

**GRADE 4**

# **Mathematics**

Teacher Toolkit: CAPS Planner and Tracker

**2019 TERM 3**



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## A. ABOUT THE TRACKER AND RESOURCES

### 1. Your quick guide to using this planner and tracker



*What is the NECT and where do I fit in?*

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



*But who will help me?*

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



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

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



*How do I use the planner and tracker?*

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



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

1. Find the textbook that YOU are using.

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

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

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

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

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



## 2. Purpose of the tracker

The Grade 4 Mathematics 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 Curriculum and Assessment Policy Statements (CAPS). The tracker provides a programme of work that should be covered each day of the term and a space for reflection on the work done.

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

In addition, the tracker encourages you to reflect on the parts of your lessons that are effective, and the areas where content coverage could be supplemented or strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice. This tracker should be kept and filed at the end of the term.

## 3. Links to the CAPS

The Mathematics tracker for Grade 4 is based on the requirements prescribed by the Department of Basic Education's 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 time specified in the CAPS is allocated to each topic. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each lesson to help you refer to the curriculum document directly, should you wish to do so.

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

There is a tracker for each set of Learner's Books and Teacher's Guides of the approved books on the national catalogue. The tracker aligns the CAPS requirements with the content set out in the approved Learner's Books and Teacher's Guides. You must refer to the tracker for the book that your learners are using. If you have copies of other Learner's Books, you can also refer to these trackers to give you ideas for teaching the same content in a different way – but you must ensure that you cover the content systematically.

For each Learner's Book, links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for you to access the correct resources.

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than you would be able to complete in the time allocated for the lesson. (**\*Select** is marked in the Learner's Book activity column in the tracker in these cases.) In other instances, the Learner's Book does not have sufficient activities to consolidate work done on a topic. In this case we recommend that you supplement the recommended activities using the DBE workbooks. The page number of the worksheet being referred to is given in the column labelled DBE. (**#Supplement** is marked in the Learner's Book activity column in these cases.) You could also use other approved Learner's Books or any other resources you have.

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

## 5. Links to the DBE workbooks

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

## 6. Managing time allocated in the tracker

The tracker for each term contains details of work to be covered over 60 lessons per term, six per week for ten weeks. The CAPS prescribes six hours of Mathematics per week in Grade 4. Each school will organise its timetable differently, so the programme of lessons is based on work in the Learner's Book and DBE workbook, which should take just over an hour per day to complete. 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 allocated to teaching Mathematics is used constructively.

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

This tracker is designed for a term that is 11 weeks long. In most weeks, one lesson is set aside for you to catch up on work not done in the previous five lessons, or to provide remedial support or enrichment. The formal teaching programme, the project, some revision, and the term test should be completed by the end of Week 10. Week 11 is thus available for you to review the test and do remediation work with your learners. If you use this tracker in a third term that is not 11 weeks long, you will need to adjust the programme of work accordingly. You should check this at the start of the term.

## 7. Sequence adherence

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

## 8. Links to assessment

In Term 3 of Grade 4, the formal assessment programme specified by the CAPS requires at least one project and one test. The Assessment plan provided in Section D of this tracker shows what is available for you to use for these in each set of LTSMs. The tracker also indicates where in the series of lessons the formal assessments should be done and when feedback should be given. The actual tasks and the dates for the assessments vary from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. We suggest that you discuss testing times with your colleagues who are teaching other subjects. In this way you can avoid having the learners write several tests on the same day in a single week.

You should use the project and test in your set of LTSMs with due diligence making sure

that you personalise them and supplement them using other Learner's Books or ANA past papers and exemplars, if necessary, to ensure that they fulfil the requirements of the CAPS. In addition, if there is a term test in the Learner's Book, we suggest that you do not use it as part of the formal assessment programme, because learners will have been able to prepare for it in advance. In such cases, rather use a term test from the Teacher's Guide of a different set of LTSMs, or set your own test, or use the exemplar term test which is provided in Section D of this tracker. A marking memorandum and an analysis of the test according to the cognitive levels described in the CAPS can also be found there. We recommend that your learners write the test in Week 10.

We have provided a suggested mark recording sheet, which records the marks of the assessment conducted during the term, for you to copy and complete for all the learners in your class. You may, however, prefer to use your own mark recording sheet created using your class list.

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

## 9. Resources

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

In addition, a number of actual printable resources, as well as useful information about them, are provided in two books. These books are:

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

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

Section D of the tracker has resources for assessment.

## B. LESSON PREPARATION KEY STEPS

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

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

1. **Review the term focus:** It is important that you are clear about the content focus, because this will frame everything you do in your Mathematics lessons during the term. Start by looking at the CAPS and **orientating** yourself to the CAPS content focus for the term.
2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the trackers. It is very important that you **check what is required for each lesson ahead of time** so that you have all your resources (for example, counters, number boards, paper cut-outs, examples of shapes, etc.) ready for use every day. Here are a few tips to help you:
  - If you do not have all the necessary resources readily available, see how best you can improvise, for example, ask learners to collect bottle tops or small stones that can be used for counting, or make your own flard cards/place value cards using pieces of cardboard and a marker pen.
  - Collect necessary items from home (for example, bottles, bottle tops, cereal boxes, empty containers, etc.) in advance to ensure that you have all the necessary resources for your lesson.
3. **Prepare the content:** Think carefully about the content that you will teach your learners in each lesson. Think about the prior knowledge of the content that learners should have from earlier grades. This prior knowledge will be built on in each lesson. 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. Also consider whether you have any learners with learning barriers in the class, and how will you accommodate them.
  - **Prepare a short introduction** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the topic. You need to think about how to explain new mathematics content, new vocabulary and mathematical skills to your learners.
  - **Make sure you have prepared adequately for the teaching of the concepts before you teach. Prepare yourself** to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what you will do in class and what learners will do at home. Be sure to have some enrichment and remediation activities ready to use as needed. (The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use, and you will also find enrichment cards and remediation activities for each topic for this term 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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).

4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work:** Most lessons should include the steps below. We have made suggestions about how much time to spend on each step – but you might find that you need to work differently in some lessons, such as when a test is being written.

- **Step 1: Mental maths (5-10 minutes): Prepare the mental maths activities for each day.** This is a mental, 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. This will enable learners to easily recall concepts when doing higher level work. If the mental maths activity is in your Learner's Book (which is the case with some of them), you do not need to copy these activities for the learners. However, if the mental maths activity is in the Teacher's Guide, you will need to make photocopies for the learners. Learners should do mental maths orally most days, but they should do mental maths in written form once a week so that there is some record of your daily mental maths activities. Choose a set day, such as a Wednesday, for example, on which you do written mental maths on a weekly basis. 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 apparatus to calculate the answers during a mental maths activity. If learners need to, let them use their fingers as a concrete aid, but make a note of which learners are doing this. Then spend time with these learners during remediation to help them master these basic mathematical skills. Mental maths skills improve hugely through repeated activity and enable learners to perform higher level tasks with greater ease.

- **Step 2: Homework review/reflection (10 minutes):** This is the second activity of the lesson. We recommend that you take about 10 minutes (not more) to remediate and correct the previous day's homework. Read out answers to all

the homework questions. Make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can.

If peer or individual marking has been done, you should regularly sample some learners' books to moderate this marking. Choose one or two activities that learners struggled with, and work through these activities in class. Allow learners the opportunity to write corrections as needed.

During this part of the lesson you may reflect on the previous day's work.

- **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 – working through examples interactively with your learners. Worked examples and suggested explanations are given in the Learner's Book or Teacher's Guide. Work through these examples with your class as a whole. If you need additional examples or ideas to enrich your explanations, the CAPS content clarification column elaborates these explanations and provides 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 the DBE workbook. These activities allow them to practice their mathematical and problem solving skills. It is important that you **work through the classwork activity beforehand** – you need to assist learners as they do the classwork.

You might also need to select particular questions from each activity that can be used as a classwork activity to ensure that learners can manage the workload – the **exercises given in the various Learner's Books vary greatly in length** and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each day) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do. (Remember not to give your learners more work than you are able to control and mark.)

Depending on your learners and the activities, you could work through one or two of the classwork activities with the whole class before allowing the learners to work independently. Give the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. Look out for the asterisk (\*) linked to an exercise or activity

that is too long, and choose which activities or exercises you want your learners to complete. If you require your learners to work in groups, carefully assign learners to groups in such a way that there are learners with mixed abilities who can assist each other in each group.

Also encourage them, where appropriate, to write their answers and to show their working neatly and systematically in their workbooks. Plan the timing of the lesson so that you and the learners can work through the classwork together and they can do corrections in the lesson.

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners who need additional support or extension by paying attention to how well they cope with the mental maths activities, how they managed the homework, how they respond when you develop the new content, and how they cope with the class activities.

While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through the remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared and have enrichment activities for them to complete. The toolkit book *Remediation and Enrichment Activities* will be useful here.

- **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. Homework enables the learners to consolidate the maths that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits.

For homework, you can select a few questions from the daily classwork in their Learner's Book and ask the learners to complete them at home, or ask them to do part, or all, of a DBE worksheet.

Encourage your learners to show their parent(s) or their guardian(s) the work they have done. When you can, collect homework books to check the work, and always allow some time to go through the homework with the learners to check that learners have understood the work.

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

## C. TRACKERS FOR EACH SET OF APPROVED LTSMs

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### **Premier Mathematics**

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

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

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

#### **Weekly reflection**

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

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do 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 teach the same lesson, and also forms the basis for collegial conversations with your HOD and your peers.

**Premier Mathematics Week 1**

\*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	218 101 Ans. 181	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of capacity and practise in measuring in litres and millilitres Learners to work in pairs and use the correct vocabulary: capacity, volume and units of measurement Practical	88-90	*1	114	58		Measuring instruments: measuring spoons, measuring cups and jugs with numbered calibrations and without numbered calibrations (ℓ and ml)					
2	218 102 Ans. 181	Measuring in litres Practical experimentation with containers to establish capacities of different containers Reading calibrations on containers Pair work Practical	88-90	2 and 3	115	59	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles, etc.					
3	218 103 Ans. 181	Capacity and volumes of different containers shown on number lines Also written as fractions	88-90	4	116	59	No. 66a (pp. 4-5)	Keep all resources available for learners to use					
4	218 104 Ans. 181	Comparing and ordering of containers Word problems Rounding off	88-90	5 and 6	117	60	No. 66b (pp. 6-7)	Keep all resources available for learners to use					
5	219 105 Ans. 181	Combining and separating litres and millilitres e.g. 1 216 ml = 1 ℓ 216 ml Also convert fractions of a litre to millilitres and vice versa Pair work	88-90	7	117	63	No. 67a (pp. 8-9)	Keep all resources available for learners to use					
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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**

\*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
7	219 106 Ans. 181	Problem solving using litres and millilitres and the four operations. Individual or pair work	88-90	9	119	61	No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment						
8	219 107 Ans. 181	<b>NUMBERS OPERATIONS AND RELATIONSHIPS:</b> <b>1.2 Common fractions</b> Revise fractions using concrete objects Identifying and naming fractions	91	1 and 2	120	62		A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), regular 2-D shapes (such as circles) divided into fractions (No. 6), number lines divided into fractions (No. 8)					
9	220 108 Ans. 181	Identify fractions illustrated with circles, strips and sets of circles	91	3 and 4	121- 123	62-63	No. 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes (No. 6, 7)					
10	220 109 Ans. 181	Comparing and ordering fractions using the fraction wall – focusing on thirds and sixths	91	*5, 6 and 7	123- 125	63-64	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall (TG p. 170) (also No. 7)					
11	220 110 Ans. 181	Filling in fractions on a number line Adding fractions with the same denominator	91	8 and 9	126- 127	65	No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction number lines (No. 8)					
12		Adding fractions with the same denominator		9	127	65	No. 74 (pp. 24-25)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

**Premier Mathematics Week 3**

\*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	221 111 Ans. 181	Adding fractions with the same denominator on a number line and without any diagram Making fractions through grouping or sharing – recognise, describe and use the equivalence of division and fractions Pair work	91	*10, 11, 12 and 13	128- 129	65	No. 75 (pp. 26-27) Enrichment	Fraction mat, fraction wall (TG p. 170) (No. 7, 8)					
14	221 112 Ans. 181	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Pair work	92	*1-9	130- 133	66-67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards/place value cards (No. 4)					
15	221 113 Ans. 181	<b>NUMBERS , OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers	93	1 and 2	133- 134	68		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
16	221 114 Ans. 181	In addition you can add the numbers in any order Check the answers to addition calculations by subtraction	93	4 and 5	135	69	No. 78a (pp. 32-33)						
17	222 115 Ans. 181	Word problems with addition, subtraction and multiplication using units of measurement and money Learners round off the numbers to 1 000 to estimate the answer	93	6	136	69	No. 78b (pp. 34-45)						
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?						
<b>HOD:</b>							<b>Date:</b>						

### Premier Mathematics Week 4

No MM is given on the days when learners are being assessed.

