



GRADE 5

Mathematics

Teacher Toolkit:
CAPS Planner and Tracker

2019 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 5 Mathematics Curriculum and Assessment Planner and Tracker is a tool to support you in your role as a professional teacher. Its main purpose is to help you to keep pace with the time requirements and the content coverage of the CAPS. The tracker provides a programme of work which should be covered each lesson of the term and a space for reflection on work done. By following the programme in the tracker, you should cover the curriculum in the allocated time, and complete the formal assessment programme. By noting the date when each lesson is completed, you can see whether or not you are *on track* and if not, you can strategise with your head of department and peers as to how best to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what in your lessons is effective, and where content coverage could be strengthened. These reflections can be shared with colleagues. In this way, the tracker may encourage continuous improvement in practice. This tracker should be kept and filed at the end of the term.

3. Links to the CAPS

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

4. Links to the approved sets of LTSMs

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

In a few instances, when necessary, we recommend that you should use only selected activities from the Learner's Book. This is when the recommended exercises have more

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

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

5. Links to the DBE workbooks

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

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

6. Managing time allocated in the tracker

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





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

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

7. Sequence adherence

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

8. Links to assessment

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

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

We have also provided a term test and marking memorandum which you could use

instead of the test in the LTSMs used by your class. In addition, there is an analysis of the test according to the cognitive levels described in the CAPS. You will find these resources in Section D *Assessment Resources* of this document.

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

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

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

9. Resources

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

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

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

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

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





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

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

10. Enrichment and remediation

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

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

B. LESSON PREPARATION KEY STEPS

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

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

1. **Review the term focus:** Start by looking at the CAPS and *orientating* yourself to the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your Mathematics lessons during the term.
2. **Prepare resources:** The resources needed for each lesson are listed at the start of each CAPS topic or for each lesson in the trackers. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every lesson (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
 - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be

used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.

- Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
 - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
 - Also make sure you have chalk or marking pens so that you can use your chalk or whiteboard as needed. If you have digital resources, check that they are in working order.
 - Check the assessment programme so you can prepare any resources, such as test papers, needed for formal assessment so that learners can settle down and begin working promptly.
3. **Prepare the content:** Think carefully about what it is that you will teach your learners in this lesson. Think about the prior knowledge of the content that learners should have learned in earlier grades that will be built on in this lesson. You should refer to the CAPS content and skills clarification column for further guidance while you prepare. Consider any common misconceptions, and how you will address these. Do you have any learners with learning barriers in the class and how will you accommodate them?
 - **Prepare a short introduction** to the topic so that you can explain it in simple terms to your learners. The Learner's Book and Teacher's Guide will assist you. Also think about how learners will develop an understanding of the main concepts of the lesson topic. You need to think about how to explain new Mathematics content and skills to your learners.
 - **Make sure you have prepared for the teaching of the concepts before you teach.** Prepare yourself to assist learners with any questions they might have during the lesson. Look at the activities in the Learner's Book and in the DBE workbook, and think about how best to help your learners engage with them. Consider what will be done in class and what at home. Be sure to have some enrichment and remediation activities ready to use as needed. The Teacher's Guides offer suggestions for remediation and enrichment activities that you might want to use.
 - Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
 - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through*





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

- Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system.* Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation
 - You will also find helpful information and resources in the *Remediation and Enrichment Activities* book.
4. **Plan the steps in your lesson, and think carefully about how much time to allocate to different learner activities. Also think about how to organise the learners when they work.** Most lessons should include the steps below and we have suggested the time to be spent on each – but you might find that you need to work differently in some lessons, such as when a test is being written.

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

Each of the LTSMs has a different approach to mental calculations. Read the extract below from the CAPS and then check your LTSM and your copies of the other approved LTSMs to see which most closely follow the requirements as laid down by the CAPS. You may need to supplement your LTSM's mental Mathematics programme by using good examples from other approved books. You will find many ideas for Mental Mathematics activities in the *Mental Maths Activities* and *Printable Resources* book which is part of the maths toolkit.

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

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

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

(CAPS, p. 39)

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

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

Helping learners develop a range of mental Mathematics strategies

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

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

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





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

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

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

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

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

and mark. Look out for the * linked to an exercise or activity which is too long and choose which numbers you want your learners to complete.

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

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

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

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

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

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





C. TRACKERS FOR EACH SET OF APPROVED LTSMs

1. Fabulous Mathematics

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

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

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

Weekly reflection

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

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

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

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

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



Fabulous Mathematics Week 1

TG and LB page numbers are not synchronised in this LTSM

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
1	LB p. 2 Act. 1 TG p. 4 Act. 1	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits (4-digit numbers); Counting and ordering; Number value; Place value	123–124	1–3	18–20	14–16	No. 1a and b (pp. 2–4)	Number lines (No. 5), abacus, Dienes blocks, place value cards (No. 4), sets of base 10 blocks					
2	LB p. 2 Act. 2 TG p. 4 Act. 2	Expanded notation; Rounding off; Odd and even; Factors		4–7	20–23	16–17	No. 2 and 3 (pp. 6–8)						
3	LB p. 3 Act. 3 TG p. 4 Act. 3	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences Working with zero and other numbers; Inverse relationships – Addition and subtraction	127–131	1–2	25–27	18–19	Rev. no. 6 (p. xxii)	Place value cards (No. 4), number grid 1-100 (No. 3), flash cards					
4	Play <i>Race to 1 000</i> (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners, <i>Remediation and Enrichment Activities</i> book					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Fabulous 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. 3 Act. 4 TG p. 4 Act. 4	Multiplication and division are inverse relationships		3–4	28–30	20	No. 4 (p. 10)						
6	LB p. 3 Act. 5 TG p. 5 Act. 5	Numbers can be added in any order; Break up and regroup numbers		5–6	30–31	21	No. 5 (p. 12)						
7	LB p. 4 Act. 6 TG p. 5 Act. 6	Order of subtraction; Addition and subtraction of 10, 100 and 1 000; Writing number sentences for word problems		7–9	31–33	22							
8	LB pp. 4–5 Act. 7 TG p. 5 Act. 7	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits – Term 1	132–135	1	35–36	25	No. 6a–b (pp. 14–16)	Place value cards (No. 4), sets of base 10 blocks, Dienes blocks, abacus, 100 chart (No. 3), number lines (No. 5), counters, beads, strings of beads					
9	LB p. 5 Act. 8 TG p. 6 Act. 8	Adding 4-digit numbers		*2	37–38	26	No. 7a–b (pp. 18–20)						
10	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Fabulous Mathematics Week 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. 5 Act. 9 TG p. 6 Act. 9	Methods of subtraction		*3	39–40	27–28	No. 8a–b (pp. 22–24)									
12	LB p. 6 Act. 10 TG p. 6 Act. 10	Word problems		4	40	24, 28	No. 9a–b (pp. 26–28)	Example of vocabulary wall chart (No. 1)								
13	LB p. 6–7 Act. 11 TG p. 6 Act. 11	Revision (could be informal assessment)			34, 41	23, 28										
14	LB p. 7 Act. 12 TG p. 7 Act. 12	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Numeric patterns	136–139	1	42–43	29–30	No. 11 (p. 34)	100 chart (No. 3) or string of beads, place value cards (No. 4), flash cards, counters								
15	LB p. 7 Act. 13 TG p. 7 Act. 13	Flow diagrams		*2	43–46	30–32	No. 12 (p. 36)									
16	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book								
Reflection																
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?										
												HOD:		Date:		

Fabulous Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB p. 9 Act. 14 TG p. 7 Act. 14	Tables		3	47	32	No. 13 (p. 38)						
18	LB p. 9 Act. 15 TG p. 8 Act. 15	Revision			48	32	No. 14 (p. 40)						
19	LB p. 9 Act. 16 TG p. 8 Act. 16	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication (2-digit by 2-digit) and division (3-digit by 1-digit) Practise multiplying and dividing	140–143	1	49	33–34	No. 15a–b (pp. 42–44)	Counters, 100 wall chart, multiplication tables 12 x 12 (No. 2)					
20	LB p. 10 Act. 17 TG p. 9 Act. 17	Quick multiplication; Method 1 of multiplication		2 3 no. 1a–d	50, 52	34–35	No. 16a–b (pp. 46–48)						
21	LB p. 10 Act. 18 TG p. 9 Act. 18	Methods 2 and 3 of multiplication		3 no. 2–3	52	35	No. 17a–b (pp. 50–52)						
22	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							



Fabulous Mathematics Week 5														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
23	LB p. 11 Act. 19 TG p. 9 Act. 19	Methods of division		4	52–53	36	No. 18a–b (pp. 54–56)							
24	LB p. 12 Act. 20 TG p. 9 Act. 20	Revision – Hand back previous assessment and do remediation on the aspects which the learners found difficult			53	37								
25	LB p. 12 Act. 21 TG p. 10 Act. 21	MEASUREMENT 4.4 Time Time instruments; Tell the time; 24-hour format	144	1–2	54–56	38–40	No. 20 a (p. 60)	Working clock, digital watch, learners' clocks – 1 per learner (No. 15), calendar, stopwatches						
26	LB p. 13 Act. 22 TG p. 10 Act. 22	24-hour format cont.; Count the seconds		2–3	56–57	40	No. 21 (p. 64)	Clocks TG p. 216						
27	LB p. 13 Act. 23 TG p. 10 Act. 23	Working with a stop watch; Decades		4–5	57	40								
28	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?									
					HOD: _____ Date: _____									



Fabulous Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
29	LB p. 10 Act. 24 TG p. 14 Act. 24	Calculations with time		6	58	41								
30	LB p. 14 Act. 25 TG p. 10 Act. 25	Time intervals on calendars		7	59	41								
31	LB p. 15 Act. 26 TG p. 10 Act. 26	Revision/informal assessment; Hand back previous assessment and do remediation on the aspects which the learners found difficult			60	41								
32	LB p. 15 Act. 27 TG p. 10 Act. 27	DATA HANDLING Organising data	145–146	1	61	42	Rev. no. 16 (p. xliv)	Graph paper (No. 20), newspapers, magazines, fraction circles (No. 6)						
33	LB p. 16 Act. 28 TG p. 11 Act. 28	Analysing bar graphs		2	62–63	42–43	No. 22a (p. 66)							
34	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								



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	LB p. 17 Act. 29 TG p. 11 Act. 29	Comparing bar graphs		3	63–64		No. 22 (p. 68)		
36	LB p. 4 Act. 6 TG p. 5 Act. 6	Analysing pictographs and pie charts		5	64–66	44			
37	LB p. 4–5 Act. 7 TG p. 5 Act. 7	Assignment: Create your own bar graph		4	64–65	43–44		Rubric for assignment TG p. 43	
38	LB p. 5 Act. 8 TG p. 6 Act. 8	SPACE AND SHAPE 3.1 Properties of 2-D shapes Naming shapes	147–149	1	67–68	46–47	Rev. no. 14 (p. xl)		
39	LB p. 5 Act. 9 TG p. 6 Act. 9	Size of angles		2	69	47	No. 23a (p. 70)		
40	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						Playing cards (No. 24) or dice if needed for game, <i>MM Activities and Printable Resources book</i>	
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD:					Date:				



