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5

GRADE

MATHEMATICS

TEACHER TOOLKIT

CAPS Planner

TERMS 3 & 4



Jika iMfundo
what I do matters

ENDORSED BY



GRADE 5

Mathematics
Teacher Toolkit:
CAPS Planner

TERMS 3 & 4

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CONTENTS

A. Introduction	3
1. The need to improve curriculum coverage	3
2. A cycle of activities that support improved curriculum coverage	3
B. Information about resources in this book	4
1. Planners for a daily programme of work	4
1.1 How planners link to the CAPS	4
1.2 The structure of the planners	4
1.3 How to use the planners	5
2. Plans for assessment	6
2.1 Informal assessment	6
2.2 Formal assessment	6
3. Resources to support content knowledge, pedagogy and assessment practices	7
3.1 Guidelines for preparing and presenting a Mathematics lesson	7
3.2 An exemplar Term 3 test, memorandum and analysis of cognitive levels and content areas	7
3.3 A revision end-of-year examination paper, memorandum and analysis of cognitive levels and content areas	7
3.4 An exemplar formal assessment mark record sheet	7
3.5 A template for tracking, reflecting and reporting for collaborative problem solving	8
C. Resources	10
1. Planners for Term 3	
1.1 <i>Fabulous Mathematics</i>	11
1.2 <i>Oxford Headstart Mathematics</i>	18
1.3 <i>Oxford Successful Mathematics</i>	24
1.4 <i>Platinum Mathematics</i>	31
1.5 <i>Premier Mathematics</i>	38
1.6 <i>Sasol Inzalo Mathematics</i>	45
1.7 <i>Solutions for All Mathematics</i>	50
1.8 <i>Study and Master Mathematics</i>	56
1.9 <i>Viva Mathematics</i>	63

CONTENTS

2. Planners for Term 4	
2.1 <i>Fabulous Mathematics</i>	70
2.2 <i>Oxford Headstart Mathematics</i>	75
2.3 <i>Oxford Successful Mathematics</i>	79
2.4 <i>Platinum Mathematics</i>	83
2.5 <i>Premier Mathematics</i>	88
2.6 <i>Sasol Inzalo Mathematics</i>	93
2.7 <i>Solutions for All Mathematics</i>	97
2.8 <i>Study and Master Mathematics</i>	102
2.9 <i>Viva Mathematics</i>	106
3. Guidelines for preparing a Mathematics lesson	110
4. Assessment term plans	112
4.1 Term 3: Formal assessment tasks included in each set of LTSMs	112
4.2 Term 4: Formal assessment tasks included in each set of LTSMs	113
5. The exemplar Term 3 test	114
6. Memorandum and analysis of cognitive levels in the Term 3 test	121
7. Weighting of cognitive levels and content areas in the Term 3 test	125
8. The revision end-of-year examination	126
9. Memorandum and analysis of cognitive levels and content areas in the revision end-of-year examination	134
10. Weighting of cognitive levels and content areas in the revision end-of-year examination	138
11. An exemplar formal assessment mark record sheet	139
12. Templates for tracking, reflecting on and reporting curriculum coverage	140
12.1 Conventional schools	140
12.2 Multigrade schools	141

A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 5 Mathematics in Terms 3 and 4. There is a companion book for Terms 1 and 2. Teachers should keep these books to use from year to year.

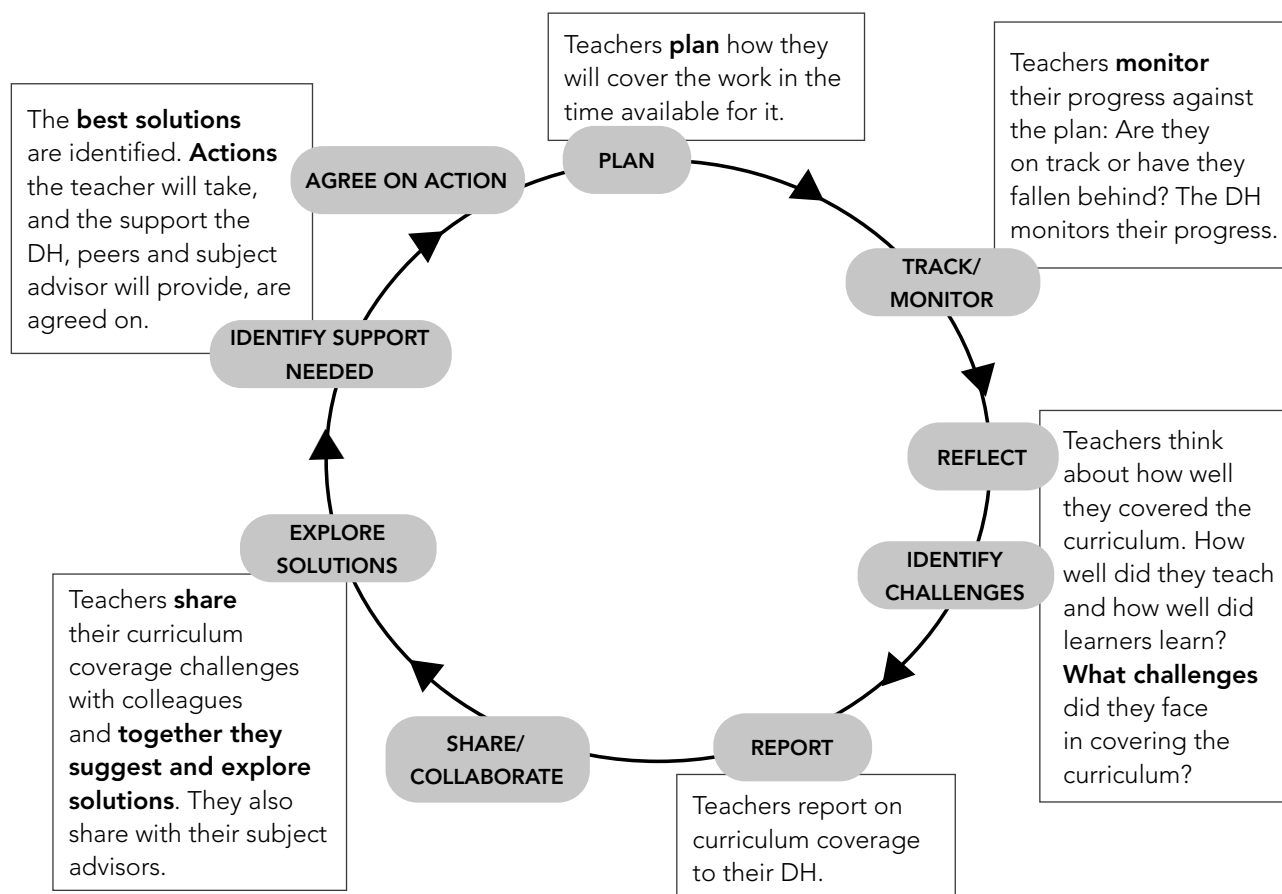
1. The need to improve curriculum coverage

In South Africa, too many learners drop out of school before Grade 12, and too few of those who reach Grade 12 do well in the NSC examinations. There are many reasons for such poor outcomes. One of the most important of these is that the curriculum is not covered each year. In other words, the teachers do not teach everything required by the CAPS in the year, and learners do not sufficiently understand the concepts and develop the skills that are taught. **Improving curriculum coverage is the key thing that teachers can do to improve learning outcomes.**

2. A cycle of activities that support improved curriculum coverage

Covering the curriculum is a complex task in which teachers face many challenges. However, there is a cycle of practices that can support curriculum coverage (see Figure 1). If these practices become routine in the school, curriculum coverage, and thus learners' outcomes, should improve.

Figure 1: The cycle of practices for supporting improved curriculum coverage



B. INFORMATION ABOUT RESOURCES IN THIS BOOK

In this book, you will find resources which will help you plan, track, reflect and report on curriculum coverage for the purpose of working collaboratively with peers and your department head (DH) and subject adviser to solve curriculum coverage problems. The resources are described below.

1. Planners for a daily programme of work

Later in this book there are planners that will help you plan what to teach each day in Term 3 and Term 4 (see Resources 1 and 2 in Section C). These planners provide a daily programme of work. There is a planner for all the books on the approved list of Learning and Teaching Support Materials (LTSMs) for Grade 5 Mathematics.

1.1 How planners link to the CAPS

Planners link the CAPS contents and skills to activities in the learner's book (LB) and teacher's guide (TG) of each set of LTSMs. They also show which DBE workbook pages have related worksheets for extension or remediation. The daily plan of activities ensures that time is allocated to all the work required by the CAPS in the term. Should you miss a lesson for any reason, it is important that you do not skip this lesson, but continue in the next lesson from where you left off.

In the CAPS, six hours have been allocated to Mathematics in the Intermediate Phase each week. The planners give the content and skills for six one-hour lessons for each week in the term.

1.2 The structure of the planners

The example of a planner below (Table 1) is Week 7 from *Viva Mathematics* Term 3. It shows you how the planning for a week is arranged. The same layout, abbreviations and symbols are used in the planners for all the LTSMs for each term.

The table heading states the week of the term and the LTSM to which the planning is linked. Look at the notes to see what each column tells you.

Table 1: An example of a planner

VIVA MATHEMATICS Week 7								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	Q. LB p. 163 A. TG p. 145	FORMAL ASSESSMENT Project: Data cycle – Sources of light 1. Ask a question			173–174	89	No. 98 (pp. 80–81)	Data cycle (No. 17)
38	Q. LB p. 163 A. TG p. 145	Project cont.: 2. Collect and organise the data in groups of 3 to 4			173–174	89	No. 99 (pp. 82–83)	
39	Q. LB p. 163 A. TG p. 145	Project cont.: 3. Each learner to draw own pictograph			173–174	89	No. 100 (pp. 84–85)	
40	Q. LB p. 163 A. TG p. 145	Project cont.: 4. Analyse and interpret the data as a group			173–174	89		
41	Q. LB p. 163 A. TG p. 145	Project cont.: 5. Write up a report on the data individually			173–174	89		
42		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				79, 82, 84–85		

The columns, from left to right, give the following information:

- The number of the lesson in the term.
- The CAPS content and skills that are dealt with in each lesson.
- The page number in the CAPS where the content referred to is specified.
- The activity in the learner's book that should be done by the learners during the lesson.
- The page number in the learner's book where the activity and related content can be found.
- The page number in the teacher's guide where support is given for the work to be done.
- The page number in the DBE workbook where there is an activity that can be used for remediation or extension of the CAPS concepts/skill addressed in the lesson.
- Resources needed for the lesson. Note that in this column there are frequent references to two books published as part of the Mathematics toolkit. These are *Mental Maths Activities and Printable Resources* and *Remediation and Enrichment Activities*. Where a number is given for a resource, such as (No. 18) as shown in Table 1 Lesson 33, the number is the number of the resource in the *Mental Maths Activities and Printable Resources* book.¹

Abbreviations and symbols used in the planners
<ul style="list-style-type: none"> • MM = mental maths • TG = teacher's guide • LB = learner's book
* = select (this indicates that teachers should choose some of the questions given in the activity referred to) # = supplement (this indicates that the activity/exercise referred to is insufficient, and teachers should provide additional examples)

1.3 How to use the planners

Plan for the term

- **Find the correct planner to use** – the one that gives the daily plans for the LTSM that you use mostly in your class. You can of course use the others to help you find additional or alternative activities related to the same skills and concepts.
- **Check the length of the term against the number of weeks in the planner.** The school terms are not the same length each year. However, the planner is the same from year to year. The planner for Mathematics Grade 5 **Term 3** gives a daily plan for a term that is eleven weeks long. No new content is allocated in Week 10, which is set aside for revision and the writing of the test. Week 11 is for remediation of the test and learner corrections. **Term 4** has plans for a term that is nine weeks long. The curriculum content should be covered in the first six weeks. Weeks 7 and 8 are set aside for revision and the examination, and Week 9 for review of the examination and remediation. If the terms in any year are of a different length, or if your school allocates more or less time for examinations than is in the planner, you will have to adjust your planning accordingly. It is very important to do this planning at the beginning of the term so that you neither rush through the work when you in fact have more time for it than allocated in the planner, nor find that you have followed the pace of the planner, but run out of teaching time.

Plan for lessons

- **Compare your timetable with the number of lessons in the week, and the length of each lesson.** In some weeks, no new work is allocated to the sixth hour; it can instead be used for doing revision, extension, remediation and for catching up on any work that has not been completed in the other five lessons. If you do not have six periods of one hour each, you will need to adjust the programme for each one-hour lesson in the planner to fit the length and number of your lessons.
- **Plan and prepare for each lesson.** The planners give support for the planning of a programme of work. They do not offer help with detailed lesson planning or preparation.

Planning for a lesson involves drawing up a plan of action. A lesson plan should include an introduction, sequenced content and activities for learners to work on individually or in groups, a conclusion, and homework activities to consolidate the learning of the day or to prepare for the next day's lesson where possible. No lesson plan templates are provided here. You should use the one you prefer or that is specified by your school/subject adviser.

When preparing for a Mathematics lesson you should:

- make sure that you understand every aspect of the content knowledge and skills addressed in the lesson;
- consider relevant prior knowledge that the new work builds on, how you will check that learners have this knowledge, and how you will help close any gaps from the past;
- think carefully about how best to help learners understand new work and develop new skills;
- work through each of the learner activities yourself, noting alternative answers where necessary and making notes on possible learner difficulties in relation to the activities;
- ensure that any resources you need to use in the lesson are available (e.g. flard cards, dot paper, a clock face, counters);

¹ These toolkit books, along with the *Grade 1-3 Mathematics English/isiZulu Dictionary*, were delivered with the planners to all schools. Additional copies of these books may be ordered from the KwaZulu-Natal Department of Education catalogue.

- decide how you will pair/group your learners;
- check in your teacher's guide and learner's book for enrichment/challenge activities for learners who have completed their work and/or need a challenge;
- see where there are remedial and support activities for learners who have barriers to learning; and
- check that the DBE worksheet page in the edition of the workbook you are using does have an appropriate activity related to the work for the lesson (these might have changed slightly since the 2017 edition on which the page references in the planners are based).

These brief points are elaborated on in Resource 3 in Section C.

2. Plans for assessment

Curriculum coverage requires teachers to teach the content given in the CAPS each term/year. It also requires that learners understand the concepts and develop the skills that are taught. Thus, assessment gives vital information about how well the curriculum is being covered. It tells teachers which topics or aspects of topics learners are struggling with, and how many learners are managing well, just coping, or struggling. Teachers need to reflect on possible reasons for and implications of these patterns of achievement, thinking about, for example, what they tell of the efficacy of their teaching methodology and how it could be improved, what feedback they can give learners to encourage and support improvement, and whether they can move on to new work, or need to remediate that which has already been taught.

The CAPS requires that teachers assess their learners' progress by means of both informal and formal assessment, and resources in this book assist teachers with planning for both.

2.1 Informal assessment

Informal assessment is ongoing and part of the teaching process as teachers listen to learners' responses and questions in class, and check their classwork and homework books. No record of the marks for informal assessment needs to be kept, but recording some of these will help you monitor learners' progress.

The CAPS for Mathematics in the Intermediate Phase does not specify exactly what needs to be done for informal assessment, but does indicate what content should have been assessed at certain points. All the LTSMs include activities that are either intended to be used for informal assessment, or which could effectively serve this purpose. You should think about which to use when you do your planning. Occasionally suggestions are made in the planners.

2.2 Formal assessment

Formal assessment is assessment for which marks are recorded. In South African schools, these marks should be entered into SA-SAMS.

The resources in this book help you plan when your learners will complete formal assessment tasks. Knowing this helps you to plan related activities such as when tasks and marking guidelines will be moderated, when marking will be completed and moderated, when marks will be recorded, and when feedback will be given to learners. All these activities are important in ensuring that assessment is at the correct level and that information from it can be used to support improved curriculum coverage.

Formal assessment tasks specified in the amended Section 4 of the CAPS

The amended Section 4 of the CAPS specifies two formal assessment tasks for Term 3 – a test and a project. In Term 4 there is only one task – an examination.²

Formal assessment programmes in the LTSMs and planners

Resources 4.1 and 4.2 in Section C show how the formal assessment tasks are integrated into the planners for Terms 3 and 4 respectively. They show when tasks are scheduled in the planner for each of the LTSMs. A note is also made of this date in the planners themselves by writing **Formal assessment** in the CAPS content column. You will see an example of this in Table 1, Lesson 37. The planners also allocate time for you to return marked work and go through it with your learners.

Note: The amended Section 4 no longer specifies the assignment and investigation that were previously required in Term 4. However, most of the planner tables still show where these tasks were scheduled for this purpose. You can still give them to your learners for practice/informal assessment if you wish to, or you can use the periods allocated to them for catch up, consolidation or revision as best suits your class.

² The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme shown here to align with the revised requirements.

Not all the LTSMs provide an example of all the assessment activities required for the assessment tasks, and some of those provided might not be suitable for your class, nor meet the specifications in the amended Section 4 of the CAPS. It is therefore essential that you check the assessment activities carefully before giving them to the learners and, if necessary, adapt them or set your own. In the case of the Term 3 test, you could use the exemplar in Section C of this planner. In some cases, there might be a test or examination set by the district or province which you are required to use.

The dates in the assessment programme provided for your LTSM might not suit your context for some reason. You should be sure to check this, and schedule dates that are more appropriate where necessary.

3. Resources to support content knowledge, pedagogy and assessment practices

Sound content and pedagogical knowledge and teaching and learning resources enable teachers to support learning, and thus have a positive impact on curriculum coverage. For this reason, where appropriate, guidelines for teaching certain topics or skills, explanatory information about the content, suggestions for sound structuring of lessons and exemplar assessment tasks are provided in this series of books. Below is a brief description of resources provided in the Resources section of this book.

3.1 Guidelines for preparing and presenting a Mathematics lesson

Section 1.3 above drew attention to the need for thorough preparation for a Mathematics lesson to be successful, and gave some brief pointers to effective preparation. Resource 3 in Section C gives more detail about the points made in 1.3, as well as suggestions for how to structure the main activities in a lesson. Following this format in most lessons will ensure that key components such as Mental Maths and homework remediation are given attention, together with the learning of new concepts and skills and opportunities for practising and consolidating these.

3.2 An exemplar Term 3 test, memorandum and analysis of cognitive levels and content areas

An exemplar test is provided in Resource 5, with a marking memorandum together with an analysis of cognitive levels in Resource 6. Resource 7 shows the weighting of marks for the cognitive levels and the content areas covered compared with the weighting specified in the CAPS (p. 296 and p. 12 respectively). Note that this test is out of 50 marks which complies with the amended specification that it be for a minimum of 25 marks. It is an hour long, which complies with the amended specification that it be a maximum of one hour.

3.3 A revision end-of-year examination paper, memorandum and analysis of cognitive levels and content areas

An examination paper which can be used for informal assessment or revision is provided for Term 4 (Resource 8). Resource 9 is the marking guideline with an analysis of the content areas and levels of questions according to the CAPS levels. Resource 10 shows the weighting of marks in the examination across the cognitive levels compared with the weighting specified in the CAPS. It also shows the weighting of marks across content areas compared with those specified by the CAPS. Note however that the amended specifications for the end-of-year examination require two one-hour papers, each for 25 marks, and specify the weighting of marks for different content areas in these papers. The examination paper provided in Section C does not comply with these revised specifications and can thus NOT be used for formal assessment.

Assessment resources described in 3.2 and 3.3 above support curriculum coverage by:

- providing an exemplar test that complies with the specifications given in the amended Section 4 of the CAPS (i.e. a one-hour test with a minimum of 25 marks);
- providing correct marking guidelines so that learners' work will be marked to the same standard across different markers; and
- supporting teachers' ability to work with the levels of questions required by the CAPS by providing a detailed analysis of the levels of questions asked in the tasks. This strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future.

You can photocopy and use the exemplar test and examination paper as they are or adapt them in ways that make them more useful to you. Both can be used for informal assessment/revision/practice but only the test can be used for formal assessment.

3.4 An exemplar formal assessment mark record sheet

Resource 11 provides a template on which to record formal assessment marks for the year to help you see how individual learners are progressing, and which topics might need remedial work. Should you wish, you could also record any informal assessment marks that you have to give a fuller picture.

3.5 A template for tracking, reflecting and reporting for collaborative problem solving

Planning is one activity on the curriculum coverage support cycle (Figure 1), and you have seen how the material in this book supports teachers with planning. The templates provided as Resource 12 in Section C are tools to assist teachers with other aspects of the cycle. There is a template to use in conventional schools, and one for use in multigrade schools. The template for conventional schools is reproduced below, with annotations that show how it is used as a tool for curriculum coverage support. The template for multigrade schools works in the same way.

Teachers should print a copy of the relevant template for each week of the term and use it together with the teaching plan for that week. This teaching plan could be the planner for their LTSM in this book or the ATP or another daily planning resource. They record curriculum coverage information and their reflection on it for all the Mathematics lessons with each class they teach in the week.

Note that dates are not given in the tracking and reflecting template. Teachers should fill two dates into the spaces at the top of the template. Firstly, they should record the week in the planner when the work they are doing is scheduled to be done; secondly, they should record the week when they in fact are starting that work. These dates will help them see how well they are keeping up with the pace set in the planner they are following.

This is the no. of the week in the planner that is being followed.

This is the no. of the week in the term when the work actually starts. If curriculum coverage is behind, this might be a later week than the week in the planner.

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner for details of the week's work (or the ATP for subjects without planners)

Class (or subject for FP)				
---------------------------	--	--	--	--

On track by end of week? (Yes/no) _____

How many learners are working confidently? (Rough estimate) _____

How many learners in this class? _____

At the end of the week, the teacher uses evidence from informal and formal assessment, to estimate for each class how many learners out of the total are working confidently at Level 4 or above. They use this information, together with the amount of work planned that they have taught, to state whether or not their curriculum coverage is on track.

DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>
-----	--

Prompts for daily reflection.

1
2
3
4
5

Each day, the teacher reflects on how their lesson went, and how they could improve it using the prompts provided. They also think about whether or not they can proceed as planned in the next lesson. This is a professional judgement they make based on informal and formal assessment. They note the main points here.

Reflection on the week:

What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?

Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?

At the end of the week, the teacher reflects on the week's teaching and learning. They think about what learners found difficult, and how they can change their practice so learning improves.

At the end of the week, the teacher considers whether or not the work planned for the week has been taught and learnt, and if not, what can be done to solve curriculum coverage problems and get back on track.

The teacher writes their reflections here for their own professional development, but also to share them with their DH to get support in solving problems.

DH: _____

Date: _____

At the end of the week, the DH reads the teacher's reflections and record of curriculum coverage and signs the template. S/he uses the information shared in a supportive conversation with the teacher. Together they consider any curriculum coverage problems the teacher faces and work towards finding solutions.