Day	MM TG	CAPS concepts and skills	CAPS page	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	222 116 Ans. 181	Magic squares: adding up to a total of 15 and 34	93	7	137	70	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	Using magic squares (No. 6)					
20		<b>Informal Assessment 1:</b> 2-D shapes, views, graphs and number sequences	93			141-142 Answers 166		Photocopy the assessment for each learner TG (pp. 141-142) Memorandum TG (p. 166)					
21	222 117 Ans. 181	<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
22	223 118 Ans. 181	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views NB It is the viewer who changes position – the object does not move	95	1, 2 and 3	138- 140	70-71	No. 82 (pp. 42-43)	Bring simple objects to the class e.g. hat, apple, box, shoe etc. and let learners move around the objects looking from the side, front and top					
23	223 120 Ans. 182	Matching views <b>Ex. 4 can be used as informal assessment of viewing objects</b>	95	4 and 5	140- 141	71	No. 83 (pp. 44-45)	Dienes blocks for building different shapes and then viewing them from the top, side and front					
24		Return assessment and do remedial teaching on topics with the lowest scores Learners do corrections						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						Date:	

**Premier Mathematics Week 5**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	223 120 Ans. 182	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Practical work and then learners fill in table identifying whether a 2-D shape is a polygon or not	94	1	142	72	No. 84 (pp. 46-47)	Photocopy the table on pp. 142-143 for each learner to speed up the lesson					
26	224 121 Ans. 182	Identify the shapes according to the number of sides Identify the shapes in a composite picture	94	2 and 3	143- 144	73	No. 85a (pp. 48-49)	See TG p. 171 (shapes) (also No. 10)					
27	224 122 Ans. 182	Complete the shapes <b>Ex. 4 could be used for an informal assessment of 2-D shapes</b>	94	4	144	73	No. 85b (pp. 50-51)	A box of matches for each learner or straws cut to the same length and string or wool					
28	224 123 Ans. 182	Make polygons using matches or straws NB: if the straws are the same length – the shape is regular; if the straws are different lengths – the shape/polygon will be irregular	94	5	145	73		A box of matches for each learner or straws cut to the same length and string or wool					
29	224 124 Ans. 182	Draw 2-D shapes and then by cutting off a piece create a different polygon	94	6	145	73		Photocopy grid in TG p. 169 for each learner Use the table created in LB pp. 142-143 to identify the new shapes (regular and irregular)					
30		<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Water usage by the Abrahams family	95	1	146- 147	74	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							



### Premier Mathematics Week 6

No MM is given on the days when learners are being assessed.

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	225 125 Ans. 182	<b>5.2 Representing data</b> Data cycle: The Big 5	95	2	147-148	75	No. 88 (pp. 56-57)						
32	225 126 Ans. 182	Data cycle: Spending your holiday job money	95	3	148	75	No. 89 (pp. 58-59)						
33	225 127 Ans. 182	Data cycle: Research in classroom	95-96	4	148-149	75	No. 90 (pp. 60-61)						
34	226 128 Ans. 182	<b>5.3 Analysing, interpreting and reporting data</b> Data cycle: Research in classroom continued	95-96	4 148-149		75	No. 91 (pp. 62-63)						
35	226 128 Ans. 182	<b>Formal Assessment Task: Project</b> Data handling project	95-96			143 1-8	No. 92 (pp. 64-65)	Data handling project TG p. 143, copy for each learner Rubric p.144					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**Premier Mathematics Week 7**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class				
									Date completed				
37		<b>Formal Assessment Task: Project continued.</b> Data handling project	95-96			143 9-11		Rubric for data handling assessment TG (p. 144)					
38	227 131 Ans. 182	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> Input and output flow diagrams – you can add or multiply in any order if the two operations are the same	97-99	1	149- 150	76-77							
39	227 132 Ans. 182	Flow diagram The order of operations does matter when adding and multiplying in the same calculation	97-99	2	150- 151	77							
40	227 133 Ans. 182	Flow diagram. Find out the rule – what is the missing number?	97-99	3	152- 153	78							
41	227 134 Ans. 182	Flow diagram Find out the rule – what is the missing number and operation?	97-99	4	153- 154	78	No. 93 (pp. 66-67)						
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Premier Mathematics Week 8**

\*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
43	228 135 Ans. 182	Number sequences: using a constant ratio What is the pattern?	97-99	5	153- 154	78	No. 94 (pp. 68-69)						
44	228 136 Ans. 182	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Practise addition and subtraction Round off first number and compensate by doing the inverse to the second number	100	1 and 2 *Ex 3, 4 and 5 are revision: homework	154 and 155	79	No. 95a (pp. 70-71) No. 95b (pp. 72-73)						
45	228 137 Ans. 182	Subtract 4-digit numbers Use information from table to answer questions	100	6 and 7	156	80	No. 96 (pp. 74-75)						
46	228 138 Ans. 182	Addition and subtraction of 4-digit numbers Write out number sentences		8 and 9	156- 157	80-81	No. 97 (pp. 76-77) Financial problems						
47	229 139 Ans. 183	Add and subtract 4-digit numbers; word problems	100	10	154	81							
48		<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit by 2-digit) Definition of a multiple	101	1 and 2	158	81-82	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
<p><b>HOD:</b></p>						<p><b>Date:</b></p>							

**Premier Mathematics Week 9**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49	229 140 Ans. 183	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit by 2-digit) Definition of a multiple	101	1 and 2	158	81-82	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
50	230 141 Ans. 183	Multiplication and division are inverse operations Follow the rule to calculate the input or output number; halving and doubling Pair work	101	3 and 4	159- 160	82	No. 99b (pp. 86-87) No. 100 (pp. 88-89)						
51	230 142 Ans. 183	Multiplication and brackets Multiplication and breaking up the numbers Rounding off and word problems	101	5 and 6 7 and 8	160	83	No. 101 (pp. 90-91)						
52	230 143 Ans. 183	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>3.2 Number sentences</b> Use understanding of place value to get the correct answer Use understanding of application of a rule to get the correct answer	102- 103	1 and 2	162- 163	84	No. 102 (pp. 92-93)						
53		Examine number sentences to determine which are true Demonstrate understanding of commutative property of whole numbers by writing down statements which are true	102- 103	3	163- 164	84-85	No. 103 (pp. 94-95)						
54		Make number sentences	102	5	164	85	No. 103 (pp. 94-95)						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

### Premier Mathematics Week 10

No MM is given on the days when learners are being assessed.

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
55	230 144 Ans. 183	Read and solve word problems	102	8	167	85	No. 102 (pp. 92-93)						
56	231 145 Ans. 183	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Patterns (tessellating shapes and non-tessellating shapes) Pair work Practical	103	1 and 2	166- 168	86	No. 104a (pp. 96-97)	TG p. 169, grid paper, photocopy two sheets for each learner, pp. 171-172 (also No. 20)					
57	231 145 Ans. 183	Patterns continued	103	3	168	86	No. 104b (pp. 96-97)						
58	231 146 Ans. 183	Create tangram pictures	4	168- 169	66		Any exercises in the DBE book which have not been done	TG p. 172 Photocopy tangram for each learner (also No. 11)					
59		Revision and remediation						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
60		<b>Formal Assessment Task: Test</b>						TG p.145-148; memo p. 166					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Premier Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Viva Mathematics

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

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

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

### Weekly reflection

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

- Was your preparation for the lesson adequate? For instance, did you have all

the necessary resources, had you thought through the content so that you understood it fully and so could teach it effectively?

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do 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 teach the same lesson, and also forms the basis for collegial conversations with your HOD and your peers.

Viva Mathematics Week 1													
Day	MM TG and LB	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	123 113	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of Capacity and practise in measuring in millilitres – where must your eye be when you are measuring Learners to work in pairs and use the correct vocabulary	88-90	1	114	61-62		Measuring instruments: measuring spoons, measuring cups and jugs with calibrations and without calibrations					
2	123 113	Measuring in litres: Practical experimentation with containers to establish "More or less than one litre" Group work	88-90	2	115	62	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles etc.					
3	123 113	Combining and separating litres and millilitres e.g. 1 216 ml = 1 ℓ 216 ml Pair work	88-90	3	116	62	No. 66a (pp. 4-5)						
4	123 113	Estimating capacity Individual	88-90	4	117	63	No. 66b (pp. 6-7)						
5	123 113	Problem solving using units of measurement and the four operations Individual	88-90	5	117	63	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	124 120	Introduction to volume Pair work	88-90	6	118	63	No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment						
8	124 120	<b>NUMBERS OPERATIONS AND RELATIONSHIPS:</b> <b>1.2 Common fractions</b> Revision Individual work	91	1	120	64		A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8) Copymaster 2 p. 139					
9	124 120	Introduction to thirds and sixths Individual work	91	2 1-3	121	65	No 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes Fraction mat, fraction wall (No. 7) TG Copymaster 10 a					
10	124 120	Continue with thirds and sixths Equivalence Making fractions through grouping or sharing – recognise, describe and use the equivalence of division and fractions Individual work	91	2 4-7	122	65	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall (No. 7) TG Copymaster 10 a					
11	124 120	Comparing and ordering fractions with different denominators Pair work	91	3 1-3	123	65	No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction mat, fraction wall (No. 7) TG Copymaster 10 a					
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
<b>HOD:</b>						<b>Date:</b>							

### Viva Mathematics Week 3

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	124 124	Adding fractions with the same denominator Making fractions through grouping or sharing – recognise, describe and use the equivalence of division and fractions Pair work NB Length and capacity can be used to further develop the concepts of fractions, equivalence and adding with fractions	91	3 4-5	123	65	No. 75 (pp. 26-27) Enrichment	Fraction mat, fraction wall (No. 7) TG Copymaster 10 a					
14	124 124	<b>NUMBERS , OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Pair work	92	1	125	67	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	TG Copymaster 1a, 1b, 2, 3 and 6					
15	124 124	<b>NUMBERS , OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers LB p. 124 Individual work	93	2	126	67		Counting grids (No. 3), counters, flard cards (No. 4) must be available at all times					
16	124 124	Rounding off and addition of 4-digit numbers Individual work	93	3	127- 128	68	No. 78a (pp. 32-33)						
17	124 124	Subtraction of 4-digit numbers Check that learners round off the numbers to 1 000 to estimate the answer Individual work	93	4	128	68	No. 78b (pp. 34-45)						
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:				Date:			

**Viva Mathematics Week 4**

Day	MM TG and LB	CAPS concepts and skills	CAPS page	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	125 132	Addition and subtraction Check that learners use inverse operation to check their answers	93	5	129	68	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation						
20	125 132	<b>Informal Assessment of Weeks 1-3:</b> 4-digit numbers; adding and subtracting; fractions; capacity	93		130-131	70							
21	125 132	Return assessment and do remedial teaching on topics with the lowest scores Learners do corrections											
22	125 132	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views NB It is the viewer who changes position – the object does not move! Pair work	95	1	133	71	No. 82 (pp. 42-43)	Bring simple objects to the class e.g. hat, apple, box, shoe, etc. and let learners move around the objects looking from the side, front and top					
23	125 132	Matching views	95	2	134	71	No. 83 (pp. 44-45)	Dienes blocks for building concrete shapes also use views of school buildings, classroom, etc.					
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

Viva Mathematics Week 5													
Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	125 139	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Tangrams: identify 2-D shapes; cut the shapes out	94	3	135	71-72	No. 84 (pp. 46-47)	TG Copymaster 4 p. 141. Copy Tangram for each learner (also No. 11)					
26	125 139	Quadrilaterals: Definition and characteristics of six quadrilaterals; oral and practical	94	4	136	72	No. 85a (pp. 48-49)	TG Copymaster 10 p. 148 Make one copy of dotted paper for each learner					
27	125 139	Identifying 2-D shapes	94	5	137	72	No. 85b (pp. 50-51)	Many magazines, newspapers and fliers					
28	125 139	Drawing polygons Making polygons using straws and string NB if the straws are the same length – the polygon will be regular. If the straws are different lengths the polygon will be irregular Group work	94	6	138	73		TG Copymaster 8 p. 146 Make one copy of the grid paper for each learner Bring many straws and a ball of string to class					
29	125 139	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Revision of types of graphs (Linked to their Project)	95		140	74	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

No MM is given on the days when learners are being assessed.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	126 147	Data cycle: fruit basket	95	1 1-4	142	74	No. 88 (pp. 56-57)						
32	126 147	Data cycle: recycling newspapers	95	2	143	75	No. 89 (pp. 58-59)						
33		<b>Task 2 Project for Term 3</b> Personal data cycle Choose topic with a partner and collect and organise data	95-96	3.2	144-145	75		<b>Task: Project for Term 3</b>					
34		<b>5.2 Representing data</b> Draw a variety of graphs to depict the data she/he has collected Pictograph and bar graph	95-96	3.3	144-145	75		<b>Task: Project for Term 3</b>					
35		<b>5.3 Analysing, interpreting and reporting data</b> Analyse and interpret their data in a group Six questions based on data	95-96	3.4	144-145	75		<b>Task: Project for Term 3</b>					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Viva Mathematics Week 7													
Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37		Write up an individual report on her/ his data	95-96	2.5	144- 145	75		<b>Task 2 Project for Term 3</b>					
38		<b>Informal Assessment:</b> 2-D shapes Views Project	96		146	75	No. 90 (pp. 60-61)	Assessment in LB p. 146					
39	126 151	Go over assessment and do remedial work with the learners on topics/questions with the lowest marks Learners do corrections					No. 91 (pp. 62-63)						
40	126 151	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> Flow diagrams	97-99	1	148	76	No. 92 (pp. 64-65)						
41	126 151	Number sequences: copy and extend	97-99	2	149	77	No. 93 (pp. 66-67)	Flow diagram Copymaster graph (TG p. 153)					
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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 8**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
43	127 155	Flow diagrams and number sequences; apply the rule or determine what the rule is	97-99	3	150	77	No. 94 (pp. 68-69)						
44	127 155	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Working with 4 digits: round off, build up, break down, place value	100	1	152	79	No. 95a (pp. 70-71) No. 95b (pp. 72-73)						
45	127 155	Add 4-digit numbers: round off and estimate answer	100	2	153	80	No. 96 (pp. 74-75)						
46	127 155	Subtract 4-digit numbers: round off to estimate answer; word problems; check answer using inverse operation	100	3	154	80	No. 97 (pp. 76-77) Financial problems!						
47	127 155	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit by 2-digit)	101	1	156	81	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

### Viva Mathematics Week 9

Viva Mathematics Week 9													
Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49	127 160	Three methods of multiplication	101	2 1-3	157	81	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
50	127 160	Word problems; building up; doubling and halving	101	2 4-7	158	82	No. 99b (pp. 86-87) No. 100 (pp. 88-89)						
51	127 160	Estimate the answer before calculating Write a number sentence and answer	101	3 1-3	159	82	No. 101 (pp. 90-91)						
52	127 160	Estimate the answer before calculating Write a number sentence and answer	101	3 3	159	82							
53	128 165	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b>	102- 103	1	161	82	No. 102 (pp. 92-93)						
54		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities (see toolkit book)</i>					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							



**Viva Mathematics Week 10**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
55	128 164	Word problems and number sentences Number sentences and operations	102- 103	1 and 2	162- 163	84	No. 103 (pp. 94-95)						
56	128 164	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Patterns in nature: tessellating shapes and non-tessellating shapes Pair work Practical	103	1	165	85	No. 104a (pp. 96-97)	2-D shapes (No. 10) Cut out shapes and trace around onto cardboard to make a template					
57	128 164	Patterns from everyday life: notice shapes and symmetry Pair work Practical	102	2	166	85	No. 104b (pp. 98-99)						
58	128 164	2-D shapes can be combined to make tessellating patterns Pair work Practical	103	3	167	85							
59		Revision and remediation						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
60		<b>Term 3 Formal Assessment: Test</b>											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

**Viva Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Platinum Mathematics

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

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

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

### Weekly reflection

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

- Was your preparation for the lesson adequate? For instance, did you have all

the necessary resources, had you thought through the content so that you understood it fully and so could teach it effectively?