Fabulous Mathematics Week 8

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. 6 Act. 10 TG p. 6 Act. 10	Angles of polygons		3	70	48	No. 23b (p. 72)						
42	LB p. 6–7 Act. 11 TG p. 6 Act. 11	Draw polygons with right angles		4	71	48		Grid paper TG p. 217 or (No. 20)					
43	LB p. 7 Act. 12 TG p. 7 Act. 12	Hand back assignment and do remediation on aspects which the learners found difficult		5	71–72	49							
44	LB p. 8 Act. 13 TG p. 7: Act. 13	MEASUREMENT 4.3 Capacity/volume Capacity – Measuring spoons and jugs	150–153	1	73–74	50-51	Rev. no. 13 (p. xxxix)	Measuring spoons, cups, jugs, baby's bottle, syringe					
45	LB p. 9 Act. 14 TG p. 7 Act. 14	Measuring instruments		2	74–75	52	No. 24a (p. 74)						
46	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up any work not completed; Do your own planning here						<i>MM Activities and Printable Resources book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							



Fabulous Mathematics Week 9														
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	LB p. 9 Act. 15 TG p. 8 Act. 15	What is volume?		3	75–76	53								
48	LB p. 9 Act. 16 TG p. 8 Act. 16	Comparing quantities		4	76	53								
49	LB p. 10 Act. 17 TG p. 9 Act. 17	Water usage around the house		5	77	53–54								
50	LB 10 Act. 18 TG p.9 Act. 18	Estimating volumes; Problem solving with measuring cups		6 7	78	54	No. 24b (p. 76)							
51	LB p. 11 Act. 19 TG p. 9 Act. 19	Distance and rate; Revision		8	78–79	54								
52		Test						Test in TG or in Section D of tracker						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>									
					<p>HOD: _____ Date: _____</p>									



Fabulous Mathematics Week 10

= 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				
53	Play Maths games	Revision and consolidation						MM Activities and Printable Resources book					
54	Play Maths games	Revision and consolidation						MM Activities and Printable Resources book					
55	#LB	Go over test with the learners and do remediation exercises on the aspects where the learners had difficulty						MM Activities and Printable Resources book					
56	#LB	Learners do corrections						MM Activities and Printable Resources book					
57	#LB	Remediation and learners do corrections						MM Activities and Printable Resources book					
58	Play Maths games	Revision and consolidation						MM Activities and Printable Resources book					

End-of-term reflection

Think about and make a note of:

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

HOD:

Date:

2. Oxford Headstart Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Headstart Mathematics Week 1

* = Select
= Supplement

Notes for each unit in this book

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

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	LB p. 8 Q. A–F TG pp. 25–26	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Write numbers words and values; Use columns	123–124	*1–4	9–11	25–28	No. 1a–b (pp. 2–4)						
2	<i>Guess what number I am</i> game with a 100 card #	Use the abacus; Ordering and comparing numbers; Rounding off		*5–9	11–14	30–32	No. 2–3 (pp. 6–8)	MM (see TG p. 25)					
3	# LB p. 15 Q. 1–9 TG pp. 32–33	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences Patterns in addition and subtraction	127–131	*1–5	15–19	32–36	Rev. no. 6 (p. xxii)						
4	Play <i>Race to 1 000</i> (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Headstart Mathematics Week 2

* = Select
= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	#	Number facts; Properties of 0 and 1; Inverse operations		*6–14	19–23	36–39	No. 4 (p. 10)	Structured, semi-structured and empty number lines (see <i>Printable Resources J</i>)					
6	#	Word problems		15–18	23–26	39–40	No. 5 (p. 12)						
7	# LB p. 27 Q. A–M TG pp. 42–43	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers – 4-digit numbers for Term 1; Properties of numbers	132–135	1–6	27–29	43–45	No. 6a–b (pp. 14–16)	Card game and target game TG p. 42					
8	#	Properties of numbers cont.; Rounding off to estimate; Doubling to round off		* 7–8 9–10	29–31	45–47	No. 7a–b (pp. 18–20)	Speed addition game TG pp. 45–46					
9	#	Addition – methods		*11–12	32–35	47–49	No. 8a–b (pp. 22–24)						
10	Play <i>Race to 1 000</i> (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners, <i>Remediation and Enrichment Activities</i> book					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							

Oxford Headstart Mathematics Week 3

* = Select
= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	#	Subtraction – Methods		*13–15	36–38	49–51	No. 9a–b (pp. 26–28)						
12	#	More problem solving – Calculating profit		16–17	39–40	51–52							
13		Informal assessment			41–42	52–53 Answers							
14	# LB p. 43 Q. 1–6 TG pp. 53–54	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Find the patterns and rules; Describing patterns using tables	136–139	1–2	44–45	54–55	No. 11 (p. 34)	Shapes and objects for constructing patterns					
15	#	Describing patterns using flow diagrams; Inverse operations		3	45–46	55–56	No. 12 (p. 36)						
16	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book</i>					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							

Oxford Headstart Mathematics Week 4

* = Select
= 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	#	Multiplication and division strategies; The order of multiplication		4–5	47–48	56–57	No. 13 (p. 38)						
18	#	Flow diagrams; Patterns in multiplication and division		6–7	48–49	57–58	No. 14 (p. 40)						
19	# LB p. 50 Q. 1–11 TG pp. 59–60	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication (2-digit by 2-digit) and division (3-digit by 1-digit) Write multiples and factors	140–143	3	52–53	62	No. 15a–b (pp. 42–44)	Games to reinforce multiplication and division facts TG p. 59					
20	#	Hand back Assessment 1 and do remedial work on any misconceptions					No. 16a–b (pp. 46–48)						
21	Play a Mental Maths game to practise multiplication and division	Multiplying 2-digit numbers by 1-digit and 2-digit numbers		*4–5	53–56	63–64	No. 17a–b (pp. 50–52)	<i>MM Activities and Printable Resources book</i>					
22	(e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							

Oxford Headstart Mathematics Week 5

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	#Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Divide and multiply by 10, 100 and 1 000; Halving		8–9	59–60	65–66	No. 18a–b (pp. 54–56)	<i>MM Activities and Printable Resources book</i>					
24	#	Divide 3-digit numbers by 1-digit numbers		10	61–62	66–67		Playing card game to drill multiplication tables (see <i>Printable Resources G</i>)					
25	# LB p. 64 TG p. 69	MEASUREMENT 4.4 Time Reading analogue and digital time; Work with 12-hour time	144	1–2	64–66	69–71	No. 20a (p. 60)	See long list of resources TG p. 69					
26	#	Work with 24 hour time; Convert between 12-hour time and 24-hour time		3–4	66–67	71–73	No. 20b (p. 62)						
27	#	Working with seconds and stopwatches		5–6	68–69	73–74	No. 21 (p. 64)						
28	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Headstart Mathematics Week 6

* = Select
= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
29	#	Calendars		8	70	75–76								
30	#	Convert between units of time		10	72	77–79								
31	#	Problem solving with time		*11	73	79								
32	–	Revision/informal assessment		Ass. 2	74	80–81 Memo								
33	#	DATA HANDLING Collecting and organising data – read tallies; Representing data – pictograph	145–146	1–2	76–78	82–83	Rev. no. 16 (p. xlv)							
34	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?									
					HOD:					Date:				

Oxford Headstart Mathematics Week 7

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
35	#	Prepare and draw your own graph		3	78	83	No. 22a (p. 66)						
36	#	Read and interpret a pictograph		4–5	79–80	83–84	No. 22 (p. 68)						
37	#	Draw read and interpret a vertical graph		6–7	81–82	84–85							
38	# TG p. 88	Mode; Read a pie graph		9–10	82–84	85–86							
39		Assignment: Schools in South Africa			85	86–87							
40	#	SPACE AND SHAPE 3.1 Properties of 2-D shapes Sort 2-D shapes with straight sides only	147–149	2	87	89	Rev. no. 14 (p. xi)	See resources TG p. 87					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Headstart Mathematics Week 8

* = Select
= 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				
41	#	Sort 2-D shapes by comparing sides of shapes		*3	88	89–90	No. 23a (p. 70)	2-D shapes (No. 10)					
42	#	Angles		*4	89–90	90–91	No. 23b (p. 72)						
43	# LB p. 93 TG p. 94	Comparing squares and rectangles; Explore angles		*5–6	90–91	91–92		2-D shapes (No. 10)					
44	#	Drawing and building 2-D shapes		*7	91–92	92–93		Grid or dotted paper (No. 20, 23)					
45	#	Hand back Assessment 2 and Assignment ; Go over both and do remediation on aspects found difficult by learners											
46	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Headstart Mathematics Week 9

= 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				
47	#	MEASUREMENT 4.3 Capacity/volume Measuring capacity in litres and millilitres	150–153	1–2	93	94–96	Rev. no. 13 (p. xxxix)	List of resources TG p. 94, eight containers with different capacities, syringes, plastic bottles					
48	#	Measuring capacity in millilitres		2	95	96–97	No. 24a (p. 74)	Make your own posters summarising the rules for conversion					
49	#	Comparing capacities and rounding off to nearest litre		3	96	95		Measuring jugs with gradation lines					
50	#	Converting between units of capacity		5	97	98–99	No. 24b (p. 76)						
51	#	Problem solving – Capacity/ volume		6	98–99	98–99							
52		Test						See exemplar test in Section D					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Headstart Mathematics Week 10

= 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				
53	#Play Maths games	Revision/consolidation						MM Activities and Printable Resources book					
54	Play Maths games	Revision/consolidation						MM Activities and Printable Resources book					
55	#Play Maths games	Go over test with the learners and do remediation exercises on the aspects in which the learners had difficulty											
56	#	Learners do corrections											
57	#	Remediation and learners do corrections											
58		Play Maths games						MM Activities and Printable Resources book					

End-of-term reflection

Think about and make a note of:

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

HOD:

Date:

3. Oxford Successful Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Oxford Successful Mathematics Week 1

= Supplement

Note 1: For MM throughout this tracker, refer to TG pp. 24–35 for very important background information on the focus of Mental Mathematics; supplement the MM given for each topic with exercises from these pages and from other resources.

Note 2: This LTSM provides no printable resources so please see the book that is part of the toolkit.

Note 3: The TG and LB pages can be used in all lessons for each topic.