C. RESOURCES

1. PLANNERS FOR TERM 3

1.1 Fabulous Mathematics

FABULOUS MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1	The counting range and times tables to be covered each week of the term are in a table on TG p. 111	Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Fabulous Mathematics</i> LB for each learner and a TG for yourself
2	LB p. 140 Act. 1 TG p. 112 Act. 1 TG p. 111	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Adding fractions	176–177 122	1	153	123	No. 66 (pp. 4–5)	
3	LB p. 140 Act. 2 TG p. 112 Act. 3 TG p. 111	Counting in fractions; Improper fractions and mixed fractions	122–123	2	154–156	122–123	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	
4	LB p. 140 Act. 3 TG p. 112 Act. 4 TG p. 111	Sorting fractions	123	3	157	123	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	LB p. 140 Act. 4 TG p. 112 Act. 5 TG p. 111	Adding and subtracting fractions with mixed numbers	123	4	158	123	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	Fraction number line (No. 8)
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			168	126	No. 73 (pp. 18–19)	

FABULOUS MATHEMATICS Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	LB p. 141 Act. 5 TG p. 113 Act. 6 TG p. 111	4.2 MEASUREMENT Mass Practical work estimating and comparing the mass of various items	178–180	1–2	159–160	124	No. 74a (pp. 20–21)	Variety of objects which learners can weigh, e.g. paper clip, Smartie, litre of water, 2 kg of sugar, suitcase, etc.
8	LB p. 141 Act. 6 TG p. 113 Act. 7 TG p. 111	Conversions and recipes		3	160	125	No. 74b (pp. 22–23)	Make a poster of conversions see LB p. 160
9	LB p. 141 Act. 7 TG p. 113 Act. 8 TG p. 111	Reading mass on a baby's scale; Read mass on food stuffs and calculate the cost – <i>Going shopping</i>		4–5	160–161	125	No. 75 (pp. 24–25) No. (pp. 24–25)	
10	LB p. 142 Act. 8 TG p. 113 Act. 9 TG p. 111	Reading scales		6	161–163	125	No. 77 (pp. 26–27)	Kitchen scale and bathroom scale
11	LB p. 142 Act. 9 TG p. 113 Act. 10 TG p. 111	Problem solving involving rate and mass		7	163	125	No. 78 (pp. 26–27) No. 79 (pp. 28–29)	
12		Catch up: Any work not yet completed Remedial support and enrichment: Do your own planning			158	126		

FABULOUS MATHEMATICS Week 3

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
13		1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour)	182	*1–6	165–168	126–128	No. 80 (pp. 30–31) No. 81 (pp. 32–33)	Flard cards/place value cards (No. 1)
14	LB p. 144 Act. 10 TG p. 114 Act. 11 TG p. 111	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Revise the four methods of addition; Method 5: The vertical column method	182–183	1	170	129–131	No. 82a (pp. 40–41)	Make a poster to show different setting out methods
15	LB p. 144 Act. 12 TG p. 114 Act. 13 TG p. 111	Problem solving		2	170–171	131	No. 82b (pp. 42–43) No. 83 (pp. 44–45)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
16	LB p. 144 Act. 13 TG p. 114 Act. 14 TG p. 111	Methods of subtraction		3	171–172	131–132	No. 84 (pp. 46–47)	
17	LB p. 144 Act. 14 TG p. 115 Act. 15 TG p. 111	Problem solving		4	172	133	No. 85 (pp. 48–49)	
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			172	133		

FABULOUS MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
19	LB p. 145 Act. 15 TG p. 115 Act. 16 TG p. 111	3.5 SPACE AND SHAPE Viewing objects (3 hours) Different views – see suggested methodology TG p. 134	184				No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)
20	LB p. 146 Act. 16 TG p. 115 Act. 17 TG p. 111	Different views		1	173–174	134	No. 87 (pp. 52–53)	
21	LB p. 146 Act. 17 TG p. 115 Act. 18 TG p. 111	Revision and extension			175	134		
22	LB p. 147 Act. 18 TG p. 115 Act. 19 TG p. 111	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Polygons or curves; Naming shapes	184	1–2	176	135–136	No. 88 (pp. 54–55)	Grid paper see TG p. 127 (also No. 20) Cut-out 2-D cardboard or plastic (No. 10) Blank paper
23	LB p. 147 Act. 19 TG p. 116 Act. 20 TG p. 111	Polygon angles		3	177	136	No. 89a (pp. 56–57) No. 89b (pp. 58–59)	Polygons with different angles (No. 10)
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			178	137		

FABULOUS MATHEMATICS Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	LB p. 148 Act. 20 TG p. 116 Act. 21 TG p. 111	3.4 SPACE AND SHAPE Transformations (3 hours) Translations, reflections and rotations		1	177–181	137–139	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	
26	LB p. 149 Act. 21 TG p. 116 Act. 22 TG p. 111	Tessellations		2	182	139	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	Grid paper see TG p. 217 (also No. 20)
27	LB p. 150 Act. 22 TG p. 117 Act. 23 TG p. 111	4.5 MEASUREMENT Temperature (2 hours) Temperatures and thermometers	186	1	183–184	140–141	No. 94 (pp. 68–69)	Thermometers
28	LB p. 151 Act. 23 TG p. 117 Act. 24 TG p. 111	Rising and falling temperatures		2	185–186	141	No. 95 (pp. 70–71)	
29		Revision and challenge			186	141	No. 93 (pp. 66–67)	
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			186	141		

FABULOUS MATHEMATICS Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31	LB p. 152 Act. 24 TG p. 117 Act. 25 TG p. 111	5.1–5.3 DATA HANDLING (9 hours) Organising data and finding the mode	187–188	1	187	142	No. 96 (pp. 72–73)	
32	LB p. 140 Act. 1 TG p. 112 Act. 1 TG p. 111	Analysing bar graphs		2	188	143	No. 97a (pp. 74–75)	Data cycle (No. 17)
33	LB p. 140 Act. 2 TG p. 112 Act. 3 TG p. 111	Analysing pictographs		3	189	143	No. 97b (pp. 76–77)	
34	LB p. 140 Act. 3 TG p. 112 Act. 4 TG p. 111	Analysing pie graphs and finding the mode		4	189–190	143–144	No. 97c (pp. 78–79)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
35	LB p. 140 Act. 4 TG p. 112 Act. 5 TG p. 111	Collecting and representing data		5	190	144	No. 98 (pp. 80–81)	
36		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			191	145	No. 99 (pp. 82–83)	

FABULOUS MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	LB p. 141 Act. 5 TG p. 113 Act. 6 TG p. 111	FORMAL ASSESSMENT Project: Data handling – Bed times Work with a partner; Compose a question for your research; Collect your data at home; Use a separate frequency table for each age group (a tally)			Project	154–156		Project: Bed times TG pp. 154–156
38	LB p. 141 Act. 6 TG p. 113 Act. 7 TG p. 111	Collect your data at school; Use a separate frequency table for each age group (a tally)			Project	154–156		
39	LB p. 141 Act. 7 TG p. 113 Act. 8 TG p. 111	Draw a bar chart for the data of the younger age group			Project	154–156		
40	LB p. 142 Act. 8 TG p. 113 Act. 9 TG p. 111	Draw a bar chart for the data of the older age group			Project	154–156		
41	LB p. 142 Act. 9 TG p. 113 Act. 10 TG p. 111	Write a paragraph analysing each set of data			Project	154–156		
42		Write a paragraph to compare each set of data				154–156		

FABULOUS MATHEMATICS Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
43	LB p. 143 Act. 10 TG p. 114 Act. 11 TG p. 111	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Numeric patterns		1	193	146–147		
44	LB p. 143 Act. 11 TG p. 114 Act. 12 TG p. 111	Flow diagrams		2 no. 1–3	193–195	148–149	No. 101 (pp. 86–87)	
45	LB p. 144 Act. 12 TG p. 114 Act. 13 TG p. 111	Flow diagrams		2 no. 4–5	193–195	148–149	No. 102 (pp. 88–89)	
46	LB p. 144 Act. 13 TG p. 114 Act. 14 TG p. 111	Completing tables		3	197	149		
47	LB p. 144 Act. 14 TG p. 115 Act. 15 TG p. 111	Revision and challenge			198	150		
48		Hand back data project and give feedback on common errors						

FABULOUS MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
49	LB p. 145 Act. 15 TG p. 115 Act. 16 TG p. 111	1.1 WHOLE NUMBERS Multiplication (7 hours) Factors and multiples	192–193	1	199	151	No. 103a (pp. 90–91)	
50	LB p. 146 Act. 16 TG p. 115 Act. 17 TG p. 111	Revise the four methods of multiplication done in Term 1 and 2		–	51–52	34–35	No. 103b (pp. 92–93)	
51	LB p. 146 Act. 17 TG p. 115 Act. 18 TG p. 111	Revise the four methods of multiplication done in Term 1 and 2 (continued)		–	51–52	34–35	No. 104 (pp. 94–95)	
52	LB p. 147 Act. 18 TG p. 115 Act. 19 TG p. 111	Method 5: Multiplying in vertical columns		2 no. 1–2	200	152–153		

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
53	LB p. 147 Act. 19 TG p. 116 Act. 20 TG p. 111	Method 5: Multiplying in vertical columns (continued)		2 no. 3	200	152–153		
54		Problem solving with multiplication		3	200	153		
54		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			198, 200			

FABULOUS MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
55							Do any worksheets from Term 3 which have not been completed	
56							Do any worksheets from Term 3 which have not been completed	
57							Do any worksheets from Term 3 which have not been completed	
58							Do any worksheets from Term 3 which have not been completed	
59							Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test				157–161		Use the test provided in the TG, or in Section C of this planner, or set your own

FABULOUS MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.2 Oxford Headstart Mathematics

OXFORD HEADSTART MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE work books; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Oxford Headstart Mathematics</i> LB for each learner and a TG for yourself
2	Q. LB p. 184 A. TG p. 180	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Equivalent fractions; Work with fractions on a number line	176–177	1	184–185	180–182	No. 66 (pp. 4–5)	Number lines (No. 8) Tip: Grid paper (No. 20) will help learners to keep the same gap between each equal fraction
3	TG p. 180	Compare fractions in a drawing; Subtract common fractions		2–3	185–186	182–183	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	
4	TG p. 180	Add mixed numbers		4	187	183–184	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	TG p. 180	Subtract mixed numbers		5	188	185	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	See LB p. 188 for example of how to think about subtracting mixed numbers
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				182, 186		

OXFORD HEADSTART MATHEMATICS Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	TG p. 180	Problem solving using mixed numbers and units of measurement		6	188–189		No. 73 (pp. 18–19)	
8	TG p. 188	4.2 MEASUREMENT Mass (5 hours) Measure and compare objects; Choose instruments and units; Measuring mass in kilograms	178–180	1–3	190–191	188–191	No. 74a (pp. 20–21)	For each group – coat hanger, 2 yoghurt cups and some string; Various scales – kitchen, bathroom, balancing and industrial; Plastic bottles with a 1 or 2 litre capacity

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
9	TG p. 188	Measuring mass in grams		4	192	191–192	No. 74b (pp. 22–23)	Kitchen scale
10	TG p. 188	Working with mass; Compare mass in kilograms and grams		5	193	192	No. 75 (pp. 24–25)	Make a poster of 1 000 dots by grouping 10 groups of 100 dots – each dot represents 1 gram
11	TG p. 188	Rounding off grams to the nearest kilogram		6	194	193	No. 76 (pp. 26–27)	See LB p. 194 for summary of conversions; You could make a poster of this
12	TG p. 188	Converting units of mass		7	194	81	No. 77 (pp. 28–29)	Wall chart of <i>Think and Do</i> example; See LB p. 195

OXFORD HEADSTART MATHEMATICS Week 3

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
13	TG p. 188	Problem solving with mass		*8	195–196	194	No. 78 (pp. 30–31) No. 79 (pp. 32–33)	
14	#	1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour)		*1–3	198–199	197–198	No. 80 (pp. 34–35) No. 81a and b (pp. 36–39)	
15	Q. LB p. 197 A. TG p. 196 A	1.1 Whole numbers Addition and subtraction (5 hours) Method 1: Add using the expanded column method; Method 2: Adding in columns without carrying over	182–183	*1–2	201–202	199–201	No. 82a (pp. 40–41)	
16	Q. LB p. 197 A. TG p. 196 B	Add in columns using carrying over; Check answers; Carrying over with more than two numbers		*3–5		202–203	No. 82b (pp. 42–43)	Use squared paper (No. 20) to assist learners to keep the place value columns and the numbers lined up correctly
17	Q. LB p. 197 A. TG p. 196 C	Problem solving with addition		6	204–205	204	No. 83 (pp. 44–45)	
18		Subtraction Method 1: Expanded column method (without compensation); Expanded column method (with compensation)		*7	205–206			

OXFORD HEADSTART MATHEMATICS Week 4

* = select # = supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
19	Q. LB p. 197 A. TG p. 196 D	Subtraction Method 2: The vertical column method (without compensation); The vertical column method (with compensation)		*8	207–208	206–207	No. 84 (pp. 46–47)	
20	#	Subtract using any method		9	208	207–208	No. 85 (pp. 48–49)	
21	Q. LB p. 211 A. TG p. 210	3.5 SPACE AND SHAPE Viewing objects (3 hours) Viewing objects from different positions	184	1	211	211	No. 86 (pp. 50–51)	A variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)
22	#	Match views of 3-D objects; Draw views of 3-D objects		2–3	212–213	211–212	No. 87 (pp. 52–53)	Objects that the learners built in Term 2
23	Q. LB p. 214 A. TG p. 213	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Identifying and naming 2-D shapes and their features	184	*1–2	215–216	214–215	No. 88 (pp. 54–55)	Cut-outs of shapes A–Q see LB p. 216 (also No. 10) Pictures of 2-D shapes with curved sides
24		Remediation and enrichment			209–210	208		

OXFORD HEADSTART MATHEMATICS Week 5

* = select # = supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
25	#	Angles of 2-D shapes		3	217	215	No. 89a (pp. 56–57)	
26	#	Make new 2-D shapes using a specific shape		*4	218	216	No. 89b (pp. 58–59)	
27	#	Divide 2-D shapes into specific shapes		*5	219	216–217		
28	Q. LB p. 220 A. TG pp. 217–218	3.4 SPACE AND SHAPE Transformations (3 hours) Reflections: Recognise and describe reflections; Perform reflections	185	1–2	220–221	218–219	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cut-out 2-D shapes to reflect, translate and rotate (No. 10); Grid paper see TG p. 318 (also No. 20)
29	#	Translations: Recognise and describe translations; Perform translations		3–4	222–223	219–220	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				182, 186		

OXFORD HEADSTART MATHEMATICS Week 6

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
31	#	Rotations: Recognise and describe rotations; Perform rotations		5–6	223–224	221–222	No. 93 (pp. 66–67)	
32	Q. LB p. 225 A. TG p. 223	4.5 MEASUREMENT Temperature (2 hours) Investigate thermometers and degrees Celsius	186	1	225	223–224	No. 94 (pp. 68–69)	Thermometers; Liquids at different temperatures
33	#	Work with temperature in degrees Celsius		7	126	93	No. 95 (pp. 70–71)	Example of weather report on TV or in a newspaper
34	Q. LB p. 229 A. TG p. 228 A	5.1–5.3 DATA HANDLING (9 hours) Representing data; Read the tallies	187–188	1–2	230–231	228–229	No. 96 (pp. 72–73)	Data cycle (No. 17)
35	Q. LB p. 229 A. TG p. 228 B	Read a pictograph; Draw a pictograph		3–4	232	229–230	No. 97a (pp. 74–75)	
36		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				226–227		

OXFORD HEADSTART MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
37	Q. LB p. 229 A. TG p. 228 C	Read a vertical bar graphs; Draw a vertical bar graph		5–6	223	230–231	No. 97b (pp. 76–77) No. 97c (pp. 78–79)	
38	Q. LB p. 229 A. TG p. 228 D	Read a horizontal bar graph Draw a horizontal bar graph		7–8	234	231	No. 98 (pp. 80–81)	
39	Q. LB p. 229 A. TG p. 228 E	Analysing data: Find the mode		9	235	232	No. 99 (pp. 82–83)	
40	Q. LB p. 229 A. TG p. 228 F–G	FORMAL ASSESSMENT Project: Data handling – Interpreting and reporting on data Use Activity 10 1–3		10 1–3	235–236	232–233	No. 100 (pp. 84–85)	
41	Q. LB p. 229 A. TG p. 228 H–I	Project: Interpreting and reporting on data (continued)		10 1–3	235–236	232–233	No. 100 (pp. 84–85)	
42		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

OXFORD HEADSTART MATHEMATICS Week 8

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
43	Q. LB p. 237 A. TG p. 234	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Using tables to show patterns; Use flow diagrams to show patterns; supply input and output values	189–191	1–2	238	234–235		
44	#	Compare flow diagrams		3	238	235	No. 101 (pp. 86–87)	
45	#	Compare flow diagrams (continued)		4	239	235		
46	#	Determine the rule		5	239	235	No. 102 (pp. 88–89)	
47	Q. LB p. 240 A. TG p. 237	Complete patterns		6	239	236		
48		Hand back data project and give feedback on common errors						

OXFORD HEADSTART MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
49	Q. LB p. 240 A. TG p. 237 C–D	Use the property of 0 to compensate		3	242	238	No. 103b (pp. 92–93)	
50	Q. LB p. 240 A. TG p. 237 E–F	Write number sentences		4	242	239	No. 104 (pp. 94–95)	
51	Q. LB p. 240 A. TG p. 237 G–H	Revise multiplication facts		5	243	240		
52	Q. LB p. 240 A. TG p. 237 I–J	Write factors and multiples		6	244	241		
53	Q. LB p. 240 A. TG p. 237 K	Multiplication: Method 1; Method 2; Method 3; Method 4		7	245–246	241–242		
54		Problem solving		8	247	242		

OXFORD HEADSTART MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
55		Calculate the ratios		9	247–248	243		
56		Calculate the rate		10	249	243–244		
57		Assessment 9			250–251	244–245	Do any worksheets from Term 3 which have not been completed	
58		End-of-term revision			252–253	246–247	Do any worksheets from Term 3 which have not been completed	
59							Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test						Use the test provided in the TG, or in Section C of this planner, or set your own

OXFORD HEADSTART MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.3 Oxford Successful Mathematics

OXFORD SUCCESSFUL MATHEMATICS Week 1								
# = supplement								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Oxford Successful Mathematics</i> LB for each learner and a TG for yourself
2	LB p. 158 TG pp. 24–35	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Parts of a whole and fractions of many	176–177	1	159	141	No. 66 (pp. 4–5) No. 67 (pp. 6–7) No. 68 (pp. 8–9)	A variety of physical objects which learners can count out and then divide, e.g. counters, beads
3	TG pp. 24–35 #	Calculations with fractions		2 No. 1–3	160–163	142–143	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
4	TG pp. 24–35 #	Calculations with fractions		2 No. 4–9	163–164	143	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
5	LB p. 166	4.2 MEASUREMENT Mass (5 hours) Estimate, measure and compare masses	178–180	1	166–168	144–145	No. 74a (pp. 20–21)	A variety of analogue and digital scales – bathroom, kitchen, pull scales; Learners bring objects from home to measure; Measure the mass of objects in the classroom
6		Catch up: Finish any work not yet completed especially the DBE exercises Remedial support and enrichment: Do your own planning			165	143		

#OXFORD SUCCESSFUL MATHEMATICS Week 2

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
7	TG pp. 24–35 #	Work with kilograms and grams		2 No. 1–3	168–169	145–146	No. 73 (pp. 18–19)	Put up a display of food containers which show the mass in grams or kilograms
8	TG pp. 24–35 #	Work with kilograms and grams (continued)		2 No. 4–7	168–170	145–146	No. 74b (pp. 22–23)	
9	TG pp. 24–35 #	Convert between kilograms and grams		3	170–171	146	No. 75 (pp. 24–25)	Make a wall chart showing conversions
10	TG pp. 24–35 #	More conversions of kilograms to grams and grams to kilograms		4	171	147	No. 76 (pp. 26–27)	
11	LB p. 173	1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour) Order, compare and represent 6-digit whole numbers	181	1	173–174	148–149	No. 77 (pp. 28–29) No. 78 (pp. 30–31)	
12		Catch up: Finish any work not yet completed especially the DBE exercises Remedial support and enrichment: Do your own planning			171	147	No. 79 (pp. 32–33) No. 80 (pp. 34–35)	

OXFORD SUCCESSFUL MATHEMATICS Week 3

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13	TG pp. 24–35 #	More properties of odd and even whole numbers		2	174	149		
14	TG pp. 24–35 #	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Add and subtract numbers by rounding off and compensating	182–183	3	175	150	No. 82a (pp. 40–41)	
15	TG pp. 24–35 #	Add and subtract 5-digit numbers by compensating		4	176–177	151–152	No. 82b (pp. 42–43) No. 83 (pp. 44–45)	Tip: Squared paper will assist learners to keep the place value columns and the numbers lined up correctly (No. 20)
16	TG pp. 24–35 #	Add in columns with carrying		5	177–178	151–152	No. 84 (pp. 46–47)	
17	TG pp. 24–35 #	Subtract in columns with borrowing		6	178–179	153	No. 85 (pp. 48–49)	
18		Catch up: Finish any work not yet completed especially DBE worksheets No. 84 and 85 Remedial support and enrichment: Do your own planning			183–184	155–156		

OXFORD SUCCESSFUL MATHEMATICS Week 4

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
19	TG pp. 24–35 #	More subtraction with borrowing		7	179–180	153–154		
20	TG pp. 24–35 #	Word problems with addition and subtraction		8	180–182	154–155		
21	LB p. 185	3.5 SPACE AND SHAPE Viewing objects (3 hours) Views of objects	184	1 No. 1–7	185–187	156–157	No. 86 (pp. 50–51)	Have a variety of 3-D objects which can be viewed from different view- points e.g. boxes, toys, bicycle, chair, cup and saucer etc. (Practical work and discussion)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
22	TG pp. 24–35 #	Views of objects (continued)		1 No. 8–9			No. 87 (pp. 52–53)	Dotty paper (No. 22); Illustrations showing the top view, side view and front view of an object showing the different perspectives; You could use these to make a wall chart see LB p. 188
23	LB p. 189	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Angles in 2-D shapes	184	1 No. 1–5	189–192	157–159	No. 88 (pp. 54–55)	
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			183–184	155–156		

OXFORD SUCCESSFUL MATHEMATICS Week 5

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	TG pp. 24–35 #	Angles (continued) Identification of 2-D shapes		1 No. 6–10	192–194	159–160	No. 89a (pp. 56–57) No. 89b (pp. 58–59)	Dotty paper (No. 22) 2-D shapes (No. 10)
26	LB p. 195	3.4 SPACE AND SHAPE Transformations (3 hours) Translations, reflections and rotations	185	1	195–197	160–161	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cardboard shapes for each learner see LB pp. 197–198 (also No. 10) Grid paper (No. 20)
27	TG pp. 24–35 #	Build shapes using slides, flips and turns		2	197–198	161–162	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	http://www.tessellations.org/tessellations-all-around-us.shtml
28	LB p. 199	4.5 MEASUREMENT Temperature (2 hours)	186	1	199–201	163	No. 94 (pp. 68–69)	Thermometers
29	TG pp. 24–35 #	Weather report – find out the maximum and minimum temperatures of 10 places in Africa		1			No. 95 (pp. 70–71)	You could make a wall chart of a thermometer and some commonly known temperatures See LB p. 201
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			202–203	164		