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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

**Platinum Mathematics Week 1**

\*Select

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	Q and A 197-209	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of capacity and practise in measuring in millilitres and litres Practise the correct way to measure Learners to work in pairs and use the correct vocabulary	88-90	20.1-2	102-103	83-84		Measuring instruments: measuring spoons, measuring cups and jugs with calibrations and without calibrations					
2	Q and A 197-209	Measure record and compare amounts	88-90	20.3	104	84-85	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles, etc.					
3	Q and A 197-209	Convert between units of capacity	88-90	20.4	105	84-85	No. 66a (pp. 4-5)						
4	Q and A 197-209	Solve capacity problems	88-90	*20.5	106-107	86	No. 66b (pp. 6-7) No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment						
5	Q and A 197-209	<b>NUMBERS OPERATIONS AND RELATIONSHIPS: 1.2 Common fractions</b> Add common fractions	91	21.1	108	87		A range of concrete apparatus and diagrams, Dienes blocks, fraction strips (No. 7), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8)					
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

Platinum Mathematics Week 2													
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
7	Q and A 197-209	Add common fractions	91	21.2	108	87							
8	Q and A 197-209	Equivalent fractions	91	21.3	110	87-88							
9	Q and A 197-209	Order and compare common fractions	91	21.4	111	88	No 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes Fraction mat, fraction wall (No. 7)					
10	Q and A 197-209	Solve problems with fractions	91	21.5	112	65	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall (No. 7)					
11	Q and A 197-209	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits	92	22.1-3	114-115	90-91	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)						
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities (see toolkit book)</i>					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	Q and A 197-209	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Estimate, add and subtract	93	23.1	116	93-94		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
14	Q and A 197-209	Estimate, add and subtract	93	23.2	116	94	No. 78a (pp. 32-33)						
15	Q and A 197-209	Solve addition and subtraction problems	93	23.3	117-118	94	No. 78b (pp. 34-45) No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41)						
16		<b>Informal Assessment Task:</b> Measuring capacity and volume; common fractions; whole numbers; addition and subtraction			113 and 119	89 and 95							
17		Review assessment with learners Do remediation on the aspects in which learners scored the lowest Learners do corrections											
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

**Platinum Mathematics Week 4**

Day	MM TG	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	Q and A 197-209	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Compare and sort shapes	94	24.1	120	96	No. 84 (pp. 46-47)						
20	Q and A 197-209	Identify and name 2-D shapes	94	24.2	121	96	No. 85a (pp. 48-49)	2-D shapes (No. 10)					
21	Q and A 197-209	Identifying and naming 2-D shapes	94	24.2	121	96	No. 85b (pp. 50-51)						
22	Q and A 197-209	Composite shapes	94	24.3	122	97		Grid paper (No. 20)					
23	Q and A 197-209	Composite shapes	94	24.4	122-123	98							
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum Mathematics Week 5**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	Q and A 197-209	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views NB: It is the viewer who changes position - the object does not move! Pair work	95	25.1 and 2	124	99	No. 82 (pp. 42-43)	Bring simple objects to the class e.g. hat, apple, box, shoe, etc. and let learners move around the objects looking from the side, front and top					
26	Q and A 197-209	Matching views	95	25.4 and 5	125	100	No. 83 (pp. 44-45)	Dienes blocks for building concrete shapes; also use views of school buildings, classroom, etc.					
27	Q and A 197-209	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> "How do learners get to school"?	95	26.1	128	101	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
28	Q and A 197-209	<b>5.2 Representing data</b> Study a variety of graphs to depict the data that has been collected	95	26.2	129- 130	102- 103	No. 88 (pp. 56-57)						
29	Q and A 197-209	<b>5.3 Analysing, interpreting and reporting data</b> Analyse and interpret the data in a group	95	26.3	131	103- 104	No. 89 (pp. 58-59) No. 90 (pp. 60-61)						
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							



**Platinum Mathematics Week 6**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
31	Q and A 197-209	Compare data	95	26.4	132-133	104	No. 91 (pp. 62-63)						
32		<b>Formal Assessment Task: Project</b> Choose topic, formulate a question and do planning Conduct survey	95-96		134-135	105: Rubric		<b>Term 3 Task: Project</b>					
33		Project continued Organise data Draw pictograph to represent data	95-96					<b>Term 3 Task: Project</b>					
34		Project continued Summarise data and compare data from different groups Write a paragraph summarising your findings	95					<b>Term 3 Task: Project</b>					
35	Q and A 197-209	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> The order in mixed operations	97-99	27.1	136	106	No. 92 (pp. 64-65)	Printable Resources: F in Section E					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Platinum Mathematics Week 7**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	Q and A 197-209	Find the rule	97-99	27.2	137	106-107	No. 93 (pp. 66-67)						
38	Q and A 197-209	Number sequences	97-99	27.3	138	107-108	No. 94 (pp. 68-69)						
39	Q and A 197-209	<b>Informal Assessment:</b> 2-D shapes, views, graphs and number sequences			127 and 139 and 147	100 and 108 and 114		Dotted paper (No. 22)					
40	Q and A 197-209	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Working with 4 digits Opposite operations and estimation	100	28.1 and 28.2	140	109	No. 95a (pp. 70-71) No. 95b (pp. 72-73)						
41	Q and A 197-209	Use the breaking down method	100	28.3	141	110	No. 96 (pp. 74-75)						
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:				Date:			

Platinum Mathematics Week 8													
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
43	Q and A 197-209	Use the breaking down method	100	28.4	141	110	No. 97 (pp. 76-77) Financial problems						
44	Q and A 197-209	Solve addition and subtraction problems	101	28.5	142-143	110-111	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
45	Q and A 197-209	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit numbers by 2-digit numbers)	101	29.1.	144	112	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
46	Q and A 197-209	Multiplication (2-digit numbers by 2-digit numbers) continued	101	29.1	144	112	No. 99b (pp. 86-87) No. 100 (pp. 88-89)						
47	Q and A 197-209	Solve multiplication problems	101	29.2	145	113	No. 101 (pp. 90-91)						
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

**Platinum Mathematics Week 9**

Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
49	Q and A 197-209	Solve multiplication problems continued	101	29.2	145	113								
50	Q and A 197-209	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b> Solve problems	102-103	30.1	148		No. 102 (pp. 92-93)							
51	Q and A 197-209	Solve problems continued (30 minutes) Multiple choice questions (30 minutes)		30.1 and 30.2	148-149	115-116	No. 103 (pp. 94-95)							
52		Multiple choice questions continued		30.2	149	116	No. 104a (pp. 96-97)							
53		<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Transform 2-D shapes Make a simple tangram out of a match box	103	31.1	150-151	117	No. 104b (pp. 98-99)	Match box for each learner (and some extra) Tangram (No. 11)						
54		<b>Revision and remedial work:</b> Target worksheets 12A and 13A <b>Remedial and enrichment work:</b> Target worksheets 12B and 13B Numbers, operations and relationships												
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						HOD:				Date:				

Platinum Mathematics Week 10													
Day	MM TG	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
55	Q and A 197-209	Transform 2-D shapes Tangram continued		31.1	151	117	No. 104a (pp. 96–97)						
56	Q and A 197-209	Transform 2-D shapes Tangram continued		31.1	151	117	No. 104b (pp. 98–99)						
57		<b>Revision and remedial work:</b> Target worksheet 12A and 13A <b>Remedial and enrichment work:</b> Target worksheets 12B and 13B Numbers, operations and relationships				231-232		Target worksheets					
58		<b>Revision and remedial work:</b> Target worksheet 14A and 15A <b>Remedial and enrichment work:</b> Target worksheets 14B and 15B Patterns, functions and algebra Space and shape				232-233		Target worksheets					
59		<b>Revision and remedial work:</b> Target worksheet 16A and 17A <b>Remedial and enrichment work:</b> Target worksheets 16B and 17B Measurement Data handling				234-235		Target worksheets					
60		<b>Formal Assessment: Test</b>				168-169		Exemplar test in tracker					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD: _____ Date: _____							

**Platinum Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Oxford Headstart Mathematics

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

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

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

### Weekly reflection

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

- Was your preparation for the lesson adequate? For instance, did you have all

the necessary resources, had you thought through the content so that you understood it fully and so could teach it effectively?

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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

**Oxford Headstart Mathematics Week 1**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	216 176	<b>MEASUREMENT:</b> <b>4.3 Capacity/volume</b> Estimate and measure capacity in litres	88-90	1	176-177	216-217		Measuring instruments: measuring spoons, measuring cups and jugs with calibrations and without calibrations					
2	216 176	Measuring capacity in millilitres	88-90	2	177	218-219	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles, etc.					
3	216 176	Comparing and recording capacity in ml and l	88-90	3	178	220	No. 66a (pp. 4-5)						
4	216 176	Using litres and millilitres Rounding off to nearest litre Convert between millilitres and litres	88-90	4 and 5	179 - 180	221	No. 66b (pp. 6-7)						
5	216 176	Problem solving using units of measurement and the four operations	88-90	6	181	222	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



## Oxford Headstart Mathematics Week 2

\*Select

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	216 176	More problem solving with capacities and volume	88-90	7	182	223	No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment						
8	225 183	<b>NUMBERS OPERATIONS AND RELATIONSHIPS:</b> <b>1.2 Common fractions</b> Name the shaded parts Describe the meaning of fractions	91	1 and 2	184- 185	224- 226		A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8)					
9	225 183	Compare fractions to a half Equivalent fractions	91	3 and 4	185- 187	226- 227	No 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes Fraction mat/wall (No. 7)					
10	225 183	Problem solving Calculations with fractions	91	*5 and 6	187- 189	228- 229	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction number line, fraction circles (No. 6, 7, 8)					
11	225 183	Adding fractions Add the missing fractions	91	7	190	229	No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction mat/wall (No. 7)					
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?						
							<b>HOD:</b>					<b>Date:</b>	

## Oxford Headstart Mathematics Week 3

\*Select

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
13	225 183	Add the missing fractions	91	8	190	229								
14	230 191	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Pair work	92	*1, 2 and 3	192- 193	230- 233	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Dienes blocks, flard cards/ place value cards (No. 4), counters, abacus. Structured, semi-structured and empty number lines (No. 5)						
15	234 195	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Estimating answers by rounding off to 10, 100 and 1 000	93	*1, 2 and 3	196- 198	235- 238		Flard cards (No. 4)						
16	234 195	Addition of 4-digit numbers; revise and practise the three methods of adding Inverse rule	93	*4 and 5	199- 200	238- 241	No. 78a (pp. 32-33)	Counting grids (No. 3), counters, flard cards (No. 4) must be available at all times						
17	234 195	Subtraction of 4-digit numbers Three methods of subtraction Inverse rule	93	6	201- 203	241- 243	No. 78b (pp. 34-45)							
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)						
<b>Reflection</b>														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

Day	MM TG and LB	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	234 195	Properties of whole numbers Using a number line to add and subtract Problem solving	93	*7-11	203-207	243-245	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation						
20		<b>Informal Assessment:</b> Four-digit numbers; adding and subtracting; fractions; capacity	93		207	245-246							
21		Return assessment and do remedial teaching on topics with the lowest scores Learners do corrections											
22	247 208	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Identify objects from different positions	95	1	208	246-247	No. 82 (pp. 42-43)	Bring simple objects e.g. hat, apple, etc. and let learners move around the objects looking from the side, front and top					
23	247 208	Matching views with 3-D objects	95	2	209	247-248	No. 83 (pp. 44-45)	Dienes blocks for building concrete shapes. Also use views of school buildings, etc.					
24		Return assessment and do remedial teaching on topics with the lowest scores Learners do corrections											
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	249 210	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Identify 2-D shapes; cut the shapes out	94	1	210-211	249-250	No. 84 (pp. 46-47)	2-D shapes (No. 10), 3-D objects (No. 12)					
26	249 210	Compare and sort 2-D shapes	94	2 and 3	212	250-251	No. 85a (pp. 48-49)						
27	249 210	Make new 2-D shapes by using a specific shape Tiling a floor	94	4	213	251-252	No. 85b (pp. 50-51)						
28	249 210	Make 2-D shapes into specific shapes	94	5	214	252		TG: birds made out of 2-D shapes (p. 369) (also No. 11b)					
29	253 215	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Use a tally chart Analyse and draw pictographs	95	1 and 2	216	253-255	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book); examples in LB and TG					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

