



**GRADE 6**

# Mathematics

Teacher Toolkit:  
CAPS Planner and Tracker

**2021 TERM 1**







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## 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 6 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. The tracker provides a programme of work which should be covered each day of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what 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 6 is based on the requirements prescribed by the Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) for Mathematics in the Intermediate Phase. The work set out for each day is linked directly to the topics and subtopics given in the CAPS, and the specified amount of time is allocated to each topic. 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 refer to these too, for ideas for teaching the same content in a different way – but you must be sure to cover the content systematically. For each Learner's Book, links are given to the relevant pages in both the Learner's Book and Teacher's Guide to make it easier for 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 adequate 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 given in the *DBE workbook* column or other resources. The symbol (#) is marked in the Learner's Book activities (*LB act.*) 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 day. 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.

The Grade 6 DBE workbook also gives revision worksheets. Links to the relevant worksheets (which are always marked with an R) are given in the tracker.

**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 tracker for this term contains details of work to be covered over 48 lessons, 6 per





week for 9.5 weeks. The CAPS prescribes six hours of Mathematics per week in Grade 6. Since each school will organise its timetable differently we have ensured that the work can be covered in five lessons per week. The sixth lesson each week provides the opportunity for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school. Depending on the pace at which your learners work, and how much support is needed, you might also have to supplement the set activities by using other resources to ensure that the full six hours of time for Mathematics is used constructively.

**Please note** that if you use this tracker in a year when the first term is longer or shorter than 9.5 weeks, you will need to adjust the pace at which you work accordingly. It is important that you check this before you start the term's work.

## 7. Sequence adherence

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

## 8. Links to assessment

In Term 1 of Grade 6, the formal assessment programme specified by the CAPS requires at least one project and one test. The approved Learner's Books and Teacher's Guides provide exemplar projects and tests which you can use with your class. Section D *Assessment Resources* of this document, lists the formal and informal assessments included in each set of materials, and on which pages in the Learner's Books or Teacher's Guides they can be found. The tracker indicates where in the series of lessons the formal assessments are to be done and when feedback should be given. The actual tasks and the dates for the assessments vary slightly from Learner's Book to Learner's Book, but are always in line with the CAPS specifications. It is suggested that you discuss testing times with your colleagues teaching other subjects in order to avoid the learners having to write several tests on the same day in a single week.

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

We have provided a term test and marking memorandum which you could use instead of the test in the learning and teaching materials (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 also find these resources in Section D 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 this tracker, mentioned above. We recommend that your learners write the test in Week 10.

A suggested mark record sheet is provided for you to copy and complete for all the learners in your class. This records the marks of the formal assessment that you carry out 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.

## 9. Resources

The tracker makes clear which resources you will need each day in order to deliver the lesson. Several of the published Learner's Books and Teacher's Guides provide printable resources that you could copy for the learners' use with the lessons in that book. A list of these for each published book is provided in Section E *Printable Resources* at the end of this document.

The various LTSMs offer either suggestions or actual activities for remediation and extension. These are listed in the tracker. As these vary quite substantially, you might find it helpful to refer to some of the other LTSMs in addition to the one you have chosen for your classes.



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

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

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

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

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

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

## B. LESSON PREPARATION KEY STEPS

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

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

1. **Review the term focus:** Start by looking at the CAPS and *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 day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).

- If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
- Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
- Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
- 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. Think also 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.







- Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
    - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
    - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
4. **Plan the steps in your lesson and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work:** Most lessons should include the steps below 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 five to 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 the mental maths activities for the learners.* If the mental mathematics activities are in your Learner's Book (which is the case with most 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 should do mental Mathematics orally most days, but they could do mental Mathematics in written form once a week (choose a set day, such as Wednesday, 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.

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.

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

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

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

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

Depending on your learners and the activities, you could go over one or two of the classwork activities orally with the whole class before allowing the learners to work independently. Allow the learners opportunities to do these activities alone, in pairs, and in groups, so that they experience working alone as well as with their peers. Remember not to give your learners more work than you are able to control





and mark. Look out for the \* linked to an exercise or activity which is too long and choose which numbers you want your learners to complete. Also encourage them, where appropriate, to write their answers and to show their working neatly and systematically in their workbooks. Plan the timing of the lesson so that you and the learners can go over the classwork together and they can do corrections in the lesson.

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the mental Mathematics activities, how they managed the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class is busy working through the classwork activities, you should spend some time with those learners who need extra support and help them to work through 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 fifth and final activity of the lesson. In this step you should tell the learners about the homework for the day and make sure they know what is expected of them and understand what it is that they have to do.

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

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





## C. TRACKERS FOR EACH SET OF APPROVED LTSMs

### 1. Fabulous Mathematics

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

#### *Weekly reflection*

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

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

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1 and 2		REVISION OF GRADE 5 WEEK											
3		REVISION OF GRADE 5 WEEK											
4		REVISION OF GRADE 5 WEEK											

#### Reflection

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

What will you change next time? Why?

HOD:

Date:



**Fabulous Mathematics Week 2**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	LB p. 2 Act. 1 No. a–c TG p. 1	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1: Whole numbers</b> Comparing numbers	215–216	1	19–21	13–14	1a pp. 2–3	Place value cards (No. 4), abacus, Dienes blocks, 100s wall chart (No. 3), counters to use for counting, number lines (No. 5), beads/ strings of beads					
6	LB p. 2 Act. 1 No. d–f TG p. 2	Expanded notation	215–216	2	21	15	1b pp. 4–5						
7	LB p. 2 Act. 2 No. a–f TG p. 2	Calculation with zero; Rounding off	215–216	3, 4	22	15–16	2 No. 1–3 p. 6						
8	LB p. 82 Act. 3 LB p. 64	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Whole numbers: Multiplication</b> Using expanded notation	241–243	2–3	104	79	27 pp. 82–83	Counters, 100s wall chart, multiplication tables 12×12 (No. 2)					
9	LB p. 155 Act. 4 no. 1k–s TG p. 127	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Write numbers; counting and ordering numbers	262	1–2	179	144	69b pp. 16–17	Place value cards; sets of base 10 blocks; abacus; 1000s chart (No. 3); counters; number lines (No. 5)					
10	LB p. 155 Act. 4 no. 2a–h G p. 127	Place value; the lowest common multiple	262	3–4	180	145	70 pp. 18–19						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



### Fabulous Mathematics Week 3

# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	LB p. 3 Act. 5 No. 1a–i TG p. 3	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Practise addition and subtraction	222–225	1	33–34	21–22	6a pp. 14–15	Number board, flard cards (No. 4), Base 10 blocks, counters, number lines (No. 5)					
12	LB p. 3 Act. 5 No. 1j–o TG p. 3	Methods of addition	222–225	2, 3	34–36	22–24	6b pp. 16–17						
13	LB p. 3 Act. 5 No. 1p–t TG p.3	Methods of subtraction	222–225	4, 5	36–37	24–26	7a pp. 18–19 7b pp. 20–21						
14	LB p. 3 Act 5 No. 2a–f TG p. 3	Problem solving	222–225	6#	37	26	8a pp. 22–23 8b pp. 24–25						
15	LB p. 3 Act 5 No. 2a–f TG p. 3	Problem solving(contd)	222–225	6#	37	26	8a pp. 22–23 8b pp. 24–25						
16	LB p. 155 Act. 5 no. 1 G p. 128	Commutative, associative and distributive properties of whole numbers; revision and challenge	262	7	181–182	146	72a–b pp. 24–27						
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b> _____ <b>Date:</b> _____							



## Fabulous Mathematics Week 4

# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB p. 156 Act. 7a–i TG p. 128	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> Addition and subtraction Inverse operations and number sentences	262–263	1	183	147	74 pp. 30–31	1000s number grid (No. 3); flard cards (No. 4); base 10 blocks; concrete material (e.g. counters); number lines (No. 5)					
18	LB p. 156 Act. 7j–r TG p. 128	Methods of addition	262–263	2	183–184	148–149	75a pp. 32–33						
19	LB p. 156 Act. 8 TG p. 128	Methods of subtraction	262–263	3	185–186	149–150	75b pp. 34–35						
20	LB p. 157 Act. 9 TG p. 128	Problem solving; ratio	262–263	4–5	186	150	76a pp. 36–37						
21	LB p. 232 Act. 1 TG p. 186	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 1: Whole numbers</b> Place value and number names; Rounding; Multiples, factors and prime numbers	278	4–6	250–251	200–201	105a pp. 108–109	Place value cards (No. 4); sets of base 10 blocks; abacus; Dienes blocks; 100 charts (No. 3); counters for counting; number lines (No. 5); beads/strings of beads					
22	LB p. 3 Act. 5 No. 2m–r TG p. 3	Revision  Catch up – Finish off work not yet completed; Add in your own planning here		38 38	26 26		Revision R3a, R3b pp. x–xiii	LB p. 3 Act. 5 No. 2m–r TG p. 3					
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did ... What will you change next time? Why?													



### Fabulous Mathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
23	LB p. 82 Act. 1 TG p. 64	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 1: Whole numbers</b> Counting in a variety of intervals	240	1–2	99	76	25a pp. 76–77	Number cards, counters, 100s wall chart, number lines (No. 5), base 10 blocks					
24	LB p. 82 Act. 2a–j TG p. 64	Factors and multiples	240	3	101	76–77	25b pp. 78–79						
25	LB p. 82 Act. 2k–s TG p. 64	Counting in multiples to find prime numbers	240	4	102	77	26 pp. 80–81						
26	LB p. 82 Act. 3 LB p. 64	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Whole numbers: Multiplication</b> Using expanded notation	241–243	2–3	104	79	27 pp. 82–83	Counters, 100s wall chart, multiplication tables 12×12 (No. 2)					
27	LB p. 83 Act. 5 no. 1 TG p. 65	Breaking a number down into factors	241–243	4	105	79	29 pp. 86–87						
28	LB p. 83 Act. 5 no. 2 TG p. 65	Multiplying numbers	241–243	5	105	80	30 pp. 88–89						

#### Reflection

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

What will you change next time? Why?





**Fabulous Mathematics Week 6**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	LB p. 84 Act. 6 TG p. 65	Problem solving	241–243	6	105	81	31 pp. 90–91						
30	LB p. 232 Act. 2a–h TG p. 186	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Multiplication</b> Methods of multiplication: Method 1: Expanded number method	278–279	2	253–254	203	105b pp. 110–111						
31	LB p. 232 Act. 2i–o TG p. 186	Methods of multiplication: Method 2: Vertical column method	278–279	3	254–255	203–204	106a pp. 112–113						
32	LB p. 232 Act. 2i–o TG p. 186	Methods of multiplication: Method 2: Vertical column method(contd)	278–279	3	254–255	203–204	106a pp. 112–113						
33	LB p. 232 Act. 3 LB p. 186	Problem solving	278–279	4	255	204	106b pp. 114–115						
34		Revision  Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							



### Fabulous Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	LB p. 90 Act. 19 TG p. 69	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 6: Whole numbers: Division</b> Dividing by 10, 100 and 1000	250–251	1	128	95–96	44b pp. 120–121	Number cards (No. 4), counters, 100s wall chart, multiplication tables 12×12 (No. 2)						
38	LB p. 90 Act. 20 TG p. 69	Quick calculations	250–251	3	129–130	96	45 pp. 122–123							
39	LB p. 90 Act. 21 TG p. 69	Rules of divisibility	250–251	4	130–131	96–97	46 pp. 124–125							
40	LB p. 90 Act. 22 TG p. 69	Methods of division	250–251	6	131–132	97–99	47 pp. 126–127							

#### Reflection

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

What will you change next time? Why?