OXFORD SUCCESSFUL MATHEMATICS Week 6

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
31	TG pp. 24–35 #	5.1–5.3 DATA HANDLING (9 hours) Recording data	187–188	1	204–205	165–166	No. 96 (pp. 72–73)	
32	TG pp. 24–35 #	Finding the mode of a set of data; Do Ex. 1–4 from Act. 2 orally in mixed ability groups with report back to whole class; Do Ex. 5 from Act. 2 individually in classwork books		2	206–208	166–167	No. 97a (pp. 74–75)	Data cycle (No. 17)
33	TG pp. 24–35 #	Analyse and interpret data from a graph; Do Ex. 2 and 3 from Act. 3 in mixed ability groups and report back to whole class; Do Ex. 1 individually in classwork books		3	208–210	167–168	No. 97b (pp. 76–77)	
34	TG pp. 24–35 #	Data cycle		4 No. 2	211–213	168–169	No. 97c (pp. 78–79)	
35	TG pp. 24–35 #	Data cycle (continued)		4 No. 2	211–213	168–169		
36		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			202–203	164		

OXFORD SUCCESSFUL MATHEMATICS Week 7

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
37	TG pp. 24–35 #	FORMAL ASSESSMENT Project: Data handling – Data cycle Choose a topic Step 1: Create a questionnaire with not more than 6 choices for answers		Project	301	231	No. 98 (pp. 80–81)	
38	TG pp. 24–35 #	Project cont.: Step 2: Collect information and record it		Project	301	231	No. 99 (pp. 82–83)	
39	TG pp. 24–35 #	Project cont.: Step 3: Organise this data in a graph; Project cont.: Step 4: Understand the data collected and separate it into parts to see where the similarities or differences are		Project	301	231	No. 100 (pp. 84–85)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
40	TG pp. 24–35 #	Project cont.: Step 5: Interpret the data – answer questions about the data; Project cont.: Step 6: Write a report about your findings		Project	301	231		
41	LB p. 214	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Use flow diagrams to understand operations	189–191	1	214–215			
42		Catch up: Finish any work not yet completed Do your own planning						

OXFORD SUCCESSFUL MATHEMATICS Week 8

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
43	TG pp. 24–35 #	Use flow diagrams to understand operations		2 No. 1–3	215–216	169–170	No. 101 (pp. 86–87)	
44	TG pp. 24–35 #	Use flow diagrams to understand operations (continued)		2 No. 4–5	216–217	170–171	No. 102 (pp. 88–89)	
45	TG pp. 24–35 #	Patterns in tables		3	217–218	171–172		
46	TG pp. 24–35 #	How patterns grow		4	218–219	172–173		
47	LB p. 220	1.1 WHOLE NUMBERS Multiplication (7 hours)	192–193	1	220–221	174	No. 103a (pp. 90–91)	
48		Hand back data handling project and work through the common errors and misunderstandings with learners						

OXFORD SUCCESSFUL MATHEMATICS Week 9

= supplement * = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	TG pp. 24–35 #	Factors of 2-digit whole numbers to at least 100		2	221–222	175	No. 103b (pp. 92–93)	
50	TG pp. 24–35 #	Multiply 3-digit numbers by 2-digit numbers: Method 1: Use addition to split up one number		3	222–223	176–177	No. 104 (pp. 94–95)	
51	TG pp. 24–35 #	Method 2: Use subtraction to split up one number		4	223–224	177		
52	TG pp. 24–35 #	Method 3: Use factors to break down the numbers		5	224–225	177–178		
53	TG pp. 24–35 #	Method 4: Use doubling and halving of numbers		6	225–226	178		
54	TG pp. 24–35 #	Compare quantities of the same kind – ratio		*7	226–227	179–180		

OXFORD SUCCESSFUL MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
54		Compare quantities of different kinds – rate		*8	228–229	181	Do any worksheets from Term 3 which have not been completed	
55		Revision			230–231	182–183	Do any worksheets from Term 3 which have not been completed	
56							Do any worksheets from Term 3 which have not been completed	
57							Do any worksheets from Term 3 which have not been completed	
58							Do any worksheets from Term 3 which have not been completed	
59							Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test						Use the test provided in the TG, or in Section C of this planner, or set your own

OXFORD SUCCESSFUL MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.4 Platinum Mathematics

PLATINUM MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Platinum Mathematics</i> LB for each learner and a TG for yourself
2	TG p. 205 Q. and A.	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Add and subtract common fractions	176–177	19.1			No. 66 (pp. 4–5)	
3	TG p. 206 Q. and A.	Mixed numbers		19.2	105	87	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	
4	TG p. 206 Q. and A.	Add and subtract mixed numbers		19.3	106	87	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	TG p. 206 Q. and A.	Solve problems that involve fractions				88	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
6		Catch up: Finish any work not yet completed Remedial support: Target worksheet 12A Enrichment: Target worksheet 12B Do your own planning					No. 73 (pp. 18–19)	

PLATINUM MATHEMATICS Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
7	TG p. 207 Q. and A.	4.2 MEASUREMENT Mass (5 hours) Estimate, measure and compare masses	178–180	20.1 20.2	108–109	89–90	No. 74a (pp. 20–21)	A variety of analogue and digital scales – bathroom, kitchen, pull scales; A brick, 500 ml bottle of water, 1 litre of water, a soccer ball; Scales with numbered and unnumbered intervals; Balancing scales (algebra)
8	TG p. 207 Q. and A.	Convert units of mass		20.3	110	91–92	No. 74b (pp. 22–23)	Make a wall chart on conversion
9	TG p. 207 Q. and A.	Calculate with units of mass		20.4	111	92	No. 75 (pp. 24–25)	
10	TG p. 207 Q. and A.	Solve problems that involve mass		20.5	112	92–94	No. 76 (pp. 26–27)	
11	TG p. 208 Q. and A.	1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour)					No. 77 (pp. 28–29) No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)	
12		Catch up: Finish any work not yet completed Remedial support: Target worksheet 13A Enrichment: Target worksheet 13B Do your own planning						

PLATINUM MATHEMATICS Week 3								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13	TG p. 208 Q. and A.	WHOLE NUMBERS Addition and subtraction (5 hours) Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)
14	TG p. 208 Q. and A.	Add numbers in columns; (Round off first to estimate the answer)		22.1	116	98	No. 82a (pp. 40–41)	Place value cards (No. 4); Hundreds, tens and units apparatus; Squared paper to assist with columns (No. 20)
15	TG p. 208 Q. and A.	Subtract numbers in columns		22.2	117	99	No. 82b (pp. 42–43)	Tip: Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
16	TG p. 208 Q. and A.	Subtract numbers in columns (30 minutes)		22.2	117	99	No. 83 (pp. 44–45)	
17	TG p. 208 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 84 (pp. 46–47)	
18		Catch up: Finish any work not yet completed Remedial support: Target worksheet 14A Enrichment: Target worksheet 14B Do your own planning				85		

PLATINUM MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
19	TG p. 209 Q. and A.	Solve addition and subtraction problems		22.3	118	100	No. 85 (pp. 48–49)	
20	TG p. 209 Q. and A.	3.5 SPACE AND SHAPE Viewing objects (3 hours) Identify objects from different viewpoints	184	23.1 23.2	120–121	102–103	No. 86 (pp. 50–51) No. 87 (pp. 52–53)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion);
21	TG p. 209 Q. and A.	Match the view with the position of the viewer		23.2	120–121	102–103		Plan of the classroom or school
22	TG p. 209 Q. and A.	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Identify, describe and compare 2-D shapes	184	24.1 24.2	112 123	104–105	No. 88 (pp. 54–55)	Coloured paper; Grid paper (No. 20)
23	TG p. 210 Q. and A.	How to make a square out of a triangle		4.3	124	105	No. 89a (pp. 56–57)	
24		Catch up: Finish any work not yet completed Remedial support: Target worksheet 15A Enrichment: Target worksheet 15B Do your own planning						

PLATINUM MATHEMATICS Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
25	TG p. 210 Q. and A.	Draw 2-D shapes		24.4	125		No. 89b (pp. 58–59)	Dotty paper (No. 22)
26	TG p. 210 Q. and A.	3.4 SPACE AND SHAPE Transformations (3 hours) Use transformations to describe the movement of shapes	185	25.1	128	108	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Physical objects, e.g. ruler, pencil, book, so that learners can practice flips, slides and turns
27	TG p. 210 Q. and A.	Use transformations to make composite shapes		25.2	129	109	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	http://www.tessellations.org/tessellations-all-around-us.shtml Match box for every learner; See LB p. 129; Tangram (No. 11); Use pieces to make 3 rows by: 1. Translating the shape, 2. Reflecting the same shape, and 3. Rotating the shape (90°)
28	TG p. 211 Q. and A.	4.5 MEASUREMENT Temperature (2 hours) Estimate temperature (30 minutes)	186	26.1	130	111–112	No. 94 (pp. 68–69)	
		Read and order temperature (30 minutes)		26.3	132	112–113		Thermometer template
29	TG p. 211 Q. and A.	Measure temperature		26.2	131	112	No. 95 (pp. 70–71)	Thermometers; Atlas or globe of the world; Weather charts from the newspaper
30		Catch up: Finish any work not yet completed Remedial support: Target worksheet 16A Enrichment: Target worksheet 16B Do your own planning						

PLATINUM MATHEMATICS Week 6

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
31	TG p. 211 Q. and A.	5.1–5.3 DATA HANDLING (9 hours) Collect, organize and display data	187–188	27.1	134	114–115	No. 96 (pp. 72–73)	
32	TG p. 211 Q. and A.	Collect, organize and display data		*27.2	135	115	No. 97a (pp. 74–75)	
33	TG p. 212 Q. and A.	Find the mode		27.3 *27.4	136–137	115–116	No. 97b (pp. 76–77)	
34	TG p. 212 Q. and A.	Data cycle (Complete this in Lesson 35)		27.5	138	116–117	No. 97c (pp. 78–79)	Data cycle (No. 17)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
35	TG p. 212 Q. and A.	Interpret and analyse data		27.6	139	117		
36		Catch up: Finish any work not yet completed Remedial support: Target worksheet 17A Enrichment: Target worksheet 17B Do your own planning						

PLATINUM MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	TG p. 212 Q. and A.	Compare data		*27.7 27.8	140–143	119–118	No. 98 (pp. 80–81)	
38		FORMAL ASSESSMENT Project: Data handling – Sources of water in SA and in my community Explain the steps (Learners record each step neatly on smaller pieces of paper; This work will be stuck onto a poster to summarise their project – Step 6); Learners complete Part 1 and Step 1 in class; For homework learners complete Step 2: Conduct your survey		Project	144–145	119	No. 99 (pp. 82–83)	
39		Project cont.: Step 3: Tally table Project cont.: Step 4: Pictograph		Project	145	119	No. 100 (pp. 84–85)	
40		Project cont.: Step 5: List your findings		Project	145	119		
41		Project cont.: Step 6: Design poster with all work stuck onto it		Project	145	119		
42		Catch up: Finish any work not yet completed Remedial support: Target worksheet 18A Enrichment: Target worksheet 18B Do your own planning						

PLATINUM MATHEMATICS Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
43	TG p. 213 Q. and A.	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Create number patterns	189–191	28.1	146	120		
44	TG p. 213 Q. and A.	Find the rule for a number pattern		28.2	147	121	No. 101 (pp. 86–87)	
45	TG p. 213 Q. and A.	Investigate number sequences		28.3	148	122	No. 102 (pp. 88–89)	
46	TG p. 213 Q. and A.	Investigate number sequences (continued)		28.8	148	122		
47	TG p. 214 Q. and A.	Revision			149	123		
48		Hand back data project and give feedback on common errors and misunderstandings						

PLATINUM MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	TG p. 214 Q. and A.	1.1 WHOLE NUMBERS Multiplication (7 hours) Multiples and factors	192–193	29.1 29.2	150	124–125	No. 103a (pp. 90–91)	
50	TG p. 214 Q. and A.	Multiply three-digit numbers by two-digit numbers		29.3	151	125	No. 103b (pp. 92–93)	
51	TG p. 214 Q. and A.	Multiply three-digit numbers by two-digit numbers (continued)		29.3	151	125	No. 104 (pp. 94–95)	
52	TG p. 215 Q. and A.	Compare quantities (rate)		29.4	152	125–124		
53	TG p. 215 Q. and A.	Solve multiplication problems		29.5	153	126		
54	TG p. 215 Q. and A.	Solve multiplication problems (continued)		29.5	153	126		

PLATINUM MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
55		Revision activities			113, 119, 127, 133		Do any worksheets from Term 3 which have not been completed	
56							Do any worksheets from Term 3 which have not been completed	
57							Do any worksheets from Term 3 which have not been completed	
58							Do any worksheets from Term 3 which have not been completed	
59							Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test				219–222 127		Use the test provided in the TG, or in Section C of this planner, or set your own

PLATINUM MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.5 Premier Mathematics

PREMIER MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Premier Mathematics</i> LB for each learner and a TG for yourself
2	Q. TG p. 348 A. TG p. 286 Ex. 1	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Counting in fractions and whole numbers	176–177	1	131–132	91–92	No. 66 (pp. 4–5)	Number lines on the chalk board with mixed numbers such as 1; $1\frac{1}{2}$; $1\frac{2}{3}$; 2; See LB p. 131; You could use these examples to make wall charts; Number line template (No. 5, 8)
3	Q. TG p. 348 A. TG p. 286 Ex. 2	Fractions of a whole		2 Q. 1–5	132–134	92–93	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	
4	Q. TG p. 349 A. TG p. 286 Ex. 3	Fractions of a whole		2 Q. 6–7	134	93	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	Q. TG p. 349 A. TG p. 286 Ex. 4	Word problems; Equivalent forms		3, 4	135–136	94	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning		2 Q. 4, 5 and 7	132	92	No. 73 (pp. 18–19)	

PREMIER MATHEMATICS Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
7	Q. TG p. 350 A. TG p. 286 Ex. 5	4.2 MEASUREMENT Mass (5 hours) Estimation of the mass of objects – g or kg?	178–180	1, 2 No. 1–4	136–138	94–95	No. 74a (pp. 20–21)	Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects or packets of food with a mass of 1 kg, 2 kg, 500 g, etc., for example, brick, bag of mealie meal, school bag
8	Q. TG p. 350 A. TG p. 286 Ex. 6	Intervals on scales; Comparing mass		2 No. 5–8	139–141	95–96	No. 74b (pp. 22–23)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales (algebra)
9	Q. TG p. 351 A. TG p. 287 Ex. 7	Rounding off units of measurement; Calculating measurement using all four operations		3	142–143	96	No. 75 (pp. 24–25)	
10	Q. TG p. 351 A. TG p. 287 Ex. 8	Word problems with measurement		4	144	97	No. 76 (pp. 26–27)	
11	Q. TG p. 352 A. TG p. 287 Ex. 9	Conversion between units of measurement		5	145	97	No. 77 (pp. 28–29)	Make a poster of conversions between units of mass
12		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				253–254 1 and 2	No. 78 (pp. 30–31) No. 79 (pp. 32–33) No. 80 (pp. 34–35)	

PREMIER MATHEMATICS Week 3

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
13	Q. TG p. 352 A. TG p. 287 Ex. 10	1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour)		*1–5	145–147	97–99	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	
14	Q. TG p. 353 A. TG p. 287 Ex. 11	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Estimate by rounding off; Place value	182–183	1–2	148	97	No. 82a (pp. 40–41)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)
15	Q. TG p. 353 A. TG p. 287 Ex. 12	Building up and breaking down method; Expanded vertical column method		*3	149	100–102	No. 82b (pp. 42–43)	Squared paper to assist learners to keep the place value columns and the numbers lined up correctly see TG p. 175 (also No. 20)
16	Q. TG p. 354 A. TG p. 288 Ex. 13	Number line; Counter balance/ compensation method		*4–5	150	103–104		
17	Q. TG p. 354 A. TG p. 288 Ex. 14	Doubling method; Inverse of addition and subtraction		*6–7	151	104	No. 83 (pp. 44–45)	
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				212–213		

PREMIER MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
19	Q. TG p. 355 A. TG p. 288 Ex. 15	Properties of numbers		*8	151–152	104–105	No. 84 (pp. 46–47)	
20	Q. TG p. 355 A. TG p. 288 Ex. 16	Problem solving		9	152–53	105	No. 85 (pp. 48–49)	
21	Q. TG p. 356 A. TG p. 288 Ex. 17	3.5 SPACE AND SHAPE Viewing objects (3 hours) Viewing objects and drawing them	184	1	153–155	106	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)
22	Q. TG p. 356 A. TG p. 289 Ex. 18	Side views of objects; Plan view from the top		2–3	155–156	107	No. 87 (pp. 52–53)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
23	Q. TG p. 357 A. TG p. 289 Ex. 19	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Naming shapes	184				No. 88 (pp. 54–55)	Block template see TG p. 175 (also No. 10, 20)
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				253–254		

PREMIER MATHEMATICS Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	Q. TG p. 357 A. TG p. 289 Ex. 20	Identify the shapes and categorise them		2	158	108	No. 89a (pp. 56–57)	Pictures of regular and irregular polygons; 2-D shapes with curved sides see TG p. 174
26	Q. TG p. 358 A. TG p. 289 Ex. 21	Design a picture using shapes		3	159	108	No. 89b (pp. 58–59)	
27	Q. TG p. 358 A. TG p. 290 Ex. 22	3.4 SPACE AND SHAPE Transformations (3 hours) Definitions and examples of: rotation, translation and reflection (lines of symmetry); Tangram shapes	185	1	159–162	109	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Grid paper see TG p. 175 (also No. 20); Tangram (No. 11); Small mirrors if available; Variety of 2-D cardboard shapes which can demonstrate transformations and tessellations (No. 10)
28	Q. TG p. 359 A. TG p. 290 Ex. 23	Tessellation		2	162–163	109–110	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml Block paper see TG p. 175 (also No. 20)
29	Q. TG p. 359 A. TG p. 290 Ex. 24	Identify the transformation in each design and see if there are lines of symmetry		3	163	110	No. 93 (pp. 66–67)	
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				253–254 Q. 3		

PREMIER MATHEMATICS Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
31		FORMAL ASSESSMENT Project: Identification of 2-D shapes in the real world				214		Photocopiable work sheet (45 marks)
32	Q. TG p. 360 A. TG p. 290 Ex. 25	4.5 MEASUREMENT Temperature (2 hours)	186	1–2	164–165	110–111	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers with differently numbered gradation
33	Q. TG p. 360 A. TG p. 290 Ex. 26	Read a weather chart and do calculations with temperatures		3	166–167	112	No. 95 (pp. 70–71)	Weather chart from newspapers
34	Q. TG p. 361 A. TG p. 290 Ex. 27	5.1–5.3 DATA HANDLING (9 hours) Collecting and organizing data	187–188	1	167–168	112–113	No. 96 (pp. 72–73)	Wall charts of different types of graphs – bar graphs, pictographs and pie charts; Include all the required labels, e.g. key, heading for chart and labels for axis, etc.
35	Q. TG p. 361 A. TG p. 291 Ex. 28	Representing data in a bar graph		2	168–169	113–115	No. 97a (pp. 74–75)	Data cycle (No. 17)
36		Catch up: Finish any work not yet completed Hand back the project on 2-D shapes and work through common errors with the learners				215–216 Q. 1–2		

PREMIER MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37	Q. TG p. 362 A. TG p. 291 Ex. 29	Interpret and analyse the data		3	170–171	115	No. 97b (pp. 76–77)	
38	Q. TG p. 362 A. TG p. 291 Ex. 30	Use graphs to make predictions		4	172–173	116	No. 97c (pp. 78–79)	
39	Q. TG p. 363 A. TG p. 291 Ex. 31	FORMAL ASSESSMENT Project: Data cycle 1. Create a questionnaire; 2. Collect information and record it		5	174	116		Data cycle (No. 17)
40	Q. TG p. 363 A. TG p. 292 Ex. 32	Project cont.: 3. Organise this data in a graph; Project cont.: 4. Understand the data collected and separate it into parts to see where the similarities or differences are		5	174	116	No. 98 (pp. 80–81)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
41	Q. TG p. 364 A. TG p. 292 Ex. 33	Project cont.: 5. Interpret the data – answer questions about the data Project cont.: 6. Write a report about your findings		5	174	116	No. 99 (pp. 82–83)	
42		Find the mode		6	174–175	116	No. 100 (pp. 84–85)	

PREMIER MATHEMATICS Week 8

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
43	Q. TG p. 364 A. TG p. 292 Ex. 34	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Numeric patterns; Constant ratio or difference	189–191	1–2	175–176	117–118		Make wall charts which explain the terminology input value, operator or rule and output value
44	Q. TG p. 365 A. TG p. 292 Ex. 35	Patterns without a constant difference or ratio		3	176–177	118	No. 101 (pp. 86–87)	
45	Q. TG p. 365 A. TG p. 292 Ex. 36	Flow diagrams – work out the input or output number or the rule/s		*4	177–180	118–119	No. 102 (pp. 88–89)	
46	Q. TG p. 366 A. TG p. 292 Ex. 37	Flow diagrams – work out the input or output number or the rule/s		5	181	120		
47	Q. TG p. 366 A. TG p. 293 Ex. 38	1.1 WHOLE NUMBERS Multiplication (7 hours) Estimate the answers by rounding off; Use the column method; Break up the second numbers	192–193	1	182	121–122	No. 103a (pp. 90–91)	
48		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				217 Q. 3 218 Q. 1–2		

PREMIER MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	Q. TG p. 367 A. TG p. 293 Ex. 39	Place value; Rounding off		2	183	122	No. 103b (pp. 92–93)	
50	Q. TG p. 367 A. TG p. 293 Ex. 40	Multiples and factors		3	184	123–124	No. 104 (pp. 94–95)	
51	Q. TG p. 368 A. TG p. 293 Ex. 41	Multiplying with 10s and 100s		4	185	125	No. 103b (pp. 92–93)	
52	Q. TG p. 368 A. TG p. 293 Ex. 42	When multiplying, numbers can be grouped in any order		5	185–186	125–126	No. 104 (pp. 94–95)	
53	Q. TG p. 369 A. TG p. 294 Ex. 43	Word problems		6	186	126		
54		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				218 Q. 3		

PREMIER MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
55	Q. TG p. 369 A. TG p. 294 Ex. 44	Revision for Units 19–29		1–11	187–196	127–131	Do any worksheets from Term 3 which have not been completed	
56	Q. TG p. 370 A. TG p. 294 Ex. 45						Do any worksheets from Term 3 which have not been completed	
57	Q. TG p. 370 A. TG p. 294 Ex. 46						Do any worksheets from Term 3 which have not been completed	
58	Q. TG p. 371 A. TG p. 294 Ex. 47						Do any worksheets from Term 3 which have not been completed	
59	Q. TG p. 371 A. TG p. 294 Ex. 48						Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test				219–222 256–259 (memo)		Use the test provided in the TG, or in Section C of this planner, or set your own

PREMIER MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.6 Sasol Inzalo Mathematics

SASOL INZALO Week 1								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1	p. 199 No. 1	NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Parts of a measuring unit	176	1.3 No. 3–5	204–205	217–224	No. 65 (pp. 2–3)	
2	p. 199 No. 2	Combining, comparing and ordering fractions	176	1.4 No. 1–8	206–207	225–226	No. 66 (pp. 4–5)	
3	p. 202 No. 1	Calculating a fraction of a quantity	176	1.5 No. 1–5	208	227	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	
4	p. 202 No. 2	Addition and subtraction of fractions	176	1.6 No. 1–4	209	228–229	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	p. 203 No. 5a–d	Addition and subtraction of fractions cont.	176	1.6 No. 5–9	209	228–229	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning					No. 65 (pp. 2–3)	