## Oxford Headstart Mathematics Week 6

There is no MM for the days on which assessment is being done.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	253 215	Vertical bar graph and scale	95	3	217-218	255-256	No. 88 (pp. 56-57)						
32	253 215	Horizontal bar graphs Report on data	95	4 and 5	219-220	256-257	No. 89 (pp. 58-59)						
33	253 215	Interpret and analyse a pie chart Compare different graphs	95-96	6 and 7	220-222	258-259	No. 90 (pp. 60-61)						
34		<b>Formal Assessment Task: Project 5.1 Collect data</b> List of favourite sports and tally chart This should be an individual exercise as it is assessed	95-96		222	259	No. 91 (pp. 62-63)	Rubric on data handling project, TG (p. 259) <b>Task 2: Project for Term 3</b>					
35		<b>Project cont. 5.2 Represent data</b> Draw a bar graph to depict the data she/he has collected	95-96			259		<b>Task 2: Project for Term 3</b>					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

## Oxford Headstart Mathematics Week 7

There is no MM for the days on which assessment is being done.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37		<b>Project cont.</b> <b>5.3 Analysing, interpreting and reporting data</b> Summary of results Comparison	95-96	222				<b>Task 2: Project for Term 3</b>					
38		<b>Informal Assessment:</b> 2-D shapes; Views	96		223	259-260							
39	261 224	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> Work with the flow diagrams; investigate and extend	97-99	1	225	260-261							
40	261 224	Work out the rule Complete the patterns	97-99	2	226	262	No. 92 (pp. 64-65)						
41		Write the missing rule	97-99	3	263	226	No. 93 (pp. 66-67)						
42		Review assessment and do remedial work on topics/questions in which learners scored the lowest marks Learners do corrections					No. 94 pp. (68-69)	<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<b>HOD:</b>						<b>Date:</b>	

## Oxford Headstart Mathematics Week 8

\*Select

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	264 227	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Estimating answers by rounding off	100	*1	226	263	No. 95a (pp. 70-71) No. 95b (pp. 72-73)	The focus should be on allowing the learners to choose a method that they find the easiest to do					
44	246 247	Add and subtract using four different methods	100	*2	228	265- 268							
45	264 227	Add and subtract using different methods; 4-digit numbers (Method 1)	100	3	228- 229	265- 269	No. 96 (pp. 74-75)	Let the learners who have chosen the same strategy to solve the calculations work together in a group to discuss and assist one another See TG pp. 266-267 for the questions to be asked and answered for each method					
46	264 227	Add and subtract using different methods; 4-digit numbers (Methods 2 and 3)	100	3	230- 231	265- 269	No. 97 (pp. 76-77) Financial problems	Read explanation for Day 38					
47	270-271 232	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit numbers by 2-digit numbers) Revision of three methods	101	1	233- 234	271- 272	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

There is no MM for the days on which assessment is being done.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
49	270-271 232	The order of operations	101	2 and 3	235	273-274	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
50	270-271 232	Ratio Rate	101	4 and 5	235-237	275	No. 99b (pp. 86-87) No. 100 (pp. 88-89)						
51	270-271 232	Problem solving	101	6	237	275-276	No. 101 (pp. 90-91)						
52	277 238	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b> Working out the rule	102-103	1-5	238-239	277-278	No. 102 (pp. 92-93)						
53	277 238	Word problems and number sentences	102-103	6	240	278	No. 103 (pp. 94-95)						
54		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							



## Oxford Headstart Mathematics Week 10

There is no MM for the days on which assessment is being done.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
55	277 238	Number sentences and operations	102-103	7	240	278-279	No. 103 (pp. 94-95)						
56	279 241	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Use tangram to make new shapes	103	1	241-242	279-280	No. 104a (pp. 96-97)	Tangram (No. 11)					
57	279 241	Use tangram shapes to make symmetrical shapes Pair work Practical	103	2-6	242-244	280-283	No. 104b (pp. 98-99)						
58		Use tangram shapes to make symmetrical shapes continued Pair work Practical	103	2-6	242-244	280-283							
59		Revision	103	2-6	242-244	280-283							
60		<b>Term 3 task: Test</b>											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
												<b>HOD:</b>	
												<b>Date:</b>	

**Oxford Headstart Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Oxford Successful Mathematics

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

# It is suggested that you **supplement** many of the exercises in these books with exercises from the DBE worksheets and other approved mathematics books to fulfil the time and depth of content requirements as required by CAPS.

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

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

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

### Weekly reflection

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

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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

**Oxford Successful Mathematics Week 1**  
#Supplement

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	#142	<b>MEASUREMENT: 4.3 Capacity/volume</b> Estimate capacity in litres Measure capacity in litres	88-90	1 and 2	142-143	134-135		Measuring instruments: measuring spoons, measuring cups and jugs with calibrations and without calibrations					
2	#	Compare capacity in litres	88-90	3	143-144	135-136	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles, etc.					
3	#	Estimate and measure in millilitres	88-90	4	144-145	136-137	No. 66a (pp. 4-5)						
4	#	Work with fractions of a litre	88-90	4	146	137	No. 66b (pp. 6-7)						
5	#	Problem solving using units of measurement and the four operations Individual	88-90	5	146	137	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand? What will you do 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 \*Select

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
7	#147	<b>NUMBERS OPERATIONS AND RELATIONSHIPS:</b> <b>1.2 Common fractions</b> Equivalent fractions	91	1	147	138-139		A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8)					
8	#	Comparing and ordering fractions	91	2	149	139	No 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes Fraction mat, fraction wall (No. 8)					
9	#	Calculations with fractions	91	3	151	140	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall Fraction strips (No. 7) and fraction number lines (No. 8)					
10	#153	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Pair work	92	*1-4	*153-159	141-143	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Flard cards (No. 4) Dienes blocks					
11	#153	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers Rounding off to estimate	93	5	158	144	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	Counting grids (No. 3), counters and flard cards (No. 4) must be available at all times					
12		Word problems		6	159	144							

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

Oxford Successful Mathematics Week 3														
#Supplement														
Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class					
									Date completed					
13		<b>Informal Assessment:</b> 4-digit numbers; adding and subtracting; fractions; capacity			160	145								
14	#	Return assessment and do remedial teaching on topics in which learners scored the lowest Learners do corrections												
15	#160	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views	95	1	162-164	146	No. 82 (pp. 42-43) No. 83 (pp. 44-45)	Bring simple objects to the class, e.g. hat, apple, box, shoe, etc. and let learners move around the objects looking from the side, front and top						

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Date completed				
16	#165	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Recognising 2-D shapes Tangrams: identify 2-D shapes; cut the shapes out	94	#1	165-166	147	No. 84 (pp. 46-47)	2-D shapes and 3-D objects (No. 10, 12) Tangram (No. 11)					
17	#	Drawing shapes	94	#2	166-167	148	No. 85a (pp. 48-49)						
18		Making shapes from other shapes	94	3	168	148-149		Triangles and quadrilaterals for each learner					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

### Oxford Successful Mathematics Week 4

There is no MM for the days on which assessment is being done.

Day	MM LB	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	#170	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Work with information given in words and tables	95	1	170-171	149-150	No. 86 (pp. 52-53) No. 87 (pp. 54-55)	Learners look out for graphs in newspapers and bring to school					
20	#	Working with pictographs	95	2	172-173	150-151	No. 88 (pp. 56-57)						
21	#	Working with bar graphs	95	3	174-176	151	No. 89 (pp. 58-59)						
22	#	Working with pie charts	95	4	177-178	152-153							
23		<b>Data handling project</b> Collecting and organising data	95-96	4.3	178 with more guidance on 276	153 211: Rubric		<b>Data handling project</b>					
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>		<b>Date:</b>					



### Oxford Successful Mathematics Week 5

There is no MM for the days on which assessment is being done.

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25		<b>Data handling project:</b> Draw graph	95-95		276	211		<b>Data handling project</b>					
26		<b>Data handling project:</b> Analyse results	95-96		276	211		<b>Data handling project</b>					
27		<b>Informal Assessment:</b> Use revision 8: 2-D shapes Views	96		179-180	153	No. 90 (pp. 60-61)						
28	#	Review assessment and do remedial work on topics/questions in which learners scored the lowest					No. 91 (pp. 62-63)						
29	#	Learners do corrections											
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>		<b>Date:</b>					

**Oxford Successful Mathematics Week 6**

Oxford Successful Mathematics Week 6													
Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	#181	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Investigate</b>	97-99	1	181-182	154-155	No. 92 (pp. 64-65)						
32	#	Flow diagrams and number sequences	97-99	2	183-184	155	No. 93 (pp. 66-67)	Flow diagram					
33	#	Finding rules for patterns	97-99	3	184-185	156-157	No. 94 (pp. 68-69)						
34	#186	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction; add or subtract multiples of 10 or 100 to/from any 4-digit number	100	1	186-187	158	No. 95 a (pp. 70-71) No. 95b (pp. 72-73)	Identify each learners' successful method for calculating in the four operations. Group with like-minded learners					
35	#	Add and subtract digit numbers: round off and estimate answer by breaking up numbers	100	2	188	158-159	No. 96 (pp. 74-75)						
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Oxford Successful Mathematics Week 7**

#Supplement \*Select

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37	#179	Add and subtract 4-digit numbers by rounding off and compensating	100	3	188-189		No. 97 (pp. 76-77) Financial problems	Identify each learner's most successful method for calculating in the four operations. Group with like-minded learners					
38	#	Word problems; number sentences and estimating		4	*189-190	159-160							
39	#	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit numbers by 2-digit numbers) Using factors	101	5	191-192	160-161	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
40	#	Two methods of multiplication	101	6	192	161	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
41	#	Ratio	101	7	193	193-194	No. 99b (pp. 84-85)						
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>					No. 100 (pp. 86-87)	Remediation and Enrichment Activities (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>				<b>Date:</b>			

## Oxford Successful Mathematics Week 8

#Supplement \*Select

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	#	Rate	101	7	194	162-163	No. 101 (pp. 90-91)						
44	#196	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b>	102-103	1	196-197	164-165	No. 102 (pp. 92-93)						
45	#	Facts about numbers	102-103	2	197-198	165-166	No. 103 (pp. 94-95)						
46	#	More facts about numbers	102	3	198-199	166	No. 103 (pp. 94-95)						
47	#	Revision 7			160	145							
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Oxford Successful Mathematics Week 9**  
#Supplement

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
49	#	Revision 8			179	153								
50	#	Revision 9			204	169								
51	#200	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Build 2-D shapes using pieces from a tangram puzzle	103	1	200-201	169	No. 104a (pp. 96-97)	2-D shapes: cut out shapes and trace around onto cardboard to make a template (No. 10) Tangram (No. 11)						
52	#	Build 2-D shapes using other 2-D shapes	102	2	202-203	167-168	No. 104b (pp. 98-99)	(No.10)						
53	#	Revision	12	2	202-203	267-168								
54		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

**Oxford Successful Mathematics Week 10**  
#Supplement

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
55		Revision					Any exercises in the DBE workbook that have not been done						
56		Revision					Any exercises in the DBE workbook that have not been done						
57		Revision					Any exercises in the DBE workbook that have not been done						
58		Revision					Any exercises in the DBE workbook that have not been done						
59	#	Revision					Any exercises in the DBE workbook that have not been done						
60		<b>Term 3 Test</b>											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

**Oxford Successful Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Fabulous Mathematics

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

# It is suggested that you **supplement** many of the exercises in these books with exercises from the *DBE worksheets* and other approved mathematics books to fulfil the time and depth of content requirements as required by CAPS.