## Fabulous Mathematics Week 8

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
41	LB p. 91 Act. 23e–h TG p. 69	Order of operations; problem solving; where should the brackets go?	250–251	7–9	133–134	99	49 pp. 130–131							
42	LB p. 240 Act. 20 TG p. 193	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 7: Division</b> Properties of division	284–285	1	279–280	223–224	127a pp. 166–167	Number cards; counters; 100 wall chart (No. 3); multiplication tables up to 12 x 12						
43	LB p. 240 Act. 21 TG p. 193	Methods of division	284–285	2–3	280–281	224–225	127b pp. 168–169							
44	LB p. 240 Act. 21 TG p. 193	Methods of division(contd)	284–285	2–3	280–281	224–225	127b pp. 168–169							
45	LB p. 240 Act. 22 TG p. 193	Problem solving	284–285	4	281	226	128 pp. 170–171							
46		Revision Catch up – Finish off 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 learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



### Fabulous Mathematics Week 9

There is no MM for the days when assessment is being done

Complete any work not done; review assessments and do remediation; revise work learners found difficult

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
47		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
48		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
49		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
50		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
51		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
52														
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



## Fabulous Mathematics Week 10

Complete your own plan for the week

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
52		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
53		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												

### End-of-term reflection

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> </ol> | <ol style="list-style-type: none"> <li>What ONE change should you make to your teaching practice to help you teach more effectively next term?</li> <li>Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back <b>on track</b>?</li> </ol> |
|---|--|

**HOD:**

**Date:**



## 2. Oxford Headstart Mathematics

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

### Weekly reflection

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

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

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**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1 & 2		<b>REVISION OF GRADE 5 WORK</b>											
3		<b>REVISION OF GRADE 5 WORK</b>											
4		<b>REVISION OF GRADE 5 WORK</b>											
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							





**Oxford Headstart Mathematics Week 2**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	A LB p. 8 TG pp. 25–26	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1: Whole numbers</b> Counting and representing numbers; Read and write 6-digit numbers; Expanded notation	215–216	1–3	9–10	26–29	1a pp. 2–5	Number grids (No. 3), number lines (No. 5), Dienes blocks, place-value cards (No. 4), 0–9 number cards, abacus, counters, pictures					
6	B, C LB p. 8 TG pp. 25–26	Comparing and ordering 6-digit numbers	215–216	4–6	11	29–30	1b pp. 4–5	Newspapers (careers section)					
7	D, E LB p. 8 TG pp. 25–26	Rounding off	215–216	7–10	12–13	30–31	2 No. 1–3 p. 6						
8	LB p. 196 F TG p. 204	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Counting, say the numbers, reading and writing 9-digit numbers	262	1–3	197–198	204–207	69b pp. 16–17	1000s number grids (No. 3); structured, semi-structured and empty number lines (No. 5); Dienes blocks; place-value cards (No. 4); 0–9 number cards (always have enough sets readily available); abacus; counters; pictures; newspapers (showing large numbers) Remedial and extension TG p. 207					
9	LB p. 196 G TG p. 204	Work with place value; expanded notation	262	4–5	198–200	207–208	70 pp. 18–19	Tips TG p. 208					
10	LB p. 196 H TG p.	Comparing and ordering 9-digit numbers	262	6	200–201	208	71a pp. 20–21						





**Oxford Headstart Mathematics Week 3**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	A LB p. 22 TG pp. 42–43	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Know your calculator; Working with rand and cents on a calculator	222–225	1, 2 No. 1	23–24	42–45	6a pp. 14–15	Calculators, chart showing a calculator with all the labels, shopping pamphlets Tips – TG p. 43					
12	B LB p. 22 TG pp. 42–43	Estimating solutions; Problem-solving; Using doubling to estimate answers	222–225	2 No. 2, 3, 4	24–26	45–46	6b pp. 6–17						
13	C LB p. 22 TG pp. 42–43	Revision: Addition and subtraction	222–225	5 No. 1–5	26–29	46–47	7a pp. 18–19						
14	D LB p. 22 TG pp. 42–43	Adding more than 2 numbers; Using odd and even numbers to check answers	222–225	6, 7	30–31	47–48	7b pp. 20–21						
15	E LB p. 22 TG pp. 42–43	More addition and subtraction methods; Problem-solving	222–225	8, 9	32–33	47–49	8a pp. 22–23	Tips – TG p. 49					
16	LB p. 202 A no. 1–5 TG p. 209	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Addition and subtraction</b> Rand and cents	262–263	5	206	211	71b pp. 22–23	Calculators; charts showing a calculator with all the labels; 1000s number grids (No. 3); shopping pamphlets					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							



### Oxford Headstart Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB p. 202 B no. 1–5 TG p. 209	Checking solutions using inverses; adding and subtracting; column method	262–263	8–9	207–208	212–213	72b pp. 26–27						
18	LB p. 202 B no. 6–9 TG p. 209	Explain the methods; subtract; problem solving	262–263	10–12	209–210	213–214	73 pp. 28–29	Remedial and extension TG p. 213					
19	LB p. 202 C no. 1–6 TG p. 209	Adding and subtracting money	262–263	13–14	210–211	214	74 pp. 30–31						
20	LB p. 202 C no. 7–12 TG p. 209	Rounding money down to the nearest five; profit and loss	262–263	15–16	212	215	75a pp. 32–33						
21		Catch up – finish off work not yet completed; add in your own planning here											
22		REVISION AND CONSOLIDATION 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



**Oxford Headstart Mathematics Week 5**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	LB p. 94 C–D TG p. 108	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Whole numbers: Multiplication</b> Multiplication by 10, 100 and 1 000 and multiples of 10, 100 and 1 000	241–243	8–9	108–109	121–122	26 pp. 80–81	Tips TG p. 121					
24	LB p. 94E TG p. 108	Multiplying a number by 10 000 and multiples of 10 000; estimating solutions	241–243	10–11	109–110	122–123	27 pp. 82–83	Tips TG p. 123					
25	LB p. 102 A–B TG p. 116	Multiplying 3-digit numbers by 2-digit numbers	241–243	12–13	111–113	123–125	29 pp. 86–87	Tips TG pp. 124, 125					
26	LB p. 102C TG p. 116	Multiplying 4-digit numbers by 1-, 2- and 3-digit numbers; dividing by 10, 100 and 1 000	241–243	14–15	114–116	126–127	30 pp. 88–89	Tips TG p. 126					
27	LB p. 102C TG p. 116	Multiplying 4-digit numbers by 1-, 2- and 3-digit numbers; dividing by 10, 100 and 1 000 (contd)	241–243	14–15	114–116	126–127	30 pp. 88–89	Tips TG p. 126					
28	LB p. 274 C–D TG p. 275	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Multiplication</b> Rounding off and estimating	278–279	4–5	284–285	284–285	105b pp. 110–111						
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
<b>HOD:</b>						<b>Date:</b>							



### Oxford Headstart Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	LB p. 274 E TG p. 275	Methods of multiplication: Method 1: Break down numbers into place value parts and factors	278–279	6	285–286	285–286	106a pp. 112–113	Tips TG p. 286					
30	LB p. 274 F TG p. 275	Methods of multiplication: Method 2: Vertical column method	278–279	Repeat 6	286	285–286	106b pp. 114–115						
31	LB p. 274 F TG p. 275	Methods of multiplication: Method 2: Vertical column method(contd)	278–279	Repeat 6	286	285–286	106b pp. 114–115						
32	LB p. 280 A–B TG p. 281–282	Problem solving	278–279	8*	290–291	287–288	107 pp. 116–117	Tips TG p. 287					
33	LB p. 280 A–B TG p. 281–282	Problem solving	278–279	8*	290–291	287–288	107 pp. 116–117	Tips TG p. 287					
34		Remedial and extension Catch up – Finish off 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 learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**HOD:**

**Date:**



**Oxford Headstart Mathematics Week 7**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	LB p. 144D–F TG p. 150	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 6: Whole numbers: Division</b> Multiplication and division; division patterns	250–251	1–2	145	151	44b pp. 120–121	Fly swatters, stopwatches, dice (to check) Tips TG p. 151						
38	LB p. 144G TG p. 150	Dividing multiples of 10; dividing a number by 1, 0 and by itself	250–251	3–4	146–147	152	45 pp. 122–123							
39	LB p. 144H TG p. 150	Divisibility rules	250–251	5	147	153–154	46 pp. 124–125	Tips TG p. 154						
40	LB p. 144I TG p. 150	Division methods	250–251	6–7	148–150	154–155	47 pp. 126–127	Tips TG p. 155						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							



### Oxford Headstart Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
41	LB p. 144  TG p. 150	Division methods(contd)	250–251	6–7	148–150	154–155	47 pp. 126–127	Tips TG p. 155					
42	LB p. 156 no. 1 TG p. 159	Long division; problem solving	250–251	8–9	150–152	155–156	49 pp. 130–131	Tips TG p. 155					
43	LB p. 156 no. 1 TG p. 159	Long division; problem solving(contd)	250–251	8–9	150–152	155–156	49 pp. 130–131	Tips TG p. 155					
44	LB p. 156 no. 2 TG p. 159	Averages	250–251	10	153	156–157	50a pp. 132–133	Tips TG p. 156					
45		Catch-up – finish off work not yet completed; add in your own planning here											
46		Revision of division of 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:





## Oxford Headstart Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics						Rubric – TG p. 97					
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?







## Oxford Headstart Mathematics Week 10

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
56													
57													
58													

### End-of-term reflection

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> </ol> | <ol style="list-style-type: none"> <li>What ONE change should you make to your teaching practice to help you teach more effectively next term?</li> <li>Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back <b>on track</b>?</li> </ol> |
|---|--|





### 3. Oxford Successful Mathematics

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

#### Weekly reflection

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

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

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

For information on teaching Mental Mathematics see TG pp. 24–35

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class					
									Date completed					
1&2		<b>REVISION OF GRADE 5 WORK</b>												
3		<b>REVISION OF GRADE 5 WORK</b>												
4		<b>REVISION OF GRADE 5 WORK</b>												

### Reflection

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

What will you change next time? Why?