SASOL INZALO Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	p. 203 No. 5e–h	MEASUREMENT Mass (5 hours) Models of kilograms and grams	178	2.1 No. 1–3	211–212	230–232	No. 74a (pp. 20–21) No. 74b (pp. 22–23)	
8	p. 218 No. 1	Estimating and measuring mass	178	2.2 No. 1–7	212–214	232–234	No. 75 (pp. 24–25)	
9	p. 219 No. 4	The relationship between grams and kilograms	178	2.3 No. 1–4	214–215	234–235	No. 76 (pp. 26–27)	
10	p. 219 No. 5	Counting in grams and kilograms, and reading scales	178	2.4 No. 1–3	215–216	235–236	No. 77 (pp. 28–29)	
11	p. 219 No. 6	Solving problems about mass and quantity	178	2.5 No. 1–4	217	237	No. 78 (pp. 30–31)	
12		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 3

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
13	p. 219 No. 7	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour) Represent and compare numbers	181	3.2 No. 1–5	221–222	238–243	No. 79 (pp. 32–33)	
14	p. 219 No. 8	WHOLE NUMBERS Addition and subtraction (5 hours) Revision and adding in columns	182	1 No. 1–9*	223–225	244–247	No. 80 (pp. 34–35)	
15	p. 220 No. 9	Subtracting in columns	182	4.2 No. 1–9*	226–227	248–249	No. 81a (pp. 36–37) No. 81b (pp. 38–39)	
16	p. 220 No. 10	Less writing when adding columns	182	4.3 No. 1–7	228–230	250–252	No. 82a (pp. 40–41) No. 82b (pp. 42–43)	
17	p. 220 No. 11	Another way of subtracting in columns	182	4.4 No. 1–4	231–232	253–254	No. 83 (pp. 44–45)	
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
19	Class wizz	Solve problems	182	4.5	232	254	No. 84 (pp. 46–47) No. 85 (pp. 48–49)	Class wizz (No. 1)
20	Class wizz	SPACE AND SHAPE Viewing objects (3 hours) Different views of the same object	184	5.1 No. 1–3	233	255–256	No. 86 (pp. 50–51)	
21	Class wizz	What you see from different places	184	5.2 No. 1–2	234–235	257–258	No. 87 (pp. 42–53)	
22	Class wizz	SPACE AND SHAPE Properties of 2-D objects (4 hours) Draw figures on grid paper	185	6.1 No. 1–3	236–237	259–261	No. 88 (pp. 54–55)	
23	Class wizz	Figures with equal sides and right angles	185	6.2 No. 1–3	238–239	262–263	No. 89a (pp. 56–57)	
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	Buzz game	Figures with equal sides and right angles	185	6.2 No. 4–5	239	262–263	No. 89b (pp. 58–59)	Buzz game (No. 1)
26	Buzz game	Figures inside circles	185	6.3 No. 1–3	240–241	264–265		
27	Buzz game	SPACE AND SHAPE Transformations (3 hours) Making patterns by moving a shape	185	7.1 No. 1–7	242–244	266–269	No. 90 (pp. 60–61)	
28	Buzz game	Rotations	185	7.2 No. 1–3	245–246	270–272	No. 91 (pp. 62–63)	
29	Buzz game	Rotations	185	7.2 No. 4–6	246–247	270–272	No. 92 (pp. 64–65)	
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31	Number sense	Reflections and translations	185	7.3 No. 1–4	248–250	273–274	No. 93 (pp. 66–67)	Number sense (No. 1)
32	Number sense	Reflections and translations	185	7.3 No. 5–10	250–251	275–276		
33	Number sense	MEASUREMENT Temperature (2 hours) Estimating and measuring temperature	186	8.1 No. 1–7	252–254	277–280	No. 94 (pp. 68–69)	
34	Number sense	Weather temperatures	186	8.2 No. 1–4	255–256	281–282	No. 95 (pp. 70–71)	
35	Number sense	DATA HANDLING (9 hours) Collecting and organising data in categories	187	9.1 No. 1–2	257–259	283–285	No. 96 (pp. 72–73)	
36		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	Class wizz	Collecting and organising data in categories	187	9.1 No. 3–5	259–260	286–287	No. 97a (pp. 74–75)	
38	Class wizz	Collecting and organising numerical data	187	9.2 No. 1–3	260–262	287–289	No. 97b (pp. 76–77)	
39	Class wizz	Collecting and organising numerical data	187	9.2 No. 4–6	263	289–290	No. 97c (pp. 78–79)	
40		FORMAL ASSESSMENT Project: Data handling Select a project focussing on data handling from one of the other LTSMs	187					Data handling cycle (No. 17)
41		FORMAL ASSESSMENT Project: Data handling (continued)	187					
42		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
43	Buzz game	PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) More sequences	189	10.1 No. 1–2	264	291–292	No. 101 (pp. 86–87)	Number sense (No. 1)
44	Buzz game	Patterns in tables	189	10.2 No. 1–2	265	293	No. 102 (pp. 88–89)	
45	Buzz game	Using patterns to solve problems	189	10.3 No. 1–2	266	294	No. 97c (pp. 78–79)	
46	Buzz game	Using patterns to solve problems	189	10.3 No. 3–4	267–268	295–296		
47	Buzz game	WHOLE NUMBERS Multiplication (7 hours) Count, add, multiply and divide	192	11.1 No. 1–5	269–273	297–299	No. 103a (pp. 90–91)	
48		FORMAL ASSESSMENT Project: Data handling Hand back the data handling project and give feedback on common errors and misunderstandings						

SASOL INZALO Week 9

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Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	Class wizz	Count, add, multiply and divide (continued)	192	11.1 No. 6–10	269–273	299–302	No. 103b (pp. 92–93)	
50	Buzz game	Factors and multiples	192	11.2 No. 1–14	274–276	303–305	No. 104 (pp. 94–95)	
51	Number sense	Using factors to multiply	192	11.3 No. 1–3	276–277	305–306		
52	Class wizz	Multiplication practice problems	192	11.4 No. 1–2	277	306		
53	Buzz game	Multiplication in real life	192	11.5 No. 1–10*	277–278	306–307		
54		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning						

SASOL INZALO Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	Class wizz	More calculations in real life	192	11.6 No. 1–8*	278–279	307–308		
50	Number sense							
51	Buzz game							
52	Number sense							
53	Class wizz							
54		FORMAL ASSESSMENT Test						Use the test provided in Section C of this planner or set your own

SASOL INZALO Week 11

Review of test, remediation and learner corrections – plan your week

1.7 Solutions for All Mathematics

SOLUTIONS FOR ALL MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140			<i>Solutions for All Mathematics</i> LB for each learner and a TG for yourself
2	Q. LB p. 338 A. TG p. 325 No. 101	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Sharing and naming fractions; Fraction wall to compare fractions	176–177	Ex.1	168–170	142–144	No. 65 (pp. 2–3) No. 66 (pp. 4–5)	
3	Q. LB p. 338 A. TG p. 326 No. 102	Fractions of groups of objects		Act. 2	172	144–145	No. 67 (pp. 6–7) No. 68 (pp. 8–9) No. 69 (pp. 10–11)	Objects which can be put into groups and then divided, e.g. counters, stones, etc.
4	Q. LB p. 339 A. TG p. 326 No. 103	Working with mixed numbers		Act. 3	173–174	145	No. 70 (pp. 12–13) No. 71 (pp. 14–15)	
5	Q. LB p. 339 A. TG p. 326 No. 104	4.2 MEASUREMENT Mass (5 hours) Grams and kilograms Rounding off	178–180	Act. 1	176–177		No. 74a (pp. 20–21)	Learners bring household goods with mass marked in g or kg Put different amounts of sand into plastic bags; Learners find the mass
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Use the <i>Check what you know</i> Do your own planning			175	145	No. 72 (pp. 16–17) No. 73 (pp. 18–19)	

SOLUTIONS FOR ALL MATHEMATICS Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
7	Q. LB p. 339 A. TG p. 326 No. 105	Sorting by mass		Ex. 1	178	146–148	No. 74b (pp. 22–23)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales
8	Q. LB p. 339 A. TG p. 326 No. 106	Markings on scale		Act. 2 Ex. 2	179 180	148–149	No. 75 (pp. 24–25)	
9	Q. LB p. 339 A. TG p. 326 No. 107	Measuring instruments		Act. 3	108–181	149	No. 76 (pp. 26–27)	
10	Q. LB p. 339 A. TG p. 326 No. 108	1.1 WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour) Counting and rounding off		Act. 1	183–184	153–154	No. 79 (pp. 32–33) No. 80 (pp. 34–35)	
11	Q. LB p. 340 A. TG p. 326 No. 109	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Adding in columns	182–183	Act. 2	185–187		No. 81a and b (pp. 36–39) No. 82 a (pp. 40–41)	
12		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			181–182	150		

SOLUTIONS FOR ALL MATHEMATICS Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
13	Q. LB p. 340 A. TG p. 326 No. 110	Adding in columns (30 minutes)		Ex. 1	188	154	No. 82b (pp. 42–43)	Tip: Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)
14	Q. LB p. 340 A. TG p. 326 No. 111	Estimation and addition (30 minutes)		Ex. 2	188–189	155		
15	Q. LB p. 340 A. TG p. 326 No. 112	Subtraction in columns		Act. 3	189–190	155–156	No. 83 (pp. 44–45)	
16	Q. LB p. 341 A. TG p. 326 No. 113	Subtraction in columns		Ex. 3	189–190	156	No. 84 (pp. 46–47)	
17	Q. LB p. 341 A. TG p. 326 No. 114	Problem solving with addition		Ex. 4	192	156–157	No. 85 (pp. 48–49)	
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			193	157–158		

SOLUTIONS FOR ALL MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources <small>(No.) is the resource's number in MM Activities and Printable Resources book</small>
19	Q. LB p. 341 A. TG p. 326 No. 115	3.5 SPACE AND SHAPE Viewing objects (3 hours) Practical viewing of objects; Matching views	184	Act. 1	194–195	159–156	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)
20	Q. LB p. 341 A. TG p. 326 No. 116	Seeing different views (30 minutes); Drawing views (30 minutes)		Act. 2 Act. 3	196 196	160–161 160–161	No. 87 (pp. 52–53)	Make a wall chart showing the top view, side view and front view of an object and showing the different perspectives
21	Q. LB p. 341 A. TG p. 328 No. 117	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Faces of objects (30 minutes); Drawing quadrilaterals (30 minutes)	184	Act. 1	198 199	162–163 163–164	No. 88 (pp. 54–55)	Grid or dotted paper (No. 20, 22); Geoboard
22	Q. LB p. 341 A. TG p. 328 No. 118	Making quadrilaterals (30 minutes); Triangles – same or different (30 minutes)		Act. 2 Act. 3	199–200 200	164 164		Geoboard and elastics
23	Q. LB p. 342 A. TG p. 328 No. 119	Making different triangles		Ex. 1	200	164		
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Challenge: Make a geoboard Do your own planning			197, 203–204	161, 166–170		

SOLUTIONS FOR ALL MATHEMATICS Week 5

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Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	Q. LB p. 342 A. TG p. 328 No. 120	Grouping shapes		Act. 4	200–201	165	No. 89a (pp. 56–57)	2-D shapes (No. 10)
26	Q. LB p. 342 A. TG p. 328 No. 121	Playing with time and angles		Act. 5	201–202	165	No. 89b (pp. 58–59)	Paper plate for each learner
27	Q. LB p. 342 A. TG p. 328 No. 122	Estimating the sizes of angles		Ex. 2	203	166		
28	Q. LB p. 342 A. TG p. 328 No. 123	3.4 SPACE AND SHAPE Transformations (3 hours) Reflecting or flipping a shape	185	Act. 1	205–207	171–174	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Cardboard for each learner to make shapes; 2-D shapes (No. 10)
29	Q. LB p. 342 A. TG p. 328 No. 124	Rotating or turning a shape		Act. 2	207–209	174–175	No. 92 (pp. 64–65) No. 93 (pp. 66–67)	
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning			209–210	175–176		

SOLUTIONS FOR ALL MATHEMATICS Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31	Q. LB p. 343 A. TG p. 328 No. 125	4.5 MEASUREMENT Temperature (2 hours) Marking a thermometer; Measuring temperatures	186	Act. 1	214	177–179	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers
32	Q. LB p. 343 A. TG p. 328 No. 126	Temperatures around the world (30 minutes)		Act. 2	215	179	No. 95 (pp. 70–71)	
33	Q. LB p. 343 A. TG p. 328 No. 127	5.1–5.3 DATA HANDLING (9 hours) Collecting and organizing data; Make a tally and a bar graph	187–188		217–219	181–183	No. 96 (pp. 72–73)	
34	Q. LB p. 343 A. TG p. 329 No. 128	Pie charts with fractions		Act. 1	218	184		
35	Q. LB p. 343 A. TG p. 329 No. 129	Reading data		Act. 2	219	184–185		Data cycle (No. 17)
36		Representing and organising data		Act. 3	220–221	185–186	No. 97a (pp. 74–75)	

SOLUTIONS FOR ALL MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
37	Q. LB p. 343 A. TG p. 329 No. 130	Comparing a bar graph and a pie chart; Comparing pictographs; Oral in mixed ability groups with a feed back to class		Act. 5	222–223	186–187	No. 97b (pp. 76–77)	
38	Q. LB p. 344 A. TG p. 329 No. 131	Comparing bar graphs; Comparing pie charts; Oral in mixed ability groups with a feed back to class		Act. 6–7	224–226	187–188	No. 97c (pp. 78–79)	
39	Q. LB p. 344 A. TG p. 329 No. 132	FORMAL ASSESSMENT Project: Data handling Step 1: Work out what question to ask; Step 2: Give five or six possible answers to the question and learners must choose one		Act. 8	226	188	No. 98 (pp. 80–81)	
40	Q. LB p. 344 A. TG p. 329 No. 133	Project cont.: Step 3: Collect your data; Make a tally on a list to show the answers; Project cont.: Step 4: Organise your information in a table		Act. 8	226	188	No. 99 (pp. 82–83)	
41	Q. LB p. 344 A. TG p. 329 No. 134	Project cont.: Step 5: Represent your data on a bar graph		Act. 8	226	188	No. 100 (pp. 84–85)	
42		Project cont.: Step 6: Analyse the data		Act. 8	226	188		

SOLUTIONS FOR ALL MATHEMATICS Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
43	Q. LB p. 344 A. TG p. 329 No. 135	Step 7: Report on the data by designing a poster which shows all the above information		Act. 8	226	188		
44	Q. LB p. 344 A. TG p. 329 No. 136	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Find the input and output values	189–191	Act. 1	228–230	190–192		
45	Q. LB p. 345 A. TG p. 330 No. 137	Flow diagrams and number sentences		Ex. 1	230–231	192–193	No. 101 (pp. 86–87)	
46	Q. LB p. 345 A. TG p. 330 No. 138	Finding the rule		Act. 2	231–232	193		
47	Q. LB p. 345 A. TG p. 330 No. 139	Finding the rule (continued)		Act. 3	232–234	193–195	No. 102 (pp. 88–89)	
48		Finding the rule with two parts		Act. 4	234–235	195–196		

SOLUTIONS FOR ALL MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	Q. LB p. 345 A. TG p. 330 No. 140	1.1 WHOLE NUMBERS Multiplication (7 hours) Different ways of multiplying; Problem solving with multiplication	192–193	Act. 1 Act. 2	238–239	199–200	No. 103a (pp. 90–91)	
50	Q. LB p. 345 A. TG p. 330 No. 141	Estimating and multiplying; Practice in multiplication		Act. 3 Ex. 1	239–240 241	201 202–203		
51	Q. LB p. 345 A. TG p. 330 No. 142	Patterns in multiplication; Multiples of 10 and 100		Act. 4 Ex. 2	241–242 242–243	203 203–204	No. 103b (pp. 92–93)	
52	Q. LB p. 346 A. TG p. 330 No. 143	Ratio; Rate		Act. 5 Act. 6	243–244 244–245	204 205	No. 104 (pp. 94–95)	
53	Q. LB p. 346 A. TG p. 330 No. 144	Word problems with multiplication		Ex. 3	245	205		
54		Hand back data project and give feedback on common errors						

SOLUTIONS FOR ALL MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
55	Q. LB p. 346 A. TG p. 331 No. 145						Do any worksheets from Term 3 which have not been completed	
56	Q. LB p. 346 A. TG p. 331 No. 146						Do any worksheets from Term 3 which have not been completed	
57	Q. LB p. 346 A. TG p. 331 No. 147						Do any worksheets from Term 3 which have not been completed	
58	Q. LB p. 346 A. TG p. 331 No. 148						Do any worksheets from Term 3 which have not been completed	
59	Q. LB p. 346 A. TG p. 331 No. 149						Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test				298–301 302–303		Use the test provided in the TG, or in Section C of this planner, or set your own

SOLUTIONS FOR ALL MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.8 Study and Master Mathematics

STUDY AND MASTER MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	<i>Study and Master Mathematics</i> LB for each learner and a TG for yourself
2	Q. LB p. 168 TG p. 196	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Counting in fractions	176–177	1.1	169	196–197	No. 66 (pp. 4–5)	Fraction wall TG p. 338; Fraction circles TG p. 339 (also No. 7, 6)
3	Q. LB p. 196 A. TG p. 170	Equivalent fractions and fraction calculations		2.1	170–171	197–198	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	Hexagons see TG p. 340 – print one for each learner
4	Q. LB p. 172 A. TG p. 199	Equal sharing		3.1	272–273	199–202	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	Objects which can be cut up into fractions, e.g. loaf of bread, slab of chocolate, apple
5	Q. LB p. 174 A. TG p. 203	Fraction calculations		4.1	174–175	203–204	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
6		Catch up: Finish any work not yet completed Remedial support and enrichment: Task 18 – walk around class to monitor the learners and do remedial work with groups of learners having the same challenges Do your own planning				206–207 Task 18		Print out the solutions on TG p. 207 and put up on the chalk board or on your desk; Learners can self-mark as they finish; Learners with full marks help the others; Then form small groups to play fraction dominoes (fraction domino shapes TG p. 368)

STUDY AND MASTER MATHEMATICS Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
7	Q. LB p. 175 TG p. 204	Fraction of whole numbers		5.1	175–176	204–205	No. 73 (pp. 18–19)	Fraction domino shapes TG p. 368
8	Q. LB p. 177 A. TG p. 208	4.2 Measurement Mass (5 hours) Exploring mass	178–180	6.1 6.2	177–179	208	No. 74a (pp. 20–21)	Make a copy of the tables in LB pp. 178–179 for each learner; Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects with a mass of 1 kg, 2 kg, 500 g, etc., for example, brick, bag of mealie meal, school bag; Physical objects to demonstrate that size and mass are not necessarily related, e.g. golf ball and ping pong ball; A small scale 0 g–1 000 g; Kitchen scale 1 kg–10 kg; Bathroom scale 0 kg–100 kg
9	Q. LB p. 180 A. TG p. 209	Working with kilograms and grams		7.1 7.2	179–181	209–210	No. 74b (pp. 22–23)	Conversions, e.g. <i>kilo</i> means 1 000 so 1 kg = 1 000 g see LB p. 179; You could use these to make a wall chart
10	Q. LB p. 181 A. TG p. 211	Estimating with mass		8.1	181–182	210–211	No. 75 (pp. 24–25)	
11	Q. LB p. 183 A. TG p. 212	Mixed calculations with mass		9.1	182–183	212–213	No. 76 (pp. 26–27)	
12		Mixed calculations with mass		10.1	183–184	212–213	No. 77 (pp. 28–29) No. 78 (pp. 30–31)	

STUDY AND MASTER MATHEMATICS Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
13	Q. LB p. 185 A. TG p. 216	1.1 WHOLE NUMBERS Addition and subtraction Counting, ordering, comparing, representing and 6-digit place value	181	11	185–187	216–217	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a pp. 36–37 No. 81b pp. 38–39	
14	Q. LB p. 188 A. TG pp. 217–218	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Addition and doubling	182–183	12.1	188–189	217–218	No. 82a (pp. 40–41)	
15	Q. LB p. 190 A. TG p. 219	Subtraction		13.1	190	219–220	No. 82b (pp. 42–43)	
16	Q. LB p. 191 A. TG pp. 220–221	Problem solving in context		14.1	191	220–221	No. 83 (pp. 44–45)	
17	Q. LB p. 192 A. TG p. 221	Addition and subtraction without carrying and decomposing		15.1	192	221–222	No. 84 (pp. 46–47)	Tip: Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				214–215 Task 19		

STUDY AND MASTER MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
19	Q. LB p. 193 A. TG p. 222	Addition		16.1	193	222	No. 85 (pp. 48–49)	Dienes blocks or a copy of Dienes blocks TG p. 359
20	Q. LB p. 195 A. TG p. 224	3.5 SPACE AND SHAPE Viewing objects (3 hours) Different views of objects	184	17.1	195–196	224–225	No. 86 (pp. 50–51)	Cereal box
21	Q. LB p. 197 A. TG p. 225	More views of objects		18.1	197–198	225–226	No. 87 (pp. 52–53)	Make a wall chart showing the top view, side view and front view of an object and showing the different perspectives; Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc.; Include cubes stacked into constructions (Practical work and discussion)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
22	Q. LB p. 199 A. TG p. 227	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) Describing and drawing shapes	184	19.1 19.2 19.3 Group work: rotate	199–201	226–228	No. 88 (pp. 54–55)	Geoboards and elastic bands (to share); Print a square dotted grid template for each learner see TG p. 364 (also No. 22); Cut six squares for each learner
23	Q. LB p. 210 A. TG p. 228	Shape games		20.1 20.2 Group work: rotate	201–202	228	No. 89a (pp. 56–57)	Shape snap cards; <i>What am I?</i> cards see TG p. 228; Teacher or capable learners to make games before lesson
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				229–230 Task 22	No. 89b (pp. 58–59)	

STUDY AND MASTER MATHEMATICS Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	Q. LB p. 204 A. TG p. 231	3.4 SPACE AND SHAPE Transformations (3 hours) Translation (sliding)	185	22.1 22.2	203–204	231	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	Right angled triangle for each learner; Grid paper see TG p. 330 (also No. 20); Small mirrors if available
26	Q. LB p. 205 A. TG p. 232	Reflection (flipping)		22.1 22.2	205–206	232–233	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml
27	Q. LB p. 207 A. TG p. 233	Rotation (turning)		23.1	207–208	233	No. 93 (pp. 66–67)	
28		4.5 MEASUREMENT Temperature (2 hours) What is temperature?	186	24.1	209–213	236	No. 94 (pp. 68–69)	Analogue and digital thermometers; Numbered and unnumbered gradations; Atlases with weather maps; Weather charts for a month; Weather charts from newspapers
29	Q. LB p. 214 A. TG p. 235	Working with temperature		25.1	214–216	237–238	No. 95 (pp. 70–71)	See TG p. 342 and print six thermometers for each learner
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				234–235 Task 23		

