GRADE 5

Mathematics

Teacher Toolkit:
CAPS Planner and Tracker

2021 TERM 1

CONTENTS

A. ABOUT THE CURRICULUM AND ASSESSMENT PLANNER AND TRACKER

1. Your quick guide to using this planner and tracker

What is the NECT and where do I fit in?

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

But who will help me?

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

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

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

How do I use the planner and tracker?

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

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

1. Find the textbook that YOU are using.

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

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

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

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

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

2. Purpose of the tracker

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

3. Links to the CAPS

The Mathematics tracker for Grade 5 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each lesson is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. However, the tracker assists you by giving details, which are not given in the CAPS, about what should be taught in each lesson. The tracker gives the page number in the CAPS document of the topics and subtopics being addressed in each session to help you to refer to the curriculum document directly should you wish to.

4. Links to the approved sets of LTSMs

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

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more work than can be done in the time allocated to the lesson. Exercises from which you should **select** examples are marked by the symbol (*) in the Learner's Book activities (*LB act.*) column in the tracker. In some instances, the Learner's Books do not have sufficient activities for learners to consolidate work done on a topic and in these cases we recommend that you supplement the recommended activities using the DBE worksheet and pages given in the *DBE workbook* column or other resources. The symbol (#) is marked in the Learner's Book activities (*LB act.*) column or the mental mathematics (*MM*) column in these cases. The symbols (*) and (#) are given in the heading for the weeks where we suggest you need to select or supplement activities.

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

5. Links to the DBE workbooks

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

Please note: The trackers refer to the 2017 edition of the DBE workbooks. The workbooks change very little from year to year and so the same pages are likely to be relevant in subsequent years. However, if you are using a different edition, you should check that the page being referred to is still appropriate for the work being done.

6. Managing time allocated in the tracker.

The CAPS prescribes 6 hours of Mathematics per week in Grade 5. The tracker makes provision for 6 lessons per week, each about 60 minutes long. As each school will organise its timetable differently, you might have to divide the sessions in the tracker slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

In this tracker the CAPS content has been arranged to be taught and assessed in a 9.5 week term with 58 lessons. By detailing the work to be done in each lesson, the tracker helps you do this. It is thus very important that you keep *on track*. Remember that learners should do some work at home; this has not been specified in the tracker.

Please note that if Term 1 in the year in which you are using this tracker is longer or shorter than 9.5 weeks, you will need to adjust the pace of work accordingly. It is important that you check this at the start of the term.

7. Sequence adherence

The content in the programme of lessons has been carefully sequenced, and it is therefore important that lessons are not skipped. Should you miss a Mathematics lesson for any reason, or should you be going at a slower pace, you should continue the next lesson 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. To do this you could cut out or cut back on some of the routine activities like mental Mathematics or homework reflection to save time until you are back *on track* for curriculum coverage.

8. Links to assessment

In Term 1 of Grade 5, the formal assessment programme specified by CAPS requires at least one assignment, one investigation and an end-of-term test. The approved Learner's Books and Teacher's Guides provide exemplars of an investigation, an assignment and tests which you can use with your class. The assessment plan, provided in Section D *Assessment Resources* of this document, shows when in the programme of work they are included in each set of materials, and on which pages in the Learner's Books or Teacher's Guides these can be found. The tracker indicates where in the series of lessons the formal assessments are to be done and when feedback should be given. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

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

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

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

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

A table which summarises the informal and formal assessments in all eight approved LTSMs is provided. This will help you to compare and choose a variety of assessments for your class.

9. Resources

The tracker makes clear which resources you will need each lesson 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 that are part of the Jika iMfundo maths toolkit for the Intermediate Phase and Grade 7. These books are:

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

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

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

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

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

10. Enrichment and remediation

The tracker also provides a table summarising the enrichment and remediation support offered in each of the approved books.

It is recommended that you, as the teacher, have a copy of the Teacher's Guide and Learner's Book for each of the approved sets. You can then consult these to get other examples and ideas on teaching and assessing Mathematics.

B. LESSON PREPARATION KEY STEPS

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

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

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

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

3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class 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 lesson topic. You need to think about how to explain new Mathematics content and skills to your learners.
   - ***Make sure you have prepared for the teaching of the concepts before you teach.*** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use.
   - Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
     – Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through*

Curriculum and Assessment Policy Statements. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

– Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation

- You will also find helpful information and resources in the *Remediation and Enrichment Activities* book.

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

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

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

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

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

1. Number Facts
1.1 Number Bonds
1.2 Times Tables.
2. Calculation Techniques
2.1 Doubling and halving, using multiplication to do division, multiplying and dividing by 10, 100, 1 000
2.2 Multiplying by multiples of 10, 100, 1 000
2.3 Building up and breaking down numbers, rounding off and compensating, etc.
3. Number Concept
3.1 Counting, Ordering and Comparing, Place Value, Odd and Even Numbers, Multiples and Factors
3.2 Properties of Numbers (Identity Elements for Addition and Multiplication)
3.3 Commutative and Associative Property for Addition and Multiplication
3.4 Inverse Operation for Multiplication and Division.

(CAPS, p. 39)

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

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

Helping learners develop a range of mental Mathematics strategies.

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

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

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

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

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

Step 3: Lesson content – concept development (15–20 minutes): This is the third activity of the lesson. We recommend that you should actively teach your class for 15 minutes – going through examples interactively with your learners. Worked examples and suggested explanations are given in the learner Learner's Book or Teacher's Guide that you should go through with your class as a whole. The CAPS content clarification column would also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

Step 4: Classwork activity (25–30 minutes): This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practice their Mathematics and problem solving skills. It is important that you *prepare yourself for the classwork activity* – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the *exercises given in the various Learner's Books vary greatly in length* and you need to make this selection in advance (ensuring that all types of activities or concepts are covered each lesson) so that you can give quick and clear instructions to your learners about which numbers of each exercise they should do.

Depending on your learners and the activities, you could go over one or two of the classwork activities orally with the whole class before allowing the learners to work independently. Allow the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. Remember not to give your learners more work than you are able to control and mark. Look out for the * linked to an exercise or activity which is too long and choose which numbers you want your learners to complete.

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

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners who need additional support or extension by paying attention to how well they cope with the mental Mathematics activities, how they manage the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through appropriate remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them enrichment activities to do. You will find useful resources for remediation and enrichment in the *Remediation and Enrichment Activities* toolkit book.

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

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

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

C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. *Fabulous Mathematics*

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Fabulous Mathematics Week 1

TG and LB page numbers are not synchronised in this LTSM

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
1		ORIENTATION AND REVISION											
2		ORIENTATION AND REVISION											
3		ORIENTATION AND REVISION											

Reflection

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

Fabulous Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
4	LB p. 2 Act. 1 TG p. 4 Act. 1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Counting, ordering, comparing, representing and place value of digits (4-digit numbers); Counting and ordering; Number value; Place value	123–124	1–3	18–20	14–16	No. 1a and b (pp. 2–4)	Number lines (No. 5), abacus, Dienes blocks, place value cards (No. 4), sets of base 10 blocks	
5	LB p. 2 Act. 1 TG p. 4 Act. 1	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Counting, ordering, comparing, representing and place value of digits (4-digit numbers); Counting and ordering; Number value; Place value(contd)	123–124	1–3	18–20	14–16	No. 1a and b (pp. 2–4)	Number lines (No. 5), abacus, Dienes blocks, place value cards (No. 4), sets of base 10 blocks	
6	LB p. 2 Act. 2 TG p. 4 Act. 2	Expanded notation; Rounding off; Odd and even; Factors		4–7	20–23	16–17	No. 2 and 3 (pp. 6–8)	LB p. 2 Act. 2 TG p. 4 Act. 2	
7	LB p. 82 Act. 1 TG p. 62 Act. 1 TG p. 61	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** (1 hour)	157–159	*1–7	96–99	70–72	No. 25a–b (pp. 78–81) No. 26(pp. 82–84)No. 27a–b (pp. 82–87)	Flard cards (no. 4)	
8	LB p. 82 Act. 1 TG p. 62 Act. 1 TG p. 61	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** (contd)	157–159	*1–7	96–99	70–72	No. 25a–b (pp. 78–81) No. 26(pp. 82–84)No. 27a–b (pp. 82–87)	Flard cards (no. 4)	
9		**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value**	182	*1–6	165–168	126–128	No. 80 (pp. 30–31) No. 81 (pp. 32–33)	Flard cards/place value cards (No. 1)	

Fabulous Mathematics Week 3

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
10		**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (contd)**	182	*1–6	165–168	126–128	No. 80 (pp. 30–31) No. 81 (pp. 32–33)	Flard cards/place value cards (No. 1)	
11	LB p. 202 Act. 1 TG p. 164 Act. 1	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1, 2, 3	214–215	173–175	No. 105 (pp. 96–97)	Dienes blocks; Counters; Place value cards; Abacus	
12	LB p. 202 Act. 1 TG p. 164 Act. 1	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1, 2, 3	214–215	173–175	No. 105 (pp. 96–97)	Dienes blocks; Counters; Place value cards; Abacus	
13	#	Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book	
14		Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book	
15		REVISION AND REMEDIAL /ENRICHMENT SUPPORT						*MM Activities and Printable Resources* book	

Reflection

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

Fabulous Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
16	LB p. 3 Act. 3 TG p. 4 Act. 3	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Working with zero and other numbers; Inverse relationships – Addition and subtraction	127–131	1–2	25–27	18–19	Rev. no. 6 (p. xxii)	Place value cards (No. 4), number grid 1-100 (No. 3), flash cards	
17	LB p. 3 Act. 3 TG p. 4 Act. 3	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Working with zero and other numbers; Inverse relationships – Addition and subtraction(contd)	127–131	1–2	25–27	18–19	Rev. no. 6 (p. xxii)	Place value cards (No. 4), number grid 1-100 (No. 3), flash cards	
18	LB p. 3 Act. 4 TG p. 4 Act. 4	Multiplication and division are inverse relationships		3–4	28–30	20	No. 4 (p. 10)	LB p. 3 Act. 4 TG p. 4 Act. 4	
19	LB p. 3 Act. 5 TG p. 5 Act. 5	Numbers can be added in any order; Break up and regroup numbers		5–6	30–31	21	No. 5 (p. 12)	LB p. 3 Act. 5 TG p. 5 Act. 5	
20	LB p. 3 Act. 5 TG p. 5 Act. 5	Numbers can be added in any order; Break up and regroup numbers(contd)		5–6	30–31	21	No. 5 (p. 12)	LB p. 3 Act. 5 TG p. 5 Act. 5	
21	LB p. 4 Act. 6 TG p. 5 Act. 6	Order of subtraction; Addition and subtraction of 10, 100 and 1 000; Writing number sentences for word problems		7–9	31–33	22		LB p. 4 Act. 6 TG p. 5 Act. 6	