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

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

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

### Weekly reflection

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

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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



### Fabulous Mathematics Week 1

#Supplement with exercises from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	115-122 145-159	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of capacity and practise in measuring in millilitres and litres Estimating quantities Learners to work in pairs and use the correct vocabulary	88-90	1 and 2	160-161	123-124		Measuring instruments: measuring spoons, measuring cups and jugs with and without calibrations					
2	115-122 145-159	Measuring in litres; Practical experimentation with containers to establish: "more or less than one litre" Group work	88-90	3 and 4	161	125	No. 65 (pp. 2-3)	A variety of containers like buckets, cups, mugs, bottles etc.					
3	115-122 145-159	Conversions; many practical and written activities as this is a concept which learners find difficult to understand	88-90	5	#162	125	No. 66a (pp. 4-5)						
4	115-122 145-159	Adding millilitres, cups and litres Reading measurements	88-90	6, 7 and 8	162-163	125-126	No. 66b (pp. 6-7)						
5	115-122 145-159	Fractions and capacity	88-90	9	163	126	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities (see toolkit book)</i>					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>						<b>Date:</b>	

## Fabulous Mathematics Week 2

#Supplement

CAPS requires that five hours is spent working with fractions but the exercises in this book would take only two hours to work through.  
Please consult other books and the DBE guide to increase the teaching and learning time to five hours.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class						
									Date completed						
7	115-122 145-159	Revision on capacity	88-90		164	127	No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment	MM solutions							
8	115-122 145-159	<b>NUMBERS OPERATIONS AND RELATIONSHIPS:</b> <b>1.2 Common fractions</b> Equivalent fractions; Common fractions Using a fraction wall	91	1 and 2	165- 166	64		A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), fraction circles (No. 6), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8)							
9	115-122 145-159	Common fractions	91	#2	166	129	No 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes Fraction mat/wall (No. 7) Do exercises from DBE							
10	115-122 145-159	Adding fractions	91	#3	166	129	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall (No. 7) Do exercises from the DBE workbook and other approved books							
11	116-122 145-159	#	91	#			No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction mat, fraction wall (No. 7) Do exercises from the DBE workbook and other approved books							
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)							
<b>Reflection</b>															
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

#Supplement with exercises from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
13	115-122 145-159	Problem solving with fractions	91	*4	166	129	No. 75 (pp. 26-27) Enrichment	Fraction mat/wall, (No. 7) Do exercises from the DBE workbook and other approved books					
14	115-122 145-159	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Rounding off	92	1-6	167- 170	131- 133	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
15	115-122 145-159	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least 4 digits Working with 4-digit numbers	93	1 1-3	171	134		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times					
16	115-122 145-159	Adding and subtracting	93	1 4-6	171- 172	134- 135	No. 78a (pp. 32-33)						
17	115-122 145-159	Financial matters; conversion of rand to cents	93	2	172	135	No. 78b (pp. 34-45)						
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

#Supplement with exercises from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	115-122 145-159	<b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least 4 digits	93		#		No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	Supplement from DBE workbook or other approved books					
20	116-122 145-159	<b>Informal Assessment:</b> 4-digit numbers; adding and subtracting; fractions; capacity						Consider using revision activities at end of each chapter					
21	115-122 145-159	Return assessment and do remedial teaching on topics in which learners scored the lowest Learners do corrections											
22	115-122 145-159	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views	95	1	173	136- 137	No. 82 (pp. 42-43)	Bring simple objects e.g. hat, apple, etc. and let learners move around the objects looking from the side, front and top					
23	94	Drawing from 3 points of view: front, side, top	95	2	#174	71	No. 83 (pp. 44-45)	MM solutions from TG Dienes blocks for building concrete shapes Also use views of school buildings, classroom, etc.					
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?						
							<b>HOD:</b> _____ <b>Date:</b> _____						

## Fabulous Mathematics Week 5

#Supplement with exercises from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	115-122 145-159	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Polygon or curved? Identifying shapes	94	1 and 2	175	138	No. 84 (pp. 46-47)	See TG (pp. 217-218 and p. 220) shapes and shapes table					
26	115-122 145-159	Regular or not? Oral and practical work Describe shapes using vocabulary	94	#3	175	139	No. 85a (pp. 48-49)						
27	115-122 145-159	Making shapes with triangles	94	#4	176	139	No. 85b (pp. 50-51)	TG p. 223 Make one copy for each learner					
28	115-122 145-159	Symbols made from polygons and circles	94	#5 and 6	176	139		TG p. 224 Photocopy grid for each learner					
29	115-122 145-159	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Organising data with tally marks Interpreting bar graphs	95	1 and 2	177	141	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:		Date:					

### Fabulous Mathematics Week 6

There is no MM for the days on which assessment is being done.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
31	115-122 145-159	Interpreting pie charts Interpreting pictographs	95	3 and 4	178	142	No. 88 (pp. 56-57)						
32	115-122 145-159	Draw your own pictograph Analysing a bar graph	95	5 and 6	179	142-143	No. 89 (pp. 58-59)						
33	144-148	<b>Formal Assessment – Project:</b> Music choice for disco fundraiser <b>5.1 Collecting data</b> Plan question, do research and complete frequency table	95-96			144-147 and 148 (rubric)		TG p. 148 Assessment criteria for data handling project TG pp. 144-147 photocopy for each learner in the class					
34		<b>Task: Project for Term 3:</b> <b>5.2 Representing data</b> Create pictograph	95-96			144-147		<b>Task 2 Project for Term 3: CAPS</b>					
35		<b>Task: Project for Term 3</b> <b>5.3 Analysing, interpreting and reporting data</b> Analyse and interpret their data in a group	95-96			144-147		<b>Task 2 Project for Term 3: CAPS</b>					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						HOD:			Date:				

### Fabulous Mathematics Week 7

There is no MM for the days on which assessment is being done.

#Supplement informal assessment from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37		<b>Task: Project for Term 3:</b> Write up an individual report on her/his data. Hand in for marking	95-96			144-147		<b>Task 2 Project for Term 3: CAPS</b>					
38		<b>Informal Assessment:</b> 2-D shapes Views Project				#No assessment	No. 90 (pp. 60-61)	# Supplement with test from other approved books; consider using revision at end of each chapter					
39	115-122 145-159	Go over assessment and do remedial work on topics/questions in which learners scored the lowest marks Learners do corrections					No. 91 (pp. 62-63)						
40	115-122 145-159	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> Flow diagrams What happens if there are two operators that are different?	97-99	1	181-182	150-151	No. 92 (pp. 64-65)	String of beads, number lines, matches, 100 number chart (No. 3), counters					
41	115-122 145-159	Find the missing rule	97-99	2 and 3	183-186	151-152	No. 93 (pp. 66-67)						
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>						<b>Date:</b>	

### Fabulous Mathematics Week 8

#Supplement with exercises from other approved books.

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	115-122 145-159	Numeric patterns Description of numeric patterns	97-99	4 and 5	186-187	152	No. 94 (pp. 68-69)	"Guess my rule..." TG p. 153					
44	115-122 145-159	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Working with 4-digit numbers Problem solving in measurement and financial context	100	1 1-7	188	154	No. 95a (pp. 70-71) No. 95b (pp. 72-73)						
45	115-122 145-159	Add 4-digit numbers: round off and estimate answer Inverse operation to check answer	100	1 8-15	#188- 189	155	No. 96 (pp. 74-75) No. 97 (pp. 76-77) Financial problems!						
46	115-122 145-159	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit numbers by 2-digit numbers) Rate and ratio Fractions are same concept but different notation	101	1 1-5	190	156-157	No. 98a (pp. 78-79) No. 98b (pp. 80-81)						
47	115-122 145-159	Multiplication (2-digit numbers by 2-digit numbers) Rate and ratio Fractions are same concept but different notation	101	1 6-11	190-191	156-157	No. 98c (pp. 82-83) No. 99a (pp. 84-85)						
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>		<b>Date:</b>					



Fabulous Mathematics Week 9													
Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
49	115-122 145-159	Word problems; strategy in four steps	101	2	191	157	No. 99b (pp. 86-87) No. 100 (pp. 88-89)						
50	115-122 145-159	Estimate the answer before calculating; use three methods of multiplying; inverse check	101	3	191	158	No. 101 (pp. 90-91)						
51	115-122 145-159	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b> Make number sentences true Expressing a rule in words	102-103	1 and 2	192-194	159	No. 102 (pp. 92-93)						
52	115-122 145-159	Writing number sentences	102	3	194-195	160	No. 103 (pp. 94-95)						
53	115-122 145-159	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Observing shapes Building symmetrical shapes	103	1 and 2	196	162	No. 104a (pp. 96-97)	Pattern blocks TG p. 223 Tangram puzzles Grid paper TG p. 219, 222					
54		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

**Fabulous Mathematics Week 10**

Day	MM TG and LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
55	115-122 145-159	Identifying shapes	103	3	197	163								
56	115-122 145-159	Building shapes with more than one kind of shape	103	4	198	163	No. 104b (pp. 99–99)							
57	115-122 145-159	<b>Revision:</b> Find some questions at the end of each topic in the TG <b>Remediate</b> any concepts not understood by some learners					Finish any worksheets in the DBE book which have not been done							
58	115-122 145-159	<b>Revision:</b> Find some questions at the end of each topic in the TG <b>Remediate</b> any concepts not understood by some learners					Finish any worksheets in the DBE book which have not been done							
59	115-122 145-159	<b>Revision:</b> Find some questions at the end of each topic in the TG <b>Remediate</b> any concepts not understood by some learners					Finish any worksheets in the DBE book which have not been done							
60		<b>Formal Assessment:</b> Test				165-166 Memo 167-168		Test exemplar						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>								

**Fabulous Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## Solutions for All Mathematics

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

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

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

### Weekly reflection

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

- Was your preparation for the lesson adequate? For instance, did you have all

the necessary resources, had you thought through the content so that you understood it fully and so could teach it effectively?

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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

**Solutions for All Mathematics Week 1**

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class				
									Date completed				
1	346-354 No. 101-150 335-341	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of capacity and volume; reading and measuring; and estimating "more or less than one litre"	88-90	Act. 1-2	170-172	135-139		Measuring instruments: measuring spoons, measuring cups and jugs with and without calibrations					
2	346-354 No. 101-150 335-341	Litres and millilitres; conversions	88-90	Act. 2	173-174	139-140	No. 65 (pp. 2-3)	A variety of containers such as buckets, cups, mugs, bottles, etc.					
3	346-354 No. 101-150 335-341	Cups, mugs, litres and millilitres; all operations	88-90	Act. 3 Ex. 1	174-176	140-141	No. 66a (pp. 4-5)						
4	346-354 No. 101-150 335-341	Measuring in teaspoons Rounding off	88-90	Act. 4 Act. 5	176-177	142	No. 66b (pp. 6-7)						
5	346-354 No. 101-150 335-341	"Check what you know"	88-90	5	177-178	143	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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**

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
7	346-354 No. 101-150 335-341	<b>NUMBERS OPERATIONS AND RELATIONSHIPS</b> Common fractions Making fractions	91	Ex.1	179-181	144-146		Fraction wall (No. 7) Strips of paper to make fraction strips					
8	346-354 No. 101-150 335-341	Making equal fractions	91	Act. 1 Ex. 1-2	181-182	146-147	No. 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces					
9	346-354 No. 101-150 335-341	Comparing fractions	91	Act. 2	183-184	147-148	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Strips of paper to make fraction strips (No. 7)					
10	346-354 No. 101-150 335-341	Comparing fractions using a fraction wall	91	Act. 3 Ex. 3	185-187	148-149	No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction mat/wall, fraction number lines, fraction circles (No. 6, 7, 8)					
11	346-354 No. 101-150 335-341	"Check what you know"	91		187-188	149		Fraction mat/wall (No. 7)					
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>				<b>Date:</b>			

**Solutions for All Mathematics Week 3**

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
13	346-354 No. 101-150 335-341	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits	92	Act. 1	189-191	150-154	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)							
14	346-354 No. 101-150 335-341	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least four digits Breaking up numbers to add and subtract Numbers and calculations	93	Act. 2 Ex. 1	191	154		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times						
15	346-354 No. 101-150 335-341	Addition and subtraction together	93	Act. 3	192	153	No. 78a (pp. 32-33)							
16	346-354 No. 101-150 335-341	Subtraction of 4-digit numbers Use inverse operation	93	Act. 4	192-193	154-155	No. 78b (pp. 34-45)							
17	346-354 No. 101-150 335-341	"Check what you know"	93		193	156	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation							
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)						

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

<b>Solutions for All Mathematics Week 4</b> There is no MM for the days on which assessment is being done. #Supplement this topic with exercises from other books													
Day	MM LB and TG	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19		<b>Informal Assessment:</b> 4-digit numbers; adding and subtracting; fractions; capacity	93					Use questions from the "Check what you know" exercises to make up the assessment					
20	346-354 No. 101-150 335-341	Return assessment and do remedial teaching on topics in which learners scored the lowest Learners do corrections											
21	346-354 No. 101-150 335-341	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views Head of learner, matchbox; aeroplane	94	Act. 1 Ex. 1	#194- 196	158- 159	No. 82 (pp. 42-43) No. 83 (pp. 44-45)	Bring simple objects to the class e.g. hat, apple, box, shoe, etc. and let learners move around the objects looking at it from the side, front and top					



Day	MM LB and TG	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Date completed				
22	346-354 No. 101-150 335-341	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Polygons	94	Act. 2	196- 197	159		Pictures of 2-D shapes (No. 10)					
23	346-354 No. 101-150 335-341	Naming polygons	94	Act. 3	197- 198	160		(No. 10)					
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>								
					HOD:				Date:				

**Solutions for All Mathematics Week 5**

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	346-354 No. 101-150 335-341	Drawing 2-D shapes	94	Act. 4	198	160	No. 84 (pp. 46-47)						
26	346-354 No. 101-150 335-341	Making shapes	94	Act. 5	199	160	No. 85a (pp. 48-49)						
27	346-354 No. 101-150 335-341	"Check what you know"	94		199-200	161	No. 85b (pp. 50-51)						
28	346-354 No. 101-150 335-341	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data</b> Reading and interpreting pie charts	95	Act. 1	201-203	162-164	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
29	346-354 No. 101-150 335-341	Drawing your own pie chart	95	Act. 2	203-204	164	No. 88 (pp. 56-57) No. 89 (pp. 58-59)						
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

### Solutions for All Mathematics Week 6

There is no MM for the days on which assessment is being done.