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in <i>MM Activities and Printable Resources</i> book</small>	Class				
									Date completed				
1	# LB p. 10 TG p. 38	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting and representing 4-digit numbers	123–124	1	10	38	No. 1a–b (pp. 2–4)	Abacus, Dienes blocks, counters, flard cards (No. 4)					
2	#	Comparing, ordering and place value of 4-digit numbers		2–3	15–16	40–42	No. 2–3 (pp. 6–8)	Flard cards (No. 4)					
3	# LB p. 17 TG p. 42	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentence What is a number sentence?	127–131	1	18	42–43	Rev. no. 6 (p. xxii)	Blank flow diagrams, number lines					
4	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Successful Mathematics Week 2

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	#	Properties of numbers (addition and subtraction)		2–3	18–19	44–45	No. 4 (p. 10)						
6	#	Addition and subtraction facts for 10, 100 and 1 000		4	21	45	No. 5 (p. 12)						
7	# LB p. 22 TG p. 45	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and subtraction of whole numbers with at least 4 digits; Estimation and rounding off; Comparing, representing and place value of digits (4-digit numbers)	132–135	1	23	46	No. 6a–b (pp. 14–16)	Abacus, Dienes blocks, place value cards (No. 4), counters					
8	#	Solve addition sums using 3 methods; Check the answer by doing the inverse operation		2	24	47–48	No. 7a–b (pp. 18–20)						
9	#	Solve subtraction sums using three methods; Check answer by doing the inverse operation		3	26	49–50	No. 8a–b (pp. 22–24)						
10	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Revision 1 Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Oxford Successful Mathematics Week 3

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	#	Solving subtraction sums using compensation.		4	28	51	No. 9a–b (pp. 26–28)						
12		Revision/could be used as informal assessment		Rev. 1	29	51							
13	# LB p. 31 TG p. 53	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Using flow diagrams to understand operations	136–139	1	31	53	No. 11 (p. 34) No. 12 (p. 36)						
14	#	Multiplication and division are inverse operations – Shown in flow diagrams and tables		2	32	54–55	No. 13 (p. 38)						
15	#	More practise in identifying the rule		3	34	56	No. 14 (p. 40)						
16	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Successful Mathematics Week 4

* = Select
= 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	#	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication and division Properties of numbers – Multiplication	140–143	1–2	35	57	No. 15a–b (pp. 42–44)						
18	*	Multiply by 10 and 100; Doubling and halving		3–4	37–38	59–60							
19	# LB p. 35 TG p. 57	Multiply 2-digit by 2-digit numbers		*5	39–41	60–61	No. 16a–b (pp. 46–48)	Playing cards (No. 24)					
20	#Play a Mental Maths game to practise multiplication and division	Multiply 3-digit by 1-digit numbers		6	43	62–63	No. 17a–b (pp. 50–52)	<i>MM Activities and Printable Resources book</i>					
21		Divide 3-digit numbers by 1-digit numbers		*9	45–47	66–67	No. 18a–b (pp. 54–56)						
22	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							

Oxford Successful Mathematics Week 5

* = Select
= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	#	MEASUREMENT 4.4 Time Analogue clock – Telling the time	144	1	48–50	67	No. 20a (p. 60)	Clocks (No.15), stop watches, calendars					
24		24-hour time		2	50	69							
25	# LB p. 48 TG p. 67	Work with seconds		3	51–52	70–71	No. 20b (p. 62)						
26	#Play Maths game	Work with months, years and decades		4	52–54	71	No. 21 (p. 64)	<i>MM Activities and Printable Resources book</i>					
27	#Play Maths game	Revision/informal assessment		*Rev. 2	55–57	72–74		<i>MM Activities and Printable Resources book</i>					
28	Play Maths game	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?								
					HOD:				Date:				

Oxford Successful Mathematics Week 6
= 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					
29		Go over Assessment 1 and Assessment 2 doing remediation on aspects which the learners find difficult												
30	# LB p. 58 TG p. 74	DATA HANDLING	145–146		58	74	Rev. no. 16 (p. xliv)							
31	#	Use tallies to summarise data; Use one-to-one pictographs to show data		1–2	58–62	74–76	No. 22a (p. 66)							
32	#Play Maths game	Use many-to-one pictographs to show data		3	63	77		<i>MM Activities and Printable Resources book</i>						
33	#Play Maths game	Use bar graphs to show data		4	65	78	No. 22 (p. 68)	<i>MM Activities and Printable Resources book</i>						
34	#Play Maths game	Use bar graphs to show large counts of data		5	67	79		<i>MM Activities and Printable Resources book</i>						

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Successful Mathematics Week 7

= 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					
35	#	Use pie charts to show data		6	68–69	79–80								
36	#	Assignment: Data handling		Project 1										
37		Work on assignment												
38	# LB p. 70 TG p. 80	SPACE AND SHAPE 3.1 Properties of 2-D shapes Recognise shapes by the type of sides	147–149	1	70–72	80–81	Rev. no. 14 (p. xl)	Tangram puzzles (No. 11), coloured card board, scissors, rulers						
39	#	Recognise shapes by the type of sides		2	72–73	81	No. 23a (p. 70)							
40	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book						

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Oxford Successful Mathematics Week 8

= 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				
41	#	Understanding angles		3	74	81–82	No. 23b (p. 72)						
42	#Play Maths game	Recognise right angles in 2-D shapes		4	75	82–83		MM Activities and Printable Resources book					
43	#	Recognise rectangles and squares		5	78	83							
44	# LB p. 80 TG p. 84	MEASUREMENT 4.3 Capacity/volume Estimating capacity in millimetres	150–153	1	80–82	84	Rev. no. 13 (p. xxxix)	Cups, containers, measuring jugs, measuring spoons					
45	#Play Maths game	Work with capacity in litres and millilitres		2	82–83	85–86	No. 24a (p. 74)	MM Activities and Printable Resources book					
46	Play Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, Remediation and Enrichment Activities book					

Reflection

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

What would you change for next time? Why?

HOD:

Date:



Oxford Successful Mathematics Week 9

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
47	#	Calculations and conversions		3	83–84	86		Unnumbered gradation lines					
48	#	Calculations and conversions cont.		4	84–85	86–87	No. 24b (p. 76)						
49	#	Revision on data handling, 2-D shapes, capacity and volume		Rev. 3	86–87	87–88							
50	#	Revision 3 cont.											
51	#	General revision											
52		Test						See exemplar test in section D					

Reflection

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

What would you change for next time? Why?

HOD:

Date:



Oxford Successful Mathematics Week 10

= 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				
53	#Play Maths game	Revision						MM Activities and Printable Resources book					
54		Revision						MM Activities and Printable Resources book					
55	#Play Maths game	Go over test with the learners and do remediation exercises on the aspects in which the learners had difficulties						MM Activities and Printable Resources book					
56	#Play Maths game	Learners do corrections						MM Activities and Printable Resources book					
57	#Play Maths game	Remediation and learners do corrections						MM Activities and Printable Resources book					
58		Play Maths games						MM Activities and Printable Resources book					
End-of-term reflection													
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>							
HOD:								Date:					

4. Platinum Mathematics

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

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

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

- Lesson number.
- Mental Mathematics (MM) link (page references in LB and in TG provided, as well as activity number). Also refer to the *Mental Maths Activities and Printable Resources* book for additional Mental Mathematics ideas.
- CAPS content linked to Learner's Book content.
- CAPS page numbers at the start of each new CAPS topic.
- Learner's Book exercises/activities that cover the CAPS content for the lesson. If needed, an * indicates the need to select some of the activities and a # to supplement the lesson's activities.
- Page reference in the Learner's Book for the lesson's activities (LB page reference).
- Page reference in your Teacher's Guide for the lesson's activities (TG page reference).
- DBE workbook link to related content (worksheet and page numbers are referenced). **NB:** Where a resource is referred to by a number, such as (No. 5), this number is the number of the resource in the *Mental Maths Activities and Printable Resources* book that is part of the toolkit.
- Resources needed for the lesson (other than the Learner's Book, DBE workbook and basic stationery).
- Date completed.

Weekly reflection

The tracker gives you space to reflect on your Mathematics lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving

on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

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

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

Platinum Mathematics Week 1

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	TG p. 180	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Place value (30 mins); Read write and round off numbers (30 mins)	123–124	1.1–1.3	4–5	4–5	No. 1a–b (pp. 2–4)	Place value cards (No. 5), white boards, white board markers					
2	TG p. 180	Count forwards and backwards (30 mins); Compare and order numbers (30 mins)		1.4–1.6	6–7	5–7	No. 2–3 (pp. 6–8)						
3	TG p. 180	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences Addition and subtraction number sentences (30 mins); Division and multiplication number sentences (30 mins)	127–131	2.1–2.5	8–9	8–9	Rev. no. 6 (p. xxii)						
4	Play <i>Race to 1 000</i> (use 100 for the total) or another appropriate Mental Maths game	Catch up – Finish work not yet completed. Add in your own planning here.						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Platinum Mathematics Week 2														
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. 181	The order in a number sequence (30 mins) Group numbers in different ways (30 mins)		2.6– 2.10	10–11	10–11	No. 4 (p. 10)							
6	TG p. 181	Addition and subtraction facts.		2.11– 2.12	12	11	No. 5 (p. 12)							
7	TG p. 181	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Round off and estimate (30 mins)	132–135	3.1	14	13	No. 6a–b (pp. 14–16)	Place value cards (No. 4), white boards, white board markers						
8	TG p. 181	Add whole numbers – 3 methods (1 hr)		3.2–3.3	15	14	No. 7a–b (pp. 18–20)							
9	TG p. 182	Inverse operations (1 hr)		3.4–3.5	16	15	No. 8a–b (pp. 22–24)							
10	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support – Target worksheet 1 A Enrichment – Target worksheet 1 B Catch up – Finish work not yet completed. Add in your own planning here.						MM Activities and Printable Resources book, Remediation and Enrichment Activities book						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?									
					HOD: _____ Date: _____									



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. 182	Subtract whole numbers – 2 methods (1 hr)		3.6		16	No. 9a–b (pp. 26–28)						
12	TG p. 182	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Patterns and flow diagrams (1 hr 30 mins)	136–139	4.1–4.3	18–19	17–18	No. 11 (p. 34)	Flow charts					
13		Patterns and flow diagrams – cont.			18–19	18–19	No. 12 (p. 36)						
14	TG p. 183	Discover more numeric patterns (1 hr 30 mins)		4.4–4.5	20	18	No. 13 (p. 38)						
15	TG p. 183	Numeric patterns – cont.		4.6–4.7	20	18	No. 14 (p. 40)						
16	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support – Target worksheet 3A Enrichment – Target worksheet 3B Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							



Platinum 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	TG p. 183	Revision/informal assessment		Rev.	21	19								
18	TG p. 183	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication and division Find factors and multiples (1 hr)	140–143	5.1–5.2	22	20	No. 15a–b (pp. 42–44)							
19	TG p. 184	Multiply 2-digit numbers (1 hr)		5.3	23	21–22	No. 16a–b (pp. 46–48)							
20	TG p. 184	Divide whole numbers (1 hr)		5.4	22	23	No. 17a–b (pp. 50–52)							
21	TG p. 184	Solve multiplication or division problems (1 hr)		5.5	25	24	No. 18a–b (pp. 54–56)	Example of vocabulary wall chart (No. 1)						
22	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book						
Reflection														
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?								
						HOD: _____ Date: _____								



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	TG p. 184	MEASUREMENT 4.4 Time Read and write the time (1 hr)	144	6.1–6.2	28	26	No. 20a (p. 60)	Clocks made from card board (No.15), watches with second hands, stopwatches					
24	TG p. 185	Convert units of time (1 hr)			28	27–28	No. 20b (p. 62)	Make your own posters showing the units of time and how to convert them					
25	TG p. 185	Measure and calculate time (1 hr)			30	28–29	No. 21 (p. 64)						
26	TG p. 185	Measure and calculate time cont. (1 hr)			31	28–29		Calendars, time tables					
27	TG p. 185	Remedial support – Target worksheet 5A Enrichment – Target worksheet 5B						Target worksheets					
28	Play a Mental Maths game	Revision/informal assessment		Rev.	33	19		<i>MM Activities and Printable Resources book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



