LB p. 211 Act. 21 TG p. 168 Act. 21	Perimeter in real life		3	234	187							
3	LB p. 212 Act. 22 TG p. 169 Act. 22	Calculate the area of a shape; Regular and irregular		4, 5	235–237	187–188	No. 128 (pp. 156–157)	Squared paper see TG p. 217 (No. 20, 21); Copy for each learner					
4	LB p. 213 Act. 23 TG p. 169 Act. 23	Volume and capacity		6, 7	238	188	No. 129 (pp. 158–159)	Building blocks					
5	LB p. 202 Act. 1 TG p. 164 Act. 1	What is the difference between capacity and volume?		8	239	188	No. 130 (pp. 160–161)	Building blocks					
6	LB p. 202 Act. 2 TG p. 164 Act. 2	Perimeter, area and volume		9	239	189	No. 131 (pp. 162–163)						

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

Fabulous Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
7	LB p. 203 Act. 3 TG p. 164 Act. 3	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Locating objects on a grid; Drawing objects in the correct cells	204	1, 2	241–243	190–191	No. 133 (pp. 166–167)						
8	LB p. 203 Act. 4 TG p. 165 Act. 4	Finding your way on a map		3	243–244	191	No. 134 (pp. 168–169)						
9	LB p. 203 Act. 5 TG p. 165 Act. 5	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 2 hours) Different transformations; Tessellations	205	1	246–247		No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Squared paper see TG p. 217 (No. 20, 21)					
10	LB p. 203 Act. 6 TG p. 165 Act. 6	Draw tessellating patterns		2	248		No. 137 (pp. 174–175)						
11	LB p. 204 Act. 7 TG p. 165 Act. 7	**FORMAL ASSESSMENT Assignment** Tessellating patterns – done in class				202	No. 138 (pp. 176–177) No. 139 (pp. 178–179)						
12	LB p. 204 Act. 3 TG p. 165 Act. 8	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Geometric patterns with matches and flow diagrams	206	1	249–251	194–195	No. 140 (pp. 180–181)	Matches					

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

Fabulous Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	LB p. 205 Act. 4 TG p. 165 Act. 9	Geometric patterns with shapes		2	251–252	195	No. 141a (pp. 182–183) No. 141b (pp. 184–185)	Pattern blocks						
14	LB p. 205 Act. 10 TG p. 166 Act. 10	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (introduction to algebraic expressions) (CAPS specifies 3 hours) Identify true or false number sentences	207	1	254	198	No. 142 (pp. 186–187							
15	LB p. 206 Act. 11 TG p. 166 Act. 11	Choose the correct number sentence; Match the answer with the rule		2, 3	254–255	198	No. 143a (pp. 188–189)							
16	LB p. 206 Act. 12 TG p. 166 Act. 12	Write number sentences and calculate the answer		4	255	198	No. 143b (pp. 190–191)							
17		Give back the assignment and give feedback about common errors and misconceptions; Solve any queries												
18	LB p. 207 Act. 13 TG p. 166 Act. 13	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours**)** Probability scale; Listing outcomes	208	1, 2	256–257	200	No. 144 (pp. 192–193)	Coins and dice or spinner (No. 19)						

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

Fabulous Mathematics Week 4

*Select #Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
19	LB p. 207 Act. 14 TG p. 166 Act. 14	Make a spinning top and keep a frequency table to note probability #Unit 144 DBE Workbook pp. 192–193		3, 4	257	201		Spinning top template see TG p. 224; Frequency table template see TG p. 225; Copy for each learner					
20		**FORMAL ASSESSMENT Investigation** Select tasks that can be completed in 1 hour				Make a copy of pp. 203–205 for each learner		Assessment criteria see TG p. 205					
21	LB p. 202 Act. 1 TG p. 164 Act. 1	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	*1, 2, 3	214–215	173–175	No. 105 (pp. 96–97)	Dienes blocks; Counters; Place value cards; Abacus					
22	LB p. 202 Act. 2 TG p. 164 Act. 2	**WHOLE NUMBERS Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Addition and subtraction calculations	197	1 Q. 1, 2	217	175	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Concrete materials, e.g. counters					
23	LB p. 203 Act. 3 TG p. 164 Act. 3	Addition and subtraction calculations (cont.)		1 Q. 3, 4, 5	217–218	176	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Put up posters of the various methods of addition and subtraction					
24	LB p. 203 Act. 4 TG p. 165 Act. 4	Problem solving		2 Q. 1–5	218	176	No. 109 (pp. 106–107)						
24	LB p. 203 Act. 5 TG p. 165 Act. 5	Problem solving (cont.) Estimation		2 Q. 6–11 3 Q. 1–5	218	176	No. 110 (pp. 108–109)						

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
25	LB p. 203 Act. 6 TG p. 165 Act. 6	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Naming 3-D objects	198	1	221–222	178	No. 111a (pp. 110–111)	3 –D objects for learners to examine					
26		Hand back Investigation and give feedback on common errors and misconceptions; Work through any common errors and misunderstandings											
27	LB p. 204 Act. 7 TG p. 165 Act. 7	Sort and compare shapes		2	222–223	178	No. 111b (pp. 112–113)						
28	LB p. 204 Act. 3 TG p. 165 Act. 8	Nets of prisms		3	223	178	No. 111c (pp. 114–115)	Net of a prism see TG p. 226 (No. 13)					
29	LB p. 205 Act. 4 TG p. 165 Act. 9	Make you own 3-D objects		4	224	179		See TG pp. 218–223; Print a copy of each shape for each learner					
30	LB p. 206 Act. 11 TG p. 166 Act. 11	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Shading fractions	199	1	225	179–180	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction wall see *Platinum Mathematics* LB p. 211 (No. 7)					

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

Fabulous Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
30	LB p. 206 Act. 12 TG p. 166 Act. 12	Fractions of an amount		2	226	181	No. 114a (pp. 122–123) No. 114b (pp. 124–125)	Fraction circles (No. 6); Make your own worksheet and concrete objects, e.g. counters					
32	LB p. 207 Act. 13 TG p. 166 Act. 13	Fractions and measurement		5	228	182	No. 119a (pp. 134–135) No. 119b (pp. 136–137)	Measuring instruments					
33	LB p. 207 Act. 14 TG p. 166 Act. 14	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Speedy division calculations (2-digit by 1-digit)	200–201	1	229	184	No. 120 (pp. 138–139) No. 121 (pp. 140–141)	Wall chart showing multiplication tables 12×12					
34	LB p. 207 Act. 15 TG p. 167 Act. 15	Division calculations (3-digit by 2-digits)		2 Q. 1, 2	229–230	185	No. 122 (pp. 142–143)	Wall chart showing methods of division					
35	LB p. 208 Act. 16 TG p. 167 Act. 16	Division calculations continued		2 Q. 3, 4	230	185	No. 123 (pp. 144–145)						
36	LB p. 208 Act. 17 TG p. 167 Act. 17	Word problems with division		3	230–231	185	No. 124 (pp. 146–147) No. 125 (pp. 148–149)						

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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. *Oxford Headstart Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
1	TB pp. 286–287	**MEASUREMENT:** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Find the perimeter on a grid; Measure the perimeter	202	*1, 2	296–298	286–289	No. 127 (pp. 154–155)	Metre stick rulers, measuring tapes, ropes and 2-D shapes with different perimeters						
2	TB pp. 286–287	Compare measurements on grid paper; Calculate the perimeter		*3, 4	299–300	290–291	No. 128 (pp. 156–157)	Dotted or grid paper for each learner see TG p. 318 (No. 20, 21, 22)						
3	TB pp. 286–287	Area; Find areas of shapes on a grid		5	301	291–292	No. 129 (pp. 158–159)							
4	TB pp. 286–287	Use tiles of different sizes to cover a shape		6	303–304	292	No. 130 (pp. 160–161)	Posters of definitions and diagrams relating to the topic see LB pp. 305–306						
5	TB pp. 286–287	Volume; Pack cubes to find the volume		7	305	293–294	No. 131 (pp. 162–163)	See LB for net of cube; Make a copy for each learner who must build the cube (No. 13)						
6	TB pp. 286–287	Find capacity of containers		8	306	294–295	No. 132 (pp. 164–165)							

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

Oxford Headstart Mathematics Week 2 *Select #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
7	TG p. 297 #	**SHAPE AND SPACE:** **3.6 Position and movement** (CAPS specifies 2 hours) Position on a grid or map	204	1	309	297	No. 133 (pp. 166–167)	Coded grids see *Premier Mathematics* p. 182						
8	TG p. 297 #	Follow directions on grids and maps		2	310–311	298	No. 134 (pp. 168–169)	Maps see *Premier Mathematics* p. 183						
9		**FORMAL ASSESSMENT** **Investigation**			295	285 (rubric)								
10	TG p. 299 #	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Making tessellations using reflections	205	1	313	300	No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Cut-outs of 2-D shapes to reflect, translate and rotate						
11	TG p. 299 #	Making tessellations using translations and rotations		2, 3	313–314	300–302	No. 137 (pp. 174–175) No. 138 (pp. 176–177)							
12	TG p. 299 #	Describing patterns and symmetry in tiling tessellations and pictures		*4, 5	315–316		No. 139 (pp. 178–179) No. 140 (pp. 180–181)							