HOD:

Date:



**Oxford Successful Mathematics Week 2**

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 <i>MM Activities and Printable Resources</i> book	Class				
									Date completed				
5	LB p. 10 No. 1a–b TG p. 38	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1: Whole numbers</b> Odd and even numbers and calculating strategies	215–216	1	10–12	38–39	1a pp. 2–3						
6	LB p. 10 No. 1c–d TG p. 38	Read, write and represent 6-digit whole numbers	215–216	2	12–14	39–40	1b pp. 4–5						
7	LB p. 10 No. 1e–f TG p. 38	Place value; Compare and order numbers	215–216	3–4	14 15	40–42	2 pp. 6–7	Unit 1.1 Summary LB p. 15					
8	LB p. 165 no. 1, 2, 3 for 1; 10; 100; 1 000; 10 000 TG p. 140	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Work with 9-digit whole numbers	262	1 no. 1–4	165	140– 141	69a pp. 14–15						
9	LB p. 165 no. 1, 2, 3 for 2; 20; 200; 2 000; 20 000 TG p. 140	Work with 9-digit whole numbers (cont.)	262	1 no. 5–8	166	141– 142	69b pp. 16–17	Remedial TG p. 142					
10	LB p. 285 no. 2a–f TG p. 214	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 4.1: Whole numbers</b> Work with 9-digit whole numbers	278	1	228–229	179–181	105a–b pp. 108–111	Remedial TG p. 181					



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

Oxford Successful Mathematics Week 3														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
11	LB p. 22 Add 1, 10, 100, 1 000 and 2, 20, 200, 2 000 to the given numbers TG p. 48	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Rounding off numbers	222–225	1–2	22–23	48–49	6a pp. 14–15							
12	LB p. 22 Add 3, 30, 300, 3 000 and 5, 50, 500, 5 000 to the given number TG p. 48	Solve addition sums	222–225	3	23–27	49–50	6b pp. 16–17							







Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Date completed								
13	LB p. 22 Add 9, 90, 900, 9 000 to the given number TG p. 48	Solve addition sums on money	222–225	4	28–29	51	7a pp. 18–19										
14	LB p. 30 Subtract 1, 10, 100, 1 000 and 2, 20, 200, 2 000 from the given numbers TG p. 52	Solve subtraction examples	222–225	1	30–32	52–54	7b pp. 20–21										
15	LB p. 30 Subtract 3, 30, 300, 3 000 and 5, 50, 500, 5 000 from the given numbers TG p. 52	Solve subtraction sums on money	222–225	2	33	55	8a pp. 22–23										
16	LB p. 165 no. 1, 2, 3 for 3; 30; 300; 3 000; 30 000 TG p. 140	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Addition and subtraction</b> Add and subtract fractions of whole numbers	262–263	2	167	142	70 pp. 18–19										
<b>Reflection</b>																	
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?											



**Oxford Successful Mathematics Week 4**

# Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB p. 165 no 1, 2, 3 for 4; 40; 400; 4000; 4000 TG p. 140	Add 6-digit numbers in columns	262–263	3	168–169	143	71a pp. 20–21	Remedial TG p. 143					
18	LB p. 165 no. 1, 2, 3 for 5; 50; 500; 5000 TG p. 140	Subtract 6-digit numbers in columns	262–263	3	168–169	143	71b pp. 22–23						
19	LB p. 165 no. 1, 2, 3 for 7; 70; 700; 7000; 7000 TG p. 140	Solve addition and subtraction problems	262–263	4	170–172	143–144	72b pp. 26–27	Remedial TG p. 144					
20	LB p. 165 no. 1, 2, 3 for 8; 80; 800; 8000 TG p. 140	Add and subtract amounts in Rands and cents	262–263	5 no. 1–2	172–174	144–145	73 pp. 28–29						





## Oxford Successful Mathematics Week 5

# Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	LB p. 94 Multiplication and division facts of 12, 16, 18 (6 factors each) TG p. 108	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2.2: Multiplication (4-digit by 2-digit numbers)</b> Multiply tens by multiples of 10, 100 and 1 000; estimation of multiplication sums	241–243	2–3	95–97	91–93	26 pp. 80–81	Teaching tips TG p. 86					
24	LB p. 94 Multiplication and division facts of 14, 20, 24 TG p. 108	Solve multiplication sums	241–243	4	97–99	93–95	27 pp. 82–83	Remedial TG p. 95					
25	LB p. 94 Multiplication and division facts of 13, 15, 17 TG p. 108	Revision of the 12 x 12 multiplication tables Catch-up – finish off work not yet completed; add in your own planning here		1	94	91	28 pp. 84–85						
26	LB p. 94 Multiplication and division facts of 19, 21, 28 TG p. 108	Vertical column method	241–243	5–6	99–101	95–97	29 pp. 86–87	Extension TG p. 97					
27	LB p. 94 Multiplication and division facts of 19, 21, 28	Vertical column method(contd)	241–243	5–6	99–101	95–97	29 pp. 86–87	Extension TG p. 97					



**Oxford Successful Mathematics Week 6**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	LB p. 288 no. 1 TG p. 216	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 4.1: Multiplication</b> Multiples and factors of 3-digit whole numbers	278–279	2–3	229–230	181–183	106a pp. 112–113	Remedial TG p. 184 Extension TG p. 184					
30	LB p. 228 Work with multiples < 10 TG p. 179	Using addition or subtraction to split up a number inside brackets	278–279	6	232	185	106b pp. 114–115	Remedial TG p. 186 Extension TG p. 186					
31	LB p. 228 Work with multiples < 20 TG p. 179	Use factors to split up numbers	278–279	7	233	186	107 pp. 116–117	Remedial TG p. 186					
32	LB p. 228 Work with multiples < 30 TG p. 179	The vertical column method	278–279	8	233–234	186	108 pp. 118–119	Remedial TG p. 187					
33	LB p. 238 Factor pairs of 36 TG p. 190	Solve multiplication problems; Solve problems on ratio	278–279	10–11	235–236	188–189	109 pp. 120–121	Remedial TG p. 189 Unit 4.1 Summary LB p. 237					
34		Revision  Catch up – Finish off work not yet completed; Add in your own planning here											
Reflection													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
HOD:						Date:							



Oxford Successful 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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	LB p. 121 Multiples of 11, 12, 13 TG p. 109	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2.6: Division (3-digit by 2-digit numbers)</b> What is a prime factor?	250–251	1	121–122	109–110	42 pp. 114–115	Teaching tips TG p. 86 Remedial TG p. 110						
38	LB p. 121 Multiples of 14, 15, 16 TG p. 109	Divide by 10, 100 and 1 000	250–251	2–3	122–124	110–111	44a pp. 118–119							
39	LB p. 121 Multiples of 20, 21, 22 TG p. 109	Divide 3-digit numbers by 2-digit numbers with no remainder	250–251	4	124–125	111–112	44b pp. 120–121	Remedial TG p. 112						
40	LB p. 121 Multiples of 23, 24, 25 TG p. 109	Divide 3-digit numbers by 2-digit numbers with a remainder	250–251	5	125	112–113	45 pp. 122–123							

Reflection

## Oxford Successful Mathematics Week 8

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
41	LB p. 121 no. 2 Factors of 60, 72, 84 (12 factors each) TG p. 109	Compare quantities	250–251	6	126	113–115	46 pp. 124–125	Unit 2.6 Summary LB p. 126 Remedial TG p. 115					
42	LB p. 127 no. 1 Multiples of 4, 5, 6 TG p. 115	Divide 4-digit numbers by 1-digit numbers	250–251	1	127–128	115–116	47 pp. 126–127	Teaching tips TG p. 86					
43	LB p. 127 Prime factors of 15, 21, 22 TG p. 115	Divide 4-digit numbers by 2-digit numbers	250–251	2	128–129	116–117	49 pp. 130–131						
44	LB p. 127 Prime factors of 25, 26, 34 TG p. 115	Compare quantities	250–251	3	129–130	117–118	50a pp. 132–133	Unit 2.7 Summary LB p. 130 Remedial TG p. 118					
45	LB p. 260 no. 1e–h for 623 514 TG p. 201	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 4.6: Division (4 digits by 3 digits)</b> Division sums with no remainder	284–285	2	266	204	126 pp. 164–165	LB p. 260 no. 1e–h for 623 514 TG p. 201					
46	LB p. 260 no. 2 for 3 627 and 623 514	Division sums with a remainder	284–285	3	267	204–205	127a pp. 166–167	LB p. 260 no. 2 for 3 627 and 623 514					



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

<b>Oxford Successful Mathematics Week 9</b> There is no MM for the days when assessment is being done Complete any work not done; review assessments and do remediation; revise work learners found difficult														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												







Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Date completed				
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**HOD:**

**Date:**







## Oxford Successful Mathematics Week 10

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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**?







## 4. Platinum Mathematics

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

### Weekly reflection

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

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

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 <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
1&2		REVISION OF GRADE 5 WORK												
3		REVISION OF GRADE 5 WORK												
4		REVISION OF GRADE 5 WORK												
Reflection														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							



**Platinum Mathematics Week 2**

# Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	TG p. 180 1.1	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Read and write large numbers; Count large numbers	215–216	1.1, 1.2	4–5	1–5	1a, 1b pp. 2–5	Place value cards (No. 4), number lines marked but not numbered (No. 5), blank place value table, numbers written in words on large cards					
6	TG p. 180 1.2	Use place value to order numbers	215–216	1.3, 1.4, 1.5	6–7	5–7	2 pp. 6–7						
7	p. 210 no. 2.1	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Place value and expanded notation	262	17.1	112	87–89	65 pp. 2–3	Place value cards (No. 4); number lines that are marked but not numbered over the place value boundaries (No. 5); blank place value table					
8	p. 211 no. 2.2	Read, write and order large numbers	262	17.2 17.3	113	89–90	66a pp. 4–5						
9	1.1 p. 223	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Topic 28: Count, order, compare and represent whole numbers</b> Work with 9-digit numbers	278	28.1 28.2 28.4	168–169	130–132	105a– b pp. 108–111	Chart showing a hundreds square (No. 3); copies of a hundreds square for each learner (LB p. 226); place value cards (No. 4) Challenge LB p. 169, TG p. 132					
10		Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													

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

What will you change next time? Why?