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	TG p. 186	DATA HANDLING Collect organise and display data	145–146	7.1	34–35	30–31	Rev. no. 16 (p. xiv)		
30	TG p. 186	Order data and find the mode		7.2	36	31–32	No. 22a (p. 66)		
31	TG p. 186	Interpret and analyse data		7.4	38–39	33	No. 22 (p. 68)		
32	TG p. 186	Pie graphs and South Africa		7.5	40	33			
33	Play a Mental Maths game	Assignment: Data handling		7.3	37	32–33		MM Activities and Printable Resources book	
34	Play a Mental Maths game	Assignment cont.		7.3	37	32–33		MM Activities and Printable Resources book	
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					<p>HOD: _____ Date: _____</p>				



Platinum Mathematics Week 7

* = Select

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	TG p. 187	Think about where data comes from		7.6	41	34								
36	TG p. 187	Hand back assessment and go over it with the learners doing remediation of misconceptions												
37	TG p. 187	SPACE AND SHAPE 3.1 Properties of 2-D shapes What is a 2-D shape?	147–149	*8.1	42	35	Rev. no. 14 (p. xl)	Make your own wall chart with names of 2-D shapes and their properties						
38	TG p. 187	Identify polygons		*8.2	43	35–36	No. 23a (p. 70)	Polygons (No. 15)						
39	TG p. 188	Polygons and angles		8.3–8.4	44–45	36–37	No. 23b (p. 72)	Card board, split pins						
40	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support – Target worksheet 4A Enrichment – Target worksheet 4B Catch up – Finish work not yet completed; Add in your own planning here						Target worksheets, <i>MM Activities and Printable Resources</i> book						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Platinum Mathematics Week 8

* = 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				
41	TG p. 188	Describe and draw 2-D shapes		8.5	46	37–38		Polygons (No. 10)					
42	TG p. 188	Revision/informal assessment – Topics 7 and 8		Rev.	47	38							
43	TG p. 188	MEASUREMENT 4.3 Capacity/volume Estimate capacity (30 mins)	150–153	*9.1	48	39–40	Rev. no. 13 (p. xxxix)	Cups, jugs, teaspoons, calibrated measuring containers					
44	TG p. 189	Hand back Formal Assignment and go over it with the learners remediating errors											
45	TG p. 189	Estimate measure and record capacity; Compare, order and record capacities (1 hr)		*9.2–9.3	49–50	40–41	No. 24a (p. 74)	Cups, jugs, teaspoons, calibrated measuring containers					
46	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Platinum Mathematics Week 9

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	TG p. 189	Convert units of capacity (1 hr)		9.4	51	42	No. 24b (p. 76)	Make your own poster showing the conversion of units of measuring capacity					
48	TG p. 189	Calculate and solve problems that involve capacity (1 hr 30 mins)		9.5	52–53	42–43	No. 24b (p. 76)	Example of vocabulary wall chart (No. 1)					
49	TG p. 190	Hand back assessment and go over it with the learners (Revision)											
50	TG p. 190	Revision											
51	TG p. 190	Revision											
52		Test						See Exemplar test in Section D					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Platinum Mathematics Week 10

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	TG p. 190	Revision and consolidation											
54	#	Revision and consolidation											
55	TG p. 191	Go over test with the learners and do remediation exercises on the aspects in which the learners scored low marks											
56	TG p. 192	Learners do corrections											
57	TG p. 193	Remediation and learners do corrections											
58		Play Maths games						MM Activities and Printable Resources book					

End-of-term reflection

Think about and make a note of:

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

HOD:

Date:



5. Premier Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Premier Mathematics Week 1

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	TG Q. p. 303 Ex. 1 A. p. 269	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (2 hrs) Counting, ordering, sequencing and place value	123–124	1–3	1–4	1–5	No. 1a–b (pp. 2–4)	Counters, sets of base 10 blocks, abacus, flard cards (No. 4)					
2	TG Q. p. 303 Ex. 2 A. p. 269	Expanded notation and rounding off to the nearest 10, 100 and 1 000		4–7	4–7	5–6	No. 2–3 (pp. 6–8)						
3	TG Q. p. 304 Ex. 3 A. p. 269	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences (3 hrs) Introduction to algebraic expressions; Additive properties of 0; Inverse operations	127–131	1–2	8–9	6–7	Rev. no. 6 (p. xxii)						
4	TG Q. p. 304 Ex. 4 A. p. 269	Multiplication and division properties of 1; Three different methods of adding		3–4	9–11	9	No. 4 (p. 10)						

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Premier Mathematics Week 2

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
5	TG Q. p. 305 Ex. 5 A. p. 269	Addition and subtraction facts for 10, 100 and 1 000; Read word problems and translate them into number sentences		5-6	11-12	9-10	No. 5 (p. 12)						
6	TG Q. p. 305 Ex. 6 A. p. 269	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (5 hrs) Addition and subtraction of whole numbers; Estimation; Column method; Breaking down into place values	132-135	*1-3	13-14	10-11	No. 6a-b (pp. 14-6)	Number lines (No. 5), counters, place value cards (No. 4)					
7	TG Q. p. 306 Ex. 7 A. p. 269	Other methods of addition		*4-7	14-16	11-12	No. 7a-b (pp. 18-20)						
8	TG Q. p. 306 Ex. 8 A. p. 270	Methods of subtraction; Use the number line; Doubling and halving		*8-12	16-18	13-14	No. 8a-b (pp. 22-24)	Number lines (No. 5)					
9	TG Q. p. 307 Ex. 9 A. p. 270	Properties of whole numbers		13	18-19	14-15	No. 9a-b (pp. 26-28)						
10	TG Q. p. 307 Ex. 10 A. p. 270	Problem solving		14	19-20	15	No. 10a-b (pp. 30-32)						

Reflection

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

What would you change for next time? Why?

HOD:

Date:



Premier Mathematics Week 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 Q. p. 308 Ex. 11 A. p. 270	Informal Assessment 1 4-digit numbers – adding and subtracting with 4-digit numbers; working with number sentences	135			187 237 Memo		Photocopy assessment for each learner TG p. 187					
12	TG Q. p. 309 Ex. 12 A. p. 270	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns (4 hrs) Numeric patterns with a constant difference	136–139	1	20–21	15–16	No. 11 (p. 34)						
13	TG Q. p. 309 Ex. 14 A. p. 271	Numeric patterns with a constant ratio		2	21	16	No. 12 (p. 36)						
14	TG Q. p. 310 Ex. 15 A. p. 271	Input and output diagrams – flow diagrams and tables		3	22–24	16–18	No. 13 (p. 38)						
15	TG Q. p. 310 Ex. 16 A. p. 271	Equivalent forms		4	25–27	19–20	No. 14 (p. 40)						
16	TG Q. p. 311 Ex. 17 A. p. 271	Hand back the assessment ; do remediation on the aspects the learners found difficult; learners do corrections											
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							



Premier Mathematics Week 4

* = Select

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				
17	TG Q. p. 311 Ex. 18 A. p. 271	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication and division (6 hrs) Multiplying is repeated addition; Revise rounding off; Multiply numbers in any order	140–143	*1–3	27–28	21–22	No. 15a–b (pp. 42–44)						
18	TG Q. p. 312 Ex. 19 A. p. 272	Revise breaking down numbers; Revise rounding off and compensating; Revise doubling and halving		*4–6	28–30	22–23	No. 16a–b (pp. 46–48)						
19	TG Q. p. 312 Ex. 20 A. p. 272	Explain column method of multiplying; Revise inverse operations; Find multiples of numbers up to 200		*7–9	30–31	24–25	No. 17a–b (pp. 50–52)						
20	TG Q. p. 313 Ex. 21 A. p. 272	Find factors of numbers up to 50; Break down numbers into factors; Practise properties of 1 and 0		*10–12	32–26	25–26							
21	TG Q. p. 313 Ex. 22 A. p. 272	Use halving to divide; Break up the number to be divided; Divide numbers with remainders		*13–15	34	27	No. 18a–b (pp. 54–56)						
22	TG Q. p. 314 Ex. 23 A. p. 272	Explain column method to divide; Word problems – translated into number sentences first		*16–18	35–36	27–28	No. 19 (p. 58)						

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Premier Mathematics Week 5

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	TG Q. p. 314 Ex. 24 A. p. 272	MEASUREMENT 4.4 Time (6 hrs) Introduction and telling time in ancient times	144	*1–2	37	29–30	No. 20a (p. 60)						
24	TG Q. p. 315 Ex. 25 A. p. 273	Telling analogue time		3	38–40	30–31	No. 20b (p. 62)	Clock (No. 24), wrist watches					
25	TG Q. p. 316 Ex. 26 A. p. 273	Convert digital to analogue and vice versa		4	40–41	31–32	No. 21 (p. 64)	Conversion chart TG p. 170					
26	TG Q. p. 316 Ex. 27 A. p. 273	Using a stopwatch to understand seconds		5	41	32		Stop watches					
27	TG Q. p. 316 Ex. 28 A. 273	Calendar		6	42	32–33		Calendar, time table template TG p. 170					
28	TG Q. p. 317 Ex. 29 A. p. 273	Decades; Converting to different time equivalents		*7–8	43–44	33–34		Make your own wall chart with a summary of the main facts about time conversions					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Premier Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29		Informal Assessment 2 Multiplication; Division; Time; 2-D shapes including identifying right angles				188 237–238 Memo		Copy the Informal assessment for each learner TG p. 188					
30	TG Q. p. 317 Ex. 30 A. p. 274	DATA HANDLING (10 hrs) Tally charts	145–146	1	47		Rev. no. 16 (p. xliv)	Graphs from newspapers and magazines					
31	TG Q. p. 318 Ex. 31 A. p. 274	Representing data – Pictographs		2: 1–2	48–49	36	No. 22 a (p. 66)						
32	TG Q. p. 318 Ex. 32 A. p. 274	Representing data cont. – Bar graphs		2: 3–4	50	37							
33	TG Q. p. 319 Ex. 33 A. p. 274	Analysing, interpreting and reporting data – <i>At the botanical gardens</i>		3: 1–3	50–52	37–38							
34	TG Q. p. 319 Ex. 34 A. p. 275	Analysing, interpreting and reporting data – <i>At the botanical gardens</i>		3: 4–5	52–53	38							
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Premier Mathematics Week 7

= 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					
35	TG Q. p. 320 Ex. 35 A. p. 275	Analysing, interpreting and reporting data – <i>At the Kruger Park</i>		6	53	38								
36		Give out assignment on data handling and go through it with the learners (30 mins); Mode (30 mins)		7	53	190–191 238–239 Answers 38		Photocopy the assignment for each learner						
37	TG Q. p. 320 Ex. 36 A. p. 275	Data handling		#										
38	TG Q. p. 321 Ex. 37 A. p. 275	Hand in assignment (10 mins); Hand back Informal Assessment 2 (40 mins); Do remediation on any aspects with which the learners had difficulty												
39	TG Q. p. 321 Ex. 38 A. p. 275	SPACE AND SHAPE 3.1 Properties of 2-D shapes (7 hrs) 2-D shapes; Number of sides; Regular and irregular; Names and shapes of real life objects	147–149	1–2	54–55	39	Rev. no. 14 (p. xl)	Cut outs of 2-D shapes – regular and irregular TG p. 174 (also No.10)						
40	TG Q. p. 322 Ex. 39 A. p. 275	Closed shapes with straight sides; Quadrilaterals; Right angles		3	56–57	39	No. 23a (p. 70)	Card board, split pins						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>									
					HOD:					Date:				