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Fabulous Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
22	LB p. 3 Act. 4 TG p. 4 Act. 4	Multiplication and division are inverse relationships		3–4	28–30	20	No. 4 (p. 10)	LB p. 3 Act. 4 TG p. 4 Act. 4					
23		Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book					
24		REVISION AND REMEDIAL /ENRICHMENT SUPPORT						*MM Activities and Printable Resources* book					
25		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences											
26		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences											
27		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences											

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

Fabulous Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
28	LB pp. 4–5 Act. 7 TG p. 5 Act. 7	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Addition and subtraction of whole numbers with at least 4 digits – Term 1	132–135	1	35–36	25	No. 6a–b (pp. 14–16)	Place value cards (No. 4), sets of base 10 blocks, Dienes blocks, abacus, 100 chart (No. 3), number lines (No. 5), counters, beads, strings ofbeads					
29	LB p. 5 Act. 8 TG p. 6 Act. 8	Adding 4-digit numbers		*2	37–38	26	No. 7a–b (pp. 18–20)							
30	LB p. 5 Act. 9 TG p. 6 Act. 9	Methods of subtraction		*3	39–40	27–28	No. 8a–b (pp. 22–24)							
31	LB p. 6 Act. 10 TG p. 6 Act. 10	Word problems		4	40	24, 28	No. 9a–b (pp. 26–28)	Example of vocabulary wall chart (No. 1)						
32	LB p. 6 Act. 10 TG p. 6 Act. 10	Word problems		4	40	24, 28	No. 9a–b (pp. 26–28)	Example of vocabulary wall chart (No. 1)						
33	LB p. 82 Act. 2 TG p. 62 Act. 2 TG p. 61	**Addition and subtraction of 5-digit numbers:** (5 hours) Estimation and vertical method for addition		1, 2.1	100–101	74	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Teacher or capable learners makewall charts of methods of adding and subtracting (see TG and LB for examples)						

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Fabulous Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
34	LB p. 82 Act. 3 TG p. 62 Act. 3 TG p. 61	Vertical method for subtraction		2.2	101–102	75	No. 29b (pp. 92–93)	LB p. 82 Act. 3 TG p. 62 Act. 3 TG p. 61						
35	LB p. 82 Act. 4 TG p. 62 Act. 4 TG p. 61	Problem solving		3	102	75–76	No. 30a–b (pp. 94–97)	LB p. 82 Act. 4 TG p. 62 Act. 4 TG p. 61						
36	LB p. 83 Act. 5 TG p. 63 Act. 5 TG p. 61	Problem solving continued		3	102	76	No. 32 (pp. 100-101) No. 33 (pp. 102–103)	LB p. 83 Act. 5 TG p. 63 Act. 5 TG p. 61						
37	LB p. 144 Act. 10 TG p. 114 Act. 11 TG p. 111	**1.1 WHOLE NUMBERS** **Addition and subtraction** Revise the four methods of addition; Method 5: The vertical column method	182–183	1	170	129–131	No. 82a (pp. 40–41)	Make a poster to show different setting out methods						
38	LB p. 144 Act. 12 TG p. 114 Act. 13 TG p. 111	Problem solving		2	170–171	131	No. 82b (pp. 42–43) No. 83 (pp. 44–45)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)						
39	LB p. 144 Act. 13 TG p. 114 Act. 14 TG p. 111	Methods of subtraction		3	171–172	131–132	No. 84 (pp. 46–47)							

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

Fabulous Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
40	LB p. 144 Act. 14 TG p. 115 Act. 15 TG p. 111	Problem solving		4	172	133	No. 85 (pp. 48–49)						
41	LB p. 202 Act. 2 TG p. 164 Act. 2	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** Addition and subtraction calculations	197	1 Q. 1, 2	217	175	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Concrete materials, e.g. counters					
42	LB p. 203 Act. 3 TG p. 164 Act. 3	Addition and subtraction calculations (cont.)		1 Q. 3, 4, 5	217–218	176	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Put up posters of the various methods of addition and subtraction					
43	LB p. 203 Act. 4TG p. 165 Act. 4	Problem solving		2 Q. 1–5	218	176	No. 109 (pp. 106–107)						
44	LB p. 203 Act. 5 TG p. 165 Act. 5	Problem solving (cont.) Estimation		2 Q. 6–11 3 Q. 1–5	218	176	No. 110 (pp. 108–109)						
45		**Catch-up:** Finish any work not yet completed **Remedial support:** Learners must practise adding and subtracting using the method which they find the easiest and most accurate **Enrichment:** Learners must practise adding and subtracting using the method which they find the easiest and most accurate					No. 31 (pp. 98–99)	*Remediation and Enrichment Activities* (see toolkit book)					

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

Fabulous Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
46		FORMAL ASSESSMENT TASKS TEST All topics												
47		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
48		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
49		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
50		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
51		FORMAL ASSESSMENT TASKS TEST All topics												

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

Fabulous Mathematics Week 10 # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
														Date completed
52		FORMAL ASSESSMENT TASKS TEST All topics												
53		FORMAL ASSESSMENT TASKS TEST All topics												
54		FORMAL ASSESSMENT TASKS TEST All topics												

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

2. Oxford Headstart Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1

* = Select

\# = Supplement

Notes for each unit in this book

1. There are a number of short written exercises at the start of the unit in the LB which are to be spread over the unit and some suggestions in the TG for additional activities. However, it is recommended that you supplement these with activities from other resources.
2. You should refer to other resources to supplement the printable resources and Mental Maths activities provided in this set of LTSMs. Refer to the toolkit book *Mental Mathematics Activities and Printable Resources*.

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
1		ORIENTATION AND REVISION											
2		**ORIENTATION AND REVISION**											
3		**ORIENTATION AND REVISION**											

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 2

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
4	LB p. 8 Q. A–F TG pp. 25–26	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Write numbers words and values; Use columns	123–124	*1–4	9–11	25–28	No. 1a–b (pp. 2–4)		
5	*Guess what number I am* game with a 100 card #	Use the abacus; Ordering and comparing numbers; Rounding off		*5–9	11–14	30–32	No. 2–3 (pp. 6–8)	MM (see TG p. 25)	
6	*Guess what number I am* game with a 100 card #	Use the abacus; Ordering and comparing numbers; Rounding off(contd)		*5–9	11–14	30–32	No. 2–3 (pp. 6–8)	MM (see TG p. 25)	
7	Q. LB p. 106 A–F A. TG p. 105	**Whole numbers: Counting, ordering, comparing, representing and place value**	157–159	* 1–7	106–110	105–110	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)	
8	Q. LB p. 106 A–F A. TG p. 105	**Whole numbers: Counting, ordering, comparing, representing and place value (expanding)**	157–159	* 1–7	106–110	105–110	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)	
9	#	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value**		*1–3	198–199	197–198	No. 80 (pp. 34–35) No. 81a and b (pp. 36–39)	#	

Reflection

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

Oxford Headstart Mathematics Week 3

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
10	#	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (contd)**		*1–3	198–199	197–198	No. 80 (pp. 34–35) No. 81a and b (pp. 36–39)	#					
11	LB pp. 256–257 TG pp. 250–251 *A–F	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1–6	257–259	251–253	No. 105 (pp. 96–97)	Dienes blocks; Place-value cards (No. 4); Abacus; Structured, semi- structured and empty number lines (No. 8)					
12		Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book, pairs of dice for groups of learners, *Remediation and Enrichment Activities* book					
13		Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book, pairs of dice for groups of learners, *Remediation and Enrichment Activities* book					
14		Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities*					
15		Revision work											

Oxford Headstart Mathematics Week 4

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
16	# LB p. 15 Q. 1–9 TG pp. 32–33	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Patterns in addition and subtraction	127–131	*1–5	15–19	32–36	Rev. no. 6 (p. xxii)	# LB p. 15 Q. 1–9 TG pp. 32–33	
17	# LB p. 15 Q. 1–9 TG pp. 32–33	**2.1 Number sentences** Patterns in addition and subtraction(contd)	127–131	*1–5	15–19	32–36	Rev. no. 6 (p. xxii)	# LB p. 15 Q. 1–9 TG pp. 32–33	
18	#	Number facts; Properties of 0 and 1; Inverse operations		*6–14	19–23	36–39	No. 4 (p. 10)	Structured, semi-structured and empty number lines (see *Printable Resources* J)	
19	#	**Word problems**		15–18	23–26	39–40	No. 5 (p. 12)		
20	#	**Word problems (contd)**		15–18	23–26	39–40	No. 5 (p. 12)		
21		Numbers can be added in any order; Break up and regroup numbers		#	#		#		

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 5

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
22	#	Numbers can be added in any order; Break up and regroup numbers	127-131	#	#		#		
23		Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book, pairs of dice for groups of learners, *Remediation and Enrichment Activities* book	
24		Revision work							
25		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences							
26		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences							
27		FORMAL ASSESSMENT TASKS ASSIGNMENT Whole numbers Number sentences							

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 6

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
28	# LB p. 27 Q. A–M TG pp. 42–43	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Addition and subtraction of whole numbers – 4-digit numbers for Term 1; Properties of numbers	132–135	1–6	27–29	43–45	No. 6a–b (pp. 14–16)	Card game and target game TG p. 42					
29	#	Properties of numbers cont.; Rounding off to estimate; Doubling to round off		* 7–8 9–10	29–31	45–47	No. 7a–b (pp. 18–20)	Speed addition game TG pp. 45–46					
30	#	Addition – methods		*11–12	32–35	47–49	No. 8a–b (pp. 22–24)						
31	#	Subtraction – Methods		*13–15	36–38	49–51	No. 9a–b (pp. 26–28)	#					
32	#	Subtraction – Methods (contd)		*13–15	36–38	49–51	No. 9a–b (pp. 26–28)	#					
33	#	More problem solving – Calculating profit		16–17	39–40	51–52		#					