**HOD:**

**Date:**





**Platinum Mathematics Week 3**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	TG p. 181 2.2	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Estimation; Have fun with calculators	222–225	3.1, 3.2	12–13	12–13	6a pp. 14–15	Place value cards (No. 4), calculators, number lines (No. 5), whiteboards, whiteboard markers					
12	TG p. 182 2.3	Use the column method to add; Use the column method to subtract	222–225	3.3, 3.4	14–15	13–15	6b pp. 16–17						
13	TG p. 182 2.4	Addition and subtraction are inverse operations	222–225	3.5#	16	15–16	7b pp. 20–21						
14	TG p. 182 3.1	Addition and subtraction problems	222–225	3.6	17	16–17	8a pp. 22–23						
15	TG p. 183 3.2	<i>Extension and Remediation Worksheet Book</i>	222–225	1A		238	8b pp. 24–25						
16	TG p. 182 3.1	Addition and subtraction problems	222–225	3.6	17	16–17	8a pp. 22–23						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



**Platinum Mathematics Week 4**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	p. 210 no. 1.4	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Addition and subtraction</b> Estimate answers	262–263	19.1 19.2	120	96–97	70 pp. 18–19	Place value cards (No. 4); 0- to 9-digit cards; number lines (No. 5); whiteboards; whiteboard markers					
18	p. 210 no. 1.5	Use the column method to add	262–263	19.3	121	97	71a pp. 20–21						
19	p. 212 no. 3.1	Use the column method to subtract	262–263	19.4	122	98	71b pp. 22–23						
20	p. 212 no. 3.3	Use the column method to subtract	262–263	19.5	122	98–99	72b pp. 26–27	p. 212 no. 3.3					
21	p. 212 no. 3.4	dition and subtraction are inverse operations	262–263	19.6 19.7	123	99	<b>73</b> pp. 28–29	p. 212 no. 3.4					
22	p. 213 no. 3.5	dition and subtraction with brackets	262–263	19.8 19.9	124	100–101	<b>74</b> pp. 30–31	p. 213 no. 3.5					
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>							<p>What will you change next time? Why?</p>						



HOD:

Date:





**Platinum Mathematics Week 5**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	1.3 p. 195	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Topic 10: Multiplication</b> Factors and multiples	241–243	10.1	64	49	26 pp. 80–81	Challenge LB p. 64, TG p. 50					
24	1.4 p. 196	Break up numbers to multiply	241–243	10.2–10.3	65	50	27 pp. 82–83	Challenge LB p. 65, TG p. 50					
25	2.1 p. 196	Estimate answers	241–243	10.4– 10.5	66	50–51	29 pp. 86–87						
26	2.2 p. 196	Use the column method to multiply	241–243	10.6	67	51	30 pp. 88–89	Challenge LB p. 67, TG p. 51					
27	2.3 p. 197	Solve multiplication problems	241–243	10.7	68	51–52	31 pp. 90–91	Challenge LB p. 68, TG p. 52					
28	1.2 p. 223	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Topic 29: Multiplication</b> Estimate and calculate answers	278–279	29.1	170	133	106a– b pp. 112–115						





### Reflection

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

What will you change next time? Why?

**HOD:**

**Date:**





**Platinum Mathematics Week 6**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	1.3 p. 223	Multiply using the column method	278–279	29.2	171	133–134	107 pp. 116–117	Challenge LB p. 171, TG p. 134					
30	1.3 p. 223	Multiply using the column method(contd)	278–279	29.2	171	133–134	107 pp. 116–117						
31	1.4 p. 224	Solve problems with multiplication	278–279	29.3	172	134	108 pp. 118– 119	Challenge LB p. 172, TG p. 134					
32	1.5 p. 224	Revision of whole numbers and multiplication			173	135	109 pp. 120– 121						
33		Catch up – Finish off work not yet completed; Add in your own planning here											
34		Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							
						<b>HOD:</b>				<b>Date:</b>			



Platinum Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	5.1 p. 200	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Topic 14: Division</b> Work with factors	250–251	14.1	88	66	43 pp. 116–117							
38	5.3 p. 201	Work with prime numbers	250–251	14.2	89	67	44b pp. 120–121	Did you know? LB p. 89						
39	5.4 p. 201	Multiplication and division are inverse operations	250–251	14.3	90	67–68	45 pp. 122–123	Challenge LB p. 90, TG p. 68						
40	5.5 p. 202	Use the long division method	250–251	14.4	91	68	46 pp. 124–125	Challenge LB p. 91, TG p. 69						
<b>Reflection</b>														

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

What will you change next time? Why?

**HOD:**

**Date:**





### Platinum Mathematics Week 8

There is no MM for the days when assessment is being done

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	5.5 p. 202	Use the long division method(contd)	250–251	14.4	91	68	46 pp. 124–125	Challenge LB p. 91, TG p. 69						
42	6.1 p. 202	Solve division problems	250–251	14.5	92	69	47 pp. 126–127	Challenge LB p. 92, TG p. 69						
43	5.2 p. 229	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Topic 34: Division</b> Use long division	284–285	34.1– 34.2	196	152	127a pp. 166–167							
44	5.3 p. 229	Inverse operations	284–285	34.3– 34.4	197	152–153	127b pp. 168–169	Challen ge LB p. 197 (Answer 13 333)						
45	5.4 p. 229	Solve problems with division: comparing 2 different quantities (rate)	284–285	34.5	198	153–154	128 pp. 170–171	Challenge LB p. 198, TG p. 154						
46	5.5 p. 230	Solve problems with division: comparing quantities of the same type (ratio)	284–285	34.6	199	154	129b pp. 174–175	Challenge LB p. 199, TG p. 154						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>									
					<p><b>HOD:</b></p>					<p><b>Date:</b></p>				







## Platinum Mathematics Week 9

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



## Platinum Mathematics Week 10

There is no MM for the days when assessment is being done

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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
56														
57														
58														

### End-of-term reflection

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>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?</li> <br/> <li>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?</li> </ol> | <ol style="list-style-type: none"> <li>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</li> <br/> <li>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back <b>on track</b>?</li> </ol> |
|---|--|





## 5. Premier Mathematics

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

### Weekly reflection

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

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

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

Please note that Unit 1 (pp. 1–5) and Unit 3 (pp. 10-16) are both used in Lessons 1–4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
2		REVISION OF GRADE 5 WORK											
3		REVISION OF GRADE 5 WORK											
4		REVISION OF GRADE 5 WORK											
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



## Premier Mathematics Week 2

Please note that Unit 1 (pp. 1–5) and Unit 3 (pp. 10–16) are combined in Lessons 9–13

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
5	TG p. 309 Ex. 1 No. 1–10, p. 292	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1: Whole numbers</b> Place value of digits in 4-digit and 5-digit whole numbers	215–216	Unit 1 Ex. 1 No. 1–3 Unit 1 Ex. 4 No. 1–2 Unit 1 Ex. 2 No. 1	1, 4, 2	2–4	1a pp. 2–3							
6	TG p. 309 Ex. 1 No. 11–20, p. 292	Place value of digits in 6-digit and 7-digit whole numbers	215–216	Unit 1 Ex. 2 No. 2 Unit 1 Ex. 3 No. 1–3 Unit 1 Ex. 4 No. 3 Unit 1 Ex. 5 No. 1–2	2–4	3–4	1b pp. 4–5							
7	TG p. 309 Ex. 2 No. 1–10, p. 292	Place value of digits in 8-digit and 9-digit whole numbers	215–216	Unit 3 Ex. 2 No. 1–5 Unit 3 Ex. 1 No. 1–2	11, 10	10	2 pp. 6–7							
8	TG p. 310 Ex. 3 No. 1–10, p. 292	Represent prime numbers to at least 100	215–216	Unit 3 Ex. 1 No. 4 then No. 3, Unit 1 Ex. 6	10, 5	10, 4	3 pp. 8–9							
9	p. 355 Ex. 94 no. 1–10 p. 299	<b>NUMBER, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Prime numbers, place value and rounding off	262	1–3	109–110	80–81	69a pp. 14–15							
10	p. 355 Ex. 94 no. 11–20 p. 299	Working with place value	262	4–6	110–111	81–82	69b pp. 16–17							
Reflection														
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or							What will you change 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 <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	TG p. 311 Ex. 5 No. 1–10, p. 292	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Round off to the nearest 5, 10, 100, 1 000	222–224	Unit 3 Ex. 3, Unit 1 Ex. 7	12, 5	11–12, 4–5	6b pp. 16–17						
12	TG p. 311 Ex. 6 No. 1–10, p. 292	Estimating answers and adding	222–224	Unit 3 Ex. 4, Ex. 5	13–14	12–13	7a pp. 18–19	Calculators					
13	TG p. 311 Ex. 6 No. 11–20, p. 292	Different methods of subtracting numbers and solving problems	222–224	Unit 3 Ex. 6, Ex. 7	14–16	13–14	7b pp. 20–21						
14	TG p. 311 Ex. 6 No. 11–20, p. 292	Different methods of subtracting numbers and solving problems(contd)	222–224	Unit 3 Ex. 6, Ex. 7	14–16	13–14	7b pp. 20–21						
15	p. 356 Ex. 95 no. 1–10 p. 299	<b>NUMBER, OPERATIONS AND RELATIONSHIPS</b> <b>Addition and Subtraction</b> Working with numbers	262–263	1	111–112	82–83	70 pp. 18–19						
16	p. 356 Ex. 95 no. 11–20 p. 299	Working with numbers (cont.)	262–263	2–3	112–114	83–84	71a pp. 20–21						

#### Reflection

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

What will you change next time? Why?

HOD:

Date:



**Premier Mathematics Week 4**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	p. 356 Ex. 96 no. 1–20 p. 299	Adding and subtracting using different methods	262–263	4 no. 1–2	114	84	71b pp. 22–23						
18	p. 356 Ex. 96 no. 1–20 p. 299	Adding and subtracting using different methods(contd)	262–263	4 no. 1–2	114	84	71b pp. 22–23						
19	p. 357 Ex. 97 no. 1–10 p. 299	More addition and subtraction	262–263	4 no. 3	115	84–85	72b pp. 26–27						
20	p. 357 Ex. 97 no. 11–20 p. 299	Using addition and subtraction	262–263	6 7 no. 1	115–116	85	73 pp. 28–29						
21	p. 357 Ex. 98 no. 1–10 p. 300	Problem solving using addition and subtraction	262–263	7 no. 2–6	116	85–86	74 pp. 30–31						
22		Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



**PremierMathematics Week 5**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	Ex. 51 p. 334 p. 296	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 10: Multiplication</b> Multiplication facts; order numbers and round them off	241–243	1–2	58–59	43–44	26 pp. 80–81						
24	Ex. 52 p. 334 p. 296	Multiplying multiples of 10, 100, 1 000 and 10 000; rounding off and breaking up numbers	241–243	3	59–60	44–45	27 pp. 82–83						
25	Ex. 54 p. 335 p. 296	Factors; multiply by breaking up one number	241–243	4–5	60–61	45–46	29 pp. 86–87						
26	Ex. 55 p. 336 p. 296	Vertical multiplication; problem solving	241–243	6–7	61–62	46–47	30 pp. 88–89						
27	Ex. 55 p. 336 p. 296	Vertical multiplication; problem solving(contd)	241–243	6–7	61–62	46–47	30 pp. 88–89						
28	Ex. 156 no. 1–10 p. 386 p. 305	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 29: Multiplication</b> Round off numbers; Factors	278–279	8–9	168	125– 126	105b pp. 110– 111						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





**Premier Mathematics Week 6**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	Ex. 156 no. 11–20 p. 386 p. 305	Distributive law; Vertical method	278–279	10–11	169	126	106a pp. 112–113						
30	Ex. 139 no. 1–10 p. 378 p. 302	Word problems	278–279	12	169–170	126–127	106b pp. 114–115						
31	Ex. 139 no. 1–10 p. 378 p. 302	Word problems(contd)	278–279	12	169–170	126–127	106b pp. 114–115						
32		Catch up – Finish off work not yet completed; Add in your own planning here											
33		Catch up – Finish off work not yet completed; Add in your own planning here											
34		Revision work											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



## Premier Mathematics Week 7

# Supplement

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	Ex. 69 p. 343 p. 297	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 14: Division</b> Order of operations and rounding off to the nearest 5, 10, 100 and 1 000	250–251	1	78–79	57–58	43 pp. 116–117							
38	Ex. 71 p. 344 p. 297	Dividing by multiples of 10, 100, 1 000 and 10 000	250–251	2	79–80	58–59	44b pp. 120–121							
39	Ex. 72 p. 344 p. 297	Rounding off; breaking up numbers	250–251	3–4	80–81	59	45 pp. 122–123							
40	Ex. 73 p. 345 p. 297	Dividing using multiplication	250–251	5	81	59–60	46 pp. 124–125							

### Reflection

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

What will you change next time? Why?