Premier Mathematics Week 8

= 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				
41	TG Q. p. 322 Ex. 40 A. p. 276	Having fun with shapes		4	58	40	No. 23b (p. 72)	Cut outs of 2-D shapes TG p. 180 and TG p. 169, grid paper TG p. 175 (also No. 10 and No. 20)					
42	TG Q. p. 323 Ex. 41 A. p. 276			#									
43	TG Q. p. 323 Ex. 42 A. p. 276	Properties of 2-D shapes		#									
44	TG Q. p. 324 Ex. 43 A. p. 276	Properties of 2-D shapes		#									
45	TG Q. p. 324 Ex. 44 A. p. 276	MEASUREMENT 4.3 Capacity/volume (5 hrs) Millilitres, litres and their conversion equivalents	150–153		59–60	40–41	Rev. no. 13 (p. xxxix)	Measuring spoons, jugs with calibrations, a variety of containers					
46	TG Q. p. 325 Ex. 45 A. p. 277	Read and write measurements with correct units		2–3	60–62		No. 24a (p. 74)	Make your own poster showing the conversion of units of capacity					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>							<p>What would you change for next time? Why?</p>						
							<p>HOD: _____ Date: _____</p>						



Premier Mathematics Week 9														
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	TG Q. p. 325 Ex. 46 A. p. 277	Compare and give equivalent measures; Rounding off		3, 4: 1–6		42								
48	TG Q. p. 326 Ex. 47 A. p. 277	Word problems with measurement		4: 7	62–63	43	No. 24b (p. 76)							
49	TG Q. p. 326 Ex. 48 A. p. 277	Conversion between units of measurement		5	64	43								
50		Informal Assessment 3 Data handling; Capacity and volume	153			192–193 239 Memo		Photocopy assessment paper for each learner						
51		Hand back Informal Assessment 3 and go over it with learners; General revision		9	74	49								
52		Test			194–199	240–243	Test 1	Or see exemplar in Section D						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								



Premier Mathematics Week 10

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	Play Maths game	Revision and consolidation						MM Activities and Printable Resources book					
54	Play Maths game	Revision and consolidation						MM Activities and Printable Resources book					
55	Play Maths game	Revision and consolidation						MM Activities and Printable Resources book					
56	Play Maths game	Revision and consolidation						MM Activities and Printable Resources book					
57		Hand back test paper and go over it with the learners; Do remediation on the questions in which the learners obtained poor marks; Learners do corrections											
58		Play Maths games						MM Activities and Printable Resources book					
End-of-term reflection													
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>								
HOD:								Date:					

6. Solutions for All Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Solutions for All Mathematics Week 1

Note 1: The purpose of the **activities** is for the learners to learn and practise the concepts. The **exercises** are an assessment of whether the learners have grasped the concepts.

Note 2: This LTSM has joined the second and third units. In The CAPS document they are separate.

Note 3: This LTSM provides no printable resources so please consult other books on the recommended list.

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	LB Q. p. 322 No. 1 TG A. pp. 312–318	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting, ordering, comparing, representing and place value of digits (4-digit numbers)	123–124	1–2	3–7	1–3	No. 1a–b (pp. 2–4)	Abacuses, counters, counting beads, flard cards (No. 4)					
2	LB Q. p. 322 No. 2 TG A. pp. 312–318	Odds and evens; Inverse operations		Ex. 1 Act. 3	8–12	4–5	No. 2–3 (pp. 6–8)						
3	LB Q. p. 322 No. 3 TG A. pp. 312–318	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences Number sentences about problems; Patterns in number sentences	127–131	4–5	5–6	4–6	Rev. no. 6 (p. xxii)						
4	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book</i>					

Reflection

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

What would you change for next time? Why?

HOD:

Date:

Solutions for All Mathematics Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
5	LB Q. p. 322 No. 4 TG A. pp. 312–318	Properties of 0 and 1; Associative properties of multiplication and addition		6–7	7–9	7–9	No. 4 (p. 10)							
6	LB Q. p. 322 No. 5 TG A. pp. 312–318	Ex. 2 – Application of the associative properties of multiplication and addition <i>Check what you know</i>		Ex. 2 Assessment	10–12	10–12								
7	LB Q. p. 322 No. 6 TG A. pp. 312–318	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Addition and breaking down numbers to add and subtract	132–135	1	14–16	13	No. 6a–b (pp. 14–16)							
8	LB Q. p. 323 No. 7 TG A. pp. 312–318	Filling up tens and hundreds		2	16	14	No. 7a–b (pp. 18–20)							
9	LB Q. p. 323 No. 8 TG A. pp. 312–318	Using making up to subtract		3	17	14	No. 8a–b (pp. 22–24)							
10	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, <i>Remediation and Enrichment Activities</i> book						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						HOD:				Date:				

Solutions for All Mathematics Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
11	LB Q. p. 323 No. 9 TG A. pp. 312–318	Adding and subtracting; Using number sentences to solve problems		Ex. 1 Act. 4	18–19	15	No. 9a–b (pp. 26–28)						
12	LB Q. p. 323 No. 10 TG A. pp. 312–318	<i>Check what you know</i> (35 mins); Hand back the last assessment and remediate any misconceptions (35 mins)			19	15–16							
13	LB Q. p. 323 No. 11 TG A. pp. 312–318	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Getting started; Investigating number patterns	136–139	1	21–22	16–18	No. 11 (p. 34)	Charts showing the times tables (No. 2), make your own charts explaining multiples and factors					
14	LB Q. p. 323 No. 12 TG A. pp. 312–318	Multiplication and division together		2	23	18–19	No. 12 (p. 36)						
15	LB Q. p. 324 No. 13 TG A. pp. 312–318	Breaking down the rule in a flow diagram		3	24	19	No. 13 (p. 38)						
16	Play <i>Race to 1 000</i> (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources</i> book, pairs of dice for groups of learners, <i>Remediation and Enrichment Activities</i> book					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							

Solutions for All Mathematics Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
17	LB Q. p. 324 No. 14 TG A. pp. 312–318	Order of multiplication and addition; <i>Check what you know</i>		4	25–26 27	19–20 20	No. 14 (p. 40)						
18	LB Q. p. 324 No. 15 TG A. pp. 312–318	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication and division	140–143	1	28–30	24	No. 15a–b (pp. 42–44)						
19	LB Q. p. 324 No. 16 TG A. pp. 312–318	Using your multiplication facts; Multiplication problems		2–3	30–31	24–25	No. 16a–b (pp. 46–48)						
20	LB Q. p. 324 No. 17 TG A. pp. 312–318	Different ways of multiplying; Breaking up numbers to multiply		4–5	32–33	25	No. 17a–b (pp. 50–52)						
21	LB Q. p. 324 No. 18 TG A. pp. 312–318	Remembering division facts; Multiplication and division with remainders		Ex. 1 Act. 6	33–34	26	No. 18a–b (pp. 54–56)						
22	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment; Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Solutions for All Mathematics Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
23	LB Q. p. 325 No. 19 TG A. pp. 312–318	Using a clue board to divide		7	34	27								
24	LB Q. p. 325 No. 20 TG A. pp. 312–318	<i>Check what you know</i> (35 mins); Hand back the last assessment and remediate any misconceptions (35 mins)			35	27–28								
25	LB Q. p. 322 No. 21 TG A. pp. 312–318	MEASUREMENT 4.4 Time A time before calendars and clocks; Make your own time keeping device; Homework	144	1–2	36–38	29–32	No. 20a (p. 60)							
26	LB Q. p. 325 No. 22 TG A. pp. 312–318	Different instruments to measure time; Research – homework; Time in seconds, minutes and hours		3–4	39 39–40	32 32	No. 20b (p. 62)	Analogue watches with second hands and digital time						
27	LB Q. p. 325 No. 23 TG A. pp. 312–318	24-hour time; Time and converting time		5	41	33	No. 21 (p. 64)							
28	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								

Solutions for All Mathematics Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
29	LB Q. p. 325 No. 24 TG A. pp. 312–318	24- hour time; Time and converting time		Ex. 1	42	33	No. 21 (p. 64)						
30	LB Q. p. 326 No. 25 TG A. pp. 312–318	Reading calendars		6	42	33		Calendar					
31	LB Q. p. 326 No. 26 TG A. pp. 312–318	<i>Check what you know</i> (35 mins); Hand back the last assessment and remediate any misconceptions (35 mins)			43–44	34							
32	LB Q. p. 326 No. 27 TG A. pp. 312–318	DATA HANDLING Organising and reading information	145–148	1	45–48	35–39	Rev. no. 16 (p. xlv)						
33	LB Q. p. 326 No. 28 TG A. pp. 312–318	Using pictographs and bar graphs		Ex. 1	51–53	41–42	No. 22a (p. 66)						
34	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?								
					HOD:				Date:				



Solutions for All Mathematics Week 7												
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes (No.) is the resource's number in MM Activities and Printable Resources book	Class			
									Date completed			
35	LB Q. p. 326 No. 29 TG A. pp. 312–318	Pie charts		2–3	55–56	43–44	No. 22 (p. 68)					
36	LB Q. p. 326 No. 30 TG A. pp. 312–318	Check what you know (35 mins); Hand back the last assessment and remediate any misconceptions (35 mins)			57	44						
37	LB Q. p. 327 No. 31 TG A. pp. 312–318	SPACE AND SHAPE 3.1 Properties of 2-D shapes Make a turner; Measure angles	147–149	1	58–60	47–49	Rev. no. 14 (p. xl)	Card board, split pins/ straws				
38	LB Q. p. 327 No. 32 TG A. pp. 312–318	Curved and straight sides; Squares and rectangles		2–3	60–62	50	No. 23a (p. 70)	2-D shapes (No. 10)				
39	LB Q. p. 327 No. 33 TG A. pp. 312–318	Number of sides and angles; Name and describe 2-D shapes		4–5	62–64	51–52	No. 23b (p. 72)	2-D shapes (No. 10)				
40	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>				
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?						
						HOD: _____ Date: _____						





Solutions for All Mathematics Week 8															
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ 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		
41	LB Q. p. 327 No. 34 TG A. pp. 312–318	More naming of 2-D shapes		Ex. 1	65–66	52		2-D shapes (No. 10)							
42	LB Q. p. 327 No. 45 TG A. pp. 312–318	Formal assessment – Assignment				276–278 279–280 Memo									
43	LB Q. p. 327 No. 36 TG A. pp. 312–318	MEASUREMENT 4.3 Capacity/volume Getting started; Measuring liquids	152–153	1	67–69	54–55	Rev. no. 13 (p. xxxix)								
44	LB Q. p. 328 No. 37 TG A. pp. 312–318	Markings on measuring jugs; Ordering containers		2–3	70–71	55–56	No. 24a (p. 74)	Measuring spoons, jugs							
45	LB Q. p. 328 No. 38 TG A. pp. 312–318	More litres and millilitres		Ex. 1	71–72	57–58									
46	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book							
Reflection															
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?										
					HOD: _____ Date: _____										