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

Oxford Headstart Mathematics Week 3 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
13	TG p. 304 #	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Representing geometric patterns	206	1 Q. 1, 2	318–319	305	No. 141a (pp. 182–183) No. 141b (pp. 184–185)							
14	TG p. 304 #	Representing geometric patterns continued	207	1 Q. 3, 4, 5	319	306	No. 142 (pp. 186–187)							
15		Hand back the Investigation and work through any common errors or conceptual misunderstandings												
16	TG p. 307 #	**PATTERNS, FUNCTIONS AND ALGEBRA:** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Using number sentences		1	321	307	No. 143a (pp. 188–189)							
17	TG p. 307 #	Write number sentences		2	322	308	No. 143b (pp. 190–191)							
18		**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours**)** What is chance?; Performing a simple trial	208	1	323–324	309–310								
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?							What will you change next time? Why? **HOD:** **Date:**							

Oxford Headstart Mathematics Week 4 *Select #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19		#Unit 144 DBE workbook pp. 192–193												
20	LB pp. 256–257 TG pp. 250–251 *A–F	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	*1–6	257–259	251–253	No. 105 (pp. 96–97)	Dienes blocks; Place-value cards (No. 4); Abacus; Structured, semi- structured and empty number lines (No. 8)						
21		**FORMAL ASSESSMENT** **Assignment**						This LTSM does not give an Assignment; Use one from another LTSM						
22	LB p. 260 TG pp. 254–255 A	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Properties of numbers	197	*1–4	260–262	255–256	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Number cards 1–50						
23	LB p. 260 TG pp. 254–255 B	Rounding off and estimating		5, 6, 7	262–264	256–257	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Put up the posters which summarise the examples given in the LB p. 263						
24	LB p. 260 TG pp. 254–255 C, D	Checking solutions using the inverse; Addition: Method 1 and 2		8, 9	264–265	257–259	No. 109 (pp. 106–107)	Put up the posters which summarise the examples given in the LB pp. 264, 265						

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

Oxford Headstart Mathematics Week 5 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	LB p. 260 TG pp. 254–255 E, F, G	Subtraction: Method 1 and 2		10	266–268	259–260	No. 110 (pp. 108–109)	Put up the posters which summarise the examples given in the LB pp. 266, 267, 269						
26	LB p. 270 TG p. 261 #	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Identifying and naming 3-D objects; Describing objects by their features	198	1, 2, 3	270–273	261–264	No. 111a, b (pp. 110–111)	See list of resources in TG p. 151 (including 3-D models and 2-D shapes) (No. 12)						
27	LB p. 270 TG p. 261 #	Comparing objects by their features		4	274	264–265	No. 111c (pp. 114–115)							
28		Hand back the assignment and work through any common errors or conceptual misunderstandings												
29	LB p. 270 TG p. 261 #	Matching objects by their nets and faces		5	275	265		Squared paper see TG p. 318 (No. 20, 21); Nets see TG pp. 319–320 (No. 13); Copy for each learner						
30	LB p. 279 TG p. 268 #	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Comparing equivalent fractions; Fractions and division	199	1, 2	279–280	268–270	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Resources suggested for Term 3 see TG p. 180; Fraction wall (No. 7)						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?								What will you change next time? Why? **HOD:** **Date:**						

Oxford Headstart Mathematics Week 6 *Select #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	LB p. 279 TG p. 268 #	Find a fraction of a whole number		3	281	271	No. 114a (pp. 122–123) No. 114b (pp. 124–125)	Counters						
32	LB p. 279 TG p. 268 #	Solve problems using fractions; Add and subtract mixed numbers		4, 5	282–283	272–273	No. 115 (pp. 126–127) No. 116 (pp. 128–129)							
33	LB p. 279 TG p. 268 #	Problem solving		6	283	273–274	No. 117 (pp. 130–131) No. 118 (pp. 132–133)							
34	LB p. 285 TG p. 277 A, B # p. 279	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Multiplying by multiples of 10, 100 and 1 000; Divide by 1, 0 and the number itself	200–201	*1, 2, 3	286–288	278–279	No. 120 (pp. 138–139) No. 121 (pp. 140–141)							
35	LB p. 285 TG p. 277 C, D # p. 281	Identify divisibility rules; Write multiples and factors; Inverse operation		*4, 5, 6	288–289	280–282	No. 122 (pp. 142–143)							
36	LB p. 285 TG p. 277 E, F # p. 279 or p. 281	Do quick multiplication; Division 3-digit by 2-digit numbers		*7, 8	290–292	282–283	No. 123 (pp. 144–145)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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:**

Oxford Headstart Mathematics Week 9
Hand back examination and work through common errors with learners – 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:**

3. *Oxford Successful Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
1	LB p. 268 TG p. 206	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Working with perimeter	202	1	268–269	206–207	No. 127 (pp. 154–155)	Squared paper (No. 20, 21)						
2	#	Working with area		2 Q. 1–6	270–271	207–208	No. 128 (pp. 156–157)							
3	#	Working with area (cont.)		2 Q. 7–11	272	208	No. 129 (pp. 158–159)							
4	#	Working with volume		#3 Q. 1–3	273–274	208–209	No. 130 (pp. 160–161)							
5	#	Working with capacity		#3 Q. 4–6	275	209	No. 131 (pp. 162–163)							
6	LB p. 278 TG p. 211	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Find positions on a grid	204	1	278	211	No. 133 (pp. 166–167)	Squared paper (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:**

Oxford Successful Mathematics Week 2 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
7	#	Find positions on a map		2	279	212	No. 134 (pp. 168–169)							
8	LB p. 280 TG p. 213	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Tessellations of one shape only	205	1	280–282	213–214	No. 135 (pp. 170–171) No. 136 (pp. 172–173)							
9	#	Tessellations of two or more different shapes		2	282–283	214–215	No. 137 (pp. 174–175)							
10	#	Designing a shape		3	283–284	215	No. 138 (pp. 176–177) No. 139 (pp. 178–179)							
11		**FORMAL ASSESSMENT** **Investigation** Transformations			300	229–231								
12	LB p. 285 TG p. 216	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 1 hour) Growing patterns	206	1	285–286	216–217	No. 140 (pp. 180–181)	Match sticks or tooth picks						

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

Oxford Successful Mathematics Week 3 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	LB p. 287 TG p. 218 #	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Interpret rules	207	1	278–188	218–219	No. 142 (pp. 186–187)							
14	LB p. 287 TG p. 218 #	Interpret operations with numbers		2	288	219–220	No. 143a (pp. 188–189)							
15	LB p. 287 TG p. 218 #	Write number sentences to describe problems		3	289–290	220–221	No. 143b (pp. 190–191)							
16		**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours**)**	208	1	291–292	222–223	No. 144 (pp. 192–193)							
17		#Unit 144 DBE workbook pp. 192–193 with your learners												
18		Hand back the Investigation and work through any common errors or misunderstandings with the learners												

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

Oxford Successful Mathematics Week 4 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	LB p. 234 TG p. 186 #	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour) Order, represent and compare 6-digit whole numbers; Rounding off to the nearest 5	196	1, 2	234–236	186–188	No. 105 (pp. 96–97)							
20	LB p. 234 TG p. 186 #	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Solve problems on money and measurement	197	3	136–138	188–189	No. 106a (pp. 100–101) No. 106b (pp. 100–103)							
21	LB p. 234 TG p. 186 #	Add and subtract 5-digit numbers in columns		4	238–240	190	No. 107 (pp. 102–103) No. 108 (pp. 104–105)							
22	LB p. 234 TG p. 186 #	Revise addition and subtraction with whole numbers		5 Q. 1–4	240–242	190–192	No. 109 (pp. 106–107)	Put up posters of the examples of how to set out each method; See LB pp. 236, 238, 239						
23	LB p. 234 TG p. 186 #	Revise addition and subtraction with whole numbers		5 Q. 5–7	242	192	No. 110 (pp. 108–109)							
24	LB p. 243 TG p. 193 #	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Identify the properties of the 3-D objects	198	1	243–245	193–194	No. 111a (pp. 110–111)	See LB p. 243						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25		**FORMAL ASSESSMENT** **Assignment** Numbers and patterns			298	227–228								
26	LB p. 243 TG p. 193 #	Pyramids		2	245–247	194	No. 111b (pp. 112–113)	Dotted paper (No. 22)						
27	LB p. 243 TG p. 193 #	Prisms; Make a sculpture out of 3-D shapes		*3 Q. 1–4	247–245	195	No. 111c (pp. 114–115)	Dotted paper (No. 22)						
28	LB p. 243 TG p. 193 #	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (5 hours) Counting in fractions; Ordering fractions	199	1	252	197–198	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction number line (No. 8); Fraction wall (No. 7)						
29	LB p. 251 TG p. 197 #	Solve problems with equivalent fractions		2 Q. 1–3	254	198	No. 114a (*pp.* 122–123) No. 114b (pp. 124–125)	Fraction wall (No. 7)						
30	LB p. 251 TG p. 197 #	Calculations with fractions		#3 Q. 1–7	255–256	199–200	No. 117 (pp. 130–131) No. 118 (pp. 132–133)							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Oxford Successful Mathematics Week 6 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31		Hand back the Assignment and work through common errors and misconceptions												
32	LB p. 258 TG p. 201 Q. 1a–t	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Facts about division with numbers	200–201	1	258–260	201	No. 120 (pp. 138–139) No. 121 (pp. 140–141)							
33	LB p. 258 TG p. 201 Q. 2a–t	Use division to find factors of 2-digit numbers		2	260–261	202	No. 122 (pp. 142–143)							
34	LB p. 258 TG p. 201 Q. 3a–t	Division with no remainder; Division with a remainder		3, 4	261–263	202–203	No. 123 (pp. 144–145)	Counters						
35	LB p. 258 TG p. 201 Q. 4a–t	Compare quantities of the same kind		5	263–265	204	No. 124 (pp. 146–147)							
36	#	Compare quantities of different kinds		6	265–266	205	No. 125 (pp. 148–149)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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:**