## Premier Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
41	Ex. 74 p. 345 p. 298	Using long division	250–251	6 no. 1–2	82	60	47 pp. 126–127						
42	Ex. 149 p. 383 p. 305	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 34: Division</b> Revision of decimals	284–285	1	191	140	127a pp. 166–167						
43	Ex. 150 no. 1–10 p. 383 p. 305	Factors and multiples	284–285		191–192	141	127b pp. 168–169						
44	Ex. 150 no. 11–20 p. 383 p. 305	Rounding off and dividing	284–285	4	192–193	141–142	128 pp. 170–171						
45	<b>Ex. 151</b> <b>no. 1–10</b> <b>p. 384</b> p. 305	More division	284–285	5	193	142	<b>129a</b> pp. 172–173						
46		Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



### Premier Mathematics Week 9

# = Supplement

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

Complete any work not done; review assessments and do remediation; revise work learners found difficult

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?



## Premier Mathematics Week 10

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK TEST</b> All topics												
56														
57														
58														

### End-of-term reflection

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> </ol> | <ol style="list-style-type: none"> <li>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</li> <li>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back <b>on track</b>?</li> </ol> |
|---|--|

## 6. Solutions for All Mathematics

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

### Weekly reflection

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

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

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 for All Mathematics Week 1

Solutions for All Mathematics Week 1											
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class		
									Date completed		
2		REVISION OF GRADE 5 WORK									
3		REVISION OF GRADE 5 WORK									
4		REVISION OF GRADE 5 WORK									
Reflection											
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						<p>HOD: <span style="float: right;">Date:</span></p>					



**Solutions for All Mathematics Week 2**

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	LB p. 339 No. 1 TG p. 309	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Working with large numbers	215–219	1, 2 No. 1–3	2–3	1–3	1a pp. 2–3, 1b pp. 2–5						
6	LB p. 339 No. 2 TG p. 309	Working with large numbers (cont.)	215–216	2 No. 4–8	3–4	4	2 pp. 6–7						
7	LB p. 339 No. 3 TG p. 309	Working with large numbers (cont.)	217–222	1	4–5	4–5	3 pp. 8–9						
8		Getting Started – Counting Catch up – Finish off work not yet completed; Add in your own planning here			1	1	Revision R1a, R1b, R2a pp. ii–vii						
9		Getting Started – Counting Catch up – Finish off work not yet completed; Add in your own planning here			1	1	Revision R1a, R1b, R2a pp. ii–vii						
10		Getting Started – Counting Catch up – Finish off work not yet completed; Add in your own planning here											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





### Solutions for All Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	LB p.340 No. 7 TG p.309	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Estimating answers	222–225	<i>Getting started</i> 1	9–11	9–10	6a pp. 14–15						
12	LB p. 340 No. 8 TG p. 309	Estimating before calculating	222–225	1	11–12	11–12	6b pp. 16–17						
13	LB p. 340 No. 9 TG p. 310	Different ways to add	222–225	2	13	12–13	7a pp. 18–19						
14	LB p. 340 No. 11 LB p. 310	Different ways to subtract	222–225	3	14–16	13–14	7b pp. 20–21						
15	LB p. 340 No. 12 LB p. 310	More addition and subtraction and checking solutions	222–225	4 Ex. 2	16–17	14–15	8a pp. 22–23						
16	LB p. 340 No. 13 LB p. 310	Check what you know	222–225		18	16	8b pp. 24–26						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





### Solutions for All Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	107 LB p. 356 TG p. 324	<b>NUMBER, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers, addition and subtraction</b> Comparing large numbers	262–263	Getting started Act. 1	182–183	138–142	69a pp. 14–15						
18	108 LB p. 356 TG p. 324	Place value and bigger numbers	262–263	Ex. 1	184–185	143	69b pp. 16–17						
19	109 LB p. 357 TG p. 324	Adding larger numbers	262–263	Act. 2	185–186	143	70 pp. 18–19						
20	110 LB p. 357 TG p. 324	Subtracting larger numbers	262–263	Act. 3	186	144	71a pp. 20–21						
21	113 LB p. 357 TG p. 324	Calculating with larger numbers	262–263	Ex. 2	188	145	72b pp. 26–27						
22	114 LB p. 357 TG p. 325	Using calculators to solve problems	262–263	Act. 5	189	145	73 pp. 28–29						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





### Solutions for All Mathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	51 LB p. 347 TG p. 316	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 1: Whole numbers and multiplication</b> Special numbers: multiples, factors and prime numbers; numbers and their properties	240–243	Act. 1 Ex. 1*	86–88	66–69	25a pp. 76–77						
24	52 LB p. 347 TG p. 316	Working with brackets; splitting numbers to multiply	240–243	Act. 2 Act. 3 no. 1–2	89–90	69–70	25b pp. 78–79						
25	53 LB p. 347 TG p. 316	Splitting numbers to multiply (continued); using brackets	240–243	Act. 3 no. 3–4 Ex. 2	90–91	70–72	26 pp. 80–81						
26	54 LB p. 347 TG p. 316	So many ways to multiply	240–243	Act. 4	92–93	72–73	27 pp. 82–83						
27	54 LB p. 347 TG p. 316	So many ways to multiply	240–243	Act. 4	92–93	72–73	27 pp. 82–83						
28	56 LB p. 348 TG p. 316	Estimating products	240–243	Act. 5	94	73–74	29 pp. 86–87						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





### Solutions for All Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	184 LB p. 370 TG p. 334	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 1: Counting, whole numbers and multiplication</b> Breaking up 3-digit numbers to multiply	278–279	Act. 1	260	198	105a pp. 108–109						
30	151 LB p. 364 TG p. 330	Approximating answers	278–279	Act. 2	262	199	105b pp. 110–111						
31	152 LB p. 364 TG p. 330	Column multiplication	278–279	Act. 3	263	200	106a pp. 112–113						
32	153 LB p. 364 TG p. 330	Multiplication using calculators	278–279	Act. 4	263–264	200–201	106b pp. 114–115						
33		Check what you know about multiplication Catch-up – finish off work not yet completed; add in your own planning here											
34		Check what you know about multiplication Catch-up – finish off work not yet completed; add in your own planning here											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
<b>HOD:</b>						<b>Date:</b>							





### Solutions for All Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK</b>  <b>ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK</b>  <b>ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	70 LB p. 350 TG p. 318	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 5: Whole numbers Division</b> Getting started (remembering division)	250–251		121–122	94–96	42 pp. 114–115							
38	71 LB p. 350 TG p. 318	Different ways to divide	250–251	Act. 1	123–124	96–97	43 pp. 116–117							
39	73 LB p. 351 TG p. 319	Using multiplication to divide	250–251	Act. 2	124–125	97	44b pp. 120–121							
40	74 LB p. 351 TG p. 319	Estimating for division	250–251	Act. 3	127	98	45 pp. 122–123							
<b>Reflection</b>														
<b>Think about and make a note of:</b> What went well? What did not go well? What did ... What will you change next time? Why?														





### Solutions for All Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
41	75 LB p. 351 TG p. 319	Long division; practising estimation and long division	250–251	Act. 4 Ex. 2	128–129	98–99	46 pp. 124–125						
42	76 LB p. 351 TG p. 319	Checking your solution	250–251	Act. 5	129–131	99	47 pp. 126–127						
43	172 LB p. 368 TG p. 332	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 6: Whole numbers and division</b> Dividing bigger numbers	284–285	Act. 1	300–301	229–232	127a pp. 166–167						
44	173 LB p. 368 TG p. 332	Long division	284–285	Act. 3	302–303	234	127b pp. 168–169						
45	174 LB p. 368 TG p. 332	Divide them	284–285	Ex. 2	304–305	234	128 pp. 170–171						
46	175 LB p. 369 TG p. 332	Checking quotients	284–285	Act. 4	305	235	129a pp. 172–173						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





## Solutions for All Mathematics Week 9

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**HOD:**

**Date:**











### Solutions for All Mathematics Week 10

There is no MM for the days when assessment is being done

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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?

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...





## 7. Study and Master Mathematics

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

### Weekly reflection

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

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

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 <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
1&2		REVISION OF GRADE 5 WORK											
3		REVISION OF GRADE 5 WORK											
4		REVISION OF GRADE 5 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:



## Study and Master Mathematics Week 2

\* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	LB p. 2 TG p. 2	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Revising number facts	215–219	1.1*	2–4	3–6	1a pp. 2–3	Template of <i>I have ...; who has ...?</i> – TG p. 494 ( No. 12)					
6	LB p. 5 No. 1–5 TG p. 7	Count, order and compare numbers and place value	215–216	2.1*	5–8	7–11	1b pp. 4–5	Template of mental mathematics grid – TG p. 464					
7	LB p. 5 No. 6–10 TG p. 7	Count, order and compare numbers and place value	215–216	2.2	8–9	11–12	2 pp. 6–7						
8	LB p. 118 no. 1–2 TG p. 148	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS: Whole numbers</b> Place value of large numbers	240	1.1 no. 1–3	119–120	148–150	25a pp. 76–77						
9	LB p. 118 no. 1–2 TG p. 148	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS: Whole numbers</b> Place value of large numbers (expanded notation and rounding off)	240	1.1 no. 1–3	119–120	148–150	25a pp. 76–77						
10	LB p. 118 no. 3–4 TG p. 148	Place value of large numbers (continued) Catch-up – finish off work not yet completed; add in your own planning here		1.1 no. 4–7	120	150	28 pp. 84–85						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							

HOD:

Date:





### Study and Master Mathematics Week 3

\* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	LB p. 18 TG p. 31	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b> Addition and subtraction calculations	222–225	6.1–6.2	18	31	6a pp. 14–15	Template for <i>I have... who has...?</i> – TG p. 494 Template for one-minute addition and subtraction – TG p. 465					
12	LB p. 19 TG p. 32	Strategies for adding and subtracting	222–225	7.1	19	32–35	6b pp. 16–17						
13	LB p. 20 TG p. 35	Rounding off to estimate	222–225	8.1*	21–22	35–38	7a pp. 18–19						
14	LB p. 22 TG p. 38	More calculation methods	222–225	9.1	23	39–41	7b pp. 20–21						
15	LB p. 24 TG p. 41	Short cuts to calculate	222–225	10.1	24–25	41–43	8a pp. 22–23						
16	LB p. 25 TG p. 44	Solving real-life problems	222–225	11.1*	25–27	44–45	8b pp. 24–26						

#### Reflection

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

What will you change next time? Why?