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class				
									Date completed				
31	346-354 No. 101-150 335-341	Mini-project: What do you want to be?	95	Act. 4	204-205	164	No. 90 (pp. 60-61)						
32	346-354 No. 101-150 335-341	"Check what you know"	95		206	164	No. 91 (pp. 62-63)						
33		<b>Task: Project for Term 3</b> Pose a question and collect your data and draw up a tally table	95-96	204-205		309-311		TG (p. 309) <b>Data handling project</b>					
34		<b>Task: Project for Term 3</b> <b>5.2 Representing data</b> Draw a bar graph to depict the data she/he has collected Write up on data	95-96			309-311		TG (pp. 310-311) Assessment criteria					
35		<b>Informal Assessment:</b> 2-D shapes Views Project						Assessment: take questions from the "Check what you know exercises"					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						HOD:						Date:	

### Solutions for All Mathematics Week 7

Solutions for All Mathematics Week 7													
Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37		Review assessment and do remedial work on topics/questions for which learners scored the lowest marks Learners do corrections											
38	346-354 No. 101-150 335-341	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> The order of rules	97-99	Act. 1	207-209	165-166	No. 92 (pp.64-65)						
39	346-354 No. 101-150 335-341	The order of adding and multiplying Working with flow diagrams	97-99	Act. 2	209-210	166	No. 93 (pp. 66-67)						
40	346-354 No. 101-150 335-341	Finding the rule Pascal's triangle	97-98	Act. 3 Act. 4	211-212	167	No. 94 (pp. 68-69)						
41	346-354 No. 101-150 335-341	Completing and describing the pattern	97-98	Ex. 2	212-213	167-168							
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

## Solutions for All Mathematics Week 8

\*Select

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
43	346-354 No. 101-150 335-341	"Check what you know"	97-99		213-214	168								
44	346-354 No. 101-150 335-341	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Working with 4-digit numbers: round off; build up, break down; place value	100		*215-216	169-172	No. 95a (pp. 70-71) No. 95b (pp. 72-73)	Dienes blocks and flard cards (No. 4)						
45	346-354 No. 101-150 335-341	Add and subtract 4-digit numbers: round off	100	Act.1 Ex. 2	*217	173	No. 96 (pp. 74-75)							
46	346-354 No. 101-150 335-341	Estimating answers	100	Act. 2	*218-219	174-175	No. 97 (pp. 76-77) Financial problems!							
47	346-354 No. 101-150 335-341	"Check what you know"			219-220	176-177								
48	346-354 No. 101-150 335-341	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit number by 2-digit number) Breaking down numbers to multiply	101	Act. 1	*221-223	179-181	No. 98a (pp. 78-79) No. 98b (pp. 80-81)							
<b>Reflection</b>														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?								
						<b>HOD:</b>			<b>Date:</b>					

## Solutions for All Mathematics Week 9

\*Select

Solutions for All Mathematics Week 9														
*Select														
Day	MM LB AND TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
49	346-354 No. 101-150 335-341	Practise multiplication	101	Ex. 1	223-224	182	No, 98c (pp. 82-83)							
50	346-354 No. 101-150 335-341	Recognise products	101	Act. 2	225	183	No. 99a (pp. 84-85)							
51	346-354 No. 101-150 335-341	Checking your answers	101	Act.3	226-227	184-185	No. 99b (pp. 86-87) No. 100 (pp. 88-89) No. 101 (pp. 90-91)							
52	346-354 No. 101-150 335-341	"Check what you know"			228	186-187								
53	346-354 No. 101-150 335-341	<b>PATTERNS, FUNCTIONS AND ALGEBRA</b> <b>3.2 Number sentences</b> Writing and solving number sentences	102-103	Act. 1	229-231	188	No. 102 (pp. 92-93)							
54	346-354 No. 101-150 335-341	Multiple choice questions	102-103	Act. 2	231-232	189	No. 103 (pp. 94-95)							
Reflection														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?								
						<b>HOD:</b> _____ <b>Date:</b> _____								

**Solutions for All Mathematics Week 10**

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Class					
									Date completed					
55	346-354 No. 101-150 335-341	Writing and solving more number sentences	102-103	Ex. 1	233-234	189								
56	346-354 No. 101-150 335-341	<b>SPACE AND SHAPE 3.4 Transformations</b> Tangram shapes		Act. 1 Ex. 1	235-238	190-192	No. 104a (pp. 96–97)	Tangram for each learner (No. 11)						
57		More Tangram shapes and pieces		EX. 1	237-238	191-192	No. 104b (pp. 98–99)							
58		Revision					Do all DBE worksheets which are not completed							
59		Revision					Do all DBE worksheets which are not completed							
60		<b>Term 3 Test</b>												
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

**Solutions for All Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**



## Study and Master Mathematics

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

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

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

### Weekly reflection

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

- Was your preparation for the lesson adequate? For instance, did you have all

the necessary resources, had you thought through the content so that you understood it fully and so could teach it effectively?

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

On a weekly basis, briefly write down your reflections. You can use the following prompts in the tracker to help you:

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

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

### Study and Master Mathematics Week 1

Study and Master Mathematics Week 1													
Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	178 236 and graph p. 398	<b>MEASUREMENT: 4.3 Capacity/volume</b> Definition of capacity and volume; and practise in measuring in millilitres and litres; rounding off	88-90	1.1	178	236-237		Measuring instruments: measuring spoons, measuring cups and jugs with calibrations and without calibrations, syringes, food colouring to dye water					
2	179 237	Practical experimentation with containers Capacity of container and volume of water in container	88-90	2.1	179	237	No. 65 (pp. 2-3)	A variety of containers, such as buckets, cups, mugs, bottles, etc.					
3	180 238	Understanding volume and capacity	88-90	3.1	180-181	238	No. 66a (pp. 4-5)	Mental maths grid					
4	182 239	Estimating and rounding down and rounding up; convert measurements to the same unit; calculations in the four operations	88-90	4.1	117	239-241	No. 66b (pp. 6-7)						
5	184 241	Problem solving using units of measurement and the four operations Individual	88-90	5.1 and 5.2	117	241-243	No. 67a (pp. 8-9)						
6		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?								
					HOD:		Date:						

### Study and Master Mathematics Week 2

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
7	186 242 (p. 398 MM grid)	Calculate capacity with fractions; write a number sentence for each problem; revision exercise for homework	88-90	6.1	186- 187	242- 243	No. 67b (pp. 10-11) No. 68 (pp. 12-13) Enrichment						
8	188 245	<b>NUMBERS OPERATIONS AND RELATIONSHIPS: 1.2 Common fractions</b> Recognise fraction parts (Enrichment: proper; improper and mixed fractions – not in CAPS for Gr 4) CAPS: Compare and order fractions with different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eights) (not ninths and tenths)	91	7.1	188	245		TG p. 429 Fraction Dominoes A range of concrete apparatus and diagrams: Dienes blocks, fraction strips (No. 7), regular 2-D shapes divided into fractions, number lines divided into fractions (No. 8)					
9	189 246	Fractions of whole numbers; equivalence and division of fractions and equivalent fractions Group work Q. 4 – enrichment	91	8.1	190	247	No. 69 (pp. 14-15) No. 70 (pp. 16-17)	Concrete fraction pieces and diagrams of different shapes (No. 6, 7) Pieces of fruit and drawings of fruit					
10	190 247	Equivalent fractions Making fractions through grouping or sharing – recognise, describe and use the equivalence of division and fractions Individual work	91	9.1	192	249	No. 71 (pp. 18-19) Enrichment No. 72 (pp. 20-21)	Fraction mat, fraction wall (TG pp. 403, 404, 399) Photocopy for each learner					
11	191 248-249	Equal sharing and problem solving	91	10.1	193	250- 251	No. 73 (pp. 22-23) No. 74 (pp. 24-25)	Fraction mat/wall (TG p. 416, grid, photocopy for each learner) (also No. 7)					
12		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					

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

Study and Master Mathematics Week 3														
There is no MM for the days on which assessment is being done.														
Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
13	192 250 Graph p. 398	(Converting a mixed fraction into an improper fraction is not in CAPS for Gr. 4) Act. 10.1 NB: Length and capacity can be used to further develop the concepts of fractions, equivalence and adding with fractions	91	11.1	194-195		No. 75 (pp. 26-27) Enrichment							
14		Informal assessment on measurement and fractions				242 and 255 and 164		Memorandum TG (pp. 243 and 256)						
15		Return assessment Do remedial teaching on the aspects of the test in which the learners got the lowest scores												

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book	Class				
									Date completed				
16	196 257	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction of whole numbers with at least four digits Rules for operations	92	12.1	196-198	257-260	No. 76 (pp. 28-29) Homework No. 77 (pp. 30-31)	TG pp. 405-406 Flard cards					
17	199 260-261	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Counting, ordering, comparing, representing and place value of digits Group or whole class work	93	13.1	200	260-263		Counting grids (No. 3), counters, and flard cards (No. 4) must be available at all times (TG p. 405)					
18		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
HOD:						Date:							

## Study and Master Mathematics Week 4

\*Select

Day	MM LB and TG	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
19	MM: Bingo 201 398	Addition and subtraction facts (30 minutes) Bingo (30 minutes)	93	14.1	201	267- 269	No. 78 (pp. 32-33)	Number grid Enlarge and photocopy for each learner Put subtraction Bingo on same page TG Bingo games					
20	MM: Bingo number grid 202 201 269	Subtraction bingo Problem solving; focus on the understanding of the structure of the problem	93	*15.1	202	269- 271	No. 78b (pp. 34-45)	Cubes, bottle tops, counters or beans TG Bingo games					
21	203 272	Addition and subtraction Double, halve or round off. Different strategies for calculations	93	*16.1 and 17.1	203- 205	272- 276	No. 79 (pp. 36-37) No. 80 (pp. 38-39) No. 81 (pp. 40-41) Homework, enrichment or remediation	TG p. 274; and copy cards from the game: "I have..." e.g. "I have 8, who has 4 more?" "Yes, I have 12. Who has one third of 12?" (also No. 12)					
22	206 277	<b>SPACE AND SHAPE</b> <b>3.5 Viewing objects</b> Looking at objects from different views. NB. It is the viewer who changes position – the object does not move! Pair work	95	18.1	206- 207	277- 278	No. 82 (pp. 42-43)	Bring simple objects to the class e.g. hat, apple, box, shoe, etc. and let learners move around the objects looking from the side, front and top					
23		Side views and plan views	95	19.1 and 19.2	208- 209	279- 280	No. 83 (pp. 44-45)	Dienes blocks for building concrete shapes Also use views of school buildings, classroom, etc.					
24		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					

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

Study and Master Mathematics Week 5													
Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
25	210 282	<b>SPACE AND SHAPE</b> <b>3.1 Properties of 2-D shapes</b> Sorting 2-D shapes; open/closed/straight sides and/or curved sides Pair work Investigate circles	94	20.1 21.1	210	282-283	No. 84 (pp. 46-47)	Cardboard circles of various sizes (No. 10)					
26	212 284	Investigate polygons; symmetry	94	22.1 and 22.2	212-213	284-285	No. 85a (pp. 48-49) No. 85b (pp. 50-51)	Geoboards and elastics or string TG grid or dotted paper (pp. 416 and 417) Photocopy for each learner (also No. 20, 22)					

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>	Date completed				
27	214 286	Patterns and pictures with 2-D shapes	94	23.1	214	285-286		TG p. 422 Square and triangle with sides the same length Photocopy for each learner					
28	215 288	<b>DATA HANDLING</b> <b>5.1. Collecting and organising data.</b> Use tally marks	95	24.1 and 24.2	215-216	288-289	No. 86 (pp. 52-53) No. 87 (pp. 54-55)						
29	216 289	Show data on graphs	95	25.1	216-218	289-290							
30		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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

There is no MM for the days on which assessment is being done.

Day	MM LB and TG	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
31	218 398 Graph p. 290	Explain data	95	26.1 and 26.2	218-220	290-291	No. 88 (pp. 56-57)						
32	221 291	Graphs; vehicles passing school	95	27.1	221-222	292	No. 89 (pp. 58-59)						
33		<b>Task 2 Project for Term 3</b> Choose topic with a partner and collect and organise data	95-96		222	292 and 323		<b>Task 2: Project for Term 3</b>					
34		<b>5.2 Representing data</b> Draw a pictograph to depict the data that has been collected	95-96		222	292		<b>Task 2: Project for Term 3</b>					
35		<b>5.3 Analysing, interpreting and reporting data</b> Analyse and interpret data Write three or four sentences to explain what pictograph shows	95-96		222	292		<b>Task 2: Project for Term 3</b>					
36		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: <span style="float: right;">Date:</span></p>							

## Study and Master Mathematics Week 7

There is no MM for the days on which assessment is being done.