Oxford Successful Mathematics Week 9
Hand back examination and work through common errors with learners – 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:**

4. *Platinum Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Platinum Mathematics Week 1 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
1	TG. p. 224 Q. and A. No. 2	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Measure perimeter and calculate perimeter	202	35.1 35.2	176–177	147–148	No. 127 (pp. 154–155)							
2	TG. p. 224 Q. and A. No. 3	Area		*35.3 35.4	178–179	148–149	No. 128 (pp. 156–157)							
3	TG. p. 225 Q. and A. No. 4	Volume		35.6	180–181	149–150	No. 129 (pp. 158–159)							
4	TG. p. 225 Q. and A. No. 5	Volume (cont.)		35.6	180–181	149–150	No. 130 (pp. 160–161)							
5	TG. p. 225 Q. and A. No. 1	Find the volume of a container		35.7	182	150	No. 131 (pp. 162–163) No. 132 (pp. 164–165)							
6		**FORMAL ASSESSMENT** **Assignment** Travelling times and distance *Select activities that would take the learners 1 hour to complete* Read through the Assignment with the learners and make sure that they understand what is expected of them			170–171	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:**

Platinum Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
7	TG. p. 225 Q. and A. No. 1	Find the volume of a container		35.7	182	150	No. 131 (pp. 162–163) No. 132 (pp. 164–165)							
8	TG. p. 225 Q. and A. No. 2	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Locate positions on a grid	204	36.1	184	152–153	No. 133 (pp. 166–167)							
9	TG. p. 226 Q. and A. No. 3	Locate positions on a map		36.2	184	153–154	No. 134 (pp. 168–169)							
10	TG. p. 226 Q. and A. No. 4	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Use transformations to create tessellations	205	37.1	188	155–156	No. 135 (pp. 170–171) No. 136 (pp. 172–173)							
11	TG. p. 226 Q. and A. No. 5	Use transformations to create tessellations (cont.)		37.1	188	156	No. 137 (pp. 174–175)							
12	TG. p. 226 Q. and A. No. 1	Describe patterns around us		37.2	190	156	No. 138 (pp. 176–177) No. 139 (pp. 178–179)							

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

Platinum Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
13		Hand back the Assignment; Go through the work with the learners clarifying any misconceptions and common errors												
14	TG. p. 227 Q. and A. No. 3	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Extend a geometric pattern; Change the shape of a geometric pattern:	206	38.1 38.2	194–195	160–161	No. 140 (pp. 180–181)							
15	TG. p. 227 Q. and A. No. 4	A different type of geometric pattern (30 mins); Another type of pattern (30 mins)		38.3 38.4	196–197	162	No. 141a (pp. 182–183) No. 141b (pp. 184–185)							
16	TG. p. 227 Q. and A. No. 5	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Use number sentences to solve problems	207	39.1	198	163–164	No. 142 (pp. 186–187)							
17	TG. p. 228 Q. and A. No. 1	Use number sentences to solve problems (cont.)		39.1	198	163–164	No. 143a (pp. 188–189)							
18	TG. p. 228 Q. and A. No. 2	Multiple choice questions		39.2	200	165	No. 143b (pp. 190–191)							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Platinum Mathematics Week 4 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	TG. p. 228 Q. and A. No. 3	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours) List possible outcomes of experiments; Record possible outcomes of experiments	208	40.1 40.2	202–203	166	No. 144 (pp. 192–193)							
20	TG. p. 229 Q. and A. No. 4	Record possible outcomes of experiments		40.3 40.4	202–203	167–168								
21		**FORMAL ASSESSMENT** **Investigation** Palindromes *Select activities that would take the learners 1 hour to complete* Read through the investigation with the learners and make sure that they understand how to go about the investigation			192–193	158–159								
22	TG. p. 219 Q. and A. No. 1	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	* 30.1 30.2 30.3	156–157	130–132	No. 105 (pp. 96–97)	Place value table and place value cards (No. 4); Number lines marked in 10s, 100s and 1 000s (No. 5)						
23	TG. p. 219 Q. and A. No. 2	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Add numbers in columns	197	31.1	158	133	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Place value cards (No. 4)						
24	TG. p. 219 Q. and A. No. 3	Subtract numbers in columns		31.2	159	134	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Poster of setting out see LB p. 159 and 160						

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

Platinum Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
25	TG. p. 220 Q. and A. No. 5	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Recognise and name 3-D objects	198	32.1	162–163	136–137	No. 111a (pp. 110–111)	Wall chart of 3-D objects for reference (No. 12)					
26	TG. p. 221 Q. and A. No. 1	Sort and compare 3-D objects		32.2	164–165	138	No. 111c (pp. 114–115)	Posters of correct mathematical terms see LB p. 164 for examples; Variety of boxes of different shapes and sizes to be cut into nets					
27		Hand back the Investigation; Go through the work with the learners clarifying any misconceptions and common errors											
28	TG. p. 222 Q. and A. No. 2	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Compare and order fractions	199	33.1	166	139	No. 113a (pp. 118–119) No. 113b (pp. 120–121)						
29	TG. p. 222 Q. and A. No. 3	Calculate fractions of whole numbers		33.2	167	140	No. 114a (pp. 122–123) No. 114b (pp. 124–125)						
30	TG. p. 222 Q. and A. No. 4	Calculate fractions of whole numbers (cont.)		33.2	167	140	No. 115 (pp. 126–127) No. 116 (pp. 128–129)						

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

Platinum Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	TG. p. 222 Q. and A. No. 5	Solve problems that involve fractions		33.3	168	141	No. 117 (pp. 130–131) No. 118 (pp. 132–133)							
32	TG. p. 223 Q. and A. No. 2	Solve problems that involve fractions (cont.)		33.3	168	141	No. 119a (pp. 134–135) No. 119 b (pp. 136–137)							
33	TG. p. 223 Q. and A. No. 3	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Factors and multiples	200–201	34.1	172	144–145	No. 120 (pp. 138–139) No. 121 (pp. 140–141)							
34	TG. p. 223 Q. and A. No. 4	Inverse operations		34.2	173	145	No. 122 (pp. 142–143)							
35	TG. p. 224 Q. and A. No. 5	Use a clue board for division		34.3	174	145–146	No. 123 (pp. 144–145)							
36	TG. p. 224 Q. and A. No. 1	Solve division problems		34.4 Q. 1–8	175	146	No. 124 (pp. 146–147) No. 125 (pp. 148–149)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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:**

5. *Premier Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
1	Q. TG p. 382 A. TG p. 298 21	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Measuring and calculating perimeter	202	1	217– 218	150–152	No. 127 (pp. 154–155)	Rulers (No. 14), metre sticks and/or measuring tapes; Squared paper see TG p. 180 (No. 20, 21)						
2	Q. TG p. 382 A. TG p. 298 22	Measuring and calculating perimeter		1	217–219	150–152	No. 128 (pp. 156–157)							
3	Q. TG p. 383 A. TG p. 298 23	Investigating area		2	220–221	152	No. 129 (pp. 158–159)	Squared paper see TG p. 180 (No. 20, 21)						
4	Q. TG p. 383 A. TG p. 298 24	Investigating volume		3	221–223	152–153	No. 130 (pp. 160–161)	Net of cube see TG p. 181 (No. 13)						
5	Q. TG p. 384 A. TG p. 299 25	Investigating volume and capacity		3	221–223	152–153	No. 131 (pp. 162–163) No. 132 (pp. 164–165)							
6		**FORMAL ASSESSMENT** **Investigation** *Plan this carefully so that the learners can finish the work in this lesson* Read through the Investigation with the learners and clarify what they are expected to do				229–231 (task) 262–263 (marking guidelines)							

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

Premier Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
7	Q. TG p. 384 A. TG p. 299 26	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Alpha-numeric grid with shapes	204	1, 2	224–225	154	No. 133 (pp. 166–167)	Grid see TG p. 182					
8	Q. TG p. 385 A. TG p. 299 27	Map work		3	227	154–155	No. 134 (pp. 168–169)	Map see TG p. 183					
9	Q. TG p. 386 A. TG p. 299 28	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Identify which transformation has taken place – reflection, rotation or translation; Work with 2-D shapes and tangrams	205	1	228	228–230	No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Squared paper see TG p. 180 (No. 20, 21)					
10	Q. TG p. 387 A. TG p. 299 29	Tessellating patterns		2	231	228–230	No. 137 (pp. 174–175)	Shapes and tangram see TG p. 176 (No. 11)					
11	Q. TG p. 387 A. TG p. 299 30	Describe patterns by identifying how a shape has been translated and identifying lines of symmetry		3	231		No. 138 (pp. 176–177) No. 139 (pp. 178–179)						
12		Hand back Investigation; Go through the work with the learners clarifying any misconceptions and common errors											