Solutions for All Mathematics Week 9												
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./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	LB Q. pp. 328 No. 39 TG A. pp. 312–318	Comparing and ordering capacities; <i>Check what you know</i> (35 mins)		4	73–75	58–59						
48	LB Q. pp. 328 No. 40 TG A. pp. 312–318	Hand back the formal assignment and remediate any misconceptions			73–75	58–59						
49	LB Q. pp. 328 No. 41 TG A. pp. 312–318	Revision – counting, ordering and representing whole numbers; Whole number calculations		1–2	76–79	60, 63						
50	LB Q. pp. 328 No. 42 TG A. pp. 312–318	Revision – Time; Data handling		3–4		64–65						
51	LB Q. pp. 329 No. 43 TG A. pp. 312–318	Revision – Properties of 2-D shapes; Capacity and volume		5–6	83–85	66–67	No. 24b (p. 76)					
52		Test				269–272 273–275 memo		See exemplar test in Section D				
Reflection												
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>						
						<p>HOD: _____ Date: _____</p>						





Solutions for All Mathematics Week 10

= Supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act./ ex.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
53	LB Q. pp. 329 No. 44 TG A. pp. 312–318	Revision												
54	LB Q. pp. 322 No. 1 TG A. pp. 312–318	Revision												
55	# MM	Go over test with the learners and do remediation exercises on the aspects in which the learners scored low marks												
56	# MM	Learners do corrections												
57	# MM	Remediation and learners do corrections												
58		Play Maths games						MM Activities and Printable Resources book						
End-of-term reflection														
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>									
HOD:										Date:				



7. Study and Master Mathematics

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

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

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

Weekly reflection

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

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

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

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

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

Study and Master Mathematics Week 1

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
1	LB Q. p. 2 TG A. p. 23	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Rounding off to estimate; Representing numbers and place value	125–126	*1.1 2.2	2–5	23–27	No. 1a–b (pp. 2–4)	Flard cards (No. 4 and TG pp. 343–344), Dienes blocks, number grids (No. 3), number lines (No. 5)					
2	LB Q. p. 6 TG A. p. 26	Comparing and ordering numbers; Counting and calculating		3.1	6–8	27–30	No. 2–3 (pp. 6–8)	Flard cards (No. 4 and TG pp. 343–344)					
3	LB Q. pp. 9–10 TG A. p. 32	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences Number sentences 1	127–121	5.1	9–11	31–34	Rev. no. 6 (p. xxii)						
4	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support – Work through Assessment Task 1 Catch up – Finish work not yet completed; Add in your own planning here				31		MM Activities and Printable Resources book, pairs of dice for groups of learners					

Reflection

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

What would you change for next time? Why?

HOD:

Date:



Study and Master Mathematics Week 2														
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
5	LB Q. p. 12 TG A. p. 35	Number sentences 2		6.1	12–13	35–36	No. 4 (p. 10)							
6	LB Q. p. 13 TG A. p. 36	Balanced number sentences		7.1	13–14	36–39		Balancing scales						
7	LB Q. p. 15 TG A. p. 42	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Short cuts and inverse operations	132–135	8.1	15–16	42–43	No. 6a–b (pp. 14–16)							
8	LB Q. p. 17 TG A. p. 43	Number rules		9.1	17–18	43–46	No. 7a–b (pp. 18–20)							
9	LB Q. p. 19 TG A. p. 46	Using strategies to calculate smartly		10.1	19–20	46–48	No. 8a–b (pp. 22–24)							
10	Play Mental Maths game	Informal assessment; Add in your own planning here			31, 39			MM Activities and Printable Resources book						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								





Study and Master Mathematics Week 3										
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class	
									Date completed	
11	LB Q. p. 20 TG A. p. 49	Adding and subtracting 4-digit numbers		11.1	21–22	49–50	No. 9a–b (pp. 26–28)			
12	LB Q. p. 22 TG A. p. 51	Problem solving		12.1	22–23	51–52		Example of vocabulary wall chart (No. 1)		
13		Informal assessment	135			Ass. task 3 52				
14	LB Q. p. 24 TG A. p. 54	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns	136–139	13.1	24–25	54–56	No. 11 (p. 34)			
15	LB Q. p. 26 TG A. p. 56	Number sequences		14.1	26–27	56–59	No. 12 (p. 36)	Pascal's triangle TB p. 26		
16	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support – Help learners with flow charts Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book		
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD: _____ Date: _____					





Study and Master Mathematics Week 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 Q. p. 28 TG A. p. 60	Extending numeric patterns		15.1	28–29	59–61	No. 13 (p. 38)						
18	LB Q. pp. 29–30 TG A. pp. 61–62	Problem solving with number sequences		16.1	29–31	61–61	No. 14 (p. 40)	Flow diagrams TG p. 337					
19		Hand back informal assessment and do remediation on the aspects which the learners found difficult											
20	LB Q. p. 32 TG A. p. 65	NUMBERS, OPERATIONS AND RELATIONSHIPS Multiply and divide by multiples of ten	141–143	17.1	32–34	64–66	No. 15a–b (pp. 42–44)						
21	LB Q. p. 34 TG A. p. 66	Multiplication and division		18.1	34–35	66–67	No. 16a–b (pp. 46–48)						
22	Play a Mental Maths game to practise multiplication and division	Remedial support Enrichment Catch up – Finish work not yet completed; Add in your own planning here						MM Activities and Printable Resources book, Remediation and Enrichment Activities book					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?								
					HOD: _____ Date: _____								





Study and Master Mathematics Week 5													
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
23	LB Q. p. 36 TG A. p. 68	Whole number multiples		19.1	36–37	68–69	No. 17a–b (pp. 50–52)						
24	LB Q. pp. 37–38 TG A. p. 70	Rules of multiplication and division		20.1	37–39	70–72	No. 18a–b (pp. 54–56)						
25	LB Q. p. 39 TG A. pp. 72–73	Estimate and divide with remainders		21.1	39–40	73–74							
26	LB Q. p. 41 TG A. p. 74	Multiplication strategies and problem solving		22.1	41–42	74–77							
27		Informal assessment					Ass. task 4 63–64						
28	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book</i>					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?								
					HOD: _____ Date: _____								





Study and Master Mathematics Week 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		Informal assessment			Ass. task 5 77–78								
30		Go over informal assessments with learners; learners do corrections											
31	LB Q. pp. 43–44 TG A. p. 79	MEASUREMENT 4.4 Time History of time	144	23.1–23.2	45	79–80	No. 20a (p. 60)	Time TG p. 351					
32	LB Q. p. 46 TG A. p. 80	Revise a little		24.1–24.2	47–48	80–81	No. 20b (p. 62)						
33		Informal assessment				Ass. Task 6 84							
34	LB Q. p. 49 TG A. p. 82	Working with seconds		25.1–25.2	49–50	82–83	No. 21 (p. 64)						
35	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Go over informal assessment; learners do corrections Enrichment and remediation Catch up – Finish work not yet completed; Add in your own planning here				84		MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							





Study and Master Mathematics Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
36	LB Q. p. 51 TG A. p. 83	Reading time tables and calendars		26.1	51–52	83–85							
37		Reading time tables and calendars cont.		26.2	52	84–85							
38	LB Q. p. 53 TG A. p. 85	DATA HANDLING Tallies and tables; Ordering groups of data	145–146	*27.1 28.1	53–56	85–87							
39	LB Q. p. 56 TG A. p. 87	Pictographs; Bar graphs		*29.1–29.2 30.1–3.2	56–61	87–92							
40	LB Q. p. 60 TG A. p. 89	Data in words, pictographs and bar graphs		*31.1	62–65	92–93							
41	LB Q. p. 63 TG A. p. 92	Assignment		33.2	71	96							
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							



Study and Master Mathematics Week 8

* = Select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class					
									Date completed					
42	LB Q. p. 66 TG A. p. 95	Pie charts; The mode		*32.1 *33.1	66–70	94–97								
43		Hand back assignments and help learners with aspects they did not manage well												
44	LB Q. p. 72 TG A. p. 99	SPACE AND SHAPE 3.1 Properties of 2-D shapes Sides of shapes; Recognising polygons	147–149	34–35	72–73	99–100	Rev. no. 14 (p. xl)	Polygons TG pp. 345–348 (also No. 10)						
45	LB Q. p. 78 TG A. p. 102	Angles		36.1	75–77	100–102	No. 23a (p. 70)	Card board and split pins for each learner						
46	LB Q. p. 79 TG A. p. 102	Square and rectangles		37.1–37.2	78–79	102–103	No. 23b (p. 72)							
47	LB Q. p. 80 TG A. pp. 103–104	2-D shapes				Ass. task 8 105		Card board cut-outs of squares and triangles (No. 10)						
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>								
						<p>HOD: _____ Date: _____</p>								



Study and Master Mathematics Week 9													
Lesson	MM LB	CAPS concepts and skills	CAPS pp.	LB act.	LB pp.	TG pp.	DBE workbook	Resources and notes <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>	Class				
									Date completed				
48	LB Q. p. 81 TG A. p. 107	MEASUREMENT 4.3 Capacity/volume Working with capacity	151–153	39.1 39.2	81–83	107– 108	Rev. no. 13 (p. xxxix)						
49	LB Q. p. 84 TG A. p. 108	Converting litres and millilitres		40.1	84	108– 109	No. 24a (p. 74)						
50	LB Q. p. 85 TG A. p. 109	Reading measuring jugs with gradation lines		41.1	85–86	109– 110		Syringes, teaspoons, dessert spoons, cups, etc.					
51	LB Q. p. 86 TG A. p. 110	Comparing measurements		42.1	86–87	110– 111							
52	LB Q. p. 87 TG A. p. 111	Estimations and calculations with capacity and volume		43.1 43.2	87–88	111– 113	No. 24b (p. 76)						
53		Test						See exemplar test in Section D					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>								
					HOD:		Date:						



Study and Master Mathematics Week 10

= 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				
53		Revision						MM Activities and Printable Resources book					
54		Revision											
55	#	Go over test with the learners and do remediation exercises on the aspects which the learners found difficult						MM Activities and Printable Resources book					
56	#	Remediation and learners do corrections						MM Activities and Printable Resources book					
57	#	Remediation and learners do corrections											
58		Play Maths games						MM Activities and Printable Resources book					

End-of-term reflection

Think about and make a note of:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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? 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? | <ol style="list-style-type: none"> What ONE change should you make to your teaching practice to help you teach more effectively next term? 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 school's selected Teacher's Guide and Learner's Book in a way that enables you to cover the curriculum sequentially, aligning with the CAPS, for well-paced and meaningful teaching.