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
37		Write up an individual report on her/his data	95-96	2.5	144-145			<b>Task 2 Project for Term 3</b> There is no rubric on this project					
38		<b>Informal Assessment:</b> Plan of school	96		209	279-280	No. 90 (pp. 60-61)	Assessment in TG p. 280-281 Photostat Rubric for each learner for peer assessment					
39		Review assessment and do remedial work on topics/questions for which learners scored the lowest marks. Learners do corrections					No. 91 (pp. 62-63)						
40	223 294	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.1 Numeric patterns</b> Patterns in number grids	97-99	28.1	223-225	294-297	No. 92 (pp. 64-65)						
41	226 298	Finding rules	97-99	29.1	226	298-299	No. 93 (pp. 66-67)	Flow diagram (TG p. 402)					
42		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> (see toolkit book)					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b>				<b>Date:</b>			

### Study and Master Mathematics Week 8

Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
43	226 299 <small>(TG p. 398; Mental maths grid.)</small>	Rules for number patterns	97-99	30.1	226-227	299- 300	No. 94 <small>(pp. 68-69)</small>	Blank flow diagram charts TG pp. 400-401					
44	228 303	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Addition and subtraction Quick calculations	100	31.1 and 31.2	228-229	303- 305	No. 95a <small>(pp. 70-71)</small> No. 95b <small>(pp. 72-73)</small>	Game I have ... TG <small>(pp. 426-427)</small> <small>(also No. 12)</small>					
45	229-230 305	Count, order and compare numbers and place value	100	32.1 and 32.2	229-230	305- 306	No. 96 <small>(pp. 74-75)</small>						
46		Problem solve with whole numbers	100	33.1	231	306	No. 97 <small>(pp. 76-77)</small> Financial problems						
47	232 310	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Multiplication (2-digit numbers by 2-digit numbers) Multiplication strategies	101	34.1 and 34.2	233	310- 311	No. 98a <small>(pp. 78-79)</small> No. 98b <small>(pp. 80-81)</small>						
48		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						<i>Remediation and Enrichment Activities</i> <small>(see toolkit book)</small>					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do 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?							
						<b>HOD:</b> _____ <b>Date:</b> _____							

### Study and Master Mathematics Week 9

Study and Master Mathematics Week 9														
Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
49	234 312 <small>(TG p. 398, Mental maths grid)</small>	Multiplication strategies continued		34.1	233	311	98c <small>(pp. 82-83)</small>							
50	235 312-313	Basic multiplication facts; multiples of 10 and multiples of powers of 10	101	35.1	234	312	No. 99a <small>(pp. 84-85)</small>							
51	236 312-313	Round off	101	36.1	235	312	No. 99b <small>(pp. 86-87)</small>	Game I have ... pp. 246-247 <small>(also No. 12)</small>						
52	237 315	Solve problems	101	36.2	235	313	No. 101 <small>(pp. 90-91)</small>							
53	238 316	<b>PATTERNS, FUNCTION AND ALGEBRA</b> <b>2.3 Number sentences</b> Write number sentences	102-103	37.1	236-237	315-316	No. 102 <small>(pp. 92-93)</small>	Game I have ... pp. 246-247						
54		<b>Catch up:</b> Any work that has not been completed this week including DBE worksheets <b>Remedial work:</b> With learners who have had difficulty with some concepts <b>Enrichment for others</b>						Remediation and Enrichment Activities <small>(see toolkit book)</small>						
Reflection														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

### Study and Master Mathematics Week 10

Study and Master Mathematics Week 10													
Day	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
55	239 318	Balance and inspect number sentences	102-103	38.1	238-239	316-317	No. 102 (pp. 92-93)						
56	242 320	Equations and problem solving	102-103	39.1	239-240	318-320	No. 103 (pp. 94-95)						
57	243 321	<b>SPACE AND SHAPE</b> <b>3.4 Transformations</b> Make new shapes Practical	103	40.1	242-243	320-321	No. 104a (pp. 96-97)	Photocopy TG (p. 415) for each learner					
58	244 321	Tangrams	103	41.1	243-244	321-322	No. 104b (pp. 98-99)	Photocopy TG (p. 433) for each learner (also No. 11)					
59	245 321	Tangrams	103	41.2	244	322							
60		<b>Term 3 Test</b>											
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							

**Study and Master Mathematics Week 11: Review of test, remediation and learner corrections – plan your week**

**End-of-term reflection**

**Think about and make a note of:**

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

**HOD:**

**Date:**

## D. ASSESSMENT RESOURCES

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### 1. Assessment Term Plan

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

In Term 3, according to CAPS, you need to set and mark one **formal test** and one **project**. You should also conduct two informal assessment tasks and could carry out other informal assessment activities (using your TG or other resources) at your discretion.

The formal term test should be written during Week 10. The suggested task, *Data handling project*, is noted in the tracker, corresponding to the LTSM that you are using. This falls in Week 9 in the term.

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

On p. 93 of the CAPS document it states: **At this stage the learners should have been assessed on:**

- **4-digit numbers**
- **addition and subtraction with 4-digit numbers**
- **fractions**
- **capacity.**

The tracker has reserved two days for this assessment in Week 3 and directs you to the relevant pages of the informal assessments or revision exercises that could be used for assessment, if you wish to use these. The first day should be used for the assessment and the second day should be used to review the test with the learners. Use this time to do any remediation of concepts from the test which learners found difficult.

Again on p. 96 of the CAPS document it states: **At this stage the learners should have been assessed on:**

- **views**
- **2-D shapes**
- **data handling (recommended form of assessment project).**

The tracker has reserved two days for this assessment in Week 6 and directs you to the relevant pages of the informal assessments or revision exercises that could be used for assessment, if you wish to use these. The first day should be used for the assessment and the second day should be used to review the test with the learners. Use this time to do any remediation of concepts from the test which learners found difficult.

You have to plan the dates on which other informal tests and assignments will be written, should you wish your learners to write any.

A suggested mark record sheet is provided for you to record the marks for the project and the test. There are some blank columns for you to add your marks from any other assessment activities that you have marked in the term.

**Note:** Tests in the Learner's Book should not be used for formal assessment, but can be used for informal assessment and for revision in class or at home. For this reason, we have included them in this table. For the formal test, you should use only a test on the whole term's work in the Teacher's Guide of your LTSM or another set of LTSMs, or you could compile your own.

The table below shows assessment tasks in the LTSMs and when they have been scheduled in the tracker for each set of LTSMs.

**NB:** It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of any changes, please adjust the programme here and in the trackers accordingly.

Term 3: FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMS				
LTSMs	CAPS Informal Assessment (Week 3 or 4)	CAPS Informal Assessment (Week 5, 6 or 7)	Formal Assessment Task: Data handling project (Week 4 or 6)	Formal Assessment Task: Test (Week 10)
<b>Concepts covered</b>	Capacity; common fractions; whole numbers; counting ordering and representing; addition and subtraction	Viewing objects; properties of 2-D objects; data handling		Numeric patterns; addition and subtraction; multiplication (2-digit numbers by 2-digit numbers) number sentences; transformations PLUS all previous topics in Term 3
<b>Premier Mathematics</b>	<b>Week 4</b> TG pp. 141-142 Informal assessment TG p. 166 Answers TG gives suggestions of some exercises that could be used for informal assessments in many of the chapters	<b>Week 5</b> TG suggests certain exercises to be used for informal assessments in many of the chapters	<b>Week 6</b> TG p. 143 TG p. 144 Rubric	Term test on whole term's work TG pp. 145-148; memo p. 164 or use exemplar in Section D of tracker Revision of whole of Term 3's work TG pp. 87-90
<b>Viva Mathematics</b>	<b>Week 4</b> TG p. 70 Answers LB pp. 130-131	<b>Week 7</b> TG p. 75 Answers LB p. 146	<b>Week 6</b> TG p. 75 No rubric LB pp. 144-145	No test on the whole term's work See exemplar test in Section D of the tracker Test on last three topics of the term LB p. 169; Answers TG p. 86 Mental Maths vocabulary test LB p. 168
<b>Platinum Mathematics</b>	<b>Week 3</b> TG p. 89 and p. 95 Answers LB p. 113 and p.119 Revision of volume and fractions and whole numbers as assessment	<b>Week 7</b> TG p. 95 Answers LB p. 127 Revision of shapes and views LB p. 139 Revision of pie chart and patterns TG p. 108 Answers LB p. 147; all four operations TG p. 114	<b>Week 6</b> TG p. 105 Rubric LB pp. 134-135	No test on the whole term's work See exemplar test in Section D of the tracker Test on capacity, multiplication and numeric patterns TG pp. 168-169; Answers TG p. 118
<b>Oxford Headstart Mathematics</b>	<b>Week 4</b> Assessment 7 TG p. 245 Answers LB p. 207	<b>Week 7</b> Assessment 8 TG pp. 259-260 Answers LB p. 223	<b>Week 6</b> TG p. 259 Rubric – limited LB p. 222	No test on the whole term's work See exemplar test in Section D of the tracker Assessment 9: Only last three topics in Term 3 LB p. 254; Answers TG p. 283 End of term revision covers whole year's work LB pp. 246-247; TG pp. 285-286



**Term 3: FORMAL AND INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs**

LTSMs	CAPS Informal Assessment (Week 3 or 4)	CAPS Informal Assessment (Week 5, 6 or 7)	Formal Assessment Task: Data handling project (Week 4 or 6)	Formal Assessment Task: Test (Week 10)
<b>Concepts covered</b>	Capacity; common fractions; whole numbers; counting ordering and representing; addition and subtraction	Viewing objects; properties of 2-D objects; data handling		Numeric patterns; addition and subtraction; multiplication (2-digit numbers by 2-digit numbers) number sentences; transformations PLUS all previous topics in Term 3
<b>Oxford Successful Mathematics</b>	<b>Week 3</b> Revision 7 TG p. 145 LB p. 160 We suggest that this is used for assessment	<b>Week 5</b> Revision 8 TG p. 153 LB pp. 179-180 We suggest that this is used for assessment	<b>Week 4</b> TG pp. 153 and 211 (rubric) LB pp. 177-178 and p. 276; TG p. 211	No test on whole term's work See exemplar in Section D of the tracker <b>Revision 9</b> covers work from the whole term LB pp. 204-205; TG p. 169
<b>Fabulous Mathematics</b>	<b>Week 4</b> Revision at the end of each chapter – could be used as informal assessment	<b>Week 7</b> Revision at the end of each chapter – could be used as informal assessment	<b>Week 6 and 7</b> TG pp. 144-147; photostat project for learners TG p. 148; Assessment criteria – rubric	No test on the whole term's work See exemplar test in Section D of the tracker Test on most of work from Term 3 but no numeric patterns, multiplication or number sentences TG pp. 165-166; Answers in TG pp. 167-168
<b>Solutions for All Mathematics</b>	<b>Week 4</b> <i>Check what you know</i> at the end of each chapter – could be used as informal assessment Combine <i>Check what you know</i> from Weeks 1-3 to make up assessment paper	<b>Week 6</b> <i>Check what you know</i> at the end of each chapter – could be used as informal assessment Combine <i>Check what you know</i> from weeks 4-6 to make up assessment paper	<b>Week 6 Task 2</b> TG pp. 309-311 suggests different topics for data gathering Comprehensive assessment criteria and tips LB pp. 204-205	Term test on whole term's work TG pp. 302-305; Answers TG pp. 306-308, or see exemplar test in Section D of the tracker Comprehensive revision chapter TG pp. 193-201; LB pp. 240-247
<b>Study and Master Mathematics</b>	<b>Week 3</b> TG. pp. 242-243 Assessment Task 1 TG pp. 254-255 Fractions Assessment Task 2 TG pp. 164-165 Counting Assessment Task 3	<b>Week 7</b> TG pp. 279-280 Space and shape – plan of school LB p. 209	<b>Week 6 Task 2</b> LB p. 222 TG. pp. 292 and 323 No rubric	No test on the whole term's work See exemplar test in Section D of the tracker Assessment Task 4 on Number: patterns; TG p.301

## 2. Grade 4 Mathematics Test Exemplar: Term 3

<b>Surname:</b>		
<b>Name:</b>	Boy	Girl
<b>Date of birth:</b>	Date: _____	_____ 50

Please give every learner a piece of paper to use for their calculations.

### INSTRUCTIONS TO LEARNERS:

1. Time: 60 minutes.
2. Answer all the questions in the spaces provided.
3. No calculators may be used.

Circle the letter of the correct answer.

- 1.1 Half a litre of milk can be written as:  
A. 1 000 ml  
B. 1 km  
C. 500 ml  
D. 2,5 £. (1)
- 1.2 What is the value of the underlined digit? 5 999  
A. 90  
B. 9  
C. 900  
D. 9 000. (1)
- 1.3 The capacity of a cup is measured in ...  
A. centimetres  
B. millilitres  
C. litres  
D. metres. (1)
- 1.4 The number 6 423 rounded off to the nearest 10 will be ....  
A. 6 400  
B. 6 425  
C. 6 420  
D. 6 430. (1)
- 1.5 The difference between 3 789 and 2 456 is:  
A. 6 245  
B. 1 667  
C. 1 333  
D. Not one of these answers. (1)

2. Complete the number patterns:
- 2.1 4 050; 4 075; 4 100; \_\_\_\_\_; \_\_\_\_\_ (1)
- 2.2 2 050; 2 000; 1 950; \_\_\_\_\_; \_\_\_\_\_ (1)

3. Write a number sentence for the word sentences:
- 3.1 Twelve divided by three is equal to eight divided by two. \_\_\_\_\_ (2)
- 3.2 Nine multiplied by five is greater than twenty two multiplied by two. \_\_\_\_\_ (2)

4. 4.1 Complete the following flow diagram
- input**

12 →

+6

→

**rule**

x3

→

**output**

\_\_\_\_\_
- (1)

5. It takes Thabang 6 minutes to run 1 km.
- 5.1 How long will it take him to run 5 km? \_\_\_\_\_ minutes (2)
- 5.2 If he runs for 42 minutes, how far has he run? \_\_\_\_\_ km

6. 6.1 Here are three steps of a pattern:
- How many circles will there be in the next step of the pattern?
- ○ ○

○ ○ ○

○ ○ ○ ○

\_\_\_\_\_
- (2)

7. Calculate the answers to each question.
- Show your calculation in the space below each question.
- 7.1 **3 876 + 4 196**

(2)

7.2 **4 000 – 1 481**

(2)

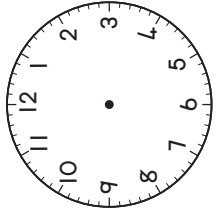
- 7.3 **48 × 23**

(2)

7.4 **936 ÷ 3**

(2)

8. 8.1 Draw in the hands of the clock to show the time: Quarter to 4.