Reflection

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

Premier Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE Workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
13	Q. TG p. 387 A. TG p. 300 31	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Ratio in patterns	206	1, 2	232	158–159	No. 140 (pp. 180–181)						
14	Q. TG p. 387 A. TG p. 300 32	Flow diagrams – input and output values and rules of patterns		3	233	160	No. 141a (pp. 182–183) No. 141b (pp. 184–185)						
15	Q. TG p. 388 A. TG p. 300 33	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Read problems and write the correct number sentences	207	1	233	160	No. 142 (pp. 186–187)						
16	Q. TG p. 388 A. TG p. 300 34	Use of inverse operation to solve the problems		2	235	161	No. 143a (pp. 188–189) No 143b (pp. 190–191)						
17	Q. TG p. 389 A. TG p. 300 35	Decide which number sentences are true or false		2	236	161							
18		**FORMAL ASSESSMENT** **Assignment** Hand out the work sheet, read through it and explain what is expected of the learners; Learners must complete this in class and hand it in				228 261–262							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 #Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
19	Q. TG p. 389 A. TG p. 300 36	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours) Testing probability	208	1, 2	236–240	161–162		Coins, spinners, dice (No. 19)						
20	Q. TG p. 372 A. TG p. 295	#Unit 144 DBE workbook pp. 192–193												
21	Q. TG p. 372 A. TG p. 295 2	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	*1–5	197–198	133–135	No. 105 (pp. 96–97)	Place value cards (No. 4)						
22	Q. TG p. 373 A. TG p. 295 3	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Estimation and rounding off; Revision of breaking down and vertical column methods	197	*1, 2 Q. 1a, and d Q. 2a and d Q. 3a and d	198–199	135–137	No. 106a (pp. 100–101) No. 106b (pp. 100–103)							
23	Q. TG p. 373 A. TG p. 295 4	Revise counterbalance/compensation method for subtraction; Revise doubling method to calculate estimating addition		3, 4	200	137–138	No. 107 (pp. 102–103) No. 108 (pp. 104–105)							
24	Q. TG p. 374 A. TG p. 295 5	Working with a number line – oral; Addition and subtraction calculations using the inverse operation		5, 6	200–201	138–137	Number lines (No. 5)	Number lines (No. 5)						
24	Q. TG p. 374 A. TG p. 295 6	Revise the properties of numbers; Problem solving; Problems relating to measurement and finance		7, 8			No. 110 (pp. 108–109)							

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

Premier Mathematics **Week 5** *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
25		Hand back Assignment; Go through the work with the learners clarifying any misconceptions and common errors											
26	Q. TG p. 375 A. TG p. 296 7	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Properties of five 3-D shapes	198	1	203	140–141	No. 111a (pp. 110–111)	See TG p. 179; Make copies of worksheet for each learner (No. 12)					
27	Q. TG p. 375 A. TG p. 296 8	Naming 3-D shapes and drawing other examples		2, 3	206	141–142	No. 111b (pp. 112–113)						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
28	Q. TG p. 376 A. TG p. 296 9	Make 3-D models from 2-D shapes; Analyse the 2-D shapes used to make up the 3-D object		4	207	142	No. 111c (pp. 114–115)	See TG p. 180; Enlarge and photo copy shapes for each learner (No. 13)					
29	Q. TG p. 377 A. TG p. 296 10	Flatten boxes to make nets; Match 3-D shapes to their nets		5, 6	207	142–143		Variety of boxes					
30	Q. TG p. 377 A. TG p. 296 11	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Counting in fractions; Ordering and comparing fractions	199	1	208	143–144	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction strips and/or fraction wall (No. 7)					

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Premier Mathematics Week 6 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
31	Q. TG p. 378 A. TG p. 297 12	Addition and subtraction of common fractions; Addition and subtraction of mixed numbers		*2 Q. 1, 2, 3, 4	209	144	No. 114a (pp. 122–123) No. 114b (pp. 124–125)							
32	Q. TG p. 379 A. TG p. 297 16	Addition and subtraction calculations of more than one whole; Calculate fractions of whole numbers		*2 Q. 5, 6, 7, 8	210	144–145	No. 115 (pp. 126–127) No. 116 (pp. 128–129)	Counters						
33	Q. TG p. 380 A. TG p. 297 17	**NUMBERS, OPERATIONS AND RELATIONSHIPS** Division (CAPS specifies 7 hours) Revise: Rounding off to the nearest 10; Breaking down of numbers and using the inverse operation to check calculations	200–201	1, 2	212–213	146–147	No. 120 (pp. 138–139) No. 121 (pp. 140–141)							
34	Q. TG p. 380 A. TG p. 297 18	Place value and rounding off numbers to the nearest 10, 100 and 1 000; Multiples and factors		3, 4	213–214	147–148	No. 122 (pp. 142–143) No. 123 (pp. 144–145)							
35	Q. TG p. 381 A. TG p. 298 19	Flow diagrams with multiples of 10 and 100; Division and multiplication		4	214	148	No. 124 (pp. 146–147) No. 125 (pp. 148–149)							
36	Q. TG p. 381 A. TG p. 298 20	Multiplication and division without remainders; Steps of long division		5	215	149	No. 126a (pp. 150–151) No. 126b (pp. 152–153)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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:**

6. *Solutions for All Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Solutions for All Mathematics Week 1 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	Q. LB p. 350 A. TG p. 334 No. 170	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Tiling areas	202	1	284–285	238–241	No. 127 (pp. 154–155)	Ex. 1 pp. 285–286 to be done for homework					
2	Q. LB p. 350 A. TG p. 334 No. 171	Areas and perimeters		*2 Ex. 2	286–287	241–243	No. 128 (pp. 156–157)						
3	Q. LB p. 350 A. TG p. 334 No. 172	Stacking objects and filling containers – volume		*3 Ex. 3	288–289	243–244	No. 129 (pp. 158–159)	Match boxes or cubes					
4	Q. LB p. 351 A. TG p. 334 No. 173	Packing and filling		*4 Ex. 4	290–291	244	No. 130 (pp. 160–161)						
5	Q. LB p. 351 A. TG p. 334 No. 174	Catch up any work not completed on Days 1–4		1–4 Ex. 1–4	285–291	240–244							
6	Q. LB p. 351 A. TG p. 334 No. 175	**FORMAL ASSESSMENT** **Investigation** Hand out a copy of the investigation to each learner and explain what is required (Do not give the learners the answers!); Learners complete the answers in class and hand in at the end of the lesson				307 Investigation AND memo	No. 131 (pp. 162–163)						

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

Solutions for All Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
7	Q. LB p. 351 A. TG p. 334 No. 175	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Seating grids	204	1	294	247–248	No. 133 (pp. 166–167)						
8	Q. LB p. 351 A. TG p. 334 No. 176	Reading grids		2	295–296	248	No. 134 (pp. 168–169)						
9	Q. LB p. 351 A. TG p. 335 No. 177	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 2 hours) Shapes that tessellate	205	1 Ex. 1	298	249–251	No. 135 (pp. 170–171) No. 136 (pp. 172–173) No. 137 (pp. 174–175)						
10	Q. LB p. 351 A. TG p. 335 No. 178	Describing tessellations		2	300–301	252	No. 138 (pp. 176–177) No. 139 (pp. 178–179)						
11	Q. LB p. 352 A. TG p. 335 No. 180	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Match stick patterns; Describing patterns with flow diagrams and number sentences	206	1	302–304	253–255	No. 140 (pp. 180–181)						
12		Hand back Investigation; Go through the work with the learners clarifying any misconceptions and common errors											

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	Q. LB p. 352 A. TG p. 335 No. 181	Different ways to create a pattern		2	304–305	256	No. 141a (pp. 182–183) No. 141b (pp. 184–185)							
14	Q. LB p. 352 A. TG p. 335 No. 182	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Checking number sentences; Describing problems with number sentences	207	1	306–307	257–258	No. 142 (pp. 186–187)							
15	Q. LB p. 352 A. TG p. 335 No. 183	Writing number sentences; Checking number sentences		2 Ex. 1	307–308	258–259	No. 143a (pp. 188–189)							
16	Q. LB p. 352 A. TG p. 335 No. 184	Choosing equivalent number sentences		3	307	259	No. 143b (pp. 190–191)							
17	Q. LB p. 353 A. TG p. 336 No. 185	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours) What are the chances?	208	1	310–311	260–271	No. 144 (pp. 192–193)							
18	Q. LB p. 353 A. TG p. 336 No. 186	Flipping a coin; Throwing a dice		2	312–313	271		Coins, dice or spinners (No. 19)						

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

Solutions for All Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
19		**FORMAL ASSESSMENT** **Assignment**				308–309, 310–311		Make copies of the assignment for each learner						
20	Q. LB p. 346 A. TG p. 331 No. 150	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	1, 2	256–258	214–216	No. 105 (pp. 96–97)	Place value cards (No. 4)						
21	Q. LB p. 347 A. TG p. 331 No. 151	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Addition by filling up 10s, 100s and 1000s	197	3	258	216	No. 106a (pp. 100–101) No. 106b (pp. 100–103)							
22	Q. LB p. 347 A. TG p. 331 No. 152	Three methods of subtraction		4	259	217	No. 107 (pp. 102–103) No. 108 (pp. 104–105)							
23	Q. LB p. 347 A. TG p. 332 No. 153	Using column addition and subtraction; More adding and subtracting		5 Ex. 1	260–261	217–219	No. 109 (pp. 106–107) No. 110 (pp. 108–109)							
24	Q. LB p. 347 A. TG p. 332 No. 154	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Properties of objects; Comparing a cube and a rectangular prism	198	1, 2	263–265	223	No. 111a (pp. 110–111)							