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Oxford Headstart Mathematics Week 7

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
34	Q. LB p. 111 A–B A. TG p. 112	**Addition and subtraction of 5-digit numbers:** (5 hours) The order of addition Grouping in addition		1, 2	112–114	113	No. 28 (pp. 88–89) No. 29a (pp. 90–91)		
35	Q. LB p. 111 C–D A. TG p. 112	The order of multiplication; grouping in multiplication; easy ways to multiply		3, 4 and 5	114–115	114	No. 29b (pp. 92–93)		
36	Q. LB p. 111 E–F A. TG p. 112	Properties of 0 and 1 Estimating answers by rounding off; estimating by doubling		* 6, 7 and 8	115–117	114–116	No. 30a–b (pp. 94–97)		
37	Q. LB p. 111 G–H A. TG p. 112	Subtracting 5-digit numbers – 3 methods		* 11, 12 and 13	120–122	117–121		Teacher or capable learners make wall charts of different methods for adding and subtracting (see TG and LB for examples)	
38	Q. LB p. 111 G–H A. TG p. 112	Subtracting 5-digit numbers – 3 methods (contd)		* 11, 12 and 13	120–122	117–121		Teacher or capable learners make wall charts of different methods for adding and subtracting (see TG and LB for examples)	
39	Q. LB p. 111–112 J–K A. TG p. 112	Addition and subtraction: Problem solving		14	123	122	No. 32 (pp. 100–101) No. 33 (pp. 102–103)	Q. LB p. 111–112 J–K A. TG p. 112	

Reflection

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

Oxford Headstart Mathematics Week 8

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
440	Q. LB p. 111–112 J–K A. TG p. 112	Addition and subtraction: Problem solving (contd)		14	123	122	No. 32 (pp. 100–101) No. 33 (pp. 102–103)		
41	Q. LB p. 197 A. TG p. 196 A	**1.1 Whole numbers** **Addition and subtraction** (5 hours) Method 1: Add using the expanded column method; Method 2: Adding in columns without carrying over	182–183	*1–2	201–202	199–201	No. 82a (pp. 40–41)		
42	Q. LB p. 197 A. TG p. 196 B	Add in columns using carrying over; Check answers; Carrying over with more than two numbers		*3–5		202–203	No. 82b (pp. 42–43)	Use squared paper (No. 20) to assist learners to keep the place value columns and the numbers lined up correctly	
43	Q. LB p. 197 A. TG p. 196 C	Problem solving with addition		6	204–205	204	No. 83 (pp. 44–45)		
44		Subtraction Method 1: Expanded column method (without compensation); Expanded column method (with compensation)		*7	205–206				
45	#	Subtract using any method		9	208	207–208	No. 85 (pp. 48–49)	#	

Reflection

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

Oxford Headstart Mathematics Week 9 # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
46		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
47		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
48		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
49		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
50		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
51														

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

Oxford Headstart Mathematics **Week 10** # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
52		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
53		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
54		**FORMAL ASSESSMENT TASKS** **TEST** All topics												

End-of-term reflection

Think about and make a note of:

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

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

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

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

3. Oxford Successful Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1

= Supplement

Note 1: For MM throughout this tracker, refer to TG pp. 24–35 for very important background information on the focus of Mental Mathematics; supplement the MM given for each topic with exercises from these pages and from other resources.
Note 2: This LTSM provides no printable resources so please see the book that is part of the toolkit.
Note 3: The TG and LB pages can be used in all lessons for each topic.

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
1		**ORIENTATION AND REVISION**											
2		**ORIENTATION AND REVISION**											
3		**ORIENTATION AND REVISION**											

Reflection

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

Oxford Successful Mathematics Week 2

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
4	# LB p. 10 TG p. 38	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Counting and representing 4-digit numbers	123–124	1	10	38	No. 1a–b (pp. 2–4)	Abacus, Dienes blocks, counters, flard cards (No. 4)	
5	#	Comparing, ordering and place value of 4-digit numbers		2–3	15–16	40–42	No. 2–3 (pp. 6–8)	Flard cards (No. 4)	
6	#	Comparing, ordering and place value of 4-digit numbers(Rounding off)		3	15–16	40–42	No. 2–3 (pp. 6–8)	Flard cards (No. 4)	
7	p. 90	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)**	157–159	* 1–4	90–94	91–94	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)	
8	p. 90	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers) contd**	157–159	* 1–4	90–94	91–94	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4)	
9	**#**	**1.1 WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value** (1 hour)		*1–3	198–199	197–198	No. 80 (pp. 34–35) No. 81a and b (pp. 36–39)	**#**	

Reflection

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

Oxford Successful Mathematics Week 3

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
10	LB p. 234 TG p. 186 #	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour) Order, represent and compare 6-digit whole numbers; Rounding off to the nearest 5	196	1, 2	234–236	186–188	No. 105 (pp. 96–97)	LB p. 234 TG p. 186 #	
11	LB p. 234 TG p. 186 #	order, represent and compare 6-digit whole numbers; Rounding off to the nearest 10	196	2	34–236	186–188	**No. 105** (pp		
12	LB p. 234 TG p. 186 #	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** (CAPS specifies 1 hour) der, represent and compare 6-digit whole numbers; Rounding off to the nearest 100	196	1, 2	234–236	186–188	**No. 105** (pp. 96–97)	LB p. 234 TG p. 186 #	
13		Catch up – Finish work not yet completed; Add in your own planning here							
14		Catch up – Finish work not yet completed; Add in your own planning here							
15		Revision work							

Oxford Successful Mathematics Week 4

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
16	# LB p. 17 TG p. 42	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentence** What is a number sentence?	127–131	1	18	42–43	Rev. no. 6 (p. xxii)	Blank flow diagrams, number lines	
17	#	Properties of numbers (addition and subtraction)		2–3	18–19	44–45	No. 4 (p. 10)	#	
18	#	Addition and subtraction facts for 10, 100 and 1 000		4	21	45	No. 5 (p. 12)	#	
19		Addition and subtraction facts for 10, 100 and 1 000		4	21	45	No. 5 (p. 12)	#	
20		Number facts; Properties of 0 and 1; Inverse operations		*6–14	19–23	36–39	No. 4 (p. 10)	Structured, semi-structured and empty number lines (see *Printable Resources* J)	
21		**Word problems**		15–18	23–26	39–40	No. 5 (p. 12)		

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Oxford Successful Mathematics Week 5

* = Select
\# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed				
22		**Word problems (contd)**		15–18	23–26	39–40	No. 5 (p. 12)						
23		Numbers can be added in any order; Break up and regroup numbers		#	#		#	Numbers can be added in any order; Break up and regroup numbers					
24		Revision Catch up – Finish work not yet completed; Add in your own planning here											
25		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences											
26		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences											
27		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences											

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

Oxford Successful Mathematics Week 6

 # = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
28	# LB p. 22 TG p. 45	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Addition and subtraction of whole numbers with at least 4 digits; Estimation and rounding off; Comparing, representing and place value of digits (4-digit numbers)	132–135	1	23	46	No. 6a–b (pp. 14–16)	Abacus, Dienes blocks, place value cards (No. 4), counters	
29	#	Solve addition sums using 3 methods; Check the answer by doing the inverse operation		2	24	47–48	No. 7a–b (pp. 18–20)		
30	#	Solve subtraction sums using three methods; Check answer by doing the inverse operation		3	26	49–50	No. 8a–b (pp. 22–24)		
31	#	Solving subtraction sums using compensation.		4	28	51	No. 9a–b (pp. 26–28)	#	
32	p. 95	**Addition and subtraction:** Estimation and rounding off to the nearest 1 000		1	95–96	95–96	No. 28 (pp. 88–89) No. 29a (pp. 90–91)		
33	#	Solve addition sums; adding in rows; adding in columns and breaking down		2	97–98	96–97	No. 29b (pp. 92–93)	Teacher or competent learners copy an example of each method of addition from LB pp. 96–97 and make a wall chart	

Reflection

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

What would you change for next time? Why?

Oxford Successful Mathematics Week 7

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
34	#	Solve addition sums; adding in rows; adding in columns and breaking down(contd)		2	97–98	96–97	No. 29b (pp. 92–93)	Teacher or competent learners copy an example of each method of addition from LB pp. 96–97 and make a wall chart	
35	#	Word problems involving the addition of 5-digit numbers		3	99	97–98	#	Word problems involving the addition of 5-digit numbers	
36	#	Word problems involving the addition of 5-digit numbers(contd)		3	99	97–98	#	Word problems involving the addition of 5-digit numbers	
37	Q. LB p. 197 A. TG p. 196 A	**1.1 Whole numbers** **Addition and subtraction** (5 hours) Method 1: Add using the expanded column method; Method 2: Adding in columns without carrying over	182–183	*1–2	201–202	199–201	No. 82a (pp. 40–41)		
38	Q. LB p. 197 A. TG p. 196 B	Add in columns using carrying over; Check answers; Carrying over with more than two numbers		*3–5		202–203	No. 82b (pp. 42–43)	Use squared paper (No. 20) to assist learners to keep the place value columns and the numbers lined up correctly	
39	Q. LB p. 197 A. TG p. 196 C	Problem solving with addition		6	204–205	204	No. 83 (pp. 44–45)		

Reflection

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

Oxford Successful Mathematics Week 8

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
40		Subtraction Method 1: Expanded column method (without compensation); Expanded column method (with compensation)		*7	205–206				
41	Q. LB p. 197 A. TG p. 196 D	Subtraction Method 2: The vertical column method (without compensation); The vertical column method (with compensation)		*8	207–208	206–207	No. 84 (pp. 46–47)	Q. LB p. 197 A. TG p. 196 D	
42	#	Subtract using any method		9	208	207–208	No. 85 (pp. 48–49)	#	
43	LB p. 234 TG p. 186 #	**WHOLE NUMBERS Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Solve problems on money and measurement	197	3	136–138	188–189	No. 106a (pp. 100–101) No. 106b (pp. 100–103)		
44	LB p. 234 TG p. 186 #	Add and subtract 5-digit numbers in columns		4	238–240	190	No. 107 (pp. 102–103) No. 108 (pp. 104–105)		
45	LB p. 234 TG p. 186 #	Revise addition and subtraction with whole numbers		5 Q. 1–4	240–242	190–192	No. 109 (pp. 106–107)	Put up posters of the examples of how to set out each method; See LB pp. 236, 238, 239	

Reflection

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

Oxford Successful Mathematics Week 9

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
46		**FORMAL ASSESSMENT TASKS TEST** All topics											
47		**FORMAL ASSESSMENT TA TEST** All topics											
48		**FORMAL ASSESSMENT TASKS TEST** All topics											
49		**FORMAL ASSESSMENT TASKS TEST** All topics											
50		**FORMAL ASSESSMENT TASKS TEST** All topics											
51													

Reflection

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

What would you change for next time? Why?