STUDY AND MASTER MATHEMATICS Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31	Q. LB p. 217 A. TG p. 239	5.1–5.3 DATA HANDLING (9 hours) Collecting and organizing data	187–188	26.1	217–219	239–240	No. 96 (pp. 72–73)	Make a wall chart of different types of graphs, bar graphs, pictographs and pie charts; Include all the required labels, e.g. key, heading for chart, labels for axis, etc. see LB pp. 221–222
32	Q. LB p. 219 A. TG p. 241	Representing data: pictographs and bar graphs		27.1 27.2	219–224	241–244	No. 97a (pp. 74–75)	Make a wall chart with definition and example of pictograph (NB: the key) and a bar graph (NB: the headings) see LB pp. 226–227
33		Analysing data: pictographs		28.1	225–226	245–246	No. 97b (pp. 76–77)	
34		Analysing data: bar graphs		28.2	227–229	246–248	No. 97c (pp. 78–79)	
35	Q. LB p. 224 A. TG p. 245	Analysing data: pie chart		28.3	229–231	248	No. 98 (pp. 80–81)	
36		Catch up: Finish any work not yet completed					No. 99 (pp. 82–83)	

STUDY AND MASTER MATHEMATICS Week 7

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	–	Finding the mode		28.5	232–233	249–250	No. 100 (pp. 84–85)	
38	–	FORMAL ASSESSMENT Project: Data handling Collect data		28.4	231	249		Data cycle (No. 17)
39	–	Project cont.: Organise data in the form of a table		28.4	231	249		
40	–	Project cont.: Show data as a bar graph		28.4	231–232	249		
41	–	Project cont.: Analyse the data by answering the questions		28.4	233	249		
42		Catch up: Finish any work not yet completed Do your own planning						

STUDY AND MASTER MATHEMATICS Week 8

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
43	Q. LB p. 234 A. TG p. 256	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Creating and extending number patterns	189–191	29.1	235–236	257–258		
44	Q. LB p. 237 A. TG p. 258	Investigating and extending patterns		30.1	237–238	259–260	No. 101 (pp. 86–87)	
45	Q. LB p. 239 A. TG p. 261	Input and output numbers		31.1	239–240	261–262	No. 102 (pp. 88–89)	
46	Q. LB p. 241 A. TG p. 263	Number sequences in diagrams		32.2	241–242	263–264		
47	Q. LB p. 243 A. TG p. 265	Finding rules		33	243–244	265–266		
48		Hand back data project and give feedback on common errors						

STUDY AND MASTER MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
49	Q. LB p. 245 A. TG p. 268	1.1 WHOLE NUMBERS Multiplication (7 hours) Multiplication and area	192–193	34.1	245–247	268–269	No. 103a (pp. 90–91)	
50	Q. LB p. 247 A. TG p. 269	Using number rules in area models		35.1	247–248	269–270	No. 103b (pp. 92–93)	
51	Q. LB p. 249 A. TG p. 270	Multiplying 3-digit numbers		36.1	249	270–271	No. 104 (pp. 94–95)	
52	Q. LB p. 250 A. TG p. 271	Rough answers		37.1	250–251	271–272		
53	Q. LB pp. 251–252 A. TG pp. 273–274	Problem solving		38.1	252–254	273		
54		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				275–276 Task 26		

STUDY AND MASTER MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
55	Q. LB p. 255 A. TG p. 274	Looking for relationships		39.1	255–256	274–275	Do any worksheets from Term 3 which have not been completed	
56							Do any worksheets from Term 3 which have not been completed	
57							Do any worksheets from Term 3 which have not been completed	
58							Do any worksheets from Term 3 which have not been completed	
59							Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test						Use the test provided in the TG, or in Section C of this planner, or set your own

STUDY AND MASTER MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

1.9 Viva Mathematics

VIVA MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1		Hand out the LBs and the DBE workbooks; Explain the structure of the Mathematics lessons: <ul style="list-style-type: none"> • Mental Mathematics; • Review of homework; • Introduction of the concept for the day; • Classwork on concept of the day; • Homework; Tell learners what stationery and books will be needed for Mathematics lessons; Talk about the topics that they will be covering this term			139–140		No. 65 (pp. 2–3)	Viva Mathematics LB for each learner and a TG for yourself
2	Q. LB p. 125 A. TG p. 142	1.2 NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Revision of common fractions	176–177	1	126–127	68	No. 66 (pp. 4–5)	A variety of physical fraction pieces; Fraction wall Copymaster 10a TG p. 169 (also No. 7)
3	Q. LB p. 125 A. TG p. 142	Ninths and tenths		2	128	69	No. 67 (pp. 6–7) No. 68 (pp. 8–9)	Objects which can be cut up into fractions, e.g. loaf of bread, slab of chocolate, apple
4	Q. LB p. 125 A. TG p. 142	Adding and subtracting fractions with the same denominator		3	129	69	No. 69 (pp. 10–11) No. 70 (pp. 12–13)	
5	Q. LB p. 125 A. TG p. 142	Adding and subtracting with mixed numbers		4	130	69	No. 71 (pp. 14–15) No. 72 (pp. 16–17)	
6	Q. LB p. 125 A. TG p. 142	Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				70		

VIVA MATHEMATICS Week 2

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
7	Q. LB p. 131 A. TG p. 142	4.2 MEASUREMENT Mass (5 hours) Reading scales	178–180	1	132–133	71–72	No. 73 (pp. 18–19)	Variety of analogue and digital scales – bathroom, kitchen, pull scales; Scales with numbered and unnumbered intervals; Balancing scales (algebra)
8	Q. LB p. 131 A. TG p. 142	Kilograms (kg) and grams (g)		2	134–135	72–73	No. 74a (pp. 20–21)	Variety of objects with a mass of 1 g, e.g. a teabag and a paper clip, cotton wool; Objects or packets of food with a mass of 1 kg, 2 kg, 500 g, etc., for example, a brick, bag of mealie meal, school bag
9	Q. LB p. 131 A. TG p. 142	Problem solving		3	136	73	No. 75 (pp. 24–25) No. 76 (pp. 26–27)	DBE workbook No. 74b (pp. 22–23)
10	Q. LB p. 131 A. TG p. 142	Problem solving with mass and money; Zama's shop		4	137	73	No. 77 (pp. 28–29) No. 78 (pp. 30–31)	Newspaper advertisements or fliers showing products, prices and mass
11	Q. LB p. 131 A. TG p. 142	1.1 WHOLE NUMBERS Addition and subtraction (5 hours) Whole numbers, 6-digit numbers, reading and writing; Place value and rounding off	182–183	1	139–140	74–75	No. 79 (pp. 32–33) No. 80 (pp. 34–35) No. 81a (pp. 36–37) No. 81b (pp. 38–39)	Copymaster 1b TG p. 158
12		Catch up: Any work not yet completed Remedial support and enrichment: Do your own planning				73		

VIVA MATHEMATICS Week 3								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13	Q. LB p. 138 A. TG p. 143	Estimating and rounding off; Two methods of calculating		2	141	75		
14	Q. LB p. 138 A. TG p. 143	Inverse operations		3	142	75	No. 82b (pp. 42–43)	Tip: Use squared paper to assist learners to keep the place value columns and the numbers lined up correctly (No. 20)
15	Q. LB p. 138 A. TG p. 143	Properties of numbers – commutative and associative laws		4	143	75	No. 83 (pp. 44–45)	
16	Q. LB p. 138 A. TG p. 143	Addition and subtraction games		5	144	76	No. 84 (pp. 46–47)	
17	Q. LB p. 138 A. TG p. 143	Problem solving		6	145	76	No. 85 (pp. 48–49)	
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				76–77		

VIVA MATHEMATICS Week 4								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
19	Q. LB p. 147 A. TG p. 143	Problem solving (continued)		6	145	76		
20	Q. LB p. 147 A. TG p. 143	3.5 SPACE AND SHAPE Viewing objects (3 hours) Looking at objects with different views	184	1–2	148–149	78	No. 86 (pp. 50–51)	Variety of 3-D objects which can be viewed from different viewpoints, e.g. boxes, toys, bicycle, chair, cup and saucer, etc. (Practical work and discussion)
21	Q. LB p. 147 A. TG p. 143	More views and a challenge		3	150	79	No. 87 (pp. 52–53)	
22	Q. LB p. 147 A. TG p. 143	3.1 SPACE AND SHAPE Properties of 2-D objects (4 hours) 2-D shapes (polygons); Matching 2-D shapes and descriptions	184	1–2	152–153	78	No. 88 (pp. 54–55)	Pictures of regular and irregular polygons; Shapes stencil (No. 10); Blank paper
23	Q. LB p. 147 A. TG p. 143	Angles of 2-D shapes; Closed shapes		3–4	153–154	79	No. 89a (pp. 56–57)	Polygons with different angles (No. 10); Paper for angle testers
24		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				82		

VIVA MATHEMATICS Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
25	Q. LB p. 151 A. TG p. 144	Squares, rectangles and circles		6	155	82	No. 89b (pp. 58–59)	
26	Q. LB p. 151 A. TG p. 144	3.4 SPACE AND SHAPE Transformations (3 hours) Translations	185	1	157	83–84	No. 90 (pp. 60–61) No. 91 (pp. 62–63)	
27	Q. LB p. 151 A. TG p. 144	Rotations (turns)		2	158	84	No. 92 (pp. 64–65)	http://www.tessellations.org/tessellations-all-around-us.shtml
28	Q. LB p. 151 A. TG p. 144	Reflections (flips) with diagonal, vertical and horizontal lines of reflection		3	159	84	No. 93 (pp. 66–67)	Small mirrors if available; Grid paper Copymaster 8 TG p. 166 (also No. 20)
29	Q. LB p. 151 A. TG p. 144	4.5 MEASUREMENT Temperature (2 hours) Measuring temperature on a thermometer	186	4	160	85	No. 94 (pp. 68–69)	Thermometers and pictures of thermometers; Weather charts
30		Estimating temperatures		5	161	84	No. 95 (pp. 70–71)	

VIVA MATHEMATICS Week 6

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
31	Q. LB p. 156 A. TG p. 144	Informal assessment; Mass, addition and subtraction, fractions, viewing objects and temperature			146, 162	77, 85		
32	Q. LB p. 156 A. TG p. 144	5.1–5.3 DATA HANDLING (9 hours) T-shirt data	187–188	1	164	86	No. 96 (pp. 72–73)	
33	Q. LB p. 156 A. TG p. 144	T-shirt data	187–188	1	164	86	No. 97a (pp. 74–75)	
34	Q. LB p. 156 A. TG p. 144	Dairy farming: Data handling		2	166	87	No. 97b (pp. 76–77)	
35	Q. LB p. 156 A. TG p. 144	Dairy farming: Data handling		2	166	87	No. 97c (pp. 78–79)	
36		Hand test back and do remediation on the aspects in which the learners scored low marks; Learners who got full marks can assist you working with small groups						

VIVA MATHEMATICS Week 7								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37	Q. LB p. 163 A. TG p. 145	FORMAL ASSESSMENT Project: Data cycle – Sources of light 1. Ask a question			173–174	89	No. 98 (pp. 80–81)	Data cycle (No. 17)
38	Q. LB p. 163 A. TG p. 145	Project cont.: 2. Collect and organise the data in groups of 3 to 4			173–174	89	No. 99 (pp. 82–83)	
39	Q. LB p. 163 A. TG p. 145	Project cont.: 3. Each learner to draw own pictograph			173–174	89	No. 100 (pp. 84–85)	
40	Q. LB p. 163 A. TG p. 145	Project cont.: 4. Analyse and interpret the data as a group			173–174	89		
41	Q. LB p. 163 A. TG p. 145	Project cont.: 5. Write up a report on the data individually			173–174	89		
42		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own planning				79, 82, 84–85		

VIVA MATHEMATICS Week 8								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
42	Q. LB p. 168 A. TG p. 145	2.1 PATTERNS, FUNCTIONS AND ALGEBRA Numeric patterns (5 hours) Number patterns and rules	189–191	1	176	91–92		
44	Q. LB p. 168 A. TG p. 145	Flow diagrams		2	177	92	No. 101 (pp. 86–87)	Copymaster 12 TG p. 17
45	Q. LB p. 168 A. TG p. 145	Number patterns		3	178–179	93	No. 102 (pp. 88–89)	
46	Q. LB p. 168 A. TG p. 145	Number patterns		4	180	94		
47	Q. LB p. 168 A. TG p. 145	1.1 WHOLE NUMBERS Multiplication (7 hours) Multiplication	192–193	1	182	95–96	No. 103a (pp. 90–91)	Copymaster 13 Tables 2–10 TG p. 174
48		Hand back the project and work through the data cycle to assist learners who are having difficulties				94		

VIVA MATHEMATICS Week 9

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
49	Q. LB p. 175 A. TG p. 146	Multiply		2	183	96	No. 103b (pp. 92–93)	
50	Q. LB p. 175 A. TG p. 146	Factors		3	184	96–97	No. 104 (pp. 94–95)	
51	Q. LB p. 175 A. TG p. 146	Multiples; Rounding off		4–5	185	97		
52	Q. LB p. 175 A. TG p. 146	Revision of multiplication (2 digits by 2 digits)		6	186	97		
53	Q. LB p. 175 A. TG p. 146	Revision of multiplication (3 digits by 1 digits)		7	187	98		
54		Multiplication (3 digits by 2 digits)		8	188	98		

VIVA MATHEMATICS Week 10

Catch up and completion of work, remediation, revision and term test – plan your week

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
55	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed	
56	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed	
57	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed	
58	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed	
59	Q. LB p. 181 A. TG p. 146						Do any worksheets from Term 3 which have not been completed	
60		FORMAL ASSESSMENT Test						Use the test provided in the TG, or in Section C of this planner, or set your own

VIVA MATHEMATICS Week 11

Review of test, remediation and learner corrections – plan your week

2. PLANNERS FOR TERM 4

2.1 Fabulous Mathematics

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

FABULOUS MATHEMATICS Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
7	LB p. 203 Act. 3 TG p. 164 Act. 3	SHAPE AND SPACE 3.6 Position and movement (CAPS specifies 2 hours) Locating objects on a grid; Drawing objects in the correct cells	204	1, 2	241–243	190–191	No. 133 (pp. 166–167)	
8	LB p. 203 Act. 4 TG p. 165 Act. 4	Finding your way on a map		3	243–244	191	No. 134 (pp. 168–169)	
9	LB p. 203 Act. 5 TG p. 165 Act. 5	SHAPE AND SPACE 3.4 Transformations (CAPS specifies 2 hours) Different transformations; Tessellations	205	1	246–247		No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Squared paper see TG p. 217 (No. 20, 21)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
10	LB p. 203 Act. 6 TG p. 165 Act. 6	Draw tessellating patterns		2	248		No. 137 (pp. 174–175)	
11	LB p. 204 Act. 7 TG p. 165 Act. 7	Assignment: Tessellating patterns – done in class OR catch up or revision				202	No. 138 (pp. 176–177) No. 139 (pp. 178–179)	
12	LB p. 204 Act. 3 TG p. 165 Act. 8	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns (CAPS specifies 2 hours) Geometric patterns with matches and flow diagrams	206	1	249–251	194–195	No. 140 (pp. 180–181)	Matches

FABULOUS MATHEMATICS Week 3

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

FABULOUS MATHEMATICS Week 4

* = select # = supplement

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

FABULOUS MATHEMATICS Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	LB p. 203 Act. 6 TG p. 165 Act. 6	SPACE AND SHAPE 3.2 Properties of 3-D objects (CAPS specifies 5 hours) Naming 3-D objects	198	1	221–222	178	No. 111a (pp. 110–111)	3-D objects for learners to examine
26		Hand back investigation if done OR catch up or revision						

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
27	LB p. 204 Act. 7 TG p. 165 Act. 7	Sort and compare shapes		2	222–223	178	No. 111b (pp. 112–113)	
28	LB p. 204 Act. 3 TG p. 165 Act. 8	Nets of prisms		3	223	178	No. 111c (pp. 114–115)	Net of a prism see TG p. 226 (No. 13)
29	LB p. 205 Act. 4 TG p. 165 Act. 9	Make you own 3-D objects		4	224	179		See TG pp. 218–223; Print a copy of each shape for each learner
30	LB p. 206 Act. 11 TG p. 166 Act. 11	NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (CAPS specifies 5 hours) Shading fractions	199	1	225	179–180	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction wall see <i>Platinum Mathematics</i> LB p. 211 (No. 7)

FABULOUS MATHEMATICS Week 6

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

FABULOUS MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37								
38								
39								
40								
41								
42								

FABULOUS MATHEMATICS Week 9

Hand back examination and work through common errors with learners – do your own planning

2.2 Oxford Headstart Mathematics

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

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

OXFORD HEADSTART MATHEMATICS Week 3

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
13	TG p. 304 #	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns (CAPS specifies 2 hours) Representing geometric patterns	206	1 Q. 1, 2	318–319	305	No. 141a (pp. 182–183) No. 141b (pp. 184–185)	
14	TG p. 304 #	Representing geometric patterns continued	207	1 Q. 3, 4, 5	319	306	No. 142 (pp. 186–187)	
15		Hand back investigation if done OR catch up or revision						
16	TG p. 307 #	PATTERNS, FUNCTIONS AND ALGEBRA: 2.3 Numbers sentences (Introduction to algebraic expressions) (CAPS specifies 3 hours) Using number sentences		1	321	307	No. 143a (pp. 188–189)	
17	TG p. 307 #	Write number sentences		2	322	308	No. 143b (pp. 190–191)	
18		DATA HANDLING 5.2 Probability (CAPS specifies 2 hours) What is chance?; Performing a simple trial	208	1	323–324	309–310		

OXFORD HEADSTART MATHEMATICS Week 4

* = select # = supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
19		#Unit 144 DBE workbook pp. 192–193						
20	LB pp. 256–257 TG pp. 250–251 *A–F	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers) (CAPS specifies 1 hour)	196	*1–6	257–259	251–253	No. 105 (pp. 96–97)	Dienes blocks; Place-value cards (No. 4); Abacus; Structured, semi-structured and empty number lines (No. 8)
21		Catch up or revision						
22	LB p. 260 TG pp. 254–255 A	WHOLE NUMBERS Addition and subtraction of 5-digit numbers (CAPS specifies 5 hours) Properties of numbers	197	*1–4	260–262	255–256	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	Number cards 1–50

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
23	LB p. 260 TG pp. 254–255 B	Rounding off and estimating		5, 6, 7	262–264	256–257	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	Put up the posters which summarise the examples given in the LB p. 263
24	LB p. 260 TG pp. 254–255 C, D	Checking solutions using the inverse; Addition: Method 1 and 2		8, 9	264–265	257–259	No. 109 (pp. 106–107)	Put up the posters which summarise the examples given in the LB pp. 264, 265

OXFORD HEADSTART MATHEMATICS Week 5

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	LB p. 260 TG pp. 254–255 E, F, G	Subtraction: Method 1 and 2		10	266–268	259–260	No. 110 (pp. 108–109)	Put up the posters which summarise the examples given in the LB pp. 266, 267, 269
26	LB p. 270 TG p. 261 #	SPACE AND SHAPE 3.2 Properties of 3-D objects (CAPS specifies 5 hours) Identifying and naming 3-D objects; Describing objects by their features	198	1, 2, 3	270–273	261–264	No. 111a, b (pp. 110–111)	See list of resources in TG p. 151 (including 3-D models and 2-D shapes) (No. 12)
27	LB p. 270 TG p. 261 #	Comparing objects by their features		4	274	264–265	No. 111c (pp. 114–115)	
28		Catch up or revision						
29	LB p. 270 TG p. 261 #	Matching objects by their nets and faces		5	275	265		Squared paper see TG p. 318 (No. 20, 21); Nets see TG pp. 319–320 (No. 13); Copy for each learner
30	LB p. 279 TG p. 268 #	NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (CAPS specifies 5 hours) Comparing equivalent fractions; Fractions and division	199	1, 2	279–280	268–270	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Resources suggested for Term 3 see TG p. 180; Fraction wall (No. 7)

OXFORD HEADSTART MATHEMATICS Week 6

* = select # = supplement

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

OXFORD HEADSTART MATHEMATICS Weeks 7 and 8

Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37								
38								
39								
40								
41								
42								

OXFORD HEADSTART MATHEMATICS Week 9

Hand back examination and work through common errors with learners – do your own planning

2.3 Oxford Successful Mathematics

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

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

OXFORD SUCCESSFUL MATHEMATICS Week 3

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
13	LB p. 287 TG p. 218 #	PATTERNS, FUNCTIONS AND ALGEBRA 2.3 Numbers sentences (Introduction to algebraic expressions) (CAPS specifies 3 hours) Interpret rules	207	1	278–188	218–219	No. 142 (pp. 186–187)	
14	LB p. 287 TG p. 218 #	Interpret operations with numbers		2	288	219–220	No. 143a (pp. 188–189)	
15	LB p. 287 TG p. 218 #	Write number sentences to describe problems		3	289–290	220–221	No. 143b (pp. 190–191)	
16		DATA HANDLING 5.2 Probability (CAPS specifies 2 hours)	208	1	291–292	222–223	No. 144 (pp. 192–193)	
17		#Unit 144 DBE workbook pp. 192–193 with your learners						
18		Hand back investigation if done OR catch up or revision						

OXFORD SUCCESSFUL MATHEMATICS Week 4

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
19	LB p. 234 TG p. 186 #	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers) (CAPS specifies 1 hour) Order, represent and compare 6-digit whole numbers; Rounding off to the nearest 5	196	1, 2	234–236	186–188	No. 105 (pp. 96–97)	
20	LB p. 234 TG p. 186 #	WHOLE NUMBERS Addition and subtraction of 5-digit numbers (CAPS specifies 5 hours) Solve problems on money and measurement	197	3	136–138	188–189	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	
21	LB p. 234 TG p. 186 #	Add and subtract 5-digit numbers in columns		4	238–240	190	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
22	LB p. 234 TG p. 186 #	Revise addition and subtraction with whole numbers		5 Q. 1–4	240–242	190–192	No. 109 (pp. 106–107)	Put up posters of the examples of how to set out each method; See LB pp. 236, 238, 239
23	LB p. 234 TG p. 186 #	Revise addition and subtraction with whole numbers		5 Q. 5–7	242	192	No. 110 (pp. 108–109)	
24	LB p. 243 TG p. 193 #	SPACE AND SHAPE 3.2 Properties of 3-D objects (CAPS specifies 5 hours) Identify the properties of the 3-D objects	198	1	243–245	193–194	No. 111a (pp. 110–111)	See LB p. 243

OXFORD SUCCESSFUL MATHEMATICS Week 5

* = select # = supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25		Assignment: Numbers and patterns OR catch up or revision			298	227–228		
26	LB p. 243 TG p. 193 #	Pyramids		2	245–247	194	No. 111b (pp. 112–113)	Dotted paper (No. 22)
27	LB p. 243 TG p. 193 #	Prisms; Make a sculpture out of 3-D shapes		*3 Q. 1–4	247–245	195	No. 111c (pp. 114–115)	Dotted paper (No. 22)
28	LB p. 243 TG p. 193 #	NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (5 hours) Counting in fractions; Ordering fractions	199	1	252	197–198	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction number line (No. 8); Fraction wall (No. 7)
29	LB p. 251 TG p. 197 #	Solve problems with equivalent fractions		2 Q. 1–3	254	198	No. 114a (pp. 122–123) No. 114b (pp. 124–125)	Fraction wall (No. 7)
30	LB p. 251 TG p. 197 #	Calculations with fractions		#3 Q. 1–7	255–256	199–200	No. 117 (pp. 130–131) No. 118 (pp. 132–133)	