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

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

Weekly reflection

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

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

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

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

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

Viva 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	LB Q. p. 1 TG A. p. 129	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers Counting and place value	123–124	1–2	2–3	6–7	No. 1a–b (pp. 2–4)	Counters, counting grids TG pp. 137–138 (also No. 3), number lines TG p. 140 (also No. 5), place value cards TG p. 140 (also No. 4)					
2	LB Q. p. 1 TG A. p. 129	Compare and order; Rounding off		3–4	3	8	No. 2–3 (pp. 6–8)						
3	LB Q. p. 1 TG A. p. 129	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Number sentences The four operations	127–131	5	4	8	Rev. no. 6 (p. xxii)						
4	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							

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 Q. p. 1 TG A. p. 129	Number sentences		6	5	8	No. 4 (p. 10)						
6	LB Q. p. 1 TG A. p. 129	Word problems		7	6	8	No. 5 (p. 12)	Example of vocabulary wall chart (No. 1)					
7	LB Q. p. 7 TG A. p. 130	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Whole numbers (5 hrs) Addition and subtraction of whole numbers with at least 5 digits; Estimating by rounding off	132–135	1	8	11	No. 6a, 6b (pp. 14–6)	Counters, counting grids TG pp. 137–138, number lines TG p. 140, place value cards TG p. 140					
8	LB Q. p. 7 TG A. p. 130	Addition of 5-digit numbers		2	9	11	No. 7a, 7b (pp. 18–20)						
9	LB Q. p. 7 TG A. p. 130	Subtraction		3	10	11–12	No. 8a, 8b (pp. 22–24)						
10	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here				13 3		<i>MM Activities and Printable Resources</i> book, <i>Remediation and Enrichment Activities</i> book					
Reflection													
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?						What would you change for next time? Why?							
						HOD: _____ Date: _____							

Viva 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 Q. p. 7 TG A. p. 130	Inverse operations		4	11	12	No. 9a–b (pp. 26–28)						
12	LB Q. p. 7 TG A. p. 130	Problem solving		5	12	12		Example of vocabulary wall chart (No. 1)					
13	LB Q. p. 14 TG A. p. 130	Informal Assessment 1 4-digit numbers; Adding and subtracting			13	14							
14	LB Q. p. 14 TG A. p. 130	PATTERNS, FUNCTIONS AND ALGEBRA 2.1 Numeric patterns Revision of multiples	136–139	1	15	16	No. 11 (p. 34)	Multiplication tables (No. 2)					
15	LB Q. p. 14 TG A. p. 130	Inputs and outputs		2	17	17	No. 12 (p. 36)	Flow diagrams TG p. 153					
16	Play a Mental Maths game to practise multiplication and division (e.g. <i>Class Whiz</i> , using dice to consolidate ready knowledge)	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here				19 19		<i>MM Activities and Printable Resources</i> book, <i>Remediation and Enrichment Activities</i> book					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva 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 Q. p. 14 TG A. p. 130	Number patterns		3	18	18	No. 13 (p. 38)	Make your own flash cards of operation signs and equals sign					
18	LB Q. p. 14 TG A. p. 130	Number patterns		4	19	18	No. 14 (p. 40)						
19	LB Q. p. 21 TG A. p. 131	NUMBERS, OPERATIONS AND RELATIONSHIPS 1.1 Multiplication (2-digit by 2-digit numbers) and division (3-digit by 1-digit numbers) Multiplication and division	140–143	1	22	21	No. 15a–b (pp. 42–44)	Number lines (No. 5)					
20	LB Q. p. 21 TG A. p. 131	Revise multiplication and division (2-digit by 1-digit numbers)		2	23	21	No. 16a–b (pp. 46–48)						
21	LB Q. p. 21 TG A. p. 131	Multiplication (2-digit by 2-digit numbers)		3	24	21	No. 17a–b (pp. 50–52)						
22	Play Race to 1 000 (use 100 for the total) or another appropriate Mental Maths game	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here				23 23		MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva 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 Q. p. 21 TG A. p. 131	Division (3-digit by 1-digit numbers)		4	25	22	No. 18a–b (pp. 54–56)						
24	LB Q. p. 21 TG A. p. 131	Using rounding off to estimate answers		5	26	22	No. 19 (p. 58)						
25	LB Q. p. 28 TG A. p. 131	Snakes and ladders division		6	27	23							
26	LB Q. p. 28 TG A. p. 131	Hand back Informal Assessment 1 and do remediation on any aspects which the learners found difficult; Learners do corrections			13	14							
27	LB Q. p. 28 TG A. p. 131	MEASUREMENT 4.4 Time Revision; Working with time; Make a 12-hour and a 24-hour clock	144	1–2	29–30	25	No. 20a (p. 62)	A variety of analogue clocks (No. 15) and watches, make your own poster on time conversion					
28	Play a Mental Maths game to practise multiplication and division	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here				27 28		MM Activities and Printable Resources book, Remediation and Enrichment Activities book					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva 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 Q. p. 28 TG A. p. 131	Telling 12 h and 24 h digital time		3	31	25–26	No. 20b (p. 62)	Clocks TG pp. 142–143					
30	LB Q. p. 28 TG A. p. 131	Time is measured in hours, seconds and minutes; Time calculations		4, 7	33, 35	27	No. 21 (p. 64)	Calendars, school time tables					
31	LB Q. p. 38 TG A. p. 132	Assessment 2 Multiplication, Time and 2-D shapes			37	29							
32	LB Q. p. 38 TG A. p. 132	Assignment Time			36	28							
33	LB Q. p. 38 TG A. p. 132	DATA HANDLING Tally marks	145–146	1	41	30	Rev. no. 16 (p. xlv)	Examples of graphs from newspapers and magazines					
34	Play a Mental Maths game to practise multiplication and division	Remedial support and enrichment				32		<i>MM Activities and Printable Resources book, pairs of dice for groups of learners, Remediation and Enrichment Activities book</i>					
35	Play a Mental Maths game to practise multiplication and division	Remedial support and enrichment Catch up – Finish work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>								
					<p>HOD: _____ Date: _____</p>								

Viva 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				
36	LB Q. p. 38 TG A. p. 132	Class bar graph		2	42	31	No. 22a (p. 66)						
37	LB Q. p. 38 TG A. p. 132	Draw a pictograph		3	45	31	No. 22 (p. 68)						
38	LB Q. p. 39 TG A. p. 132	Find the mode		4	47	31							
39	LB Q. p. 39 TG A. p. 132	Analysing graphs		5	48	32							
40	LB Q. p. 39 TG A. p. 132	Hand back Assignment and Assessment 2 ; Go over both doing remediation on aspects which learners found difficult											
41	Play a Mental Maths game to practise multiplication and division	Catch up – Finish off any work not yet completed; Add in your own planning here						MM Activities and Printable Resources book					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
HOD:						Date:							

Viva Mathematics Week 8

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				
42	LB Q. p. 39 TG A. p. 132	SPACE AND SHAPE 3.1 Properties of 2-D shapes 2-D shapes; Angles	147–149	1, 2	51–52	34	Rev. no. 14 (p. xl)	2-D shapes both regular and irregular (No. 10)					
43	LB Q. p. 39 TG A. p. 132	Squares and rectangles; Angles		3	54	35	No. 23a (p. 70)	2-D shapes (No. 10)					
44	LB Q. p. 50 TG A. p. 133	Closed shapes		4	56	35	No. 23b (p. 72)	Grid paper and dotted paper TG pp. 146–148 (also No. 22)					
45	LB Q. p. 50 TG A. p. 133	2-D shapes		5	57	35		2-D shapes (No. 10)					
46	LB Q. p. 50 TG A. p. 133	MEASUREMENT 4.3 Capacity/volume Estimation; Working with litres and millilitres	150–153	1, 2	59–60	37	Rev. no. 13 (p. xxxix)	Syringes and other calibrated and uncalibrated containers					
47	Play a Mental Maths game to practise multiplication and division	Remedial support Enrichment Catch up – Finish off any work not yet completed; Add in your own planning here						<i>MM Activities and Printable Resources book, Remediation and Enrichment Activities book</i>					
Reflection													
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>						<p>What would you change for next time? Why?</p>							
						<p>HOD: _____ Date: _____</p>							

Viva Mathematics Week 9

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					
48	LB Q. p. 50 TG A. p. 133	Measuring capacity; Basic operations		3, 4	61–62	37–38								
49	LB Q. p. 50 TG A. p. 133	Rounding off		5	63	38								
50	LB Q. p. 58 TG A. p. 133	Word problems		6	64	38		Example of vocabulary wall chart (No. 1)						
51	LB Q. p. 58 TG A. p. 133	Assessment 3 Data handling; Capacity			69	40	No. 24b (p. 76)							
52	LB Q. p. 58 TG A. p. 133	Hand back Assessment 3 and go over it with learners doing revision on aspects they found difficult												
53		Test												
Reflection														
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>							<p>What would you change for next time? Why?</p>							
							<p>HOD: _____ Date: _____</p>							



Viva Mathematics Week 10										
	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	
54		Revision								
55		Revision								
56	TG p. 191	Go over test with the learners and do remediation exercises on the aspects in which the learners scored low marks								
57	TG p. 192	Learners do corrections								
58		Play Maths games						MM Activities and Printable Resources book		
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with Mathematics in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
HOD:								Date:		



D. ASSESSMENT RESOURCES

1. Assessment Term Plan

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

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

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

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

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

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

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

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

LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
Fabulous Mathematics	Revision at the end of each unit – could be used as informal assessment Answers are in TG for each revision exercise	Week 7 Assignment: Creating your own bar graph LB pp. 64–65; TG p. 43	TG pp. 57–58: photocopiable test paper; TG p. 59: answers Or use the exemplar test in Section D
Oxford Headstart Mathematics	Assessment 1: TG p. 52–53: answers; LB p. 41 Assessment 2: TG pp. 80–81: answers; LB p. 74 Assessment 3: TG pp. 100–101; LB pp. 100–101	Week 7 Assignment: Schools in South Africa TG pp. 86–87: memorandum; LB p. 85	No end-of-term test provided You could use the test in another of the LTSMs or the exemplar in Section D
Oxford Successful Mathematics	Revision 1 TG p. 51; LB p. 29 Revision 2 TG pp. 72–74; LB pp. 55–57 Revision 3 TG pp. 87–88; LB p. 86	Week 7 Assignment: Data handling TG p. 231 (rubric); LB p. 301	No end-of-term test provided You could use the test in another of the LTSMs or the exemplar test in Section D
Platinum Mathematics	*Revision 1 TG p. 12: answers; LB p. 21 Revision 2 TG p. 19: answers; LB p. 33 Revision 3 TG p. 38; LB p. 47 *Could be used as informal assessment	Week 6 Assignment: Data handling LB p. 37; TG pp. 32–33	TG pp. 170–171: photocopiable test; TG p. 44: answers Or use the exemplar test in Section D



LTSM	Informal assessment as stated in the CAPS document (Weeks 3, 6 and 9)	Formal assessment: assignment (Weeks vary)	Formal assessment: end-of-term test (Week 9)
Premier Mathematics	<p>Assessment 1 TG p. 187: photocopiable worksheet; TG p. 237: answers</p> <p>Assessment 2 TG p. 188: photocopiable worksheet; TG pp. 237–238: answers</p> <p>Assessment 3 TG p. 192–193: photocopiable worksheet; TG p. 239: answers</p>	<p>Week 7 Assignment: Data handling TG pp. 190–191: photocopiable worksheet; TG pp. 238–239: answers</p>	<p>Term test TG pp. 194–199: whole of Term 1 work assessed; TG pp. 240–243: Memorandum Or use the exemplar test in Section D</p>
Solutions for All Mathematics	<p><i>Check what you know</i> exercises are at the end of each unit TG: answers for each <i>Check what you know</i> exercise are in the TG</p>	<p>Week 6 Assignment: a question from each content area TG p. 276–278; TG pp. 279–280: memorandum with analysis of cognitive levels of each question in the assignment</p>	<p>TG pp. 269–272: photocopiable test paper; TG pp. 273–275: memorandum with analysis of cognitive levels of each question in the test Or use the exemplar test in Section D</p>
Study and Master Mathematics	<p>TG: There are nine assessment tasks and any of these could be used as informal assessment TG pp. 15–16 has page numbers of all the tests and solutions</p>	<p>Week 7 Assignment: Data handling TG p. 96; LB p. 71</p>	<p>No end-of-term test provided You could use the test in another of the LTSMs or the exemplar test in Section D</p>
Viva Mathematics	<p>Assessment 1 TG p. 14: answers; LB p. 13: assessment on Weeks 1–3</p> <p>Assessment 2 TG p. 29: answers; LB p. 37: assessment on Weeks 4–6</p> <p>Assessment 3 TG p. 40: answers; LB p. 69: assessment on Weeks 6–9</p>	<p>Week 6 Assignment: Time TG p. 28: answers; LB p. 36</p>	<p>No end-of-term test provided You could use the test in another of the LTSMs or the exemplar test in section D</p>