Oxford Successful Mathematics **Week 10** # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
52		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
53		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
54		**FORMAL ASSESSMENT TASKS** **TEST** All topics												

End-of-term reflection

Think about and make a note of:

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

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

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

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

4. Platinum Mathematics

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

- You should refer to other resources to supplement the printable resources provided in this set of LTSMs

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Platinum Mathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
1		**ORIENTATION AND REVISION**												
2		**ORIENTATION AND REVISION**												
3		**ORIENTATION AND REVISION**												

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

Platinum Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
4	TG p. 180	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Place value (30 mins); Read write and round off numbers	123–124	1.1–1.3	4–5	4–5	No. 1a–b (pp. 2–4)	Place value cards (No. 5), white boards, white board markers						
5	TG p. 180	Count forwards and backwards Compare and order numbers		1.4–1.6	6–7	5–7	No. 2–3 (pp. 6–8)							
6	p. 193 1	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** Count, read and write numbers Round off to nearest 5 and 10 and compare numbers	157–159	* 10.1 10.2 10.3	56–57	48–49	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	MM – photocopy as needed for each day, number lines, dice, flard cards (No. 4)						
7	p. 193 1	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** Count, read and write numbers Round off to nearest 100 and compare numbers	157–159	* 10.1 10.2 10.3	56–57	48–49	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	MM – photocopy as needed for each day, number lines, dice, flard cards (No. 4)						
8	TG p. 208 Q. and A.	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value**					No. 77 (pp. 28–29) No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)	TG p. 208 Q. and A.						
9	TG p. 208 Q. and A.	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (expanded notation)**					No. 77 (pp. 28–29) No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)	TG p. 208 Q. and A.						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the								What would you change for next time? Why?						

Platinum Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
10	TG. p. 219 Q. and A. No. 1	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	* 30.1 30.2 30.3	156–157	130–132	No. 105 (pp. 96–97)	Place value table and place value cards (No. 4); Number lines marked in 10s, 100s and 1 000s (No. 5)						
11	TG. p. 219 Q. and A. No. 1	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)** (words and munmbers)	196	* 30.1 30.2 30.3	156–157	130–132	No. 105 (pp. 96–97)	Place value table and place value cards (No. 4); Number lines marked in 10s, 100s and 1 000s (No. 5)						
12		Catch up – Finish work not yet completed. Add in your own planning here.						*MM Activities and Printable Resources* book, pairs of dice for groups of learners						
13		Catch up – Finish work not yet completed. Add in your own planning here.						*MM Activities and Printable Resources* book, pairs of dice for groups of learners						
14		Catch up – Finish work not yet completed. Add in your own planning here.						*MM Activities and Printable Resources* book, pairs of dice for groups of learners						
15		Revision work												

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

Platinum Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
16	TG p. 180	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Addition and subtraction number sentences ;	127–131	2.1–2.5	8–9	8–9	Rev. no. 6 (p. xxii)	TG p. 180						
17	TG p. 180	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Division and multiplication number sentences	127–131	2.1–2.5	8–9	8–9	Rev. no. 6 (p. xxii)	TG p. 180						
18	TG p. 181	The order in a number sequence Group numbers in different ways		2.6–2.10	10–11	10–11	No. 4 (p. 10)	TG p. 181						
19	TG p. 181	Addition and subtraction facts.		2.11–2.12	12	11	No. 5 (p. 12)	TG p. 181						
20	#	Number facts; Properties of 0 and 1; Inverse operations	*6–14	19–23	36–39	No. 4 (p. 10)	Structured, semi-structured and empty number lines (see *Printable Resources* J)							
21	#	**Word problems**	15–18	23–26	39–40	No. 5 (p. 12)								

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

Platinum Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
22		**Word problems (contd)**		#	#	#	#							
23		Numbers can be added in any order; Break up and regroup numbers		#	#		#							
24		Revision Catch up – Finish work not yet completed; Add in your own planning here												
25		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences												
26		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences												
27		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** **Whole numbers** **Number sentences**												

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

Platinum Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
28	TG p. 181	**Addition and subtraction** Add whole numbers – 3 methods		3.2–3.3	15	14	No. 7a–b (pp.18–20)	TG p. 181						
29	TG p. 181	**Addition and subtraction** Add whole numbers – 3 methods (contd)		3.2–3.3	15	14	No. 7a–b (pp.18–20)	TG p. 181						
30	TG p. 182	Inverse operations		3.4–3.5	16	15	No. 8a–b (pp. 22–24)	TG p. 182						
31	p. 193 2	**Addition and subtraction:** (5 hours) 5-digit numbers Addition		11.1	58	50–51	No. 28 (pp. 88–89) No. 29a (pp. 90–91)							
32	p. 193 3	Addition		11.2	58	51–52	No. 29b (pp. 92–93)	Flard cards (No. 4)						
33	p. 193 4	Subtraction		11.3 11.4	60	52–53	No. 30a–b (pp. 94–97)							

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

Platinum Mathematics Week 7

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
34	p. 194 5	Subtraction		11.5	60	52			
35	p. 194 5	Problem solving in context: Addition and subtraction		11.6	62	52–53	No. 32 (pp. 100–101) No. 33 (pp.102–103)		
36	TG p. 208 Q. and A.	**WHOLE NUMBERS** **Addition and subtraction** (5 hours) Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)	
37	TG p. 208 Q. and A.	Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 82a (pp. 40–41)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)	
38	TG p. 208 Q. and A.	Subtract numbers in columns		22.2	117	99	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)	
39	TG p. 208 Q. and A.	Subtract numbers in columns (30 minutes)		22.2	117	99	No. 83 (pp. 44–45)		

Reflection

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

Platinum Mathematics Week 8

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
40	TG p. 208 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 84 (pp. 46–47)	TG p. 208 Q. and A.	
41	TG p. 209 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 85 (pp. 48–49)	TG p. 209 Q. and A.	
42	TG. p. 219 Q. and A. No. 2	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** Add numbers in columns	197	31.1	158	133	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Place value cards (No. 4)	
43	TG. p. 219 Q. and A. No. 3	Subtract numbers in columns		31.2	159	134	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Poster of setting out see LB p. 159 and 160	
44		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 14A **Enrichment:** **Do your own planning:**							
45		**Catch-up:** Finish any work not yet completed **Remedial support:** Target worksheet 14A **Enrichment:** Target worksheet 14B **Do your own planning:**							

Reflection

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

Platinum Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
46		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
47		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
48		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
49		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
50		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
51														

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

Platinum Mathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
52		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
53		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
54		**FORMAL ASSESSMENT TASKS** **TEST** All topics												

End-of-term reflection

Think about and make a note of:

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

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

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

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

5. Premier Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
2		**ORIENTATION AND REVISION**												
3		**ORIENTATION AND REVISION**												
4		**ORIENTATION AND REVISION**												

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

Premier Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
5	TG Q. p. 303 Ex. 1 A. p. 269	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (2 hrs)** Counting, ordering, sequencing and place value	123–124	1–3	1–4	1–5	No. 1a–b (pp. 2– 4)	Counters, sets of base 10 blocks, abacus, flard cards (No. 4)	
6	TG Q. p. 303 Ex. 2 A. p. 269	Expanded notation and rounding off to the nearest 10, 100 and 1 000		4–7	4–7	5–6	No. 2–3 (pp. 6–8)		
7	TG Q. p. 303 Ex. 2 A. p. 269	Expanded notation and rounding off to the nearest 10, 100 and 1 000(contd)		4–7	4–7	5–6	No. 2–3 (pp. 6–8)	TG Q. p. 303 Ex. 2 A. p. 269	
8	p. 327 Act. 1	**Whole numbers:** Counting, ordering, comparing, representing and place value (6-digit numbers):	156	* 1–5	74	51	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4); Dienes blocks or base 10 blocks	
9	p. 327 Act. 1	**Whole numbers:** Counting, ordering, comparing, representing and place value (6-digit numbers):contd	156	* 1–5	74	51	No. 25a–b (pp. 78–81) No. 26 (pp. 82–83) No. 27a–b (pp. 84–87)	Flard cards (No. 4); Dienes blocks or base 10 blocks	
10	Q. TG p. 352 A. TG p. 287 Ex. 10	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value**		*1–5	145–147	97–99	No. 81a (pp. 36–37) No. 81b (pp. 38–39)		

Reflection

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

Premier Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
11	Q. TG p. 352 A. TG p. 287 Ex. 10	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value(contd)**		*1–5	145–147	97–99	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Q. TG p. 352 A. TG p. 287 Ex. 10					
12	Q. TG p. 372 A. TG p. 295 2	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1–5	197–198	133–135	No. 105 (pp. 96–97)	Place value cards (No. 4)					
13	Q. TG p.372 A. TG p. 295 2	**WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1–5	197–198	133–135	No. 105 (pp. 96–97)	Place value cards (No. 4)					
14		**Catch-up:** Any work not completed **Remedial support:** Length/height/width – estimate then measure numerous items **Enrichment:** Groups of 3-4 learners; each learner measures a different item (e.g. height of desk, length of classroom, width of window); then they add all the measurements together											
15		**Catch-up:** Any work not completed **Remedial support:** Length/height/width – estimate then measure numerous items **Enrichment:** Groups of 3-4 learners; each learner measures a different item (e.g. height of desk, length of classroom, width of window); then they add all the measurements together											
16		REVISION WORK											