OXFORD SUCCESSFUL MATHEMATICS Week 6

= supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31		Hand back assignment if done OR catch up or revision						
32	LB p. 258 TG p. 201 Q. 1a–t	NUMBERS, OPERATIONS AND RELATIONSHIPS Division (CAPS specifies 7 hours) Facts about division with numbers	200–201	1	258–260	201	No. 120 (pp. 138–139) No. 121 (pp. 140–141)	
33	LB p. 258 TG p. 201 Q. 2a–t	Use division to find factors of 2-digit numbers		2	260–261	202	No. 122 (pp. 142–143)	
34	LB p. 258 TG p. 201 Q. 3a–t	Division with no remainder; Division with a remainder		3, 4	261–263	202–203	No. 123 (pp. 144–145)	Counters
35	LB p. 258 TG p. 201 Q. 4a–t	Compare quantities of the same kind		5	263–265	204	No. 124 (pp. 146–147)	
36	#	Compare quantities of different kinds		6	265–266	205	No. 125 (pp. 148–149)	

OXFORD SUCCESSFUL MATHEMATICS Weeks 7 and 8

Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37								
38								
39								
40								
41								
42								

OXFORD SUCCESSFUL MATHEMATICS Week 9

Hand back examination and work through common errors with learners –
do your own planning

2.4 Platinum Mathematics

PLATINUM MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1	TG p. 224 Q. and A. No. 2	MEASUREMENT 4.6 Perimeter, area and volume (CAPS specifies 7 hours) Measure perimeter and calculate perimeter	202	35.1 35.2	176–177	147–148	No. 127 (pp. 154–155)	
2	TG p. 224 Q. and A. No. 3	Area		*35.3 35.4	178–179	148–149	No. 128 (pp. 156–157)	
3	TG p. 225 Q. and A. No. 4	Volume		35.6	180–181	149–150	No. 129 (pp. 158–159)	
4	TG p. 225 Q. and A. No. 5	Volume cont.		35.6	180–181	149–150	No. 130 (pp. 160–161)	
5	TG p. 225 Q. and A. No. 1	Find the volume of a container		35.7	182	150	No. 131 (pp. 162–163) No. 132 (pp. 164–165)	
6		Assignment: Travelling times and distance <i>Select activities that would take the learners 1 hour to complete</i> Read through the assignment with the learners and make sure that they understand what is expected of them OR catch up or revision			170–171	142–143		

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

PLATINUM MATHEMATICS Week 3								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13		Hand back assignment if done OR catch up or revision						
14	TG p. 227 Q. and A. No. 3	PATTERNS, FUNCTIONS AND ALGEBRA 2.2 Geometric patterns (CAPS specifies 2 hours) Extend a geometric pattern; Change the shape of a geometric pattern	206	38.1 38.2	194–195	160–161	No. 140 (pp. 180–181)	
15	TG p. 227 Q. and A. No. 4	A different type of geometric pattern (30 min); Another type of pattern (30 min)		38.3 38.4	196–197	162	No. 141a (pp. 182–183) No. 141b (pp. 184–185)	
16	TG p. 227 Q. and A. No. 5	PATTERNS, FUNCTIONS AND ALGEBRA 2.3 Numbers sentences (Introduction to algebraic expressions) (CAPS specifies 3 hours) Use number sentences to solve problems	207	39.1	198	163–164	No. 142 (pp. 186–187)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
17	TG p. 228 Q. and A. No. 1	Use number sentences to solve problems cont.		39.1	198	163–164	No. 143a (pp. 188–189)	
18	TG p. 228 Q. and A. No. 2	Multiple choice questions		39.2	200	165	No. 143b (pp. 190–191)	

PLATINUM MATHEMATICS Week 4

* = select

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

PLATINUM MATHEMATICS Week 5

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

PLATINUM MATHEMATICS Week 6

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

PLATINUM MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37								
38								
39								
40								
41								
42								

PLATINUM MATHEMATICS Week 9

Hand back examination and work through common errors with learners – do your own planning

2.5 Premier Mathematics

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

PREMIER MATHEMATICS Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	Q. TG p. 384 A. TG p. 299 26	SHAPE AND SPACE 3.6 Position and movement (CAPS specifies 2 hours) Alpha-numeric grid with shapes	204	1, 2	224–225	154	No. 133 (pp. 166–167)	Grid see TG p. 182
8	Q. TG p. 385 A. TG p. 299 27	Map work		3	227	154–155	No. 134 (pp. 168–169)	Map see TG p. 183
9	Q. TG p. 386 A. TG p. 299 28	SHAPE AND SPACE 3.4 Transformations (CAPS specifies 4 hours) Identify which transformation has taken place – reflection, rotation or translation; Work with 2-D shapes and tangrams	205	1	228	228–230	No. 135 (pp. 170–171) No. 136 (pp. 172–173)	Squared paper see TG p. 180 (No. 20, 21)

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
10	Q. TG p. 387 A. TG p. 299 29	Tessellating patterns		2	231	228–230	No. 137 (pp. 174–175)	Shapes and tangram see TG p. 176 (No. 11)
11	Q. TG p. 387 A. TG p. 299 30	Describe patterns by identifying how a shape has been translated and identifying lines of symmetry		3	231		No. 138 (pp. 176–177) No. 139 (pp. 178–179)	
12		Hand back investigation if done OR catch up or revision						

PREMIER MATHEMATICS Week 3

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

PREMIER MATHEMATICS Week 4

* = select # = supplement

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
19	Q. TG p. 389 A. TG p. 300 36	DATA HANDLING 5.2 Probability (CAPS specifies 2 hours) Testing probability	208	1, 2	236–240	161–162		Coins, spinners, dice (No. 19)
20	Q. TG p. 372 A. TG p. 295	#Unit 144 DBE workbook pp. 192–193						
21	Q. TG p. 372 A. TG p. 295 2	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers) (CAPS specifies 1 hour)	196	*1–5	197–198	133–135	No. 105 (pp. 96–97)	Place value cards (No. 4)
22	Q. TG p. 373 A. TG p. 295 3	WHOLE NUMBERS Addition and subtraction of 5-digit numbers (CAPS specifies 5 hours) Estimation and rounding off; Revision of breaking down and vertical column methods	197	*1, 2 Q. 1a, and d Q. 2a and d Q. 3a and d	198–199	135–137	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	
23	Q. TG p. 373 A. TG p. 295 4	Revise counterbalance/compensation method for subtraction; Revise doubling method to calculate estimating addition		3, 4	200	137–138	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	
24	Q. TG p. 374 A. TG p. 295 5	Working with a number line – oral; Addition and subtraction calculations using the inverse operation		5, 6	200–201	138–137	Number lines (No. 5)	Number lines (No. 5)
24	Q. TG p. 374 A. TG p. 295 6	Revise the properties of numbers; Problem solving; Problems relating to measurement and finance		7, 8			No. 110 (pp. 108–109)	

PREMIER MATHEMATICS Week 5

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
25		Hand back assignment if done OR catch up or revision						
26	Q. TG p. 375 A. TG p. 296 7	SPACE AND SHAPE 3.2 Properties of 3-D objects (CAPS specifies 5 hours) Properties of five 3-D shapes	198	1	203	140–141	No. 111a (pp. 110–111)	See TG p. 179; Make copies of worksheet for each learner (No. 12)
27	Q. TG p. 375 A. TG p. 296 8	Naming 3-D shapes and drawing other examples		2, 3	206	141–142	No. 111b (pp. 112–113)	

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

PREMIER MATHEMATICS Week 6

* = select

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

PREMIER MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37								
38								
39								
40								
41								
42								

PREMIER MATHEMATICS Week 9

**Hand back examination and work through common errors with learners –
do your own planning**

2.6 Sasol Inzalo Mathematics

SASOL INZALO Week 1								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1	p. 283 No. 1	MEASUREMENT Perimeter, area and volume (7 hours) Perimeter	202	6.1 No. 1–5	318–322	355–360	No. 127 (pp. 154–155)	
2	p. 283 No. 2	Perimeter cont.	202	6.1 No. 6–9	319–322	355–360	No. 128 (pp. 156–157)	
3	p. 283 No. 3	Area	202	6.2 No. 1–4	323–324	361–364	No. 129 (pp. 158–159)	Photocopy the 2 cm grid on p. 323 for the learners
4	p. 283 No. 4	Area cont.	202	6.2 No. 5–10	325–326	361–364	No. 130 (pp. 160–161)	
5	p. 283 No. 5	Volume and capacity	202	6.3 No. 1–6	327–330	365–368	No. 131 (pp. 162–163) No. 132 (pp. 164–165)	
6	p. 283 No. 6	SPACE AND SHAPE Position and movement (2 hours) Moving between positions on a grid map	204	7.1 No. 1–7	331–332	361–374	No. 133 (pp. 166–167) No. 136 (pp. 168–169)	Photocopy the grid on p. 425 of the TG for the learners

SASOL INZALO Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	p. 284 No. 8a–c	SPACE AND SHAPE Transformations (4 hours) Rotations, reflections and translations in art	205	8.1 No. 1–5	333–334	372–374	No. 135 (pp. 170–171)	
8	p. 284 No. 8d–e	Tessellations	205	8.2 No. 1–4	335–336	375–377	No. 136 (pp. 172–173) No. 137 (pp. 174–175)	
9	p. 284 No. 9a–c	Tessellations cont.	205	8.2 No. 5–7	336–337	375–377	No. 138 (pp. 176–177) No. 139 (pp. 178–179)	
10	p. 284 No. 9d–f	PATTERNS, FUNCTIONS AND ALGEBRA Geometric patterns (2 hours) Making a geometric pattern	206	9.1 No. 1–2	338	378–379	No. 140 (pp. 180–181)	
11	p. 284 No. 10a–b	Describing patterns	206	9.2 No. 1–4	339–340	380–381	No. 141a (pp. 182–183)	
12		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own						

SASOL INZALO Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13	p. 284 No. 10c–d	Completing tables	206	9.3 No. 1–3	341	382	No. 141b (pp. 184–186)	
14	p. 286 No. 1	PATTERNS, FUNCTIONS AND ALGEBRA Number sentences (3 hours) Solve and complete number sentences by trial and improvement	207	10.1 No. 1–5	342	383–385	No. 142 (pp. 186–187)	
15	p. 286 No. 2	Solve and complete number sentences by trial and improvement cont.	207	10.1 No. 6–11	343	383–385	No. 143a (pp. 188–189)	
16	p. 286 No. 3	Flow diagrams, number sentences and tables	207	10.2 No. 1–6	344–345	386–387	No. 143b (pp. 190–191)	
17	p. 286 No. 4	Flow diagrams, number sentences and tables cont.	207	10.2 No. 7–11	345	386–387		
18		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own						

SASOL INZALO Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
19	p. 287 No. 5a	DATA HANDLING Probability (2 hours) A coin-tossing experiment	208	11.1 No. 1–3	346–347	388–390	No. 144 (pp. 192–193)	Class wizz (No. 1)
20	p. 301 No. 1	Spinner experiment 1	208	11.2 No. 1–3	347–348	390–391		
21	p. 301 No. 2	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (1 hour) Investigate even and odd numbers	196	1.2 No. 1–4	285	315	No. 105 (pp. 96–97)	
22	p. 302 No. 3	WHOLE NUMBERS Addition and subtraction (5 hours) Addition and subtraction in context	197	2.2 No. 1–4	289	316–321	No. 106a (pp. 98–99) No. 106b (pp. 100–101)	
23	p. 302 No. 4	Addition and subtraction in context	197	2.2 No. 5–8	289–290	316–321	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	
	p. 303 No. 5	Rounding off in context	197	2.3 No. 1–7	290–291	321–325		
24	p. 303 No. 6	SPACE AND SHAPE Properties of 3-D objects (5 hours) Properties of 3-D objects Rectangular prisms	198	3.1 No. 1–4	292–293	326–328		

SASOL INZALO Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
25	p. 307 No. 1a–d	Nets of rectangular prisms	198	3.2 No. 1–3	293–294	328–330	No. 111a (pp. 110–111)	Boxes that are rectangular prisms Photocopy nets of rectangular prisms on p. 421 of the TG for the learners
26	p. 307 No. 1e–h	Nets of other prisms	198	3.3 No. 1–2	296–279	331–332	No. 111b (pp. 112–113)	
27	p. 307 No. 2	Nets of square-based pyramids	198	3.4 No. 1–2	298	333	No. 111c (pp. 114–115)	
28	p. 307 No. 3	Nets of cylinder and a cone	198	3.5 No. 1–4	299–300	334–335		Insides of toilet rolls or of paper towels
29	p. 309 No. 8	NUMBERS, OPERATIONS AND RELATIONSHIPS Fractions (5 hours) Fractions in diagrams	199	4.2 No. 1–3	304–305	336–341	No. 112 (pp. 116–117)	Photocopy circle templates on p. 423 for the learners
30		Catch up: Finish any work not yet completed Remedial support and enrichment: Do your own						

SASOL INZALO Week 6

* = select

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
31	Class wizz	Fractions on the number line	199	4.3 No. 1–2	306	342	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Photocopy the number lines on p. 424 in the TG for the learners
32	Buzz game	Solving problems	199	4.4 No. 4–7, 9	307–308	343–345	No. 114a (pp. 122–123) No. 114b (pp. 124–125)	Class wizz, buzz game and numbers sense (No. 1)
33	Number sense	WHOLE NUMBERS Division (7 hours) Revision practice	200	5.1 No. 1–10*	310	346–347	No. 119a (pp. 136–137) No. 119b (pp. 136–137)	
34	Class wizz	Making pictures bigger and smaller	200	5.2 No. 1–2	311	348	No. 120 (pp. 138–139) No. 121 (pp. 140–141)	
35	Buzz game	Ratios of enlargement and reduction	200	5.3 No. 1–6	312–313	349–351	No. 122 (pp. 142–143) No. 123 (pp. 144–145)	
36	Number sense	Ratio again	200	5.4 No. 1–5, 8–11	315–317	352–354	No. 124 (pp. 146–125) No. 125 (pp. 148–149)	

SASOL INZALO Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37								
38								
39								
40								
41								
42								

SASOL INZALO Week 9

Hand back examination and work through common errors with learners – do your own planning

2.7 Solutions for All Mathematics

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

SOLUTIONS FOR ALL MATHEMATICS Week 2

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

SOLUTIONS FOR ALL MATHEMATICS Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
13	Q. LB p. 352 A. TG p. 335 No. 181	Different ways to create a pattern		2	304–305	256	No. 141a (pp. 182–183) No. 141b (pp. 184–185)	
14	Q. LB p. 352 A. TG p. 335 No. 182	PATTERNS, FUNCTIONS AND ALGEBRA 2.3 Numbers sentences (Introduction to algebraic expressions) (CAPS specifies 3 hours) Checking number sentences; Describing problems with number sentences	207	1	306–307	257–258	No. 142 (pp. 186–187)	
15	Q. LB p. 352 A. TG p. 335 No. 183	Writing number sentences; Checking number sentences		2 Ex. 1	307–308	258–259	No. 143a (pp. 188–189)	
16	Q. LB p. 352 A. TG p. 335 No. 184	Choosing equivalent number sentences		3	307	259	No. 143b (pp. 190–191)	

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
17	Q. LB p. 353 A. TG p. 336 No. 185	DATA HANDLING 5.2 Probability (CAPS specifies 2 hours) What are the chances?	208	1	310–311	260–271	No. 144 (pp. 192–193)	
18	Q. LB p. 353 A. TG p. 336 No. 186	Flipping a coin; Throwing a dice		2	312–313	271		Coins, dice or spinners (No. 19)

SOLUTIONS FOR ALL MATHEMATICS Week 4

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in MM Activities and Printable Resources book
19		Assignment: Various topics OR catch up or revision				308–309, 310–311		Make copies of the assignment for each learner
20	Q. LB p. 346 A. TG p. 331 No. 150	WHOLE NUMBERS Counting, ordering, comparing, representing and place value (6-digit numbers) (CAPS specifies 1 hour)	196	1, 2	256–258	214–216	No. 105 (pp. 96–97)	Place value cards (No. 4)
21	Q. LB p. 347 A. TG p. 331 No. 151	WHOLE NUMBERS Addition and subtraction of 5-digit numbers (CAPS specifies 5 hours) Addition by filling up 10s, 100s and 1 000s	197	3	258	216	No. 106a (pp. 100–101) No. 106b (pp. 100–103)	
22	Q. LB p. 347 A. TG p. 331 No. 152	Three methods of subtraction		4	259	217	No. 107 (pp. 102–103) No. 108 (pp. 104–105)	
23	Q. LB p. 347 A. TG p. 332 No. 153	Using column addition and subtraction; More adding and subtracting		5 Ex. 1	260–261	217–219	No. 109 (pp. 106–107) No. 110 (pp. 108–109)	
24	Q. LB p. 347 A. TG p. 332 No. 154	SPACE AND SHAPE 3.2 Properties of 3-D objects (CAPS specifies 5 hours) Properties of objects; Comparing a cube and a rectangular prism	198	1, 2	263–265	223	No. 111a (pp. 110–111)	

SOLUTIONS FOR ALL MATHEMATICS Week 5

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

SOLUTIONS FOR ALL MATHEMATICS Week 6

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

SOLUTIONS FOR ALL MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37								
38								
39								
40								
41								
42								

SOLUTIONS FOR ALL MATHEMATICS Week 9
Hand back examination and work through common errors with learners – do your own planning

2.8 Study and Master Mathematics

STUDY AND MASTER MATHEMATICS Week 1								
* = select								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
1	LB p. 288 TG p. 307	MEASUREMENT 4.6 Perimeter, area and volume (CAPS specifies 7 hours) The distance around the shape	202	20.1 20.2	288–290	307–309	No. 127 (pp. 154–155)	Measuring instruments – rulers, trundle wheel, meter ruler; (Length of double sheet of newspaper is 1 m)
2	LB p. 291 TG p. 309	Perimeter		21.1 21.2	291–292	309–310	No. 128 (pp. 156–157)	
3	LB p. 293 TG p. 310	Covering surfaces		*22.1 22.2	293–296	310–311	No. 129 (pp. 158–159)	
4	LB p. 296 TG p. 311	More about area and perimeter		23.1 23.2	296–297	311–312	No. 130 (pp. 160–161)	
5	LB p. 298 TG p. 313	Volume and capacity		24.1 24.2	298–300	313–315	No. 131 (pp. 162–163) No. 132 (pp. 164–165)	Cubes or rectangular prisms
6		Catch up or revision						

STUDY AND MASTER MATHEMATICS Week 2								
Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
7	LB p. 258 TG p. 316	SHAPE AND SPACE 3.6 Position and movement (CAPS specifies 2 hours) Grid letters and numbers on a map	204	25.1	301–302	316–316	No. 133 (pp. 166–167)	Maps from geography
8	LB p. 302 TG p. 316	Directions on a map		26.2	302–303	316–317	No. 134 (pp. 168–169)	
9	LB p. 304 TG p. 319	SHAPE AND SPACE 3.4 Transformations (CAPS specifies 4 hours) Translations, reflections and rotations	205	27.1	304	319	No. 135 (pp. 170–171) No. 136 (pp. 172–173)	
10	LB p. 305 TG p. 320	Tessellations		28.1	305–306	319–320	No. 137 (pp. 174–175)	
11	LB p. 307 TG p. 320	Describing patterns		29.1	306–307	321	No. 138 (pp. 176–177) No. 139 (pp. 178–179)	
12		Catch up or revision						

STUDY AND MASTER MATHEMATICS Week 3

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

STUDY AND MASTER MATHEMATICS Week 4

* = select

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

STUDY AND MASTER MATHEMATICS Week 5

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

STUDY AND MASTER MATHEMATICS Week 6

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

STUDY AND MASTER MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
37								
38								
39								
40								
41								
42								

STUDY AND MASTER MATHEMATICS Week 9
Hand back examination and work through common errors with learners – do your own planning

2.9 Viva Mathematics

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

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

VIVA MATHEMATICS Week 3

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources</i> book
13	LB p. 221 TG p. 151	PATTERNS, FUNCTIONS AND ALGEBRA 2.3 Numbers sentences (Introduction to algebraic expressions) (CAPS specifies 3 hours) Equivalence	207	3			No. 142 (pp. 186–187)	
14	LB p. 221 TG p. 151	Multiple choice		4			No. 143a (pp. 188–189)	
15	LB p. 221 TG p. 151	Number sentences		5			No. 143b (pp. 190–191)	
16	LB p. 221 TG p. 151	DATA HANDLING 5.2 Probability (CAPS specifies 2 hours) Certain, uncertain or impossible	208	1, 2			No. 144 (pp. 192–193)	
17	LB p. 221 TG p. 151	Spin the spinner and record the results; Throw the dice and record the results		3	247	127		Spinners TG p. 170 (also No. 19); Dice
18		Hand back investigation if done OR catch up or revision						

VIVA MATHEMATICS Week 4

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

VIVA MATHEMATICS Week 5

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
25	LB p. 198 TG p. 148	House roofs		4	202	105	No. 111c (pp. 114–115)	
26		Catch up or revision						
27	LB p. 198 TG p. 148	Flat and curved surfaces; Matching 3-D shapes and descriptions		5, 6	203	105		Models of 3-D objects
28	LB p. 198 TG p. 148	NUMBERS, OPERATIONS AND RELATIONSHIPS Common fractions (CAPS specifies 5 hours) Fractions; Elevenths and twelfths	199	1, 2	206	107	No. 113a (pp. 118–119) No. 113b (pp. 120–121)	Fraction mat TG p. 169 (also No. 7)
29	LB p. 198 TG p. 148	Fractions of whole numbers		3	208	108	No. 114a (pp. 122–123) No. 114b (pp. 124–125)	
30	LB p. 205 TG p. 149	Adding and subtracting with the same denominators		4	209	108	No. 115 (pp. 126–127) No. 116 (pp. 128–129)	

VIVA MATHEMATICS Week 6

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

VIVA MATHEMATICS Weeks 7 and 8
Revision and examination – do your own planning

Lesson	MM	CAPS concepts and skills	CAPS pp.	LB ex.	LB pp.	TG pp.	DBE workbook	Resources (No.) is the resource's number in <i>MM Activities and Printable Resources book</i>
37								
38								
39								
40								
41								
42								

VIVA MATHEMATICS Week 9
Hand back examination and work through common errors with learners – do your own planning

3. Guidelines for preparing a Mathematics lesson

1. **Review the term focus:** Start by looking at the CAPS and *familiarising* yourself with 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 planner. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
 - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. ask learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of cardboard and a marker pen.
 - Collect necessary items from home (e.g. bottles, bottle tops, etc.) long in advance so that you have all the necessary resources for your lesson.
 - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
 - Also make sure you have chalk or marking pens so that you can use your chalk 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, and you will also find useful resources in the *Remediation and Enrichment Activities* book.
 - Consider the needs of any learners with barriers to learning in your class, and how best you can support them.
 - 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 five to ten minutes. The purpose of this activity is to focus on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. *Each day you need to prepare for the Mental Mathematics activities.* This is a mental activity for the learners. If the Mental Mathematics activities are 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. Learners should do Mental Mathematics orally most lessons, but they could do it in written form once a week so that there is some record of your daily Mental Mathematics activities.

You will find many ideas for Mental Mathematics activities in the *Mental Maths Activities and Printable Resources* book which is part of the maths toolkit.

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

Mental Mathematics skills improve hugely through repeated activity and enable learners to perform higher level tasks with greater ease. It is important that learners develop awareness of and competence and fluency in a range of Mental Maths strategies so that they can choose and use effectively the most efficient method for a given calculation.