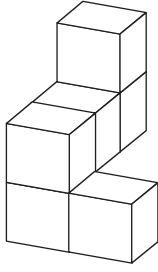


- 8.2 Write this time in the digital clock: Quarter to 4 in the afternoon.

\_\_\_\_\_ : \_\_\_\_\_

(2)

9. 9.1 You have glued these cubes together. Now you want to paint this object.



How many faces will you paint? Show how you work it out. \_\_\_\_\_

(2)

10. 10.1 One cup holds 250 ml. How many cups can you fill from a bottle that holds 2 litres of water?  
\_\_\_\_\_ cups

(1)

11. Convert

11.1  $\frac{1}{2}$  litre = \_\_\_\_\_ ml

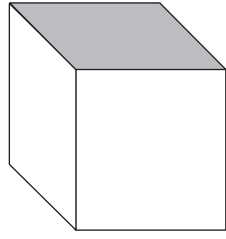
11.2 2 cm = \_\_\_\_\_ mm

11.3 1 500 g = \_\_\_\_\_ kg \_\_\_\_\_ g

(3)

12. 12.1 Use the 3-D objects to help you complete the table.

A



B

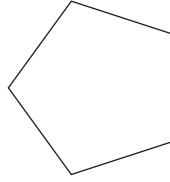


Name of object	Shape of flat faces
A	
B	

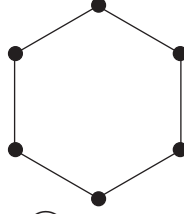
(2)

- 12.2 Name these 2-D shapes:

a)



b)

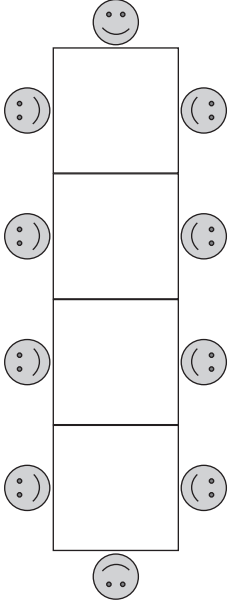


\_\_\_\_\_

(2)

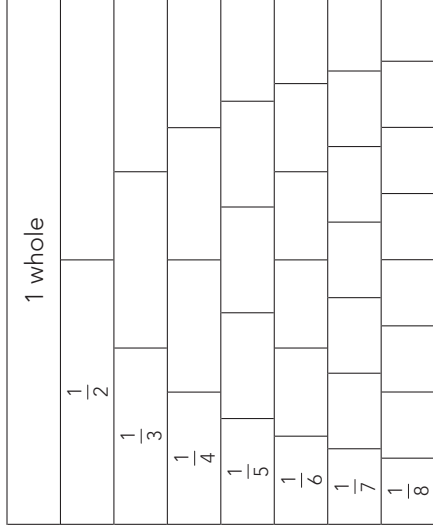
13. 38 people sit down for dinner.

Look at the picture below. You make a long table by joining small tables together. Two people can sit at each small table, with one at each end of the long table. Ten people can sit at four tables.)



- 13.1 How many small tables do you need for 38 people? \_\_\_\_\_ tables (2)

- 14.



- 14.1 Put the fractions in order from smallest to biggest:  
(You can use the fraction wall if you want to.)

$$\frac{1}{5} \quad \frac{4}{8} \quad \frac{2}{7} \quad \frac{4}{5} \quad \frac{3}{4} \quad \frac{2}{4}$$

(2)

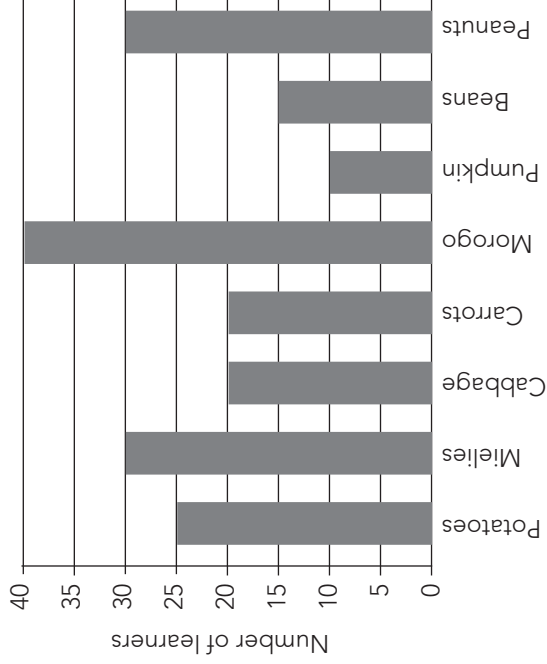
- 14.2 The fraction  $\frac{2}{4}$  is equivalent to  $\frac{\square}{2}$  and to  $\frac{\square}{6}$ .

(1)

14.3  $\frac{2}{6} + \frac{2}{6} + \frac{2}{6} = \frac{\square}{\square}$

(1)

15. The clinic did a survey to find out which kind of food learners like best. The graph below shows the data.

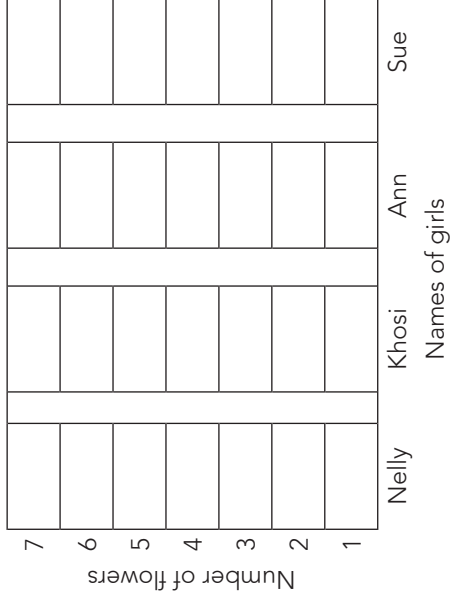


- 15.1 How many learners like meelies? \_\_\_\_\_

- 15.2 Which vegetable is liked as much as meelies? \_\_\_\_\_

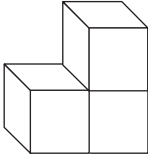
15.3 Which vegetable is liked the most? \_\_\_\_\_ (3)

15.4 Draw a bar graph to show that Nelly has six flowers, Khosi has three flowers, Anne has two flowers and Sue has six flowers.



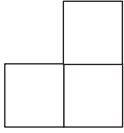
(2)

16. Look at this structure made with building blocks:



Here are pictures of this structure from different positions: from the top, the front and the right. Complete the following sentences about the views of the above structure.

16.1. This is the \_\_\_\_\_ view



16.2. This is the \_\_\_\_\_ view



16.3. This is the \_\_\_\_\_ view



(3)

**TOTAL:** \_\_\_\_\_  
**50**

### 3. Grade 4 Mathematics Test Memorandum: Term 3

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

The levels are:

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


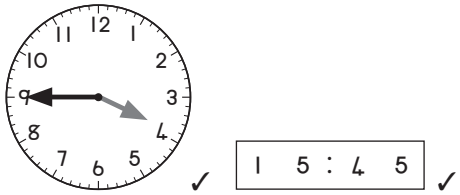
**RP:** Routine Procedure: perform well-known procedures; simple applications

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

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

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

Expected answer		Marks	Cognitive levels
1.	1.1 C ✓	1 mark each <b>(5)</b>	K
	1.2 C ✓		K
	1.3 B ✓		K
	1.4 C ✓		K
	1.5 C ✓		K
2.	2.1 4 125; 4 150 ✓	1 mark for getting both correct or no mark <b>(1)</b>	RP
	2.2 1 900; 1 850 ✓	1 mark for getting both correct or no mark <b>(1)</b>	RP
3.	3.1 $12 \div 3 = 8 \div 2$ ✓✓	1 mark for each side of the equals sign <b>(2)</b>	RP
	3.2 $9 \times 5 > 22 \times 2$ ✓✓	1 mark for > and 1 mark for both sides <b>(2)</b>	RP

Expected answer		Marks	Cognitive levels	
4.	4.1 The output is 54 ✓	1 mark <b>(1)</b>	RP	
5.	5.1 30 ✓ minutes ✓	$\frac{1}{2}$ mark for each correct answer <b>(2)</b>	C	
	5.2 7 ✓ km ✓			
6.	6.1  7 ✓✓	2 marks for correct answer <b>(2)</b>	C The focus is on the numeric pattern.	
7.	7.1 One possible method for each question. There are other methods. $3\ 876 + 4\ 196 = 3\ 876 + 4\ 000 + 100 + 90 + 6$ $= 7\ 876 + 100 + 90 + 6$ $= 7\ 976 + 90 + 6$ $= 7\ 976 + 100 - 10 + 6$ $= 8\ 076 - 4 = 8\ 072$ ✓✓	2 marks for each correct answer <b>(8)</b>	RP	
				7.2 $4\ 000 - 1\ 481 \rightarrow 3\ 000 - 400$ $= 2\ 600 \rightarrow 2\ 600 - 80 = 2\ 520$ $\rightarrow 2\ 520 - 1 = 2\ 519$ ✓✓
				7.3 $48 \times 2 = 96$ $48 \times 20 = 960$ $48 \times 3 = 96 + 48 = 144$ So $48 \times 23 = 960 + 144 = 1\ 104$ ✓✓
				7.4 $936 \div 3 = 312$ ✓✓
				8.1 The <b>big hand</b> pointing to the 9 for minutes and the <b>small hand</b> pointing to the 4 for the hour.
8.2 	1 mark for each correct answer <b>(2)</b>	C RP		

Expected answer		Marks	Cognitive levels						
9.	9.1	One possible method: Each cube has 6 faces. 10 faces that are joined can't be painted. So $(6 \times 6) - 10 = 26$ ✓✓ faces  Or count the faces from the picture that are painted, including those that are hidden at the back.	2 marks for the correct answer <b>(2)</b>  P						
10.	10.1	2 cups hold 500 ml so 4 cups hold 1 000 ml 8 cups hold 2 000 ml which is 2 litres. 8 cups ✓	1 mark for the correct answer <b>(1)</b>  C						
11.	11.1	500 ml ✓	1 mark for each correct answer <b>(3)</b>  RP						
	11.2	20 mm ✓							
	11.3	1 kg 500 g ✓							
12.	12.1	<table border="1"> <thead> <tr> <th>Name of object</th> <th>Shape of flat faces</th> </tr> </thead> <tbody> <tr> <td>A. Cube ✓</td> <td>Square ✓</td> </tr> <tr> <td>B. Cylinder ✓</td> <td>Circle ✓</td> </tr> </tbody> </table>	Name of object	Shape of flat faces	A. Cube ✓	Square ✓	B. Cylinder ✓	Circle ✓	$\frac{1}{2}$ mark for each answer <b>(2)</b>  K
Name of object	Shape of flat faces								
A. Cube ✓	Square ✓								
B. Cylinder ✓	Circle ✓								
	12.2	Pentagon, ✓ Hexagon ✓	1 mark for each correct answer <b>(2)</b>						
13.	13.1	There are different ways to work this out: We need 2 people at the ends. So $38 - 2 = 36$ 2 people at each table. Half of 36 is 18. 18 tables  Or if we use $T$ for table, we can say: $2 \times T + 2 = 38$ so $(38 - 2) \div 2 = 18$ ✓✓	2 marks for the correct answer <b>(2)</b>  P						

Expected answer		Marks	Cognitive levels
14.	14.1	$\frac{1}{5} \frac{2}{7} \frac{4}{8} \frac{4}{6} \frac{3}{4} \frac{4}{5} \frac{2}{2}$ ✓✓	2 marks for the correct answer <b>(2)</b>  1 mark for the correct answer <b>(1)</b>  1 mark for the correct answer <b>(1)</b>
	14.2	$\frac{2}{4}$ is equivalent to $\frac{1}{2}$ and to $\frac{3}{6}$ ✓	
	14.3	$\frac{2}{6} + \frac{2}{6} + \frac{2}{6} = \frac{6}{6} = 1$ ✓	
15.	15.1	30 learners ✓	1 mark for the correct answer <b>(1)</b>  1 mark for the correct answer <b>(1)</b>  1 mark for the correct answer <b>(1)</b>  2 marks for the correct answer <b>(2)</b>
	15.2	peanuts ✓	
	15.3	morogo ✓	
	15.4	<p>Number of flowers</p> <p>Names of girls</p>	
16.	16.1	This is the side ✓ view.	1 mark for each correct answer <b>(3)</b>  RP
	16.2	This is the view from the top. ✓	
	16.3	This is the view from the front. ✓	

**TOTAL 50**



### Analysis of Weightings of Marks: Term 3

Table 1 below shows the percentage of marks that should be allocated to the different content areas and the marks for each learning area in the Term 3 test.

Table 1: Weighting of content areas			
	CAPS 100%	Marks per area in a test out of 50	Marks per content area in the Term 3 Test
Patterns, functions and algebra	5%	5 marks	4 marks
Number, operations and relationships	50%	25 marks	23 marks
Space and shape	15%	7,5 marks	8 marks
Measuring	15%	7,5 marks	8 marks
Data handling	5%	5 marks	7 marks
	<b>100</b>	<b>50</b>	<b>50</b>

Table 2 below shows the percentage of marks that should be allocated to cognitive levels and the number of marks in each level in the Term 3 test.

Table 2: Cognitive levels Term 3 Test			
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 3 Test
Knowledge	25%	12,5	12
Routine procedures	45%	22,5	23
Complex procedures	20%	10	11
Problem solving	10%	5	4
	<b>100</b>	<b>50</b>	<b>50</b>

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

**4. Suggested Assessment Record Sheet: Term 3**

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