Reflection

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

What will you change next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
25	Q. LB p. 347 A. TG p. 332 No. 156	Making nets from boxes; Making objects from nets		3, 4	265	223	No. 111b (pp. 112–113)	Each learner to bring a variety of boxes to class					
26	Q. LB p. 348 A. TG p. 332 No. 157	Cutting through 2-D models (Describe, sort and compare); Building a cube of a net		5, 6	266–267	224	No. 111c (pp. 114–115)	Dotty paper (No. 2)					
27		Hand back Assignment and work through common errors and misconceptions											
28	Q. LB p. 348 A. TG p. 332 No. 159	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Counting fractions; Comparing fractions	199	1, 2	270–271	226–227	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction wall LB p. 270 (No. 7)					
29	Q. LB p. 349 A. TG p. 332 No. 160	Solving problems with fractions		3 Ex. 1	271–272	227–228	No. 114a (pp. 122–123) No. 114b (pp. 124–125)						
30	Q. LB p. 349 A. TG p. 332 No. 161	Adding and subtracting whole numbers with fractions		4, 5	273	228	No. 115 (pp. 126–127) No. 116 (pp. 128–129)						

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

Solutions for All Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
31	Q. LB p. 349 A. TG p. 332 No. 161	Fractions of groups of objects		6	274	228–229	No. 117 (pp. 130–131) No. 118 (pp. 132–133)	Counters or other concrete apparatus					
32	Q. LB p. 349 A. TG p. 333 No. 165	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Breaking up big numbers to divide	200–201	1	277–278	230–233	No. 120 (pp. 138–139) No. 121 (pp. 140–141) No. 122 (pp. 142–143)						
33	Q. LB p. 350 A. TG p. 333 No. 166	Estimating and calculating		2 Ex. 1	278–279	233–234	No. 123 (pp. 144–145)						
34	Q. LB p. 350 A. TG p. 333 No. 167	Using multiplication to divide; More division		3 Ex. 2	279–280	234–235	No. 124 (pp. 146–147) No. 125 (pp. 148–149)						
35	Q. LB p. 350 A. TG p. 333 No. 168	Dividing, bigger numbers; Doubling and halving		4 Ex. 3	280–281	236	No. 126a (pp. 150–151) No. 126b (pp. 152–153)						
36	Q. LB p. 350 A. TG p. 334 No. 169	More calculations with rate and ratio		5	282	237							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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:**

7. Study and Master Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
1	LB p. 288 TG p. 307	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) The distance around the shape	202	20.1 20.2	288–290	307–309	No. 127 (pp. 154–155)	Measuring instruments – rulers, trundle wheel, meter ruler; (Length of double sheet of newspaper is 1 m)					
2	LB p. 291 TG p. 309	Perimeter		21.1 21.2	291–292	309–310	No. 128 (pp. 156–157)						
3	LB p. 293 TG p. 310	Covering surfaces		*22.1 22.2	293–296	310–311	No. 129 (pp. 158–159)						
4	LB p. 296 TG p. 311	More about area and perimeter		23.1 23.2	296–297	311–312	No. 130 (pp. 160–161)						
5	LB p. 298 TG p. 313	Volume and capacity		24.1 24.2	298–300	313–315	No. 131 (pp. 162–163) No. 132 (pp. 164–165)	Cubes or rectangular prisms					
6		**FORMAL ASSESSMENT** **Investigation** No Investigation is provided in this LTSM; Select one from another of the LTSMs											

Reflection

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

Study and Master Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
7	LB p. 258 TG p. 316	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Grid letters and numbers on a map	204	25.1	301–302	316–316	No. 133 (pp. 166–167)	Maps from geography					
8	LB p. 302 TG p. 316	Directions on a map		26.2	302–303	316–317	No. 134 (pp. 168–169)						
9	LB p. 304 TG p. 319	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Translations, reflections and rotations	205	27.1	304	319	No. 135 (pp. 170–171) No. 136 (pp. 172–173)						
10	LB p. 305 TG p. 320	Tessellations		28.1	305–306	319–320	No. 137 (pp. 174–175)						
11	LB p. 307 TG p. 320	Describing patterns		29.1	306–307	321	No. 138 (pp. 176–177) No. 139 (pp. 178–179)						
12		Hand back Investigation and work through common errors and misconceptions											

Reflection

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

Study and Master Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
13	LB p. 308 TG p. 323	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Writing rules for tile patterns	206	30.1	308–310	322–323	No. 140 (pp. 180–181)						
14	LB p. 310 TG p. 324	More rules		31.1	310–312	324–235	No. 141a (pp. 182–183) No. 141b (pp. 184–185)						
15	LB p. 307 TG p. 320	Describing patterns		29.1	306–307	321	No. 138 (pp. 176–177) No. 139 (pp. 178–179)						
16	LB p. 313 TG p. 326	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Number express	207	32.1	313–315	326–328	No. 142 (pp. 186–187)	Counters					
17	LB p. 315 TG p. 328	Writing and solving number sentences		33.1	315–316	328–330	No. 143a (pp. 188–189)						
18	LB p. 317 TG p. 330	Equations that balance		34.1	317–318	330–331	No. 143b (pp. 190–191)						

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

Study and Master Mathematics Week 4 *Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
19	LB p. 320 TG p. 333	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours) Events and outcomes	208	35.1	319–321	332–333	No. 144 (pp. 192–193)	Dice, coins, playing cards, coloured beads						
20	LB p. 321 TG p. 333	Recording actual outcomes		36.1	321–322	333–334								
21		**FORMAL ASSESSMENT** **Assignment** No Assignment is provided in this LTSM; Select one from another of the LTSMs												
22	LB p. 258 TG p. 278	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	*1.1	258–259	278–279	No. 105 (pp. 96–97)	Place value cards (No. 4)						
23	LB p. 260 TG p. 279	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Quick addition and subtraction	197	2.1	260–261	279–280	No. 106a (pp. 100–101) No. 106b (pp. 100–103)							
24	LB p. 262 TG p. 281	Add and subtract 4- and 5-digit numbers		3.1	263	282	No. 107 (pp. 102–103) No. 108 (pp. 104–105)							

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

Study and Master Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	LB p. 263 TG p. 283	Solve word problems with addition and subtraction		4.1	264	283–284	No. 109 (pp. 106–107)							
26	LB p. 266 TG p. 287	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Describe and sort 3-D shapes	198	6.1	266–267	287–288	No. 111a (pp. 110–111) No. 111b (pp. 112–113)	See picture of 3-D objects TG p. 352 (also No. 12); Learners can cut these out and sort them						
27		Hand back Assignment and work through common errors and misconceptions												
28	LB p. 268 TG p. 289	Faces and nets of prisms		7.1	268–269	288–289	No. 111c (pp. 114–115)	See nets of cubes TG pp. 352–356 (also No. 13); Photocopy for each learner						
29	LB p. 270 TG p. 292	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours)	199	8.1	270–271	291–293	No. 113a (pp. 118–119) No. 113b (pp. 120–121)							
30	LB p. 272 TG p. 299	Equivalent fractions		9.1	272–273	292–293	No. 114a (pp. 122–123) No. 114b (pp. 124–125)							

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

Study and Master Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31	LB p. 273 TG p. 294	Fractions of whole numbers		10.1	273–274	294–295	No. 115 (pp. 126–127) No. 116 (pp. 128–129)							
32	LB p. 277–278 TG p. 297	Fractions in real life; Ratio and fractions		11.1 12.1	275–279	295–299	No. 119a (pp. 134–135) No. 119b (pp. 136–137)							
33	LB p. 281 TG p. 300	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours)	200–201	13.1	229–300	280–281	No. 120 (pp. 138–139) No. 121 (pp. 140–141)	Make copies of the tables template for learners to fill in TG p. 299						
34	LB p. 284 TG p. 303	Multiples and powers of 10		14.1	282	300–301	No. 122 (pp. 142–143)							
35	LB p. 285 TG p. 304	Division with and without remainders; Sharing is caring		15.1 16.1	282–284	301–303	No. 123 (pp. 144–145) No. 124 (pp. 146–147) No. 125 (pp. 148–149)							
36	LB p. 287 TG p. 305	More division by 2-digit numbers		18.1	285–286	304–305	No. 126a (pp. 150–151) No. 126b (pp. 152–153)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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:**

8. *Viva Mathematics*

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

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

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

Weekly reflection

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

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

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

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

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

Viva Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
1	LB p. 216 TG p. 150	**MEASUREMENT** **4.6 Perimeter, area and volume** (CAPS specifies 7 hours) Perimeter	202	1	222–223	116	No. 127 (pp. 154–155)	Tape measures					
2	LB p. 216 TG p. 150	Area		2	224–225	116	No. 128 (pp. 156–157)	Grid paper (No. 20, 21)					
3	LB p. 216 TG p. 150	Perimeter and area		3	226	116	No. 129 (pp. 158–159) No 130 (pp. 160–161)						
4	LB p. 216 TG p. 150	Volume		4	227–228	117	No. 131 (pp. 162–163)	Containers of different capacities; Cubes					
5	LB p. 216 TG p. 150	**SHAPE AND SPACE** **3.6 Position and movement** (CAPS specifies 2 hours) Locating positions on a grid	204	1, 2	232–233	119–120	No. 133 (pp. 166–167) No. 134 (pp. 168–169)						
6		Message in code		3	233	120							

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

Viva Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
7	LB p. 220 TG p. 151	**SHAPE AND SPACE** **3.4 Transformations** (CAPS specifies 4 hours) Translations, rotations and reflections	205	4	234	120	No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Triangle from the tangram TG p. 161 (also No. 11)					
8	LB p. 220 TG p. 151	Tessellations		5	235	120	No. 137 (pp. 174–175)						
9	LB p. 220 TG p. 151	Symmetry		6	234	121	No. 138 (pp. 176–177) No. 139 (pp. 178–179)	Pictures showing symmetry					
10	LB p. 220 TG p. 151	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.2 Geometric patterns** (CAPS specifies 2 hours) Extending patterns	206	1	239	122–123	No. 140 (pp. 180–181)						
11	LB p. 220 TG p. 151	Copying patterns		2	240	123	No. 141a (pp. 182–183) No. 141b (pp. 184–185)	Squared paper TG p. 166 (No. 20, 21); Flow diagrams TG p. 173; Matches					
12		**FORMAL ASSESSMENT** **Investigation** *Plan this carefully so that the learners can finish the work in this lesson* Discuss the Investigation with the learners and explain what is expected			241	123							