**HOD:**

**Date:**









## Study and Master Mathematics Week 4

\* = Select

Lesson	MM	CAPS concepts and skills	CAPS page	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB p. 225 no. 1–2 TG p. 262	<b>NUMBER, OPERATIONS AND RELATIONSHIPS</b> <b>Addition and subtraction</b> Adding and subtracting	262–263	5.1	226–227	261–263	70 pp. 18–19						
18	LB p. 227 no. 1–2 TG p. 263	More addition and subtraction	262–263	6.1	228	264–265	71a pp. 20–21						
19	LB p. 228 TG p. 265	Adding using expanded notation and vertical columns	262–263	7.1	229	265–266	71b pp. 22–23						
20	LB p. 230 TG p. 267	Subtracting using expanded notation	262–263	9.1	230	267	72b pp. 26–27						
21	LB p. 231 TG p. 268	Vertical addition and subtraction	262–263	10.1	231	268	73 pp. 28–29						
22	LB p. 232 TG p. 270	Solving word problems	262–263	12.1	233–234	270–271	74 pp. 30–31						
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



## Study and Master Mathematics Week 5

# = Supplement

\* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	LB p. 121 TG p. 151	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS: Multiplication</b> Multiplication with whole numbers	241–243	2.1*	121–123	150–155	25b pp. 78–79						
24	LB p. 124 TG p. 155	Multiplication facts (multiplication by 11)	241–243	3.1*	125–126	156–159	26 pp. 80–81						
25	LB p. 126 TG p. 159	Multiplication patterns	241–243	4.1	127	160–161	27 pp. 82–83						
26	LB pp. 127–128* TG pp. 161–163	Multiplication shortcuts	241–243	5.1*	129	163	29 pp. 86–87						
27	LB p. 129 TG p. 164	Multiplication strategies	241–243	6.1*	130	164–165	30 pp. 88–89						
28	LB p. 129 TG p. 164	Multiplication strategies(contd)	241–243	6.1*	130	164–165	30 pp. 88–89						

### Reflection

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

What will you change next time? Why?

**HOD:**

**Date:**

## Study and Master Mathematics Week 6

\* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	LB p. 323 TG p. 363	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers and multiplication</b> Unit 2: Multiplication and ratio	278–279	2.1 no. 1–3	325	363–365	105a pp. 108–109						
30	LB p. 329 TG p. 368	Unit 4: Multiplication rules	278–279	4.1	329–330	368–370	105b pp. 110–111						
31	LB p. 331 TG pp. 370–371	Unit 5: Vertical multiplication	278–279	5.1	331–332	370–372	106a pp. 112–113						
32	LB p. 331 TG pp. 370–371	Unit 5: Vertical multiplication(contd)	278–279	5.1	331–332	370–372	106a pp. 112–113						
33	LB p. 332 no. 1–3 TG p. 372	Unit 6: Solving word problems	278–279	6.1	333–334	372–374	106b pp. 114–115						
34		Catch-up – finish off work not yet completed; add in your own planning here											
<b>Reflection</b>													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							



### Study and Master Mathematics Week 7

We have listed what we feel are the essential activities in the Data handling section  
If you need more activities, select from the ones not listed here

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	LB p. 158 TG p. 197	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 5: Whole numbers Division</b> Basic division	250–251	17.1	158–159	197–199	43 pp. 116–117							
38	LB p. 158 TG p. 197	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 5: Whole numbers Division</b> Basic division	250–251	17.1	158–159	197–199	43 pp. 116–117							
39	LB p. 161* TG pp. 201–202	Division by zero	250–251	19.1 no. 1–3	161–162	202–203	45 pp. 122–123	Extension activity LB p. 164 no. 7						
40	Practise the 25x and 50x table	Division by zero (continued) Catch-up – finish off work not yet completed; add in your own planning here		19.1 no. 4–6	162–163	203	48 pp. 128–129							

#### Reflection

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

What will you change next time? Why?





### Study and Master Mathematics Week 8

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
41	LB p. 167 TG p. 209	Division with remainders	250–251	22.1*	168–169	209–211	49 pp. 130–131						
42	LB p. 169* TG p. 211	Real-life problems	250–251	23.1 23.2*	170	212	50a pp. 132–133						
43	LB p. 374 TG p. 416	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Division</b> Unit 21: Division word problems	284–285	21.1	374	416–418	127a pp. 166–167						
44	LB p. 375 TG p. 418	Unit 22: Ratio and division	284–285	22.1	375–376	418–420	127b pp. 168–169						
45	LB p. 376 TG p. 420	Unit 23: More division	284–285	23.1	376–377	420–421	128 pp. 170–171						
46	LB p. 377 TG p. 422	Unit 24: More division strategies	284–285	24.1	377	422–424	129a pp. 172–173						

#### Reflection

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

What will you change next time? Why?





## Study and Master Mathematics Week 9

\* = Select

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
47		<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics												
48		<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics												
49		<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics												
50		<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics												
51		<b>FORMAL ASSESSMENT TASK</b> <b>TEST</b> All topics												
52														
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>								<p>What will you change next time? Why?</p>						
								<p>HOD: _____ Date: _____</p>						





## Study and Master Mathematics Week 10

\* = Select

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> 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:**







## 8. Viva Mathematics

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

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

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

### Weekly reflection

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

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

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 <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1&2		REVISION OF GRADE 5 WORK											
3		REVISION OF GRADE 5 WORK											
4		REVISION OF GRADE 5 WORK											
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	LB p. 1 . TG p. 153	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers</b> Complete number patterns; Write words as numbers; Place value	215–216	Unit 1 Act. 1 No. 1–4	2	6–8	1a pp. 2–3	Template for number lines – TG p. 184, (No. 5)					
6	LB p. 1 . No. 1– 15 TG p. 153	Compare numbers; Arrange numbers in order; Round off to the nearest 5, 10, 100 and 1 000; Prime numbers	215–216	Unit 1 Act. 1 No. 5–8	2–3	81	1b pp. 4–5						
7	LB p. 1 . No. 1– 15 TG p. 153	Compare numbers; Arrange numbers in order; Round off to the nearest 5, 10, 100 and 1 000; Prime numbers(contd)	215–216	Unit 1 Act. 1 No. 5–8	2–3	81	1b pp. 4–5						
8	Unit 1: LB p. 65 TG p. 162	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 1: Whole numbers</b> Whole numbers	240	1*	66–67	42–43	25a pp. 76–77	Counters, counting grids TG pp.183–184, number lines TG p. 184 (also No. 5)					
9	Week 1: LB p. 197 TG p. 174	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers</b> Number patterns	278	1 no. 3–5, 7–8	198–199	117–118	105a– b pp. 108–111	Counters, counting grids (No. 2), number lines, TG pp. 183–184 (No.5); abacus Remedial support TG p. 199 Enrichment TG p. 119					
10		Remedial support Enrichment Catch up – Finish off work not yet completed; Add in your own planning here											



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

<b>Viva Mathematics Week 3</b>													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	LB p. 7 No. 1–8 TG p. 153	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>1.1 Whole numbers: Addition and subtraction</b>  Working with 5-digit numbers; Mental addition and subtraction	222–225	Unit 2 Act. 1 Unit 1 Act. 2 No. 1–2	8–9	11–12	5 pp. 12–13	Counters, counting grids – TG pp. 182–183, (No. 3); number lines – TG p. 184, (No. 5), calculators					
12	LB p. 7 . No. 9–16 TG p. 154	Mental addition and subtraction (cont.); Rounding off	222–225	Unit 2 Act. 2 No. 3–4 Unit 2 Act. 3	9–10	12–13	6a pp. 14–15  6b pp. 16–17						



13	LB p. 7 No. 17–24 TG p. 154	Addition of 5-digit numbers; Subtraction of 5-digit numbers	222–225	Unit 2 Act. 4 Unit 2 Act. 5 No. 1	11–12	13	7a pp. 18–19							
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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	Date completed				
14	LB p. 7 No. 1–21 TG p. 154	Subtraction of 5-digit number (cont.); Addition and subtraction of 5-digit numbers	222–225	Unit 2 Act. 5 No. 2–3 Unit 2 Act. 6	12–13	13	7b pp. 20–21						
15	LB p. 7 No. 22–28 TG p. 154	Using inverse operations to check answers	222–225	Unit 2 Act. 7	14	14	8a pp. 22–23						
16	LB p. 132 TG p. 168	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Whole numbers, Addition and subtraction</b> Whole numbers	262–263	1 no. 1–3	133	82–83	69a pp. 14–15	Calculators; flash cards showing the place values HTh, TTh, TH, H, T, U					

**Reflection**

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

What will you change next time? Why?

**HOD:**

**Date:**



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 p. 132 TG p. 168	Whole numbers (cont.)	262-263	1 no. 4-8	134	83-84	69b pp. 16-17						
18	LB p. 132 TG p. 168	Working with big numbers	262-263	2	135	84	70 pp. 18-19						
19	LB p. 132 TG p. 168	Add and subtract	262-263	3	136	84	71a pp. 20-21						
20	LB p. 138 TG p. 169	Round off, estimate and calculate (5-digit numbers)	262-263	4	137	85	71b pp. 22-23	Remedial support; Enrichment TG p. 85					
21	y LB p. 138 TG p. 169	Addition of 6-digit numbers	262-263	2	140	84	73 pp. 28- 29						
22	y LB p. 144 TG p. 169	Subtracting 6-digit numbers; addition and subtraction word problems	262-263	4-5	142	88	75a pp. 32- 33						
Reflection													
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>							
						<p><b>HOD:</b> _____ <b>Date:</b> _____</p>							





## VivaMathematics Week 5

# = Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MMActivities and Printable Resources book</small>	Class				
									Date completed				
23	Unit 1: LB p. 65 TG p. 162	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 2: Multiplication</b> Revision of the multiplication of 3-digit numbers by 2-digit numbers	241–243	2	68	43	25b pp. 78–79						
24	Unit 1: LB p. 65 TG p. 162	Multiplying 3-digit numbers by 2-digit numbers	241–243	3	69	44	26 pp. 80–81	Remedial support and enrichment TG p. 44					
25	Unit 1: LB p. 65 TG p. 162	Column multiplication (3 digits by 2 digits)	241–243	1	71	45–46	27 pp. 82–83	Calculators					
26	Unit 1: y no. 11–20 LB p. 65 TG p. 162	4 digit by 3 digit multiplication	241–243	2	72	46–47	29 pp. 86–87						
27	Unit 1: no. 11–20 LB p. 65 TG p. 162	4 digit by 3 digit multiplication(contd)	241–243	2	72	46–47	29 pp. 86–87						
28	Unit 1: no. 21–30 LB p. 65 TG p. 162	Calculator fun	241–243	3	73	47	30 pp. 88–89	Remedial support and enrichment TG p. 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 all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