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

Premier Mathematics Week 4

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
17	TG Q. p. 304 Ex. 3 A. p. 269	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Introduction to algebraic expressions; Additive properties of 0; Inverse operations	127–131	1–2	8–9	6–7	Rev. no. 6 (p. xxii)	TG Q. p. 304 Ex. 3 A. p. 269	
18	TG Q. p. 304 Ex. 4 A. p. 269	Multiplication and division properties of 1; Three different methods of adding		3–4	9–11	9	No. 4 (p. 10)		
19	TG Q. p. 304 Ex. 4 A. p. 269	Multiplication and division properties of 1; Three different methods of adding(contd)		3–4	9–11	9	No. 4 (p. 10)		
20	TG Q. p. 305 Ex. 5 A. p. 269	Addition and subtraction facts for 10, 100 and 1 000; Read word problems and translate them into number sentences		5–6	11–12	9–10	No. 5 (p. 12)	TG Q. p. 305 Ex. 5 A. p. 269	
21	TG Q. p. 305 Ex. 5 A. p. 269	Addition and subtraction facts for 10, 100 and 1 000; Read word problems and translate them into number sentences(contd)		5–6	11–12	9–10	No. 5 (p. 12)	TG Q. p. 305 Ex. 5 A. p. 269	
22	Q. TG p. 388 A. TG p. 300 33	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) Read problems and write the correct number sentences	207	1	233	160	No. 142 (pp. 186–187)		

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Premier Mathematics Week 5 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
23	Q. TG p. 388 A. TG p. 300 34	Use of inverse operation to solve the problems		2	235	161	No. 143a (pp. 188–189) No 143b (pp. 190–191)							
24	Q. TG p. 389 TG p. 300 35	Decide which number sentences are true or false		2	236	161								
25		**Catch-up:** Any work not completed **Remedial support:**												
26		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												
27		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												
28		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												

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

Premier Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
29	TG Q. p. 305 Ex. 6 A. p. 269	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (5 hrs)** Addition and subtraction of whole numbers; Estimation; Column method; Breaking down into place values	132–135	*1–3	13–14	10–11	No. 6a–b (pp. 14–6)	Number lines (No. 5), counters, place value cards (No. 4)					
30	TG Q. p. 306 Ex. 7 A. p. 269	Other methods of addition		*4–7	14–16	11–12	No. 7a–b (pp. 18–20)						
31	TG Q. p. 306 Ex. 8 A. p. 270	Methods of subtraction; Use the number line; Doubling and halving		*8–12	16–18	13–14	No. 8a–b (pp. 22–24)	Number lines (No. 5)					
32	TG Q. p. 307 Ex. 9 A. p. 270	Properties of whole numbers		13	18–19	14–15	No. 9a–b (pp. 26–28)						
33	TG Q. p. 307 Ex. 10 A. p. 270	Problem solving		14	19–20	15	No. 10a–b (pp. 30–32)						
34	TG Q. p. 307 Ex. 10 A. p. 270	Problem solving(contd)		14	19–20	15	No. 10a–b #(pp. 30–32)						

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Premier Mathematics Week 7

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed				
35	p. 327 Act. 2	**Addition and subtraction:** 5-digit numbers Estimation and vertical method for addition	157–159	1–2	78	54	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
36	p. 328 Act. 3	Building up and breaking down numbers for addition Expanded vertical method Adding on		* 3, 4 and 5	79–80	55–57	No. 29b (pp. 92–93)	Teacher or capable learners make wall charts of strategies for adding and subtracting (see TG and LB for examples)					
37	p. 328 Act. 4	Subtraction using the column method, breaking down method or the number line		* 6, 7 and 8	57–59	57–59	No. 30a–b (pp. 94–97) No. 31 (pp. 98–99)						
38	p. 329 Act. 5	Compensation method Doubling and halving to estimate answers Inverse operations to check answers		* 9, 10 and 11	83–84	59–60							
39	p. 327 Act. 2	**Addition and subtraction:** 5-digit numbers (5 hours) Estimation and vertical method for addition	157–159	1–2	78	54	No. 28 (pp. 88–89) No. 29a (pp. 90–91)						
40	p. 329 Act. 6	Properties of whole numbers Problem solving in context: Addition and subtraction		* 12, 13	84–86	61–62	No. 32 (pp. 100–101) No. 33 (pp. 102–103)						

Reflection

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

Premier Mathematics Week 8

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
41	Q. TG p. 353 A. TG p. 287 Ex. 11	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Estimate by rounding off; Place value	182–183	1–2	148	97	No. 82a (pp. 40–41)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)	
42	Q. TG p. 353 A. TG p. 287 Ex. 12	Building up and breaking down method; Expanded vertical column method		*3	149	100–102	No. 82b (pp. 42–43)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)	
43	Q. TG p. 354 A. TG p. 288 Ex. 13	Number line; Counter balance/compensation method		*4–5	150	103–104			
44	Q. TG p. 354 A. TG p. 288 Ex. 14	Doubling method; Inverse of addition and subtraction		*6–7	151	104	No. 83 (pp. 44–45)		
45	Q. TG p. 355 A. TG p. 288 Ex. 16	Problem solving		9	152–53	105	No. 85 (pp. 48–49)		
46	Q. TG p. 373 A. TG p. 295 4	Revise counterbalance/compensation method for subtraction; Revise doubling method to calculate estimating addition		3, 4	200	137–138	No. 107 (pp. 102–103) No. 108 (pp. 104–105)		

Reflection

Think about and make a note of: What went well? What did not go well? What did | What would you change for next time? Why?

Premier Mathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
47		FORMAL ASSESSMENT TASKS TEST All topics												
48		FORMAL ASSESSMENT TASKS TEST All topics												
49		FORMAL ASSESSMENT TASKS TEST All topics												
50		FORMAL ASSESSMENT TASKS TEST All topics												
51		FORMAL ASSESSMENT TASKS TEST All topics												
52														

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

PremierMathematics Week 10														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
53		FORMAL ASSESSMENT TASKS TEST All topics												
54		FORMAL ASSESSMENT TASKS TEST All topics												
55		FORMAL ASSESSMENT TASKS TEST All topics												
56														
57														
58														

End-of-term reflection

Think about and make a note of:

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

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

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

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

HOD: **Date:**

6. Solutions for All Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Solutions forAll Mathematics Week 1

Note1: The purpose of the **activities** is for the learners to learn and practise the concepts. The **exercises** are an assessment of whether the learners have grasped the concepts.
Note 2: This LTSM has joined the second and third units. In The CAPS document they are separate.
Note 3: This LTSM provides no printable resources so please consult other books on the recommended list.

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
2		**ORIENTATION AND REVISION**							
3		**ORIENTATION AND REVISION**							
4		**ORIENTATION AND REVISION**							

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
5	LB Q. p. 322 No. 1 TG A. pp. 312–318	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Counting, ordering, comparing, representing and place value of digits (4-digit numbers)	123–124	1–2	3–7	1–3	No. 1a–b (pp. 2–4)	Abacuses, counters, counting beads, flard cards (No. 4)	
6	LB Q. p. 322 No. 1 TG A. pp. 312–318	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Counting, ordering, comparing, representing and place value of digits (4-digit numbers)contd	123–124	1–2	3–7	1–3	No. 1a–b (pp. 2–4)	Abacuses, counters, counting beads, flard cards (No. 4)	
7	LB Q. p. 322 No. 2 TG A. pp. 312–318	Odds and evens; Inverse operations		Ex. 1 Act. 3	8–12	4–5	No. 2–3 (pp. 6–8)		
8	Q. LB p. 330 A. TG p. 318 No. 51	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** (1 hour) Working with hundred thousands Counting, ordering and representing whole numbers with 5 digits	157–159	Act. 1	86–87	68–69	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards (No. 4)	
9	Q. LB p. 330 A. TG p. 318 No. 51	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers):** (1 hour) Working with hundred thousands Counting, ordering and representing whole numbers with 5 digits (contd)	157–159	Act. 1	86–87	68–69	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)		
10	Q. LB p. 339 A. TG p. 326 No. 108	**1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value** Counting and rounding off		Act. 1	183–184	153–154	No. 79 (pp. 32–33) No. 80 (pp. 34–35)	Q. LB p. 339 A. TG p. 326 No. 108	

Reflection

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

Solutions for All Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	Q. LB p. 346 A. TG p. 331 No. 150	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	1, 2	256–258	214–216	No. 105 (pp. 96–97)	Place value cards (No. 4)						
12	#	Word problems	196	#	#	214-216	#							
13	#	Word problems(contd)	196	#	#	214-216	#							
14		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment: Do your own planning:**												
15		**Catch-up:** Finish any work not yet completed **Remedial support and enrichment: Do your own planning:**												
16		REVISION WORK												

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

Solutions for All Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
17	LB Q. p. 322 No. 3 TG A. pp. 312–318	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Number sentences about problems; Patterns in number sentences	127–131	4–5	5–6	4–6	Rev. no. 6 (p. xxii)		
18	LB Q. p. 322 No. 4 TG A. pp. 312–318	Properties of 0 and 1; Associative properties of multiplication and addition		6–7	7–9	7–9	No. 4 (p. 10)	LB Q. p. 322 No. 4 TG A. pp. 312–318	
19	LB Q. p. 322 No. 5 TG A. pp. 312–318	Ex. 2 – Application of the associative properties of multiplication and addition *Check what you know*		Ex. 2 Assessment	10–12	10–12		LB Q. p. 322 No. 5 TG A. pp. 312–318	
20	LB Q. p. 322 No. 5 TG A. pp. 312–318	Ex. 2 – Application of the associative properties of multiplication and addition *Check what you know(contd)*		Ex. 2 Assessment	10–12	10–12		LB Q. p. 322 No. 5 TG A. pp. 312–318	
21	Q. LB p. 352 A. TG p. 335 No. 182	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) Checking number sentences; Describing problems with number sentences	207	1	306–307	257–258	No. 142 (pp. 186–187)	. LB p. 352 A. TG p. 335 No. 182	
22	Q. LB p. 352 TG p. 335 No. 182	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) (CAPS specifies 3 hours) ecking number sentences; Describing problems with number sentences(contd)			306–307	257–258	**No. 142** (pp. 186–187)	Q. LB p. 352 A. TG p. 335 No. 182	