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

Viva Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
13	LB p. 221 TG p. 151	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Equivalence	207	3			No. 142 (pp. 186–187)							
14	LB p. 221 TG p. 151	Multiple choice		4			No. 143a (pp. 188–189)							
15	LB p. 221 TG p. 151	Number sentences		5			No. 143b (pp. 190–191)							
16	LB p. 221 TG p. 151	**DATA HANDLING** **5.2 Probability** (CAPS specifies 2 hours) Certain, uncertain or impossible	208	1, 2			No. 144 (pp. 192–193)							
17	LB p. 221 TG p. 151	Spin the spinner and record the results; Throw the dice and record the results		3	247	127		Spinners TG p. 170 (also No. 19); Dice						
18		Hand back Investigation and work through common errors and misconceptions												

Reflection

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

Viva Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
													Date completed
19	LB p. 190 TG p. 148	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour)	196	1	191	100	No. 105 (pp. 96–97)	Place value cards (No. 4)					
20	LB p. 190 TG p. 148	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Estimating by rounding off; Inverse operations	197	2, 3	193–194	100–101	No. 106a (pp. 100–101) No. 106b (pp. 100–103)						
21	LB p. 190 TG p. 148	Properties of numbers		4	195	101	No. 107 (pp. 102–103) No. 108 (pp. 104–105)						
22	LB p. 190 TG p. 148	Problem solving		6	197	103	No. 110 (pp. 108–109)	Calculators					
23	LB p. 198 TG p. 148	**SPACE AND SHAPE** **3.2 Properties of 3-D objects** (CAPS specifies 5 hours) Identifying 3-D objects; Nets of 3-D objects	198	1, 2	199–200	104–105	No. 111a (pp. 110–111)	Different shapes; Boxes					
24	LB p. 198 TG p. 148	Measuring angles		3	201	105	No. 111b (pp. 112–113)						

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

Viva Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
25	LB p. 198 TG p. 148	House roofs		4	202	105	No. 111c (pp. 114–115)							
26		**FORMAL ASSESSMENT** **Assignment** No Assignment is provided in this LTSM; Select one from another of the LTSMs												
27	LB p. 198 TG p. 148	Flat and curved surfaces; Matching 3-D shapes and descriptions		5, 6	203	105		Models of 3-D objects						
28	LB p. 198 TG p. 148	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Common fractions** (CAPS specifies 5 hours) Fractions; Elevenths and twelfths	199	1, 2	206	107	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction mat TG p. 169 (also No. 7)						
29	LB p. 198 TG p. 148	Fractions of whole numbers		3	208	108	No. 114a (pp. 122–123) No. 114b (pp. 124–125)							
30	LB p. 205 TG p. 149	Adding and subtracting with the same denominators		4	209	108	No. 115 (pp. 126–127) No. 116 (pp. 128–129)							

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

Viva Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
31		Hand back Assignment and work through common errors and misconceptions												
32	LB p. 205 TG p. 149	Adding and subtracting mixed numbers		5	210	108	No. 117 (pp. 130–131) No. 118 (pp. 132–133)							
33	LB p. 205 TG p. 149	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **Division** (CAPS specifies 7 hours) Financial problems and division; How many stamps can I buy?	200–201	1, 2	212–213	110–111	No. 120 (pp. 138–139) No. 121 (pp. 140–141) No. 122 (pp. 142–143)							
34	LB p. 205 TG p. 149	Multiples and factors		3	214	111	No. 123 (pp. 144–145) No. 124 (pp. 146–147)	Times tables TG p. 174						
35	LB p. 205 TG p. 149	Practising division		4	215	112	No. 125 (pp. 148–149)							
36	LB p. 211 TG p. 150	Division – 3 digits by 2 digits		2	218	113	No. 126b (pp. 152–153)							

Reflection	
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend 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 Weeks 7 and 8 Revision and examination – do your own planning														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
37														
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
Hand back examination and work through common errors with learners – 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:**

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

The term plan in Table 1 gives an overview of how the formal and required informal assessment programme fits into the weekly planned lessons.

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

The suggested formal assessments are noted in the tracker for each set of LTSMs. Refer to the set of LTSMs which you are using. You will need to plan the dates on which informal tests and assignments will be written, should you wish to set any.

An exemplar of an ***end-of-year examination*** is provided in this section for you to use instead of those in the LTSMs if you choose to do so. The ***memorandum*** is also provided. You will also find an analysis of the cognitive levels and the content areas for each question of the exemplar. These weightings are CAPS compliant. In all trackers, the examination is scheduled for Week 8 but you can write it at a different time as decided by your school.

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

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

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

LTSM	Possible informal assessment activities	Formal assessment: Investigation	Formal assessment: Assignment	Formal assessment: Examination (Week 7 or 8)
Fabulous Mathematics	A revision exercise is at the end of each unit which could be used as informal assessment; answers are in the TG for each revision exercise **Unit 1:** LB p. 170, TG p. 123 **Unit 2:** LB p. 176, TG p. 126 **Unit 3:** LB p. 180, TG p. 128 **Unit 4:** LB p. 184, TG p. 133 **Unit 5:** LB p. 187, TG p. 135 **Unit 6:** LB p. 190, TG p. 136 **Unit 7:** LB p. 194, TG p. 139 **Unit 8:** LB p. 194, TG p. 141 **Unit 9:** LB p. 203, TG p. 144 **Unit 10:** LB p. 210, TG p. 150 **Unit 11:** LB p. 212, TG p. 153	**Week 4** **Investigation: Tessellations** TG pp. 203–205 (instructions for learners and assessment criteria) (25 marks) *The investigation is done at home*	**Week 2** **Assignment: Make your own tessellating pattern** TG p. 202 (20 marks) *The assignment is done in class*	**End-of-year examination** TG pp. 209–212 (photocopiable examination covering the whole year's work) TG pp. 213–214 (memorandum)
Oxford Headstart Mathematics	**Assessment 10** LB pp. 277–278, TG p. 267 (answers) **Assessment 11** LB pp. 307–308, TG pp. 295–296 (answers) **Assessment 12** LB pp. 325–327, TG pp. 310–313 (answers)	**Week 2** **Investigation: Rate** LB p. 295 (investigation) TG p. 285 (rubric)	**Week 4** **No assignment provided** We suggest that you use the assignment from the TG of another approved LTSM	

Table 1: TERM 4 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs				
LTSM	**Possible informal assessment activities**	**Formal assessment: Investigation**	**Formal assessment: Assignment**	**Formal assessment: Examination (Week 7 or 8)**
Oxford Successful Mathematics	The authors suggest that these revision exercises be used for informal assessment; answers are in the TG **Revision 10** LB p. 250, TG p. 196 **Revision 11** LB p. 276, TG pp. 209–211 **Revision 12** LB p. 293, TG pp. 223–225	**Week 2** **Investigation: Transformations** LB p. 300 TG pp. 229–230 TG p. 231 (rubric)	**Week 5** **Assignment: Number patterns** LB p. 298 TG pp. 227–228 (45 marks) TG p. 228 (rubric)	**No examination is provided** We suggest that you use a Term 4 examination from the TG of another series of the eight approved LTSMs or the examination paper in the tracker
Platinum Mathematics	The revision exercises could be used for informal assessment; answers are in the TG **Revision topics 30–31** LB p. 161, TG p. 135 **Revision topics 32–33** LB p. 169, TG p. 141 **Revision topics 34–35** LB p. 183, TG p. 151 **Revision topics 36–37** LB p. 191, TG p. 157	**Week 4** **Investigation: Palindromes** LB pp. 192–193 TG pp. 158–159	**Week 1** **Assignment: Travelling times and distances** LB p. 170 (40 marks) TG p. 142 (answers) TG p. 143 (rubric)	**End-of-year examination** TG pp. 178–179 TG p. 169 (answers)
Premier Mathematics	**Informal Assessment 1** TG pp. 223–224 TG p. 260 (answers) **Informal Assessment 2** TG pp. 225–227 TG pp. 260–261 (answers)	**Week 1** **Investigation: Data handling** TG pp. 229–231 (45 marks) TG pp. 262–263 (answers and rubric)	**Week 3** **Assignment: Transformations** TG p. 228 (20 marks) TG pp. 261–262 (examples of transformation and the rubric)	**End-of-year examination** TG pp. 232–236 (100 marks) TG pp. 264–268 (answers and cognitive levels)
Solutions for All Mathematics	*Check what you know* is at the end of each unit in the LB Answers are in TG for each *Check what you know* exercise	**Week 1** **Investigation: The Fibonacci trick** TG p. 307 instructions and answers (no marks are given)	**Week 4** **Assignment: Topics from the curriculum** TG pp. 308–309 (40 marks) TG pp. 310–311 (answers and cognitive levels)	**No end-of-year examination is provided** We suggest that you use the Term 4 examination from the TG of another approved LTSM, or the examination paper in the tracker