**HOD:**

**Date:**

## VivaMathematics Week 6

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	Week 2: LB p. 201 TG p. 174	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Multiplication</b> Factors and prime factors	278–279	3	204	122–123	106a–b pp. 112–115						
30	Week 2: LB p. 201 TG p. 174	Multiply 4-digit by 3-digit numbers	278–279	4	205	124	<b>107</b> pp. 116–117						
31	Week 2: LB p. 201 TG p. 174	Multiply 4-digit by 3-digit numbers(contd)	278–279	4	205	124	<b>107</b> pp. 116–117						
32	Week 2: LB p. 201 TG p. 174	Word problems	278–279	5	206	124	108 pp. 118–119	Remedial support TG p. 125 Enrichment TG p. 125					
33	Week 2: LB p. 201 TG p. 174	Word problems(contd)	278–279	5	206	124	108 pp. 118–119						
34		Revision of multiplication Catch-up – finish off work not yet completed; add in your own planning here											



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



## VivaMathematics Week 7

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

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					
35		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
36		<b>FORMAL ASSESSMENT TASK ASSIGNMENT</b> Counting, ordering, comparing, representing and place value Addition and subtraction Multiplication												
37	Unit 4: p. 86 TG p. 164	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Unit 6: Division</b>	250–251	1*	94–95	61–62	43 pp. 116–117	Calculators						

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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 <i>MM Activities and Printable Resources</i> book	Date completed					
38	Unit 4: LB p. 81 TG p. 163	Using multiplication to divide	250–251	Act. 2	124–125	97	44b pp. 120–121							
39	Unit 4: LB p. 81 TG p. 163	Division: 3-digit numbers by 1-digit numbers	250–251	3	97	63	45 pp. 122–123	Remedial support and enrichment TG p. 63						
40	Unit 5: LB p. 86 TG p. 164	Division: 3-digit numbers by 2-digit numbers	250–251	1	99	64–65	46 pp. 124–125	Counters, counting grids TG pp. 182–183 (also No. 3), number lines TG p. 184 (also No. 5)						
<b>Reflection</b>														
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>								
HOD:						Date:								



### 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				
41	Unit 5: y LB p. 86 TG p. 164	Use a clue board to divide 4-digit numbers by 2-digit numbers	250–251	2	100	65	47 pp. 126–127						
42	Unit 5: y no. 1–10 LB p. 86 TG p. 164	Long division	250–251	3 no. 1	101	65	49 pp. 130–131						
43	Unit 5: no. 11–20 LB p. 86 TG p. 164	Long division (continued)	250–251	3 no. 2	101–102	65	50a pp. 132–133	Remedial support and enrichment TG p. 66					
44	Week 6: LB p. 226 TG p. 176	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b> <b>Division</b> Revision of 4-digit by 2-digit numbers	284–285	5	238	142	126 pp. 164–165						
45	Week 6: LB p. 226 TG p. 176	Revision of 4-digit by 2-digit numbers	284–285	5	238	142	127a pp. 166–167						
46	Week 7: LB p. 233 TG p. 177	Dividing 4-digit numbers by 3-digit numbers	284–285	6	239	142	127b pp. 168–169						

#### Reflection

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

What will you change next time? Why?

Viva 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				
47		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
48		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
49		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
50		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
51		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics											
52													
<b>Reflection</b>													
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?							



HOD:

Date:



## VivaMathematics Week 10

No MM Activities when assessment is done

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 <i>MM Activities and Printable Resources</i> book	Class					
									Date completed					
53		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
54		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
55		<b>FORMAL ASSESSMENT TASK</b>  <b>TEST</b> All topics												
56														
57														
58														

### End-of-term reflection

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>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?</li> <li>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</li> </ol> | <ol style="list-style-type: none"> <li>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</li> <li>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</li> </ol> |
|--|--|



## D. ASSESSMENT RESOURCES

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According to the CAPS, in Term 1, you need to set and mark ONE project and ONE formal test. You also could conduct TWO informal assessment tasks and could carry out other informal assessment activities (using your Teacher's Guide or other resources) at your discretion.

The formal term test should be written during Week 10. A project is noted in the tracker, either in Week 6 or 8, corresponding to the LTSM which you are using.

You should assess learners informally to monitor progress and provide remediation and enrichment. Informal assessment happens continuously as you interact with learners in class and when you mark the written work. The LTSMs all have examples of exercises that you can use for informal assessment at the following key points in the learning programme.

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

At the end of **Addition and Subtraction** in the CAPS document (p. 225) it states:

**At this stage the learners should have been assessed on:**

- **6-digit numbers**
- **adding and subtracting with 5-digit numbers**
- **working with number sentences.**

Again, at the end of **Numeric Patterns** in the CAPS document (p. 238) it states: **At this stage the learners should have been assessed on:**

- .

The *Assessment Term Plan*, provided in Section D, gives an overview of how the assessment programme fits into the weekly planned lessons and where in each set of LTSMs you can find appropriate informal and formal assessment tasks. You have to plan the dates on which other informal tests and assignments will be written, should you wish to do so.

Note that where a test is provided in the Learner's Book it should not be used as a formal assessment task as learners are able to prepare for it in advance; you should use a test in a different set of LTSMs, set your own or use the example provided in this *Assessment Resources* section. A memorandum and analysis of the cognitive levels of this test are also provided in this section.

A suggested mark record sheet is provided in the *Assessment Resources* section for you to record the marks for the project and the test.

## 1. Assessment Term Plan

**Table 1:** FORMAL AND CAPS-SPECIFIED INFORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSM FOR TERM 1

LTSM	CAPS informal assessment (Week 3) <i>6-digit numbers; Adding and subtracting with 5-digit numbers</i>	CAPS informal assessment (Week 9) <i>Fractions; Time; 2-D shapes including angles; Number patterns</i>	Formal assessment task: project	Formal assessment task: test (Week 10) <i>6-digit numbers; Adding and subtracting with 5-digit numbers; Fractions; Time; 2-D shapes including angles; Number patterns</i>
<b>Fabulous Mathematics</b>	Revision at the end of each chapter – could be used as informal assessment	Revision at the end of each chapter – could be used as informal assessment	<b>Week 7</b>	Test 1 – LB pp. 59–60; Answers – LB pp. 61–62; or make use of exemplar in tracker
<b>Oxford Headstart Mathematics</b>	Assessment 1: Whole numbers; Number sentences; Addition and subtraction – LB pp. 34–35, TG pp. 49–50	Assessment 2: Fractions; Time; 2-D shapes; Data handling – LB pp. 80–81, TG pp. 94–96	<b>Week 7</b>	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
<b>Oxford Successful Mathematics</b>	Revision 1: Whole numbers; Number sentences; Addition and subtraction – LB pp. 35–36, TG pp. 55–56	Revision 2: Fractions, Time; 2-D Shapes; Data handling; Numeric patterns – LB pp. 82–85, TG pp. 82–84	<b>Week 7</b>	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
<b>Platinum Mathematics</b>	Revision: Whole numbers; Number sentences – LB p. 11, TG p. 11; Revision: Addition and subtraction – LB p. 27, TG p. 21	Revision: Time and 2-D shapes – LB p. 43, TG p. 31; Revision: Data handling; Numeric patterns – LB p. 59, TG p. 42	<b>Week 7</b>	Exemplar Term 1 Test TG pp. 170–171; Solutions LB p. 42 or make use of the exemplar provided in the tracker
<b>Premier Mathematics</b>	Informal Assessment 1 – TG pp. 189–190; Answers TG p. 254	Informal Assessment 2 – TG pp. 194–196; Answers pp. 256–257; Revision for Weeks 1 to 8 – LB pp. 52–56, TG pp. 36–39	<b>Week 7</b>	Term 1 Test TG pp. 197–201; Memo pp. 258–260; or make use of the exemplar in the tracker
<b>Solutions for All Mathematics</b>	<i>Check what you know</i> at the end of each chapter – could be used as informal assessment	<i>Check what you know</i> at the end of each chapter – could be used as informal assessment	<b>Week 7</b>	Term 1 Test – TG pp. 255–268; Memo pp. 269–270; or make use of the exemplar in the tracker
<b>Study and Master Mathematics</b>	<i>Assessment 1.1</i> Counting, ordering, representing numbers and place value – TG pp. 12–14 <i>Assessment 1.2</i> Number sentences – LB pp. 27–30 <i>Assessment 1.3</i> Addition and subtraction of whole numbers – TG pp. 45–48	<i>Assessment 1.4</i> Common fractions – LB pp. 78–81 <i>Assessment 1.5</i> Properties of 2-D shapes – TG pp. 105–106 <i>Assessment 1.6</i> Collecting, representing, analysing and reporting data – TG pp. 126–129 <i>Assessment 1.7</i> Number patterns – TG pp. 144–145	<b>Week 7</b>	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker
<b>Viva Mathematics</b>	Assessment: Whole numbers; Number sentence – LB p. 15, TG p. 16		<b>Week 7</b>	No test on whole of Term 1's work; # Supplement by using a test from another book or make use of the exemplar in the tracker



### 3. Grade 6 Mathematics Test Term 1

Total: 50 marks

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

**INSTRUCTIONS TO LEARNERS:**

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

1. Fill in  $<$ ,  $>$ , or  $=$  in the underlined space so that the number sentence is correct:
  - a)  $5 \times 3$          $1\,500 \div 100$  (1)
  - b)  $(2 \times 10\,000) + (8 \times 1\,000) + (5 \times 100) + (6 \times 10) + (3 \times 1)$          $25\,863$  (1)

2. Calculate  $250 - (32 \times 0) + (60 \div 5 \times 1)$ 

.....

.....

..... (3)

3. What is the value of the underlined digit in the following numbers:
  - a) 967 677 ..... (1)
  - b) 325 632 117 ..... (1)

4. The following table gives the population of some of the municipalities in South Africa in 2011:

MUNICIPALITY	POPULATION IN 2011
Nelson Mandela Bay (Port Elizabeth)	776 225
Johannesburg	4 434 827
uMhlathuze (Richards Bay and Empangeni)	252 968
eThekweni (Durban)	3 442 361
Ga-Segonyana (Kuruman)	93 651

[www.statssa.gov.za](http://www.statssa.gov.za)

- a) Write the population of Johannesburg in words.
 

.....

..... (1)
- b) Arrange the populations of the 5 municipalities in descending order.
 

.....

..... (3)
- c) Which municipalities have a population of less than half-a-million?
 

.....

.....

5. Calculate:  $3\frac{1}{8} - 2\frac{1}{2}$  (2)

.....

.....

.....

.....

6. Thandi must choose between a half of 154 Smarties or a quarter of 280 Smarties. (3)



Which choice will give her the most Smarties?  
Show your working out.

.....

.....

.....

.....

7. Mr Radebe has R50 000. He buys a fridge for R33 999. (4)



Fridge R33 999



Television set R16 850

- a) Does he have enough money to buy a television set which costs R16850?

Show all your calculations in the space below.