Step 2: Homework review/reflection (10 minutes): This is the second activity of the lesson. We recommend that you take about ten minutes 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 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. Go through worked examples and suggested explanations given in the Learner's Book or Teacher's Guide with your class as a whole. The CAPS content clarification column will also be a useful reference should you need further examples or ideas to enrich your explanations. You should elaborate on these explanations and provide additional examples if necessary.

Step 4: Classwork activity (20 minutes): This part of the lesson provides an opportunity for learners to consolidate new concepts by doing activities or exercises from the Learner's Book or DBE workbook. These activities allow them to practise their Mathematics and problem solving skills. It is important that you *prepare yourself for the classwork activity* – you need to assist learners as they do the classwork. You might also need to select particular questions from each activity for the classwork so that learners can manage the selection – the *exercises given in the various LTSMs vary greatly in length* and you need to make this selection in advance. Ensure 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 exercises 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. Also encourage them, where appropriate, to write their answers and to show their working neatly and systematically in their workbooks. Plan the timing of the lesson so that you and the learners can go over the classwork together and they can do corrections in the lesson.

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

This is also the part of the lesson where you can assist learners who need extra support and extend those who need enrichment. Throughout the lesson, try to identify learners that need additional support or extension by paying attention to how well they cope with the Mental Mathematics activities, how they manage the homework, how they respond when you develop the new content, and how they cope with the class activities. While the rest of the class are busy working through the classwork activities, you should spend some time with those that need extra support and help them to work through the remediation activities. If learners successfully complete the daily classwork activities ahead of the rest of the class, be prepared to give them the enrichment activities to do.

Step 5: Allocate homework (5 minutes): This is the fifth and final activity of the lesson. In this step you should tell the learners about the homework for the 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 daily classwork in their Learner's Books and ask the learners to complete them at home, or ask them to do part or all of a DBE worksheet. Homework enables the learners to consolidate the Mathematics that you have taught them in class. It also promotes learner writing and development of mathematical knowledge, and the development of regular study habits. Encourage your learners to show their parent(s) or their guardian(s) the work they have done.

5. **After each lesson, reflect on how it went:** You should note your thoughts about the day's lesson. You will use these notes as you plan and prepare for your teaching. The tracking template (Resource 12) has useful prompts to assist you here.

4. Assessment term plans

4.1 Term 3: Formal assessment tasks included in each set of LTSMs

LTSM	Formal assessment: Project (Week 7)	Formal assessment: Test (Week 10) *Use for revision, not for formal assessment
Fabulous Mathematics	Project: Bed time TG pp. 154–156: photocopiable worksheet TG p. 156: assessment criteria	Test TG pp. 157–160: photocopiable test TG p. 161: answers See also the exemplar test in Section C of this planner
Oxford Headstart Mathematics	No project provided Use activity 10.1.3 (Interpreting and reporting data) LB p. 235 TG p. 233	Test *LB pp. 252–253 TG pp. 246–247: answers However, it is better not to use a test that is given in the Learner's Book. Rather use the test provided in another TG, or in Section C of this planner, or set your own
Oxford Successful Mathematics	Project: Data handling – Choice of topics LB p. 301 TG p. 231	No term test provided You could use the test provided in another TG, or in Section C of this planner, or set your own
Platinum Mathematics	Project: Data handling – Water sources LB pp. 144–145 TG p. 119: answers and rubric	Test *LB pp. 76–177, 222: photocopiable test TG p. 127: answers See also the exemplar test in Section C of this planner
Premier Mathematics	Project: Data handling – The data handling cycle LB pp. 173–174 TG p. 116*	Test TG pp. 219–222: photocopiable worksheet TG pp. 256–259: answers See also the exemplar test in Section C of this planner
Sasol Inzalo Mathematics	No project provided Use one from another LTSM, or set your own	No term test provided You could use the test provided in another TG, or in Section C of this planner, or set your own
Solutions for All Mathematics	Project: Data cycle LB p. 226 TG p. 188	Test TG pp. 298–301: photocopiable test TG pp. 302–303: memorandum and analysis of cognitive levels of each question in the test See also the exemplar test in Section C of this planner
Study and Master Mathematics	Project: Choose a topic from those suggested LB p. 231 Act. 28.4 TG p. 249	Test No test provided You could use the test provided in another TG, or in Section C of this planner, or set your own
Viva Mathematics	Project: Sources of light LB pp. 173–174 TG pp. 89–90: possible answers	Test No test provided You could use the test provided in another TG, or in Section C of this planner, or set your own

4.2 Term 4: Formal assessment tasks included in each set of LTSMs

LTSM	Formal assessment: Examination (Week 7 or 8) Use examination noted below ONLY for revision and NOT for formal assessment
<i>Fabulous Mathematics</i>	End-of-year examination TG pp. 209–212 (photocopiable examination covering the whole year’s work) TG pp. 213–214 (memorandum) See also the exemplar examination in Section C of this planner
<i>Oxford Headstart Mathematics</i>	No examination is provided See revision examination in Section C of this planner
<i>Oxford Successful Mathematics</i>	No examination is provided See revision examination in Section C of this planner
<i>Platinum Mathematics</i>	End-of-year examination TG pp. 178–179 TG p. 169 (answers) See also the exemplar examination in Section C of this planner
<i>Premier Mathematics</i>	End-of-year examination TG pp. 232–236 (100 marks) TG pp. 264–268 (answers and cognitive levels) See also the exemplar examination in Section C of this planner
<i>Sasol Inzalo Mathematics</i>	No examination is provided See revision examination in Section C of this planner
<i>Solutions for All Mathematics</i>	No examination is provided See revision examination in Section C of this planner
<i>Study and Master Mathematics</i>	No examination is provided See revision examination in Section C of this planner
<i>Viva Mathematics</i>	No examination is provided See revision examination in Section C of this planner

5. The exemplar Term 3 test

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

INSTRUCTIONS TO LEARNERS:

1. The use of calculators is not allowed.
2. Do your calculations and/or write your answers in the spaces provided.
3. Duration of examination: 60 minutes.

SECTION 1: Mental Mathematics

10 marks

1. What is the value of the 6 in 6 213?
= _____ (1)
2. Fill in <; >; or =
 $56 \div 7$ _____ $63 \div 9$ (1)
3. Round off 102 348 to the nearest 1 000
= _____ (1)
4. 9×400
= _____ (1)
5. $1\frac{1}{2}$ kg = _____ g (1)
6. $(4 + 20) \div (5 + 1)$
= _____ (1)
7. Is 7 a factor of 84?
= _____ (1)
8. At which temperature does pure water boil?
= _____ (1)
9. I eat two out of six sweets. What fraction of the sweets (in simplest form) did I eat?
= _____ (1)
10. Fill in <; >; or =
 $1\ 000 \times 1$ _____ $1 \times 1\ 000$ (1)

SECTION 2: Numbers operations and relationships

15 marks

Calculate the following. Show all your working out.

11. $725 + 2\,478 + 3\,126$

= _____

(2)

12. $4\,934 - 2\,876$

= _____

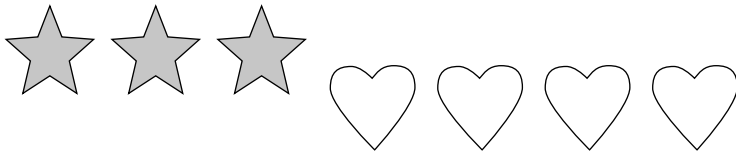
(2)

13. 253×88

= _____

(3)

14. What is the ratio of stars to hearts?



(2)

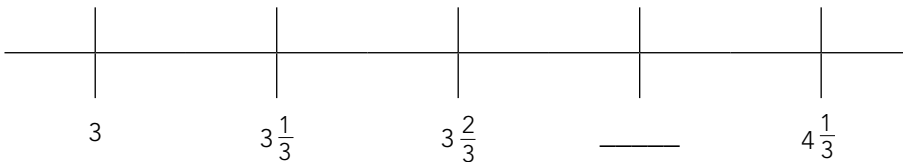
15. Milk costs R15 a litre. What will 3 litres of milk cost?

(1)

16. You get paid R6 an hour to clean a car. It takes you $1\frac{1}{2}$ hours to clean the car. How much will you get paid?

(1)

17. Fill in the missing fraction on this mixed number line:



(1)

18. Do the following calculations. Write the answer in the simplest form.

a) $3\frac{1}{6} + 3\frac{2}{6} =$ _____

(2)

b) $8\frac{4}{7} - 3\frac{3}{7} =$ _____

(1)

SECTION 3: Numeric patterns

4 marks

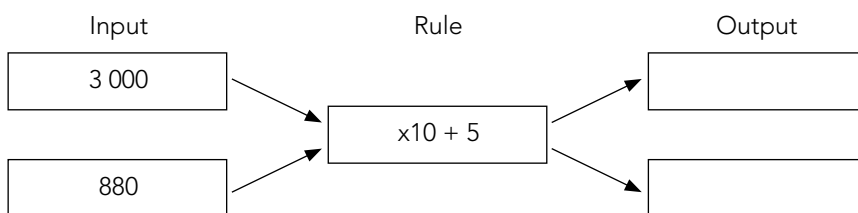
19. Look at the table below.

Use the rule for the *output number* to work out and then fill in the 2 missing *output numbers*.

Input number	2	4	6
Output number = (input number + 3) x 2	10	_____	_____

(2)

20. Complete the flow diagram.



(2)

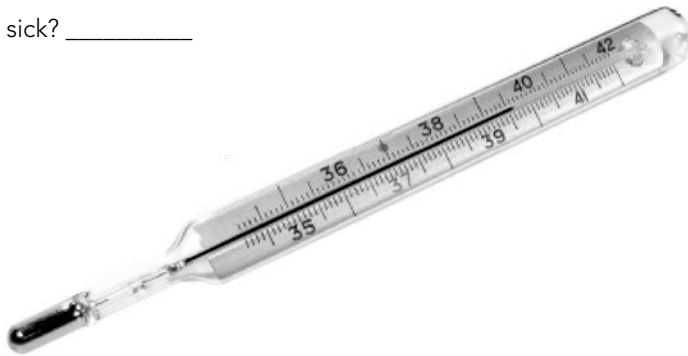
SECTION 4: Measurement

6 marks

21. Your teacher takes your temperature with a thermometer.

Read the thermometer.

Are you sick? _____

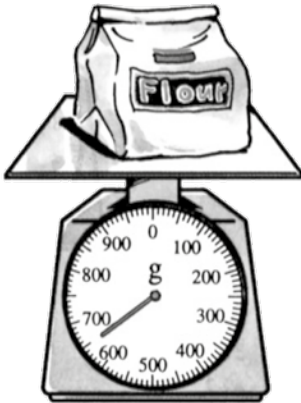


(1)

22. At what temperature in °C does pure water freeze? _____

(1)

23. What is the mass of the flour on the scale? _____



(1)

24. Mrs Dube went shopping and she bought the following groceries:

Shopping list
500 g sugar ✓
2 kg meat ✓
250 g tea ✓
5 kg lwsa ✓

a) Work out the mass of the groceries that Mrs Dube bought.

Give the mass in kilograms and grams: _____ kg _____ g

(2)

b) Give the mass of her groceries in grams: _____ g

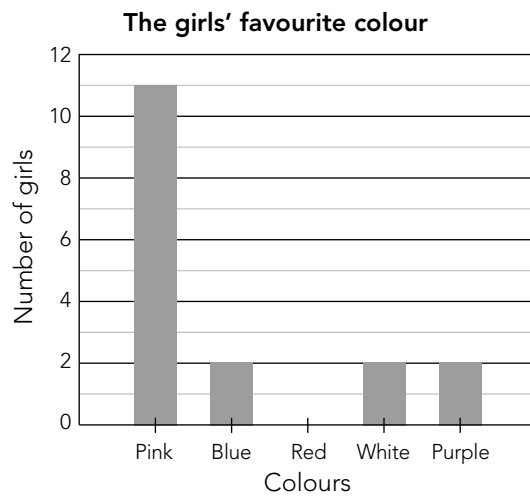
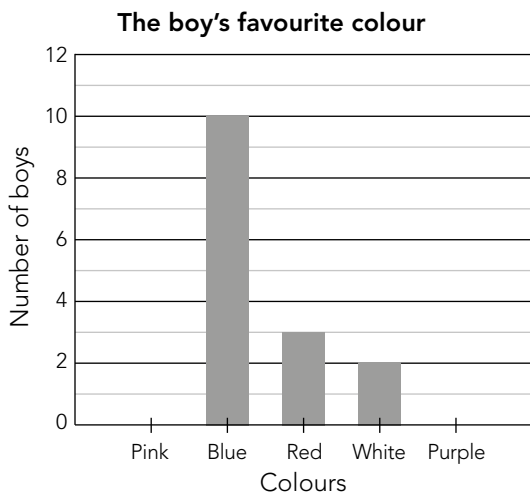
(1)

SECTION 5: Data handling

9 marks

A survey was done to find out what the favourite colours are of the boys and girls in a Grade 5 class.

Bar graphs were drawn to show the results.



Look at the graphs and answer the questions:

25. How many learners (both boys and girls) were asked to name their favourite colour?

(2)

26. How many girls like pink?

(1)

27. Give any 2 differences between the results shown on the two bar graphs.

(2)

28. Which two colours showed the biggest difference between the boys' graph and the girls' graph?

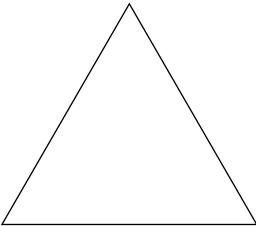
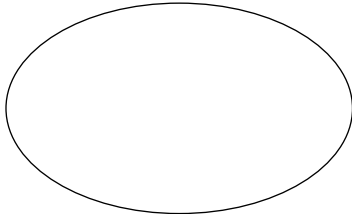
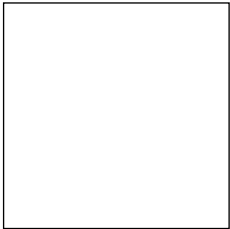
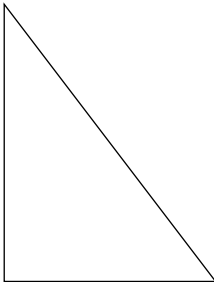
(2)

29. Another group of boys and girls was asked to choose between a pink t-shirt and a blue t-shirt. Which colour do you think the boys would choose and which colour do you think the girls would choose? Give a reason for your answer.

(2)

SECTION 6: Space and shape

6 marks

<p>A</p> 	<p>B</p> 
<p>C</p> 	<p>D</p> 

Circle the letter of the correct answer like this (D)

30. Which shape is not a polygon?

A	B	C	D
---	---	---	---

(1)

31. Which shape has all angles smaller than a right angle?

A	B	C	D
---	---	---	---

(1)

32. Which shape is a quadrilateral?

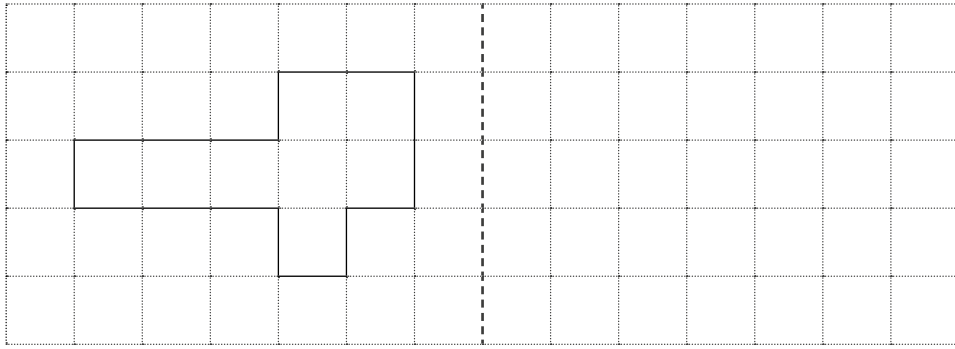
A	B	C	D
---	---	---	---

(1)

33. Draw an irregular pentagon.

(1)

34. Draw the reflection of the given shape.



(1)

35. Here is a structure made out of cubes. It is drawn as if you were looking at it from the side.

A 3D structure of cubes. The front row has three cubes. The middle cube is stacked on top of the first cube. The second cube is stacked on top of the second cube. The third cube is stacked on top of the third cube.	<p>Draw this structure as if you were looking at it from the top.</p> A 5x10 grid for drawing the top view of the cube structure.
--	--

(1)

6. Memorandum and analysis of cognitive levels in the Term 3 test

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

K	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off
RP	Routine procedure: perform well known procedures; simple applications
CP	Complex procedure: problems involving complex calculations and/or higher order reasoning
PS	Problem solving: non-routine problems; higher order understanding and processes
<i>More information about these levels can be found in the CAPS (p. 296).</i>	


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

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

Questions	Marks	Content area	Cognitive level
SECTION 1: Mental Mathematics			10 marks
1. Thousand ✓ (or 6 thousand)	(1)	1	K
2. > ✓	(1)	1	K
3. 102 000 ✓	(1)	1	RP
4. 3 600 ✓	(1)	1	K
5. 1 500 g ✓	(1)	4	K
6. 4 ✓	(1)	1	RP
7. Yes ✓	(1)	1	K
8. 100 °C ✓	(1)	4	K
9. $\frac{1}{3}$ ✓	(1)	1	RP
10. = ✓	(1)	1	K

Questions	Marks	Content area	Cognitive level
SECTION 2: Numbers operations and relationships			15 marks
<p>11. 725 + 2 478 + 3 126</p> <p>Please note learners may use ANY method.</p> <p>1 mark for the working out and 1 mark for the correct answer.</p> $\begin{array}{r} 700 + 20 + 5 \\ 2\,000 + 400 + 70 + 8 \checkmark \\ \hline 3\,000 + 100 + 20 + 6 \\ = 5\,000 + 1\,200 + 110 + 19 \\ = 6\,000 + 300 + 20 + 9 \\ = 6\,329 \checkmark \end{array}$ <p>OR</p> $\begin{aligned} &(700 + 20 + 5) + (2\,000 + 400 + 70 + 8) + (3\,000 + 100 + 20 + 6) \\ &= (2\,000 + 3\,000) + (700 + 400 + 100) + (20 + 70 + 20) + (5 + 8 + 6) \checkmark \\ &= 5\,000 + 1\,200 + 110 + 19 \\ &= 6\,000 + 310 + 19 \\ &= 6\,329 \checkmark \end{aligned}$	(2)	1	RP
<p>12. 4 934 – 2 876</p> <p>Please note learners may use ANY method.</p> <p>1 mark for working out and 1 mark for the correct answer.</p> $\begin{array}{r} 800 \quad 120 \quad 14 \checkmark \\ 4\,934 = 4\,000 + 900 + 30 + 4 \\ - 2\,876 = 2\,000 + 800 + 70 + 6 \\ \hline = 2\,000 + 0 + 50 + 8 \\ = 2\,058 \checkmark \end{array}$ <p>OR</p> <p>Break down 4 934 into 4 000 + 800 + 120 + 14 (to be able to subtract 2 876 from 4 934, take 10 from the 30 to make 4 into 14 then take 100 from 900 to make the 20 into 120)</p> $\begin{array}{r} 4\,000 - 2\,000 + 800 - 800 + 120 - 70 + 14 - 6 \\ = 2\,000 + 0 + 50 + 8 \checkmark \\ = 2\,058 \checkmark \end{array}$	(2)	1	RP
<p>13. 253 x 88</p> <p>Please note learners can use ANY method.</p> <p>2 marks for working out and 1 mark for the correct answer.</p> $\begin{aligned} &= (253 \times 100) - (253 \times 12) \checkmark \\ &= 25\,300 - (253 \times 10) - (253 \times 2) \\ &= 25\,300 - (2\,530 + 506) \\ &= 25\,300 - (3\,036) \\ &= 22\,264 \checkmark\checkmark \end{aligned}$ <p>OR</p> <p>253 x 88</p> $\begin{aligned} 253 \times 80 &= 20\,240 \checkmark \\ 253 \times 8 &= 2\,024 \\ \hline &22\,264 \checkmark\checkmark \end{aligned}$	(3)	1	RP

Questions	Marks	Content area	Cognitive level												
14. 3 : 4 ✓✓ (three stars to four hearts)	(2)	1	K												
15. R45 ✓	(1)	1	K												
16. You will be paid R9 ✓ (R6 + R3)	(1)	1	RP												
17. The missing number is the whole number 4 ✓	(1)	1	K												
18. a) $3\frac{1}{6} + 3\frac{2}{6} = 6\frac{3}{6} = 6\frac{1}{2}$ ✓ b) $5\frac{1}{7}$ ✓	(2) (1)	1 1	RP RP												
SECTION 3: Numeric patterns			4 marks												
19. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Input number</td> <td>2</td> <td>4</td> <td>6</td> </tr> <tr> <td>Output number</td> <td>10</td> <td>14 ✓</td> <td>18 ✓</td> </tr> </table>	Input number	2	4	6	Output number	10	14 ✓	18 ✓	(2)	2	RP				
Input number	2	4	6												
Output number	10	14 ✓	18 ✓												
20. <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">Input</td> <td style="text-align: center;">Rule</td> <td style="text-align: center;">Output</td> </tr> <tr> <td style="text-align: center;">3 000</td> <td style="text-align: center;">↓</td> <td style="text-align: center;">30 005 ✓</td> </tr> <tr> <td style="text-align: center;">880</td> <td style="text-align: center;">↓</td> <td style="text-align: center;">8 805 ✓</td> </tr> <tr> <td></td> <td style="text-align: center;">x10 + 5</td> <td></td> </tr> </table>	Input	Rule	Output	3 000	↓	30 005 ✓	880	↓	8 805 ✓		x10 + 5		(2)	2	RP
Input	Rule	Output													
3 000	↓	30 005 ✓													
880	↓	8 805 ✓													
	x10 + 5														
SECTION 4: Measurement			6 marks												
21. Yes. Normal temperature is 37 °C so at 39 °C you have a temperature and you will feel sick. ✓	(1)	4	K												
22. Pure water freezes at 0 °C. ✓	(1)	4	RP												
23. The mass of the flour is 650 g. ✓	(1)	4	K												
24. a) 7 kg ✓ 750 g ✓ b) 7 750 g ✓	(2) (1)	4 4	CP RP												
SECTION 5: Data handling			9 marks												
25. 15 girls + 17 boys ✓ = 32 learners answered the question. ✓	(2)	5	CP												
26. 11 ✓ girls liked pink.	(1)	5	RP												
27. Any two statements that compares the two graphs, for example: <ul style="list-style-type: none"> • No boys liked pink but 11 girls liked pink • 3 boys liked red but no girls liked red • No boys liked purple but 2 girls liked purple • 2 girls liked blue but 10 boys liked blue. 	(2)	5	PS												
28. Pink and blue. ✓✓	(2)	5	PS												
29. An example of a learner's answer: I think that most of the boys would choose a blue t-shirt rather than a pink t-shirt because boys generally prefer blue to pink. I also think that most of the girls would choose a pink t-shirt rather than a blue t-shirt because girls generally prefer pink to blue. BUT accept any answer where the learners have given a good reason for their answer. ✓ for saying which colour the learners would choose. ✓ for giving a reason that makes sense for their answer.	(2)	5	PS												

Questions	Marks	Content area	Cognitive level
SECTION 6: Space and shape			6 marks
30. B ✓ The circle is not a 2-D shape that is closed by 3 or more straight lines so it is not a polygon.	(1)	3	RP
31. A ✓	(1)	3	RP
32. C ✓ A quadrilateral is a polygon with four sides.	(1)		
33. An irregular pentagon has 5 sides but the sides are not of equal length. <i>Accept any correct shape given by the learners ✓</i>	(1)	3	CP
34. Draw the shape in a pattern of reflection. The shape must be identical but drawn as if it were looking into a mirror. ✓	(1)	3	CP
35.  Draw this structure as if you were looking at it from the top .	(1)	3	CP
			TOTAL: 50

7. Weighting of cognitive levels and content areas in the Term 3 test

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

Table 1: Weighting of content areas in the Term 3 test			
Content area	CAPS	Specified percentages as marks for a test out of 50	Actual marks in the Term 3 test
Patterns, functions and algebra	10%	5	4
Number, operations and relationships	50%	25	23
Measurement	15%	7,5	6
Space and shape	15%	7,5	8
Data handling	10%	5	9
	100%	50	50

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

Table 2: Weighting of cognitive levels in the Term 3 test			
Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Actual marks at each level in the Term 3 test
Knowledge (K)	25%	12,5	13
Routine procedures (RP)	45%	22,5	23
Complex procedures (CP)	20%	10	8
Problem solving (PS)	10%	5	6
	100%	50	50

Both tables show that the end-of-term test complies with the specified weightings.