Table 1: TERM 4 FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs				
LTSM	**Possible informal assessment activities**	**Formal assessment: Investigation**	**Formal assessment: Assignment**	**Formal assessment: Examination (Week 7 or 8)**
Study and Master Mathematics	In the TG there are nine assessment tasks and any of these could be used as informal assessment **Assessment Task 27** TG pp. 286–287, TG p. 287 (answers) **Assessment Task 28** TG pp. 289–290, TG p. 291 (answers) **Assessment Task 29** TG p. 292, TG p. 293 (answers) **Assessment Task 30** TG p. 306, TG p. 307 (answers) **Assessment Task 31** TG pp. 314–315, TG p. 315 (answers) **Assessment Task 32** TG p. 317, TG p. 318 (answers) **Assessment Task 33** TG p. 321, TG p. 322 (answers) **Assessment Task 34** TG pp. 325–326, TG p. 326 (answers) **Assessment Task 35** TG pp. 331–332, TG p. 332 (answers)	**Week 1** **No investigation is provided** We suggest that you use the investigation from the TG of another approved LTSM	**Week 4** **No assignment is provided** We suggest that you use the assignment from the TG of another approved LTSM	**No end-of-year examination is provided** We suggest that you use the Term 4 examination from the TG of another approved LTSM, or the examination paper in the tracker
Viva Mathematics	**Assessment 1** LB p. 204 (assessment on Units 1–2) TG p. 106 (answers) **Assessment 2** LB p. 229 (assessment on Units 3–7) TG p. 118 (answers) **Assessment 3** LB p. 249 (assessment on Units 6–8) TG pp. 127–128 (answers) **Mental maths with vocabulary** Term 4 LB p. 248, TG p. 154 (answers)	**Week 2** **Investigation: Pentominoes** LB p. 241 for instructions TG p. 123 for possible solutions	**Week 5** **No assignment provided** We suggest that you use the assignment from the TG of another approved LTSM	**No end-of-year examination is provided** We suggest that you use the Term 4 examination from the TG of another approved LTSM, or the examination paper in the tracker

2. Suggested Assessment Record

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

3. Grade 5 Mathematics End-of-Year Examination Exemplar Term 4

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

INSTRUCTIONS TO LEARNERS:

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

SECTION 1: Mental mathematics **7 marks**

1. 12 000 + 3 + 5 000 + 40 + 200
   = _____ (1)

2. Is 5 a factor of 100?
   _____ (1)

3. Fill in > ; < ; or =
   356 178 ____ 356 187 (1)

4. Fill in the missing number: (5 + 3) x _____ = 56 (1)

5. Is 19 + 6 = 45 – 20
   _____ (1)

6. Round off 745 863 to the nearest 1 000
   _____ (1)

7. 3 600 ÷ 100
   = _____ (1)

(10)

SECTION 2: OPERATIONS

12 marks

- Write the answers in the spaces provided and show all your working out
- You may use **ANY** method
- 1 mark for working out and 2 marks for the correct answer

8. **34 188 + 38 569 =** (3)

9. **72 757 – 38 569 =** (3)

10. **867 X 38 =** (3)

11. **497 ÷ 26 =** (3)

SECTION 3: FRACTIONS **5 marks**

- Use the fraction wall to help you answer the following questions

1											
$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{3}$					$\frac{1}{3}$					$\frac{1}{3}$	
$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$			
$\frac{1}{5}$				$\frac{1}{5}$				$\frac{1}{5}$			
$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$		
$\frac{1}{8}$		$\frac{1}{8}$			$\frac{1}{8}$			$\frac{1}{8}$			
$\frac{1}{10}$			$\frac{1}{10}$			$\frac{1}{10}$			$\frac{1}{10}$		
$\frac{1}{12}$				$\frac{1}{12}$				$\frac{1}{12}$			

12. Fill in the missing number $\frac{6}{12} = \frac{\quad}{2}$ (1)

13. Use the fraction wall to write these fractions from the biggest to the smallest: $\frac{1}{8}$; $\frac{1}{6}$; $\frac{1}{2}$; $\frac{1}{10}$

_____ (1)

14. Find the answer to $1\frac{3}{4} + 4\frac{2}{4}$

_____ (2)

15. What is $\frac{2}{3}$ of 24?

_____

_____

_____

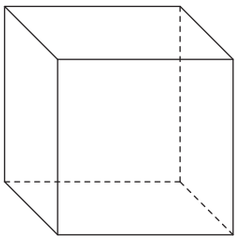
_____

_____

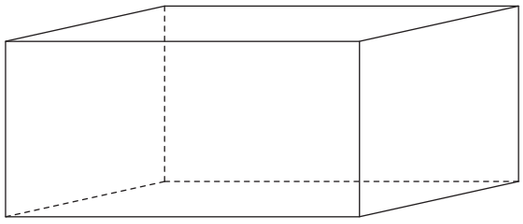
_____ (1)

SECTION 4: SPACE AND SHAPE **8 marks**

16. Study the following 3-D objects:



OBJECT A: Regular Object



OBJECT B: Irregular Object

16.1 Name each object:

Object A is a _____ (1)

Object B is a _____ (1)

16.2 Name 2 things that are the **same** in both 3-D objects.

_____

_____

_____

_____

_____

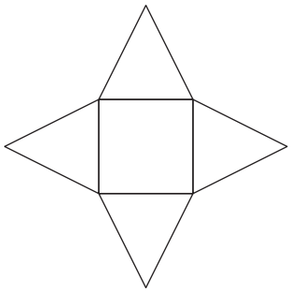
_____ (2)

16.3 Name 1 thing that is **different** in both 3-D objects.

_____

_____ (1)

17. What 3-D object will this net make?



_____ (1)

18. Study this grid:

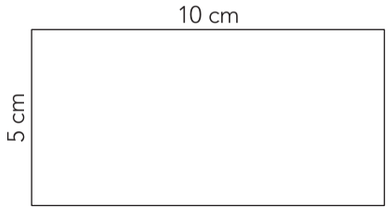
18.1 Draw a triangle in cell D 5. (1)

18.2 In which cell will you find a mixed number? _____ (1)

6	X			$\frac{3}{4}$
5		$\frac{12}{5}$		
4				
3	÷		+	
2				
1		$6\frac{2}{3}$		
	A	B	C	D

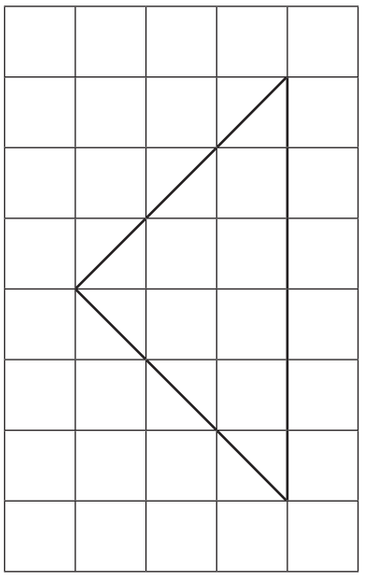
SECTION 5: MEASUREMENT **7 marks**

19. What is the **perimeter** of this rectangle?



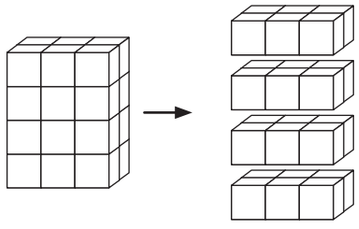
_____ (1)

20. What is the **area** of this triangle?



_____ (2)

21. Dineo makes a shape using cubes of 1 cm.
She has 4 layers with 6 cubes in each layer.
What is the volume of her shape?



_____

_____ (2)

22. Your teacher runs 21 km. How many metres is this?

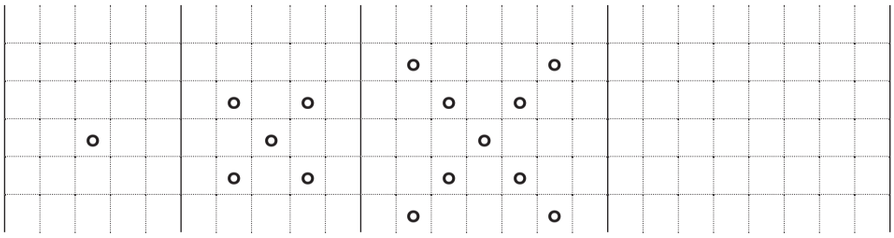
_____ (1)

23. School ends at 1o'clock. Write this as a digital time.

_____ (1)

SECTION 6: PATTERNS, FUNCTIONS AND ALGEBRA **7 marks**

24. Study the pattern shown below:



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

24.1 Complete the pattern by drawing Pattern 4. (1)

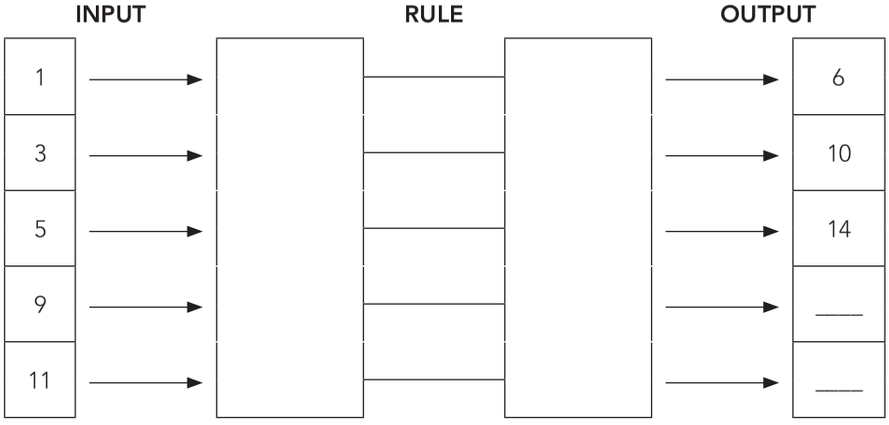
24.2 The number of circles in Patterns 1, 2 and 3 are filled in on the table below.