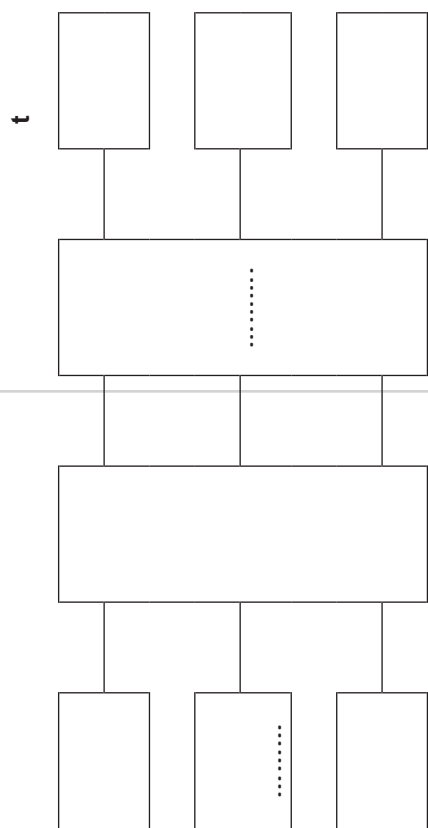
- b) How much money will he have over or will he be short of? (2)



(2)



12. Complete the flow diagram.





#### 4. Grade 6 Mathematics Test Term 1: Memorandum

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

The levels are:

**K** Knowledge – straight recall of facts

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

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

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

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

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS	
1a	=	1	K	
1b	<	1	K	
2	$250 - (32 \times 0) + (60 \div 5 \times 1)$ $= 250 - 0 + 12$ $= 262$	3	RP	
3a	60 000 or 6 TTh or $6 \times 10\,000$	1	K	
3b	300 000 000 or 3 HM or $3 \times 100\,000\,000$	1	K	
4a	Four million, four hundred and thirty four thousand, eight hundred and twenty seven	1	K	
4b	93 651 252 968 776 225 3 442 361 4 434 827	for the order being ascending for getting the numbers in the correct order	3	RP
4c	uMhlathuze (Richards Bay and Empangeni) Kuruman	2	K	

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS
5	$3\frac{1}{8} - 2\frac{1}{2}$ $= \frac{25}{8} - \frac{5}{2} \checkmark \checkmark$ $= \frac{25}{8} - \frac{20}{8} \checkmark$ $= \frac{5}{8} \checkmark$	(one for each improper fraction) (one for $\frac{20}{8}$ ) (one for answer)	
	OR		
	$3\frac{1}{8} - 2\frac{1}{2}$ $= 3 + \frac{1}{8} - 2 + \frac{1}{2} \checkmark$ $= 2 + 1 + \frac{1}{8} - 2 - \frac{4}{8} \checkmark$ $= 2 + \frac{9}{8} - 2 - \frac{4}{8} \checkmark$ $= \frac{5}{8} \checkmark$	(one for splitting up) (one for changing $\frac{1}{2}$ ) (one for changing 1) (one for answer)	
	OR		
	$2\frac{1}{3} + \frac{1}{2} = 3 \checkmark$ $3 + \frac{1}{8} = 3\frac{1}{8} \checkmark$ $\frac{1}{2} + \frac{1}{8}$ $= \frac{4}{8} + \frac{1}{8} \checkmark$ $= \frac{5}{8} \checkmark$	(one for adding on $\frac{1}{2}$ ) (one for adding on $\frac{1}{8}$ ) (one for converting $\frac{1}{2}$ to $\frac{4}{8}$ or for adding over a common denominator) (one for answer)	4
			RP

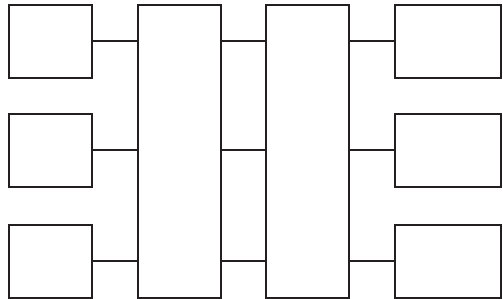


	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS							
6	<p>One half of 154 Smarties</p> $= \frac{154}{2}$ $= 77 \checkmark$ <p>One quarter of 280 Smarties</p> $= \frac{280}{4}$ $= 70 \checkmark$ <p>One half of 154 Smarties gives more <math>\checkmark</math></p>	3	C							
	<table border="1"> <tr> <td rowspan="2">NAME OF POLYGON: Octagon</td> <td>No. of acute angles</td> <td>0</td> </tr> <tr> <td>No. of obtuse angles</td> <td>8</td> </tr> </table>	NAME OF POLYGON: Octagon	No. of acute angles	0	No. of obtuse angles	8				
NAME OF POLYGON: Octagon	No. of acute angles		0							
	No. of obtuse angles	8								
	<table border="1"> <tr> <td rowspan="3">NAME OF POLYGON: Pentagon</td> <td>No. of acute angles</td> <td>3</td> </tr> <tr> <td>No. of right angles</td> <td>1</td> </tr> <tr> <td>No. of reflex angles</td> <td>1</td> </tr> </table>	NAME OF POLYGON: Pentagon	No. of acute angles	3	No. of right angles	1	No. of reflex angles	1		
NAME OF POLYGON: Pentagon	No. of acute angles		3							
	No. of right angles		1							
	No. of reflex angles	1								
8a	<p>R50 000</p> <p>– R33 999</p> <p><u>R16 111</u> <math>\checkmark</math> for the correct answer</p> <p>He won't have enough money for a TV <math>\checkmark</math></p>	2	P							
8b	<p>R16 850</p> <p>– <u>R16 111</u></p> <p><u>R 739</u> <math>\checkmark</math> for the correct answer</p> <p>He is short of R739 <math>\checkmark</math></p>	2	P							

	EXPECTED ANSWERS	Marks and comments	COGNITIVE LEVELS																					
	Central Africa Time Zone (CAT) $\checkmark$	1	K																					
	East Africa Time Zone (EAT) $\checkmark$	1	K																					
	It is 5 p.m. + 1 hour $\checkmark$ = 6 pm / 18:00 $\checkmark$	2	RP																					
	It is 12 noon + 2 hours $\checkmark$ = 2 pm / 14:00 $\checkmark$	2	C																					
	Graph – 1 mark for getting both boys' bar and girls' bar for each type of fruit correct																							
	<p><b>Favourite fruit of the Grade 6 learners</b></p> <table border="1"> <caption>Favourite fruit of the Grade 6 learners</caption> <thead> <tr> <th>Fruit</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Apples</td> <td>8</td> <td>5</td> </tr> <tr> <td>Strawberries</td> <td>3</td> <td>1</td> </tr> <tr> <td>Grapes</td> <td>3</td> <td>3</td> </tr> <tr> <td>Bananas</td> <td>2</td> <td>7</td> </tr> <tr> <td>Kiwis</td> <td>1</td> <td>1</td> </tr> <tr> <td>Oranges</td> <td>10</td> <td>9</td> </tr> </tbody> </table>	Fruit	Girls	Boys	Apples	8	5	Strawberries	3	1	Grapes	3	3	Bananas	2	7	Kiwis	1	1	Oranges	10	9	4	C
Fruit	Girls	Boys																						
Apples	8	5																						
Strawberries	3	1																						
Grapes	3	3																						
Bananas	2	7																						
Kiwis	1	1																						
Oranges	10	9																						
10b	<p>Number of girls</p> $= 8 + 3 + 3 + 2 + 1 + 10 = 27$ <p>Number of boys</p> $= 5 + 1 + 3 + 7 + 1 + 9 = 26$ <p>Number of learners = 27 + 26 = 53</p>	1	RP																					
10c	Oranges	1	K																					
10d	<p>Kiwi</p> <p>Only 2 of the learners like kiwi so they wouldn't sell many (or something similar)</p>	2	P																					





	✓		
	✓		
	✓		
	✓ ✓ 		





## 5. Analysis of Weightings of Marks in the Mathematics Test Term 1

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

**Table 1:** WEIGHTING OF CONTENT AREAS IN TERM 1

	CAPS	PERCENTAGE DONE IN TERM 1	MARKS PER AREA IN A TEST OUT OF 50	ACTUAL MARKS PER AREA IN THE TERM 1 TEST
<b>Patterns, functions and algebra</b>	<b>10%</b>	15%	7,5 marks	6 marks
<b>Number-, operations and relationships</b>	<b>50%</b>	40%	20 marks	21 marks

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

**Table 2:** COGNITIVE LEVELS IN THE TERM 1 TEST

COGNITIVE LEVEL	CAPS	MARKS PER LEVEL IN A TEST OUT OF 50	ACTUAL MARKS PER LEVEL IN THE TERM 1 TEST
<b>Knowledge</b>	25%	12,5	13
<b>Routine Procedures</b>	45%	22,5	20
<b>Complex Procedures</b>	20%	10	11
<b>Problem Solving</b>	10%	5	6
	<b>100%</b>	<b>50</b>	<b>50</b>

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



## E. PRINTABLE RESOURCES

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### Printable resources per each set of approved LTSMs

Each day make sure that you have the resources needed for each lesson as listed in the tracker. The following list shows the printable resources provided in each of the eight textbooks on the approved list.

#### 1. Fabulous Mathematics

- No printable resources

#### 2. Oxford Headstart Mathematics

- Centimetre squared grid paper: TG pp. 346–347

#### 3. Oxford Successful Mathematics

- No printable resources

#### 4. Platinum Mathematics

- Separate *Extension and Remediation Worksheet Book*

#### 5. Premier Mathematics

*Premier Mathematics* provides a Resources CD containing the following printable resources:

- 1–100 table: TG p. 160 + CD
- Magic Number Code Game: TG pp. 183–186 + CD
- Fraction chart: TG p. 161 + CD
- $\frac{1}{2}$  centimetre squared grid paper: TG p. 174 + CD
- Unit 6 Exercise 2: TG p. 164 + CD
- Centimetre squared grid paper: TG p. 163 + CD
- Unit 7 Exercise 1: TG p. 165 + CD
- Unit 7 Exercise 3: TG p. 166 + CD
- Unit 7 Exercise 6: TG p. 167 + CD

#### 6. Solutions for All Mathematics

- No printable resources

#### 7. Study and Master Mathematics

- Mental maths grid: TG p. 464
- One-minute addition and subtraction: TG p. 465
- Questionnaire for data handling: TG p. 466
- Number lines: LB p. 467
- Flow charts: LB p. 468
- Fraction circles: TG p. 470
  - Flard cards: TG pp. 471–472
  - Dienes blocks: TG p. 473
  - Number grid: 200 grid: TG p. 474
  - Number grids – 99 grid; 100 grid; 109 grid: TG p. 475
  - Angles, angle names: TG pp. 476–477
  - Shapes: TG pp. 478–483
  - Shapes – 2 cm squares; 2 cm equilateral triangles: TG p. 484
  - Square grid: TG p. 486
  - Square dotted grid: TG p. 488
  - *I have ... who has...?*: TG pp. 494–495

#### 8. Viva Mathematics (Copymasters in the Teacher's Guide)

- Number grid 1–500: TG p. 182
- Number grid 501–1 000: TG p. 183
- Number lines: TG p. 184
- Place value cards: TG p. 185
- Large clock: TG p. 187
- Small clocks: TG p. 188
- Base 10 apparatus: TG p. 189
- 1 cm × 1 cm grid paper: TG p. 191
- Fraction mat/wall: TG p. 194
- Flow diagrams: TG p. 198