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed				
23	Q. LB p. 352 A. TG p. 335 No. 183	Writing number sentences; Checking number sentences		2 Ex. 1	307–308	258–259	No. 143a (pp. 188–189)						
24	Q. LB p. 352 . TG p. 335 No. 184	oosing equivalent number sentences		3	307	259	No. 143b (pp. 190–191)						
25		Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book, pairs of dice for groups of learners, *Remediation and Enrichment Activities* book					
26		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences											
27		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences											
28		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences											

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

Solutions for All Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** Date completed					
29	LB Q. p. 322 No. 6 TG A. pp. 312–318	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Addition and breaking down numbers to add and subtract	132–135	1	14–16	13	No. 6a–b (pp. 14–16)							
30	LB Q. p. 323 No. 7 TG A. pp. 312–318	Filling up tens and hundreds		2	16	14	No. 7a–b (pp.18–20)							
31	LB Q. p. 323 No. 8 TG A. pp. 312–318	Using making up to subtract		3	17	14	No. 8a–b (pp. 22–24)							
32	LB Q. p. 323 No. 9 TG A. pp. 312–318	Adding and subtracting; Using number sentences to solve problems		Ex. 1 Act. 4	18–19	15	No. 9a–b (pp. 26–28)							
33	LB Q. p. 323 No. 9 TG A. pp. 312–318	Adding and subtracting; Using number sentences to solve problems(contd)		Ex. 1 Act. 4	18–19	15	No. 9a–b (pp. 26–28)							
34	LB Q. p. 323 No. 10 TG A. pp. 312–318	*Check what you know* ; Hand back the last assessment and remediate any misconceptions			19	15–16	LB Q. p. 323 No. 10 TG A. pp. 312–318							

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

Solutions for All Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
35	Q. LB p. 330 A. TG p. 318 No. 52	**Addition and subtraction:** (5 hours) Addition of 5-digit whole numbers; introduction to the expanded column method		Act. 2	88–89	69–70	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Teacher or capable learners make wall charts of strategies for addition and subtraction (see TG pp. 70–71 and LB pp. 89 and 92 for examples)	
36	Q. LB p. 330 A. TG p. 318 No. 53	Practise the expanded column method		Ex. 1	89	70	No. 29b (pp. 92–93)		
37	Q. LB p. 330 A. TG p. 318 No. 54	Subtraction of 5-digit whole numbers		Act. 3	90	70	No. 30a–b (pp. 94–97)		
38	Q. LB p. 331 A. TG p. 319 No. 55	Practise addition and subtraction *Check what you know*		Ex. 2	91	70	No. 31 (pp. 98–99)		
39	Q. LB p. 331 A. TG p. 319 No. 56	Subtraction using expanded columns		Act. 4	92–93	71–72	No. 32 (pp. 100–101) No. 33 (pp. 102–103)		
40	Q. LB p. 340 A. TG p. 326 No. 109	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Adding in columns	182–183	Act. 2	185–187		No. 81a and b (pp. 36–39) No. 82 a (pp. 40–41)		

Reflection

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

Solutions for All Mathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
41	Q. LB p. 340 A. TG p. 326 No. 110	Adding in columns		Ex. 1	188	154	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)						
42	Q. LB p. 340 A. TG p. 326 No. 111	Estimation and addition		Ex. 2	188-189	155								
43	Q. LB p. 340 A. TG p. 326 No. 112	Subtraction in columns		Act. 3	189–190	155–156	No. 83 (pp. 44–45)							
44	Q. LB p. 341 A. TG p. 326 No. 113	Subtraction in columns		Ex. 3	189–190	156	No. 84 (pp. 46–47)							
45	Q. LB p. 341 A. TG p. 326 No. 114	Problem solving with addition		Ex. 4	192	156–157	No. 85 (pp. 48–49)							
46	Q. LB p. 347 A. TG p. 332 No. 153	Using column addition and subtraction; More adding and subtracting		5 Ex. 1	260–261	217–219	No. 109 (pp. 106–107) No. 110 (pp. 108–109)							

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

Solutions for All Mathematics Week 9														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class				
									Date completed				
47		**FORMAL ASSESSMENT TASKS** **TEST** All topics											
48		**FORMAL ASSESSMENT TASKS** **TEST** All topics											
49		**FORMAL ASSESSMENT TASKS** **TEST** All topics											
50		**FORMAL ASSESSMENT TASKS** **TEST** All topics											
51		**FORMAL ASSESSMENT TASKS** **TEST** All topics											
52													

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

Solutions for All Mathematics Week 10 # = Supplement														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act./ ex.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
53		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
54		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
55		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
56														
57														
58														

End-of-term reflection

Think about and make a note of:

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

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

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

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

7. Study and Master Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1 * = Select														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class** **Date completed**					
2		**ORIENTATION AND REVISION**												
3		**ORIENTATION AND REVISION**												
4		**ORIENTATION AND REVISION**												

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

Study and Master Mathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
5	LB Q. p. 2 TG A. p. 23	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers** Rounding off to estimate; Representing numbers and place value	125–126	*1.1 2.2	2–5	23–27	No. 1a–b (pp. 2–4)	Flard cards (No. 4 and TG pp. 343–344), Dienes blocks, number grids (No. 3), number lines (No. 5)					
6	LB Q. p. 6 TG A. p. 26	Comparing and ordering numbers; Counting and calculating		3.1	6–8	27–30	No. 2–3 (pp. 6–8)	Flard cards (No. 4 and TG pp. 343–344)					
7	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)** rounding off	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					
8	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)** rounding off (contd)	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					
9	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers) expanded form**	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					
10	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers) expanded form**	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					

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

Study and Master Mathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
11	LB p. 258 TG p. 278	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	*1.1	258–259	278–279	No. 105 (pp. 96–97)	Place value cards (No. 4)						
12	LB p. 258 TG p. 278	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** Different strategies	196	*1.1	258–259	278–279	No. 105 (pp. 96–97)	Place value cards (No. 4)						
13		Remedial support Catch up – Finish work not yet completed; Add in your own planning here				31		*MM Activities and Printable Resources* book, pairs of dice for groups of learners						
14		Remedial support Catch up – Finish work not yet completed; Add in your own planning here				31		*MM Activities and Printable Resources* book, pairs of dice for groups of learners						
15		REVISION WORK												
16		REVISION WORK												

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

Study and Master Mathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
17	LB Q. pp. 9–10 TG A. p. 32	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** Number sentences 1	127–121	5.1	9–11	31–34	Rev. no. 6 (p. xxii)	LB Q. pp. 9–10 TG A. p. 32					
18	LB Q. p. 12 TG A. p. 35	Number sentences 2		6.1	12–13	35–36	No. 4 (p. 10)						
19	LB Q. p. 13 TG A. p. 36	Balanced number sentences		7.1	13–14	36–39		Balancing scales					
20	LB Q. p. 15 TG A. p. 42	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Short cuts and inverse operations	132–135	8.1	15–16	42–43	No. 6a–b (pp. 14–16)						
21	LB Q. p. 17 TG A. p. 43	Number rules		9.1	17–18	43–46	No. 7a–b (pp. 18–20)						
22	LB p. 313 TG p. 326	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) Number expressions	207	32.1	313–315	326–328	No. 142 (pp. 186–187)						

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

Study and Master Mathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	LB p. 315 TG p. 328	Writing and solving number sentences		33.1	315–316	328–330	No. 143a (pp. 188–189)							
24	LB p. 317 TG p. 330	Equations that balance		34.1	317–318	330–331	No. 143b (pp. 190–191)							
25		Remedial support – Help learners with flow charts Enrichment Catch up – Finish work not yet completed; Add in your own planning here						*MM Activities and Printable Resources* book, pairs of dice for groups of learners, *Remediation and Enrichment Activities* book						
26		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences												
27		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences												
28		**FORMAL ASSESSMENT TASKS** **ASSIGNMENT** Whole numbers Number sentences												

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

Study and Master Mathematics Week 6														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
29	LB Q. p. 19 TG A. p. 46	**Whole numbers: Counting, ordering, comparing, representing and place value** Using strategies to calculate smartly		10.1	19–20	46–48	No. 8a–b (pp. 22–24)	LB Q. p. 19 TG A. p. 46					
30	LB Q. p. 20 TG A. p. 49	Adding and subtracting 4-digit numbers		11.1	21–22	49–50	No. 9a–b (pp. 26–28)						
31	LB Q. p. 22 TG A. p. 51	Problem solving		12.1	22–23	51–52		Example of vocabulary wall chart (No. 1)					
32	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)**	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)					
33	Q. LB p. 92 A. TG p. 116	**Addition and subtraction:** 5-digit numbers; Round off to estimate and calculate		2.1	93	116–118	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Counting grids, number lines (No. 3 & 5)					
34	Q. LB p. 94 A. TG p. 119	Ancient addition and subtraction		3.1	95	120–121	No. 29b (pp. 92–93)						
35	Q. LB pp. 95–96 A. TG pp. 121–122	More addition and subtraction		4.1 No. 1, 2, 3a–e	96–97	122–123	No. 30a–b (pp. 94–97)	Teacher or capable learners make wall charts of different methods of adding and subtracting (see TG and LB for examples)					

Reflection

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

Study and Master Mathematics Week 7														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
36		More addition and subtraction		4.1 No. 3f–j, 4	96–97	122–123		Flard cards (No. 4)						
37	Q. LB p. 90 A. TG p. 114	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)** (1 hour)	157–159	* 1.1	90–91	114–116	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards TG pp. 343–344 (also No. 4)						
38	Q. LB p. 95 A. TG pp. 121–122	Problem solving in context: Addition and subtraction		5.1	98	125–127	No. 32 (pp. 100–101) No. 33 (pp. 102–103)	Flard cards TG pp. 343–344						
39	Q. LB p. 185 A. TG p. 216	**1.1 WHOLE NUMBERS Addition and subtraction** Counting, ordering, comparing, representing and 6-digit place value	181	11	185–187	216–217	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a pp. 36–37 No. 81b pp. 38–39							
40	Q. LB p. 188 A. TG pp. 217–218	**1.1 WHOLE NUMBERS Addition and subtraction** (5 hours) Addition and doubling	182–183	12.1	188–189	217–218	No. 82a (pp. 40–41)							
41	Q. LB p. 190 A. TG p. 219	Subtraction		13.1	190	219–220	No. 82b (pp. 42–43)							
Reflection														
Think about and make a note of: What went well? What did not go well? What did the								What would you change for next time? Why?						