Fill in the number of circles used for Pattern 4 and Pattern 5 on the table.

Pattern	1	2	3	4	5
Number of circles	1	5	9	____	____

(2)

25. Look at the pattern in the flow chart below



25.1 Work out the 2 step rule and fill it in on the diagram.

_____

_____

_____ (2)

25.2 Find the output values for 9 and 11 and fill them in on the diagram.

_____

_____

_____ (2)

SECTION 7: DATA HANDLING – PROBABILITY

4 marks

26. Circle the correct answer: for example (a)

It is sunny today. This means that tomorrow:

a) It will be sunny

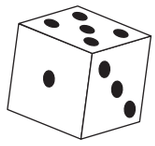
b) It will be rainy

c) We do not know if it will be sunny or rainy (1)

27. I toss a coin. What are the possible outcomes?

_____ (1)

28. John is playing a game. He has to throw a dice and then move a counter according to the number shown on the dice.



Is it more difficult to throw a 6 than any other number?

Explain your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ (2)

Total: 50

4. Grade 5 Mathematics End-of-Year Examination Term 4: Memorandum

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

K	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off.
RP	Routine procedure: perform well known procedures; simple applications.
CP	Complex procedure: problems involving complex calculations and/or higher order reasoning.
PS	Problem solving: non-routine problems; higher order understanding and processes.

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

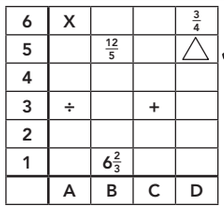
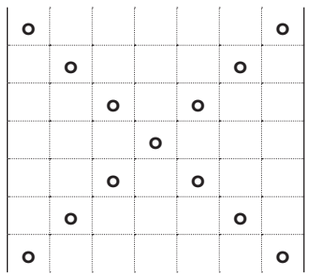
1	Numbers, operations and relationships
2	Patterns, functions and algebra
3	Space and shape
4	Measurement
5	Data handling

Questions	Marks	Content area	Cognitive level
SECTION 1: Mental mathematics			**7 marks**
1. 12 000 + 3 + 5 000 + 40 + 200 = **17 243** ✓	(1)	**1**	K
2. Is 5 a factor of 100? **Yes** ✓	(1)	**1**	K
3. Fill in > ; < or = **35 678 <u><</u> ✓ 3 5 687**	(1)	**1**	K
4. (5 + 3) x **<u>7</u>** ✓ = 56	(1)	**1**	K
5. Is 19 + 6 = 45 – 20 **Yes (both sides are equal to 25)** ✓	(1)	**1**	K
6. Round off 45 863 to the nearest 1 000 **46 000** ✓	(1)	**1**	K
7. 3 600 ÷ 100 = **36** ✓	(1)	**1**	K

Questions	Marks	Content area	Cognitive level
SECTION 2: Operations			**12 marks**
8. **34 188 + 38 569 =** *1 mark for the correct place value* *2 marks for the correct answer* 30 000 + 4 000 + 100 + 80 + 8 30 000 + 8 000 + 500 + 60 + 9 = <u>60 000 + 12 000 + 600 + 140 + 17</u> ✓ 60 000 + 10 000 + 2 000 + 600 + 100 + 40 + 10 + 7 = 70 000 + 2 000 + 700 + 50 + 7 **= <u>72 757</u>** ✓✓ **OR** **TTh TH H T U** ^{1}3 4 ^{1}1 ^{1}8 8 ✓ + 3 8 5 6 9 **<u>7 2 7 5 7</u>** ✓✓	(3)	**1**	RP
9. **72 757 – 38 569 =** *1 mark for the correct place value* *2 marks for the correct answer* 60 000 12 000 600 140 17 ~~70 000~~ + 2 000 + 700 + 50 + 7 (30 000 + 8 000 + 500 + 60 + 9) = <u>30 000 + 4 000 + 100 + 80 + 8</u> ✓ 30 000 + 4 000 + 100 + 80 + 8 **= 34 188** ✓✓ **OR** **TTh TH H T U** ~~^{6}7~~ ^{1}2 ~~^{6}7~~ ~~^{14}5~~ ^{1}7 ✓ + 3 8 5 6 9 **<u>3 4 1 8 8</u>** ✓✓	(3)	**1**	RP

Questions	Marks	Content area	Cognitive level
10. **867 x 38 =** = (867 x 40) – (867 x 2) = 867 x 4 x 10 – (double 867) ✓ = 34 680 – 1 734 **= <u>32 946</u> ✓✓** **OR** 867 x 38 = (867 x 30) + (867 x 8) ✓ = (867 x 3 x 10) + (867 x 2 x 2 x 2) = 26 010 + 6 936 = **32 946 ✓✓**	(3)	**1**	RP
11. **497 ÷ 26 =** Divide 497 into groups of 26 Subtract 10 × 26 = 260 Subtract 5 × 26 = 130 Subtract 2 × 26 = 52 Subtract 2 × 26 = 52 ✓ So 497 ÷ 26 = 19 remainder 1 ✓✓ 1 x 26 = 26 2 x 26 = 52 3 x 26 = 78 4 x 26 = 104 5 x 26 = 130 (half of 260) 10 x 26 = 260	(3)	**1**	RP

Questions	Marks	Content area	Cognitive level
SECTION 3: Fractions			**5 marks**
12. $\frac{6}{12} = \mathbf{\frac{1}{2}}$ ✓	(1)	**1**	RP
13. $\frac{1}{2}; \frac{1}{6}; \frac{1}{8}; \frac{1}{10}$ ✓	(1)	**1**	RP
14. $1\frac{3}{4} + 4\frac{2}{4}$ $= 5\frac{5}{4}$ ✓ $= \mathbf{6\frac{1}{4}}$ ✓ **OR** $1\frac{3}{4} + 4\frac{2}{4}$ $= \frac{7}{4} + \frac{18}{4}$ $= \frac{25}{4}$ ✓ $= \mathbf{6\frac{1}{4}}$ ✓	(2)	**1**	RP
15. $\frac{1}{3}$ of 24 = 8 So $\frac{1}{3}$ of 24 = 2 x 8 = **16** ✓	(1)	**1**	RP
SECTION 4: Space and shape			**8 marks**
16. 16.1 Object A is a **cube** ✓	(1)	**3**	K
Object B is a **rectangular prism** ✓	(1)	**3**	K
16.2 *Look for 2 correct facts* Both objects have 6 faces Both objects have only right angles Both objects have the same number of edges	(2)	**3**	CP
16.3 All of the faces of a cube are squares whereas the faces of a rectangular prism are rectangles or squares	(1)	**3**	CP
17. The net will make a **square based pyramid** OR **a rectangular based pyramid** ✓	(1)	**3**	RP

Questions	Marks	Content area	Cognitive level
18. 18.1  ✓	(1)	**3**	RP
18.2 **Cell B1** ✓	(1)	**3**	RP
SECTION 5: Measurement			**7 marks**
19. Perimeter = **30 cm** ✓ (10 cm + 10 cm + 5 cm + 5 cm)	(1)	**4**	RP
20. Area = **9 squares** ✓✓ (6 whole squares + 6 half-squares)	(2)	**4**	CP
21. **24 cubes** ✓✓	(2)	**4**	CP
22. 21 km = **21 000 m** ✓	(1)	**4**	RP
23. 1 o'clock = **13:00** OR **1.00pm** ✓	(1)	**4**	RP
SECTION 6: Measurement			**7 marks**
24. 24.1 *1 mark for correctly drawing Pattern 4* ✓  **Pattern 4**	(1)	**2**	CP
24.2	(2)	**2**	CP

Pattern	1	2	3	**4**	**5**
Number of circles	1	5	9	**13** ✓	**17** ✓

Questions	Marks	Content area	Cognitive level
25. 25.1 Rules: **+ 2** ✓ **x 2** ✓	(2)	**2**	CP
25.2 **22** ✓	(1)	**2**	CP
26 ✓	(1)	**2**	CP
SECTION 7: Data handling – probability			**4 marks**
26. **c) We do not know if it will be sunny or rainy** ✓	(1)	**5**	K
27. **Heads and Tails** ✓	(1)	**5**	K
28. There is an equal chance that John will throw any of the numbers. This means that a 6 has the same chance as any of the other numbers for being thrown. ✓✓ *Give 2 marks for a well-reasoned out correct answer.*	(2)	**5**	PS

5. Analysis of Cognitive Levels

Table 2 below shows the percentage of marks that should be allocated to **content areas** and the number of marks for each area in the Term 4 examination.

Table 2: WEIGHTING OF CONTENT AREAS IN TERM 4 EXAMINATION

Number	Content area	Specified percentage of marks in the CAPS	Specified percentages as marks for a test out of 50	Marks out of 50 in the Term 4 examination
1	**Numbers, operations and relationships**	50%	25 marks	24 marks
2	**Patterns, functions and algebra**	10%	5 marks	7 marks
3	**Space and shape**	15%	7,5 marks	8 marks
4	**Measurement**	15%	7,5 marks	7 marks
5	**Data handling**	10%	5 marks	4 marks
		100	**50**	**50**

Table 3 below shows the percentage of marks that should be allocated to **cognitive levels** and the number of marks in each level in the Term 4 examination.

Table 3: WEIGHTING OF COGNITIVE LEVELS IN 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 marks	11 marks
Routine procedures	45%	22,5 marks	23 marks
Complex procedures	20%	10 marks	12 marks
Problem solving	10%	5 marks	4 marks
	100	**50**	**50**