2. Suggested Assessment Record

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

3. Grade 5 Mathematics Test Term 1

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

INSTRUCTIONS TO LEARNERS:

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

1. Expand these numbers and calculate the answer:

$$6\ 534 + 2\ 325 = \underline{\hspace{2cm}}$$

$$= 6\ 000 + \underline{\hspace{1cm}} + 30 + 4 + 2\ 000 + 300 + \underline{\hspace{1cm}} + 5$$

$$= \underline{\hspace{1cm}} + 800 + \underline{\hspace{1cm}} + 9$$

$$= \underline{\hspace{2cm}}$$

(5)

2. Fill in the table:

	+ 100	- 100	+ 1 000	- 1 000
12 340	=	=	=	=

(4)

3. Fill in the answer:

a) $\frac{1}{4}$ of 1 kilometre is _____ m

b) $\frac{3}{4}$ of 1 litre is _____ ml

c) $\frac{1}{2}$ a kilogram is _____ g

d) 2 x 250 ml is _____ ml

(4)

4. Circle the correct answer:

4.1. $4 \times (5 + 2) =$

a) $(4 \times 5) + 2$

b) $4 \times 5 \times 2$

c) $(4 + 5) \times (4 + 2)$

d) $(4 \times 5) + (4 \times 2)$

4.2. 2 911 rounded off to nearest 100 is:

a) 2 900

b) 3 000

c) 900

d) 2 000

4.3. $93\ 547 = ?$ in expanded notation

a) $3\ 000 + 40 + 5\ 000 + 90\ 000 + 7$

b) $9 + 2\ 000 + 500 + 30\ 000 + 40$

c) $40 + 90\ 000 + 7 + 500 + 3\ 000$

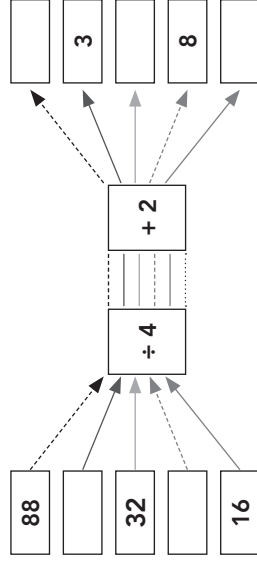
d) $400 + 3\ 000 + 90\ 000 + 7 + 50$

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

- a) 12 b) 96 c) 38 d) 46

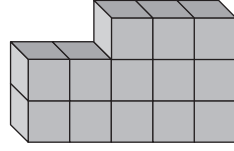
(4)

5. Complete the flow diagram:



(5)

6. How many blocks did Themba use to build this shape?



(1)

7. Calculate the following. Show all your calculations.

a) $5\ 187 + 42\ 236 =$	b) $85\ 126 - 34\ 296 =$	c) $224 \times 75 =$
(2)	(2)	(2)

d) $625 \div 8 =$	e) $315 + (9 \times 8) \div 3$
(2)	(2)

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

(2)

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

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

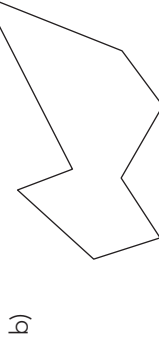
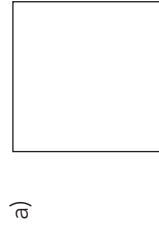
(1)

10. Write down a number sentence for the following:

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

(1)

11. Name these shapes and write about the sizes of the angles.
(Are they bigger than, smaller than or equal to 90 degrees?)



Name of 2-D shape a :	Name of 2-D shape b :
How many angles and what size are they?	How many angles and what size are they?

(8)

12. The graph shows the Grade 5 learners' favourite cold drinks:

12.1. A graph must have labels to explain what the graph is showing.

Write the two labels that this graph needs.

- a) _____
b) _____

12.2. How many learners like Iron Brew more than Cream Soda? _____

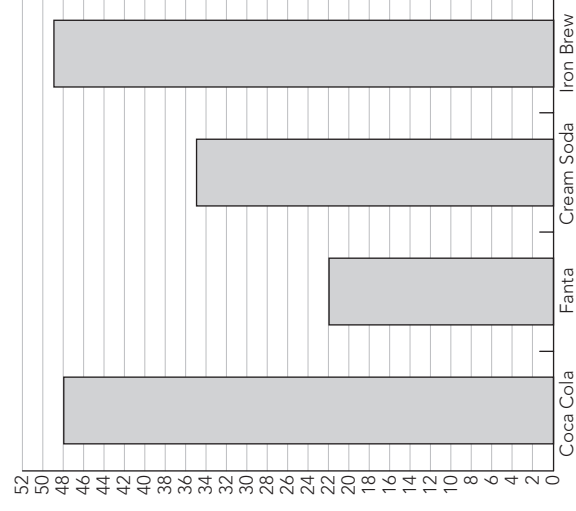
12.3. Draw a tally to show how many learners like Fanta the most.

- 12.4. How many learners were asked to name their favourite cold drink?

Do your working out here:

(5)

TOTAL: 50



4. Grade 5 Mathematics Test Term 1: Memorandum

Expected answer	Content area	Cognitive levels	Marks
<p>1. = 6 000 + 500 ✓ + 30 + 4 + 2 000 + 300 + 20 ✓ + 5</p> <p>= 8 000 ✓ + 800 + 50 ✓ + 9</p> <p>= 8 859 ✓</p>	1	R	(5)
2. = 12 440 ✓ = 12 240 ✓ = 13 340 ✓ 11 340 ✓	1	R	(4)
<p>3. a) 250 m ✓</p> <p>b) 750 ml ✓</p> <p>c) 500 g ✓</p> <p>d) 500 ml ✓</p>	4	K	(4)
4.1. d) $(4 \times 5) + (4 \times 2)$ ✓	1	C	(1)
4.2. a) 2 900 ✓		K	(1)
4.3. c) $40 + 90\,000 + 7 + 500 + 3\,000$ ✓		K	(1)
4.4. b) 96 ✓		K	(1)
<p>5. Complete the flow diagram.</p>			(1) mark for each answer
6. 13 blocks ✓	1	R	(1)

Expected answer	Content area	Cognitive levels	Marks
<p>7. a) Can use any method.</p> <p>Possible method.</p> $\begin{array}{r} 11 \\ 35\,187 \\ + 42\,236 \\ \hline 77\,423 \end{array}$			1 mark for calculation and 1 for answer (2)
<p>b) $85\,126 - 34\,296$ ✓</p> <p>= 80 000 + 5 000 + 100 + 20 + 6 – (30 000 + 4 000 + 200 + 90 + 6)</p> <p>= (80 000 – 30 000) + (5 000 – 4 000) + (100 – 200) + (20 – 90) + (6 – 6)</p> <p>= (80 000 – 30 000) + (4 000 – 4 000) + (1 000 – 200) + (120 – 90) + (6 – 6)</p> <p>= 50 000 + 0 + 800 + 30 + 0</p> <p>= 50 830 ✓</p>			1 mark for calculation and 1 for answer (2)
<p>c) $(200 + 20 + 4) \times (70 + 5)$</p> <p>= $(200 \times 70) + (200 \times 5) + (20 \times 70) + (20 \times 5) + (4 \times 70) + (4 \times 5)$</p> <p>= 14 000 + 1 000 + 1 400 + 100 + 280 + 20</p> <p>= 10 000 + 4 000 + 1 000 + 1 000 + 400 + 100 + 200 + 80 + 20</p> <p>= 10 000 + 6 000 + 700 + 100 ✓</p> <p>= 16 800 ✓</p>	1	R	1 mark for calculation and 1 for answer (2)
<p>d) $315 + (9 \times 8) \div 3$</p> <p>= $315 + 72 \div 3$ ✓</p> <p>= $315 + 24$</p> <p>= 339 ✓</p>	1	C	1 mark for calculation and 1 for answer (2)



Expected answer	Content area	Cognitive levels	Marks
<p>e) Can use any method. Possible method. ✓</p> 419×34 $= (400 + 10 + 9) \times (30 + 4)$ $= (400 \times 30) + (400 \times 4) + (10 \times 30) + (10 \times 4) + (9 \times 30) + (9 \times 4)$ $= 12\,000 + 1\,600 + 300 + 40 + 270 + 36$ $= 10\,000 + 2\,000 + 1\,000 + 600 + 300 + 200 + 40 + 70 + 30 + 6$ $= 10\,000 + 3\,000 + 1\,100 + 140 + 6$ $= 14\,246 \checkmark$	1	R	1 mark for calculation and 1 for answer (2)
<p>8. Can use any method. Possible method. ✓</p> $50 \text{ minutes} + 3 \text{ hours} + 45 \text{ minutes} = 3 \text{ hours} + 95 \text{ minutes}$ $= 3 \text{ hours} + 1 \text{ hour} + 35 \text{ minutes}$ $= 4 \text{ hours and } 35 \text{ minutes} \checkmark$	4	C	1 mark for calculation and 1 for answer (2)
9. $9 \times 6 = 54$ hours ✓	4	P	(1)
10. $34 \times 160 = R5\,440$ or $160 \times 34 = R\,5\,440$ ✓	4	P	(1)
<p>11.a) This shape is a square. ✓</p> <p>It has 4 right angles. ✓</p> <p>b) This shape is an octagon. ✓</p> <p>There are 8 ✓* angles.</p> <p>4 ✓* are greater than 90 degrees. ✓</p> <p>4 ✓* are smaller than 90 degrees. ✓</p>	3	K	(5)
	3	P*	(3)*

Expected answer	Content area	Cognitive levels	Marks
<p>12.</p> <p>12.1. a) Number of learners ✓</p> <p>b) Name of cold drink ✓</p> <p>12.2. 14 ✓</p> <p>12.3. 22 – tally marks done correctly ✓</p> <p>12.4. 154 ✓</p>	5	R R C R P	1 mark for each answer (5)
Total	50		



5. Analysis of Weightings of Marks in the Mathematics Test

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

Table 1: Weighting of content areas in Term 1 Test			
	CAPS 100%	Marks per area in a test out of 50	Marks per area in the Term 1 Test
Numbers, Operations and Relationships	≈50%	25 marks	24 marks
Patterns, Functions and Algebra	≈10%	5 marks	5 marks
Space and Shape	≈15%	7.5 marks	9 marks
Measuring	≈15%	7.5 marks	7 marks
Data handling	≈10%	5 marks	5 marks
	100	50	50

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

Table 2. Cognitive levels Term 1 Test			
Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Marks out of 50 at each level in the Term 1 Test
Knowledge	≈25%	12.5 marks	12 marks
Routine procedures	≈45%	22.5 marks	22 marks
Complex procedures	≈20%	10 marks	11 marks
Problem solving	≈10%	5 marks	5 marks
	≈100	50	50