Study and Master Mathematics Week 8

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
42	Q. LB p. 191 A. TG pp. 220–221	Problem solving in context		14.1	191	220–221	No. 83 (pp. 44–45)		
43	Q. LB p. 192 A. TG p. 221	Addition and subtraction without carrying and decomposing		15.1	192	221–222	No. 84 (pp. 46–47)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)	
44	LB p. 260 TG p. 279	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Quick addition and subtraction	197	2.1	260–261	279–280	No. 106a (pp. 100–101) No. 106b (pp. 100–103)		
45	LB p. 262 TG p. 281	d and subtract 4- and 5-digit numbers		.1	263	282	No. 107 (pp. 102–103) **No. 108** (pp. 104–105)		
46	LB p. 263 TG p. 283	Solve word problems with addition and subtraction		4.1	264	283–284	No. 109 (pp. 106–107)		
47		Remedial support Catch up – Finish work not yet completed; Add in your own planning here							

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend	What would you change for next time? Why?

Study and Master Mathematics Week 9														
Lesson	**MM LB**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
48		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
49		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
50		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
51		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
52		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
53														

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

StudyandMasterMathematics Week 10

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
		FORMAL ASSESSMENT TASKS **TEST** All topics							
		FORMAL ASSESSMENT TASKS **TEST** All topics							
		FORMAL ASSESSMENT TASKS **TEST** All topics							

End-of-term reflection

Think about and make a note of:

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

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

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

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

8. Viva Mathematics

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

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

1. Lesson number.
2. Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). 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 lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
6. Page reference in the Learner's Book for the lesson's activities (LB page reference).
7. Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
8. DBE workbook link to related content (worksheet and page numbers are referenced). **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.
9. Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
10. Date completed.

Weekly reflection

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

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

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

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

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

VivaMathematics Week 1														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
2		**ORIENTATION AND REVISION**												
3		**ORIENTATION AND REVISION**												
4		**ORIENTATION AND REVISION**												

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

VivaMathematics Week 2														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
5	LB Q. p. 1 TG A. p. 129	**NUMBERS, OPERATIONS AND RELATIONSHIPS** **1.1 Whole numbers** Counting and place value	123–124	1–2	2–3	6–7	No. 1a–b (pp. 2–4)	Counters, counting grids TG pp. 137–138 (also No. 3), number lines TG p. 140 (also No. 5), place value cards TG p. 140 (also No. 4)						
6	LB Q. p. 1 TG A. p. 129	Compare and order; Rounding off(nearest 5,10)		3–4	3	8	No. 2–3 (pp. 6–8)							
7	LB Q. p. 1 TG A. p. 129	Compare and order; Rounding off(nearest 100)		3–4	3	8	No. 2–3 (pp. 6–8)							
8	Q. LB p. 67 A. TG p. 135	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers)** Counting on and place value	157–159	* 1	68	41	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards (No. 4)						
9	Q. LB p. 67 A. TG p. 135	**Whole numbers: Counting, ordering, comparing, representing and place value (6-digit numbers) expanded notation** Counting on and place value(contd)	157–159	* 1	68	41	No. 25a–b (pp. 78–81) No. 26, 27a–b (pp. 82–87)	Flard cards (No. 4)						
10	LB p. 190 TG p. 148	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	1	191	100	No. 105 (pp. 96–97)	Place value cards (No. 4)						

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

VivaMathematics Week 3														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**				
									Date completed				
11	LB p. 258 TG p. 278	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)**	196	#									
12	LB p. 258 TG p. 278	**WHOLE NUMBERS** **Counting, ordering, comparing, representing and place value (6-digit numbers)** Different strategies	196	#									
13	#	Remedial support Catch up – Finish work not yet completed; Add in your own planning here		#									
14	#	Remedial support Catch up – Finish work not yet completed; Add in your own planning here		#									
15	#	REVISION WORK		#									
16	#	REVISION WORK											

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

VivaMathematics Week 4														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
17	LB Q. p. 1 TG A. p. 129	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.1 Number sentences** The four operations	127–131	5	4	8	Rev. no. 6 (p. xxii)							
18	LB Q. p. 1 TG A. p. 129	Number sentences		6	5	8	No. 4 (p. 10)							
19	LB Q. p. 1 TG A. p. 129	Word problems		7	6	8	No. 5 (p. 12)							
20	LB p. 221 TG p. 151	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) Equivalence	207	3			No. 142 (pp. 186–187)							
21	LB p. 221 TG p. 151	**PATTERNS, FUNCTIONS AND ALGEBRA** **2.3 Numbers sentences** (Introduction to algebraic expressions) Equivalence	207	3			No. 142 (pp. 186–187)							
22	LB p. 221 TG p. 151	Multiple choice		4			No. 143a (pp. 188–189)							

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

VivaMathematics Week 5														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
23	LB p. 221 TG p. 151	Number sentences		5			No. 143b (pp. 190–191)							
24		**Catch-up:** Any work not yet completed **Remedial support and enrichment: Do your own planning:**												
25		**Catch-up:** Any work not yet completed **Remedial support and enrichment: Do your own planning:**												
26		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												
27		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												
28		**FORMAL ASSESSMENT TASKS ASSIGNMENT** Whole numbers Number sentences												

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

VivaMathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class Date completed
29	LB Q. p. 7 TG A. p. 130	**NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (5 hrs)** Addition and subtraction of whole numbers with at least 5 digits; Estimating by rounding off	132–135	1	8	11	No. 6a, 6b (pp. 14–6)	Counters, counting grids TG pp. 137–138, number lines TG p. 140, place value cards TG p. 140	
30	LB Q. p. 7 TG A. p. 130	Addition of 5-digit numbers		2	9	11	No. 7a, 7b (pp.18–20)		
31	LB Q. p. 7 TG A. p. 130	Subtraction		3	10	11–12	No. 8a, 8b (pp. 22–24)		
32	LB Q. p. 7 TG A. p. 130	Inverse operations		4	11	12	No. 9a–b (pp. 26–28)		
33	LB Q. p. 7 TG A. p. 130	Problem solving		5	12	12		Example of vocabulary wall chart (No. 1)	
34	Q. LB p. 67 A. TG p. 135	**Addition and subtraction:** (5 hours) 5-digit numbers Estimation and rounding off		2	70	42	No. 28 (pp. 88–89) No. 29a (pp. 90–91)	Counting grids and number lines (No. 3 & 5)	

Reflection

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

What would you change for next time? Why?

HOD: **Date:**

VivaMathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class / Date completed
36	Q. LB p. 67 A. TG p. 135	Addition of 5-digit numbers		3	71	42	No. 29b (pp. 92–93)		
37	Q. LB p. 67 A. TG p. 135	Subtraction of 5-digit numbers		4	72	43	No. 30a and b (pp. 94–97)		
38	#	Problem solving		6	74	43	No. 32 (pp. 100–101) No. 33 (pp. 102–103)		
39	Q. LB p. 131 A. TG p. 142	**1.1 WHOLE NUMBERS** **Addition and subtraction** (5 hours) Whole numbers, 6-digit numbers, reading and writing; Place value and rounding off	182–183	1	139–140	74–75	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Copymaster 1b TG p. 158	
40	Q. LB p. 138 A. TG p. 143	Estimating and rounding off; Two methods of calculating		2	141	75			
41	Q. LB p. 138 A. TG p. 143	Inverse operations		3	142	75	No. 82b (pp. 42–43)	**Tip:** Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)	

Reflection

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

VivaMathematics Week 8														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
42	Q. LB p. 138 A. TG p. 143	Properties of numbers – commutative and associative laws		4	143	75	No. 83 (pp. 44–45)							
43	Q. LB p. 138 A. TG p. 143	Addition and subtraction games		5	144	76	No. 84 (pp. 46–47)							
44	Q. LB p. 138 A. TG p. 143	Problem solving		6	145	76	No. 85 (pp. 48–49)							
45	LB p. 190 TG p. 148	**WHOLE NUMBERS** **Addition and subtraction of 5-digit numbers** (CAPS specifies 5 hours) Estimating by rounding off; Inverse operations	197	2, 3	193–194	100–101	No. 106a (pp. 100–101) No. 106b (pp. 100–103)							
46	LB p. 190 TG p. 148	Properties of numbers		4	195	101	No. 107 (pp. 102–103) No. 108 (pp. 104–105)							
47	LB p. 190 TG p. 148	Problem solving		6	197	103	No. 110 (pp. 108–109)	Calculators						

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

VivaMathematics Week 9														
Lesson	**MM**	**CAPS concepts and skills**	**CAPS pp.**	**LB act.**	**LB pp.**	**TG pp.**	**DBE workbook**	**Resources and notes** (No.) is the resource's number in *MM Activities and Printable Resources* book	**Class**					
									Date completed					
48		FORMAL ASSESSMENT TASKS TEST All topics												
49		FORMAL ASSESSMENT TASKS TEST All topics												
50		FORMAL ASSESSMENT TASKS TEST All topics												
51		FORMAL ASSESSMENT TASKS TEST All topics												
52		FORMAL ASSESSMENT TASKS TEST All topics												
53														

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

VivaMathematics Week 10														
	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in *MM Activities and Printable Resources* book	Class					
									Date completed					
54		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
55		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
56		**FORMAL ASSESSMENT TASKS** **TEST** All topics												
57														
58														

End-of-term reflection

Think about and make a note of:

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

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

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

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

D. ASSESSMENT RESOURCES

1. Assessment Term Plan

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

In Term 1, according to the CAPS, you need to set and mark one assignment and one test. You could carry out other informal assessment activities (using your LTSM or other resources) at your discretion.