8. The revision end-of-year examination

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

INSTRUCTIONS TO LEARNERS:

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

SECTION 1: Mental Mathematics

7 marks

1. $12\ 000 + 3 + 5\ 000 + 40 + 200$
= _____ (1)
2. Is 5 a factor of 100?
_____ (1)
3. Fill in > ; < ; or =
 $356\ 178$ ____ $356\ 187$ (1)
4. Fill in the missing number: $(5 + 3) \times$ _____ $= 56$ (1)
5. Is $19 + 6 = 45 - 20$
_____ (1)
6. Round off 745 863 to the nearest 1 000
_____ (1)
7. $3\ 600 \div 100$
= _____ (1)

SECTION 2: OPERATIONS**12 marks**

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

8. **$34\ 188 + 38\ 569 =$**

(3)

9. **$72\ 757 - 38\ 569 =$**

(3)

10. **$867 \times 38 =$**

(3)

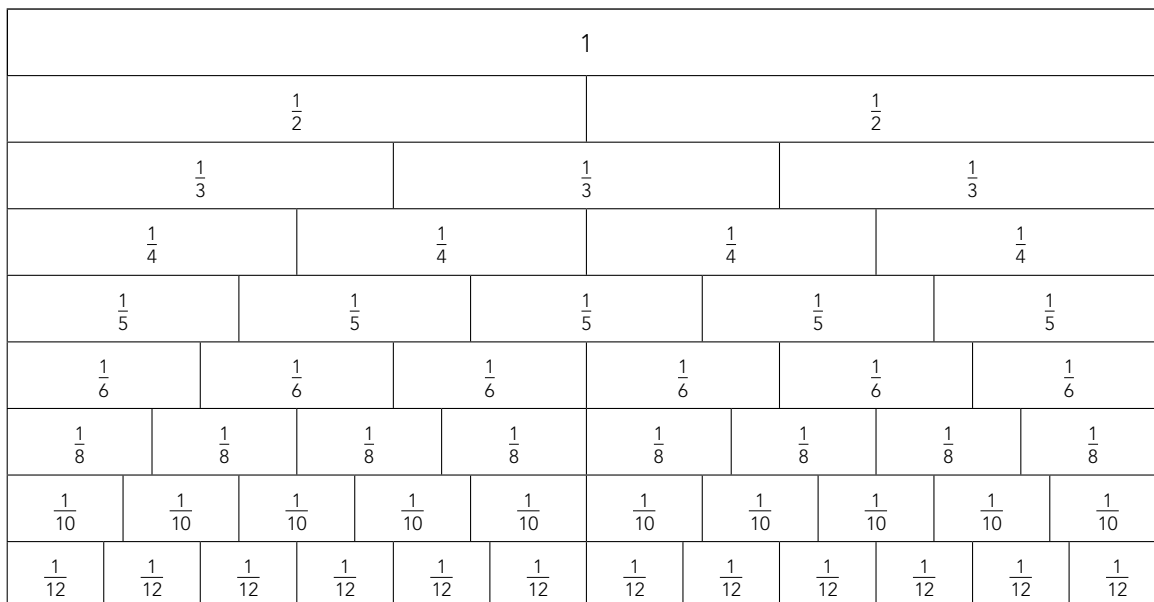
11. $497 \div 26 =$

(3)

SECTION 3: FRACTIONS

5 marks

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



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

(1)

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

(1)

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

(2)

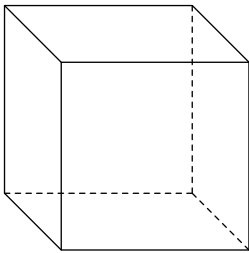
15. What is $\frac{2}{3}$ of 24?

(1)

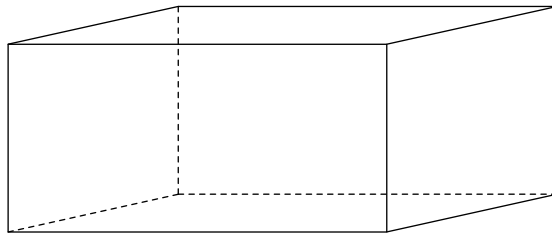
SECTION 4: SPACE AND SHAPE

8 marks

16. Study the following 3-D objects:



OBJECT A: Regular Object



OBJECT B: Irregular Object

16.1 Name each object:

Object A is a _____

(1)

Object B is a _____

(1)

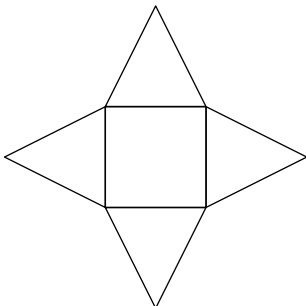
16.2 Name 2 things that are the **same** in both 3-D objects.

(2)

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

(1)

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



(1)

18. Study this grid:

18.1 Draw a triangle in cell D5. (1)

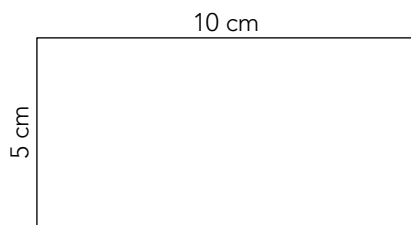
18.2 In which cell will you find a mixed number? _____ (1)

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

SECTION 5: MEASUREMENT

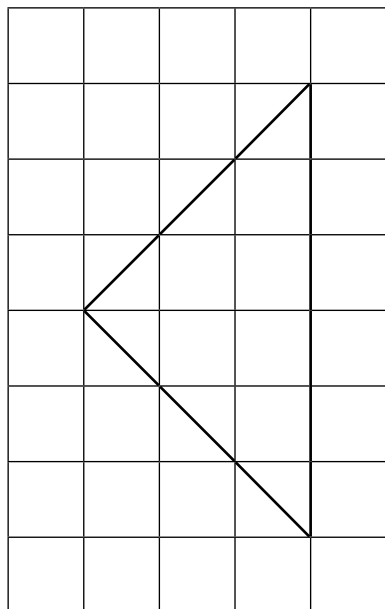
7 marks

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



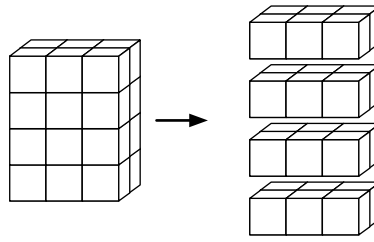
(1)

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



(2)

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



(2)

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

(1)

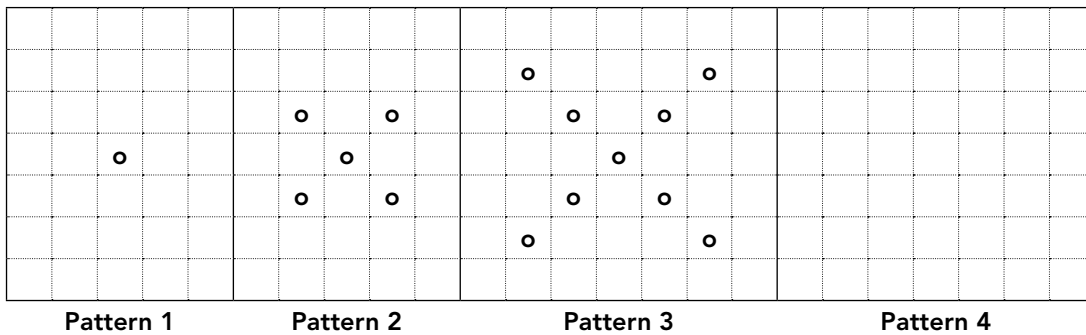
23. School ends at 1 o'clock. Write this as a digital time.

(1)

SECTION 6: PATTERNS, FUNCTIONS AND ALGEBRA

7 marks

24. Study the pattern shown below:



- 24.1 Complete the pattern by drawing Pattern 4.

(1)

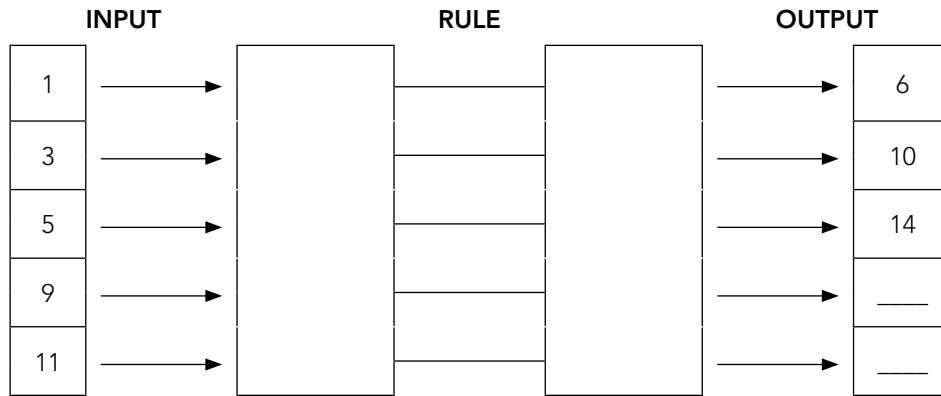
- 24.2 The number of circles in Patterns 1, 2 and 3 are filled in on the table below.

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

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

(2)

25. Look at the pattern in the flow chart below



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

(2)

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

(2)

SECTION 7: DATA HANDLING – PROBABILITY

4 marks

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

It is sunny today. This means that tomorrow:

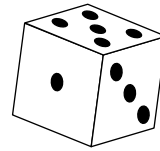
- a) It will be sunny
- b) It will be rainy
- c) We do not know if it will be sunny or rainy

(1)

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

(1)

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



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

Explain your answer.

(2)

Total: 50

9. Memorandum and analysis of cognitive levels and content areas in the revision end-of-year examination

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

K	Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off
RP	Routine procedure: perform well known procedures; simple applications
CP	Complex procedure: problems involving complex calculations and/or higher order reasoning
PS	Problem solving: non-routine problems; higher order understanding and processes
<i>More information about these levels can be found in the CAPS (p. 296).</i>	

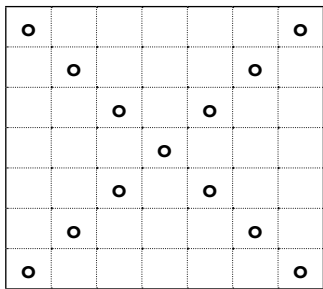
Note 2: The third column in the memorandum shows the **content area** for each question in the examination. The key for the content areas is:

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

Questions	Marks	Content area	Cognitive level																														
SECTION 1: Mental Mathematics			7 marks																														
1. $12\ 000 + 3 + 5\ 000 + 40 + 200 = 17\ 243 \checkmark$	(1)	1	K																														
2. Is 5 a factor of 100? Yes \checkmark	(1)	1	K																														
3. Fill in $>$; $<$ or $=$ 35 678 $<$ \checkmark 3 5 687	(1)	1	K																														
4. $(5 + 3) \times \underline{7} \checkmark = 56$	(1)	1	K																														
5. Is $19 + 6 = 45 - 20$ Yes (both sides are equal to 25) \checkmark	(1)	1	K																														
6. Round off 745 863 to the nearest 1 000 746 000 \checkmark	(1)	1	K																														
7. $3\ 600 \div 100 = 36 \checkmark$	(1)	1	K																														
SECTION 2: Operations			12 marks																														
8. 34 188 + 38 569 = <i>1 mark for the correct place value</i> <i>2 marks for the correct answer</i> $\begin{array}{r} 30\ 000 + 4\ 000 + 100 + 80 + 8 \\ \underline{30\ 000 + 8\ 000 + 500 + 60 + 9} \\ = 60\ 000 + 12\ 000 + 600 + 140 + 17 \checkmark \\ = 60\ 000 + 10\ 000 + 2\ 000 + 600 + 100 + 40 + 10 + 7 \\ = 70\ 000 + 2\ 000 + 700 + 50 + 7 \\ = \underline{72\ 757} \checkmark\checkmark \end{array}$ OR <table style="margin-left: 20px;"> <tr> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>U</td> <td></td> </tr> <tr> <td>13</td> <td>4</td> <td>11</td> <td>18</td> <td>8</td> <td>\checkmark</td> </tr> <tr> <td>+</td> <td>3</td> <td>8</td> <td>5</td> <td>6</td> <td>9</td> </tr> <tr> <td colspan="6"><hr/></td> </tr> <tr> <td>7</td> <td>2</td> <td>7</td> <td>5</td> <td>7</td> <td>$\checkmark\checkmark$</td> </tr> </table>	TTh	Th	H	T	U		13	4	11	18	8	\checkmark	+	3	8	5	6	9	<hr/>						7	2	7	5	7	$\checkmark\checkmark$	(3)	1	RP
TTh	Th	H	T	U																													
13	4	11	18	8	\checkmark																												
+	3	8	5	6	9																												
<hr/>																																	
7	2	7	5	7	$\checkmark\checkmark$																												

Questions	Marks	Content area	Cognitive level																															
<p>9. 72 757 – 38 569 = 1 mark for the correct place value 2 marks for the correct answer</p> $ \begin{array}{r} \begin{array}{ccccccc} 60\,000 & 12\,000 & 600 & 140 & 17 & & \\ \cancel{70\,000} & + 2\,000 & + 700 & + 50 & + 7 & & \\ - \cancel{30\,000} & + 8\,000 & + 500 & + 60 & + 9 & & \\ \hline = 30\,000 & + 4\,000 & + 100 & + 80 & + 8 & & \checkmark \end{array} \\ \\ 30\,000 + 4\,000 + 100 + 80 + 8 \\ = \mathbf{34\,188} \checkmark\checkmark \end{array} $ <p>OR</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>TTh</th> <th>Th</th> <th>H</th> <th>T</th> <th>U</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>67</td> <td>12</td> <td>67</td> <td>14</td> <td>5</td> <td>17</td> <td>✓</td> </tr> <tr> <td>+</td> <td>3</td> <td>8</td> <td>5</td> <td>6</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td></td> <td><u>3</u></td> <td><u>4</u></td> <td><u>1</u></td> <td><u>8</u></td> <td><u>8</u></td> <td></td> <td>✓✓</td> </tr> </tbody> </table>		TTh	Th	H	T	U			6 7	12	6 7	14	5	17	✓	+	3	8	5	6	9				<u>3</u>	<u>4</u>	<u>1</u>	<u>8</u>	<u>8</u>		✓✓	(3)	1	RP
	TTh	Th	H	T	U																													
	6 7	12	6 7	14	5	17	✓																											
+	3	8	5	6	9																													
	<u>3</u>	<u>4</u>	<u>1</u>	<u>8</u>	<u>8</u>		✓✓																											
<p>10. 867 x 38 = = (867 x 40) – (867 x 2) = 867 x 4 x 10 – (double 867) ✓ = 34 680 – 1 734 = 32 946 ✓✓</p> <p>OR</p> $ \begin{array}{l} 867 \times 38 \\ = (867 \times 30) + (867 \times 8) \checkmark \\ = (867 \times 3 \times 10) + (867 \times 2 \times 2 \times 2) \\ = 26\,010 + 6\,936 \\ = \mathbf{32\,946} \checkmark\checkmark \end{array} $	(3)	1	RP																															
<p>11. 497 ÷ 26 =</p> <p>Divide 497 into groups of 26</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">497</td> <td style="padding-left: 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">– 260</td> <td style="padding-left: 10px;">10</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">237</td> <td style="padding-left: 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">– 130</td> <td style="padding-left: 10px;">5</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">107</td> <td style="padding-left: 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">– 52</td> <td style="padding-left: 10px;">2</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">55</td> <td style="padding-left: 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">– 52</td> <td style="padding-left: 10px;">2</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">3</td> <td style="padding-left: 10px;">19</td> </tr> </tbody> </table> <p>So $497 \div 26 = 19$ remainder 3 ✓✓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>1 x 26 = 26 2 x 26 = 52 3 x 26 = 78 4 x 26 = 104 5 x 26 = 130 (half of 260) 10 x 26 = 260</p> </div>	497		– 260	10	237		– 130	5	107		– 52	2	55		– 52	2	3	19	(3)	1	RP													
497																																		
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– 52	2																																	
55																																		
– 52	2																																	
3	19																																	

Questions	Marks	Content area	Cognitive level																																			
SECTION 3: Fractions			5 marks																																			
12. $\frac{6}{12} = \frac{1}{2}$ ✓	(1)	1	RP																																			
13. $\frac{1}{2} \cdot \frac{1}{6} \cdot \frac{1}{8} \cdot \frac{1}{10}$ ✓	(1)	1	RP																																			
14. $1\frac{3}{4} + 4\frac{2}{4}$ OR $= 5\frac{5}{4}$ ✓ $= 6\frac{1}{4}$ ✓	(2)	1	RP																																			
			$1\frac{3}{4} + 4\frac{2}{4}$ $= \frac{7}{4} + \frac{18}{4}$ $= \frac{25}{4}$ ✓ $= 6\frac{1}{4}$ ✓																																			
15. $\frac{1}{3}$ of 24 = 8 So $\frac{2}{3}$ of 24 = 2 x 8 = 16 ✓	(1)	1	RP																																			
SECTION 4: Space and shape			8 marks																																			
16. 16.1 Object A is a cube ✓ Object B is a rectangular prism ✓	(1) (1)	3 3	K K																																			
16.2 <i>Look for 2 correct facts</i> Both objects have 6 faces Both objects have only right angles Both objects have the same number of edges	(2)	3	PS																																			
16.3 All of the faces of a cube are squares whereas the faces of a rectangular prism are rectangles or squares	(1)	3	PS																																			
17. The net will make a square based pyramid OR a rectangular based pyramid ✓	(1)	3	RP																																			
18. 18.1	(1)	3	RP																																			
<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>6</td><td>X</td><td></td><td></td><td>$\frac{3}{4}$</td></tr> <tr><td>5</td><td></td><td>$\frac{12}{5}$</td><td></td><td> ✓</td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>÷</td><td></td><td>+</td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td>$6\frac{2}{3}$</td><td></td><td></td></tr> <tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td></tr> </table>	6	X			$\frac{3}{4}$	5		$\frac{12}{5}$		✓	4					3	÷		+		2					1		$6\frac{2}{3}$				A	B	C	D			
6	X			$\frac{3}{4}$																																		
5		$\frac{12}{5}$		✓																																		
4																																						
3	÷		+																																			
2																																						
1		$6\frac{2}{3}$																																				
	A	B	C	D																																		
18.2 Cell B1 ✓	(1)	3	RP																																			
SECTION 5: Patterns, Functions and Algebra			7 marks																																			
19. Perimeter = 30 cm ✓ (10 cm + 10 cm + 5 cm + 5 cm)	(1)	4	RP																																			
20. Area = 9 squares ✓✓ (6 whole squares + 6 half-squares)	(2)	4	CP																																			
21. 24 cubes ✓✓	(2)	4	CP																																			
22. 21 km = 21 000 m ✓	(1)	4	RP																																			
23. 1 o'clock = 13:00 OR 1.00pm ✓	(1)	4	RP																																			

Questions	Marks	Content area	Cognitive level												
SECTION 6: Patterns, Functions and Algebra			7 marks												
24. 24.1 1 mark for correctly drawing Pattern 4 ✓	(1)	2	CP												
 <p style="text-align: center;">Pattern 4</p>															
24.2	(2)	2	CP												
<table border="1" style="margin-left: 20px;"> <tr> <td>Pattern</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of circles</td> <td>1</td> <td>5</td> <td>9</td> <td>13 ✓</td> <td>17 ✓</td> </tr> </table>	Pattern	1	2	3	4	5	Number of circles	1	5	9	13 ✓	17 ✓			
Pattern	1	2	3	4	5										
Number of circles	1	5	9	13 ✓	17 ✓										
25. 25.1 Rules: $+ 2$ ✓ $\times 2$ ✓	(2)	2	CP												
25.2 22 ✓	(1)	2	CP												
26 ✓	(1)	2	CP												
SECTION 7: Data handling – probability			4 marks												
26. c) We do not know if it will be sunny or rainy ✓	(1)	5	K												
27. Heads and Tails ✓	(1)	5	K												
28. There is an equal chance that John will throw any of the numbers. This means that a 6 has the same chance as any of the other numbers for being thrown. ✓✓ Give 2 marks for a well-reasoned out correct answer.	(2)	5	PS												

10. Weighting of cognitive levels and content areas in the revision end-of-year examination

Table 1 below shows the percentage of marks that should be allocated to **content areas** and the number of marks for each area in the revision end-of-year examination. Please note that these weightings comply with the original Section 4 specifications, and not with the amended specifications for content weighting.

Table 1: Weighting of content areas in the revision end-of-year examination			
Content area	Specified percentage of marks in the CAPS	Specified percentages as marks for a test out of 50	Actual marks out of 50 in the examination
Numbers, operations and relationships	50%	25	24
Patterns, functions and algebra	10%	5	7
Space and shape	15%	7,5	8
Measurement	15%	7,5	7
Data handling	10%	5	4
	100%	50	50

Table 2 below shows the percentage of marks that should be allocated to **cognitive levels** and the number of marks in each level in the revision end-of-year examination.

Table 2: Weighting of cognitive levels in the revision end-of-year examination			
Cognitive level	Specified percentage of marks at each level	Specified percentages as marks for a test out of 50	Actual marks out of 50 at each level in the examination
Knowledge (K)	25%	12,5	11
Routine procedures (RP)	45%	22,5	23
Complex procedures (CP)	20%	10	11
Problem solving (PS)	10%	5	5
	100%	50	50

11. An exemplar formal assessment mark record sheet

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

12. Templates for tracking, reflecting on and reporting curriculum coverage

12.1 Conventional schools¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>				
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

⁴ This can also be lessons if there are more than five lessons a week.

12.2 Multigrade schools¹

NAME OF TEACHER: _____

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner² for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
Reflection on the week: Think about and make a note of:							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?			
Principal:				Date:			

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Yes/no?

⁴ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.



Jika iMfundo

what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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