The test should be written during Week 9. The suggested formal assessment (assignment) is noted in the tracker, corresponding to the LTSM which you are using.

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

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

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

Also in this section, an exemplar of an end-of-term test and memorandum for Term 1 is provided for you to use instead of any one in the LTSMs if you choose to do so. You will also find the analysis of both the cognitive levels and the areas of content for each question of the exemplar. These levels are CAPS compliant.

Table 1: Formal and informal assessment tasks included in each set of LTSMs for Term 1

LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
Fabulous Mathematics	Revision at the end of each unit – could be used as informal assessment. Answers are in TG for each revision exercise	**Week 5** **Assignment:**	TG pp. 57–58: photocopiable test paper; TG p. 59: answers Or use the exemplar test in Section D
Oxford Headstart Mathematics	**Assessment 1:** **Assessment 2:** **Assessment 3:**	**Week 5** **Assignment:**	**No end-of-term test provided.** You could use the test in another of the LTSMs or the exemplar in Section D
Oxford Successful Mathematics	**Revision 1** **Revision 2** **Revision 3**	**Week 5** **Assignment:**	**No end-of-term test provided.** You could use the test in another of the LTSMs or the exemplar test in Section D
Platinum Mathematics	***Revision 1** **Revision 2** **Revision 3**	**Week 5** **Assignment:**	TG pp. 170–171: photocopiable test; TG p. 44: answers Or use the exemplar test in Section D

LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
Premier Mathematics	**Assessment 1** **Assessment 2**	**Week 5** **Assignment:**	**Term test** TG pp. 194–199: whole of Term 1 work assessed; TG pp. 240–243: Memorandum. Or use the exemplar test in Section D
Solutions for All Mathematics	*Check what you know* exercises are at the end of each unit. TG: answers for each *Check what you know* exercise is in the TG	**Week 5** **Assignment:**	TG pp. 269-272: photocopiable test paper; TG pp. 273–275: memorandum with analysis of cognitive levels of each question in the test Or use the exemplar test in Section D
Study and Master Mathematics	TG: There are nine assessment tasks and any of these could be used as informal assessment TG pp. 15–16 has page numbers of all the tests and solutions	**Week 75Assignment:**	**No end-of-term test provided.** You could use the test in another of the LTSMs or the exemplar test in Section D
Viva Mathematics	**Assessment 1**	**Week 5** **Assignment:**	**No end-of-term test provided.** You could use the test in another of the LTSMs or the exemplar test in section D

2. Suggested Assessment Record

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

3. Grade 5 Mathematics Test Term 1

Surname:	**Boy**	**Girl**
Name:		
Date of birth:		
School:		
Province:		
EMIS no.:	**Date:** _____	_____ **50**

INSTRUCTIONS TO LEARNERS:

1. The use of calculators is not allowed.
2. Answer all the questions in the spaces provided.
3. You have 60 minutes to write the test.

1. Expand these numbers and calculate the answer:

   6 534 + 2 325 = _____

   = 6 000 + _____ + 30 + 4 + 2 000 + 300 + _____ + 5

   = _____ + 800 + _____ + 9

   = _____ (5)

2. Fill in the table:

	+ 100	– 100	+ 1 000	– 1 000
12 340	=	=	=	=

(4)

3. Fill in the answer:

   a) $\frac{1}{4}$ of 1 kilometre is_____m b) $\frac{3}{4}$ of 1 litre is_____ml

   c) $\frac{1}{2}$ a kilogram is_____g d) 2 x 250 ml is_____ml (4)

4. Circle the correct answer:

   4.1. 4 x (5 + 2) =

   a) (4 x 5) + 2 b) 4 x 5 x 2 c) (4 + 5) x (4 + 2) d) (4 x 5) + (4 x 2)

   4.2. 2 911 rounded off to nearest 100 is:

   a) 2 900 b) 3 000 c) 900 d) 2 000

   4.3. 93 547 = ? in expanded notation

   a) 3 000 + 40 + 5 000 + 90 000 + 7 b) 9 + 2 000 + 500 + 30 000 + 40

   c) 40 + 90 000 + 7 + 500 + 3 000 d) 400 + 3 000 + 90 000 + 7 + 50

4.4. Which number between 12 and 100 is a multiple of 12?

a) 12 b) 96 c) 38 d) 46 (4)

(5)

_____ (1)

5. Calculate the following. Show all your calculations.

a) 5 187 + 42 236 =	b) 85 126 – 34 296 =	c) 224 x 75 =
(2)	(2)	(2)

d) 625 ÷ 8 =	e) 315 + (9 x 8) ÷ 3
(2)	(2)

6. I left my house at 09:10. I came back at 13:45. How much time did I spend away from home?

_____ (2)

7. This term is 9 weeks long. You do 6 hours of mathematics a week.

How many hours of mathematics would you have done by the end of term?

_____ (1)

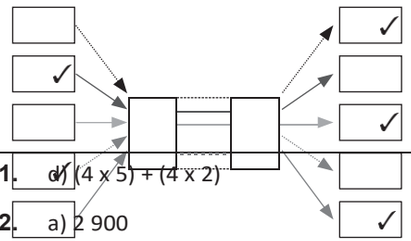
8. Write down a number sentence for the following:

Mrs Mashile bought 43 World Cup tickets at R160 each. How much did she pay altogether?

_____ (1)

✓ ✓ ✓ ✓
✓
✓
✓

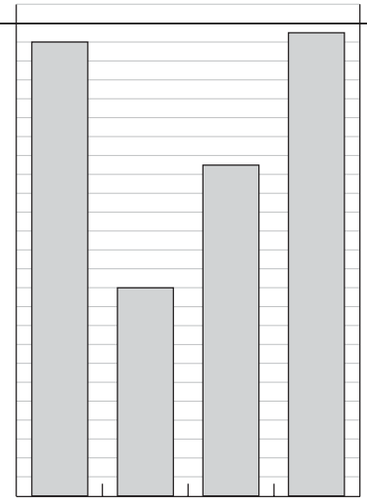
4. Grade 5 Mathematics Test Term 1: Memorandum

Expected answer	Content area	Cognitive levels	Marks
1. = 6 000 + **500** ✓ + 30 + 4 + 2 000 + 300 + **20** ✓ **+ 5** ✓ = **8 000** ✓ + 800 + **50** ✓ **+** 9 ✓ **= 8 859** ✓	1	R	**(5)**
2. = 12 440 = 12 240 = 13 340 11 340	1	R	**(4)**
			
4.1. d) (4 x 5) + (4 x 2)	1	C	(1)
4.2. a) 2 900		K	(1)
4.3. c) 40 + 90 000 + 7 + 500 + 3 000		K	(1)
4.4. b) 96		K	(1)
			(4)

Expected answer	Content area	Cognitive levels	Marks
7. a) Can use any method. Possible method. $\overset{1\,1}{}$ 35 187 + 42 236 77 423			1 mark for calculation and 1 for answer **(2)**
b) 85 126 – 34 296 = 80 000 + 5 000 + 100 + 20 + 6 – (30 000 + 4 000 + 200 + 90 + 6) = (80 000 – 30 000) + (5 000 – 4 000) + (100 – 200) + (20 – 90) + (6 – 6) = (80 000 – 30 000) + (4 000 – 4 000) + (1 000 – 200) + (120 – 90) + (6 – 6) = 50 000 + 0 + 800 + 30 + 0 = 50 830			1 mark for calculation and 1 for answer **(2)**
c) (200 + 20 + 4) x (70 + 5) = (200 x 70) + (200 x 5) + (20 x 70) + (20 x 5) + (4 x 70) + (4 x 5) = 14 000 + 1 000 + 1 400 + 100 + 280 + 20 = 10 000 + 4 000 + 1 000 + 1 000 + 400 + 100 + 200 + 80 + 20 = 10 000 + 6 000 + 700 + 100 = 16 800	1	R	1 mark for calculation and 1 for answer **(2)**
d) 315 + (9 x 8) ÷ 3 = 315 + 72 ÷ 3 = 315 + 24	1	C	1 mark for calculation and 1 for

Expected answer	Content area	Cognitive levels	Marks
e) Can use any method. Possible method. 419 x 34 = (400 + 10 + 9) x (30 + 4) = (400 x 30) + (400 x 4) + (10 x 30) + (10 x 4) + (9 x 30) + (9 x 4) = 12 0000 + 1 600 + 300 + 40 + 270 + 36 = 10 000 + 2 000 + 1 000 + 600 + 300 + 200 + 40 + 70 + 30 + 6 = 10 000 + 3 000 + 1 100 + 140 + 6 = 14 246	1	R	1 mark for calculation and 1 for answer **(2)**
8. Can use any method. Possible method. 50 minutes + 3 hours + 45 minutes = 3 hours + 95 minutes = 3 hours + 1 hour + 35 minutes = 4 hours and 35 minutes	4	C	1 mark for calculation and 1 for answer **(2)**
9. 9 x 6 = 54 hours	4	P	**(1)**
10. 34 x 160 = R5 440 or 160 x 34 = R 5 440	4	P	**(1)**

Expected answer	Content area	Cognitive levels	Marks
Total	**50**		



✓

✓

✓

✓

✓

5. Analysis of Weightings of Marks in the Mathematics Test

The percentage of marks that should be allocated to content areas and the number of marks in each level in the Term 1 test are shown below in *Table 1.*

Table 1: Weighting of content areas in Term 1 Test			
	CAPS 100%	**Marks per area in a test out of 50**	**Marks per area in the Term 1 Test**
Numbers, Operations and Relationships	≈50%	25 marks	24 marks
Patterns, Functions and Algebra	≈10%	5 marks	5 marks

The percentage of marks that should be allocated to cognitive levels and the number of marks in each level in the Term 1 test are shown below in *Table* 2.

Table 2. Cognitive levels Term 1 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 1 Test**
Knowledge	≈25%	12.5 marks	12 marks
Routine procedures	≈45%	22 .5 marks	22 marks
Complex procedures	≈20%	10 marks	11 marks
Problem solving	≈10%	5 marks	5 marks
	≈100		