

GRADE 7

Mathematics

Survival Guide

Covid-19





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COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/ toilets

Hand washing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and Classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.).
- Ensure the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learner's desks to be at least 1,5m apart

- Learners should not share cups, eating utensils, or food

- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Learners are not to exceed 30 per class or 50% of original class size



- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
 - Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
 - Stay home if you have a temperature or are ill.
 - Do not touch people who are ill, but be empathetic.
- Wear a mask at all times.



Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South African and the loss of valuable teaching time and disruption of the school calendar.

As a result of this the DBE has created a Recovery Framework including revised ATPs to assist schools and teachers in ensuring the 2020 school year is completed.

This plan addresses curriculum trimming and reorganisation to ensure core skills and knowledge are taught so that learners may progress to the next grade.

The following DBE website <https://www.education.gov.za/Home/RecoveryPlan2020.aspx> has the following useful documents available for you to use:

- Circular S2 of 2020 Revised ATPs for Gr 12 and Gr 7
- ATP Mediation documents by grade and subject
- National Phase Content Plans by phase and subject
- National Revised ATPs by grade and subject

At Pearson South Africa, we believe that education is the key to every individuals' success.

To ensure that despite the shortened teaching year, teachers and learners can meet all the necessary learning outcomes for the year, we have created this resource to support teachers and learners during this difficult time.

This Survival Guide aims to identify areas where teacher-facing time is reduced and various strategies such as trimming the curriculum, grouping or reorganising content and creating opportunities for learner-centered work and blended learning can take place.

HOW TO USE THIS SURVIVAL GUIDE

CAPS curriculum:
comprehensive
summary of the
CAPS topics and
sub-topics and time
allocation

1. CAPS time allocation
2. Revised CAPS time allocation according to the Revised ATP's

Survival guide strategy: proposed strategies that can be used to save teaching time. Two approaches to reducing teaching time are suggested:

1. **trimming** the curriculum and therefore teaching time
2. Curriculum **reorganisation/ clustering/grouping** topics across the year where it makes sense and therefore reducing teaching time

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. Floods	Unit 1 Causes of floods	4 hours	1.5 hours	Retain	Group with Unit 2 Effects of floods
	Unit 2 Effects of floods		1.5 hours	Retain	
	Unit 3 Why some communities are at higher risk than others			Retain but reduce	Flipped concept, learners prepare before lesson in preparation and then class discussion *4
Revision and assessment	Revision and assessment formal and informal including feedback should be done on an ongoing basis Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks	3 hours		Reduced	
TOTAL HOURS = 15					

ASSESSMENT						
	TERM 1	TERM 2	TERM 3	TERM 4	NOVEMBER EXAM	
POA	Project, assessed as part of formal assessment for Term 1	June exam cancelled	Test: 2nd week of September, based on content & concepts taught from reopening of schools 1 June – up to this point	Formal assessment based on concepts and content taught from September to November		
SBA	Map skills project	Test: Earthquakes and volcanoes and population growth and change		Test: Natural resources and conservation in South Africa TOTAL MARKS: 50	QUESTION 1: 25 marks TYPES OF QUESTIONS Source-based, data handling and definitions of concepts QUESTION 2: 25 marks TYPES OF QUESTIONS Case study, definitions of concepts, data handling and paragraph writing	CONTENT Natural resources and conservation in South Africa CONTENT Management of resources

*1 Learners bring summaries to class for class discussions. Flipped concept, learners prepare before lesson and then class discussion around content. Teacher chooses 1 resource. Natural resources on Earth and use and abuse of them have been omitted according to the Recovery national teaching plans.

*2 Learners prepare at home by reading content choose either community or eco tourism. Flipped concept, learners prepare before lesson and then class discussion around content.

*3 Remove due to time constraints and addressed in Gr 10

Explain the rationale behind the trimming or grouping suggested

Assessment and revision for POA and SBA as per Revised ATP's.

Notes

- Grade 12 subjects' content will not be trimmed/cut, but time can be saved through grouping and reorganising content.
- Teachers should follow the amended guidelines for assessment as set out by the DBE. Revised ATP's per subject and grade.
- No curriculum condensing strategies have been suggested for Term 1, as it is assumed that Term 1 content was taught.

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Mathematics

The instructional time in Grade 7 – 9

SUBJECT	HOURS
Home language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

Abbreviations:

Annual teaching plan – ATP

Curriculum and Assessment Policy – CAPS

Further Education and Training Phase (grades 10 – 12) – FET

Senior Phase (grades 7 – 9) – SP

Summary: Content Overview

Mathematics Senior Phase

TERM	GRADE 7	GRADE 8	GRADE 9
1	Whole numbers; Exponents; Construction of Geometric figures; Geometry of 2D shapes; Geometry of straight lines	Whole numbers; Integers; Exponents; Numeric and geometric patterns; Functions and relationships; Algebraic expressions; Algebraic equations	Whole numbers; Integers; Common fractions; Decimal fractions; Exponents; Numeric and geometric pattern patterns; Functions and relationships; Algebraic expressions; Algebraic equations
2	Common fractions; Decimal fractions; Functions and relationships; Area and perimeter of 2D shapes; Surface area and Volume of 3D objects	Algebraic expressions; Algebraic equations; Construction of Geometric figures; Geometry of 2D shapes; Geometry of straight lines	Construction of geometric figures; Geometry of 2D shapes; Geometry of straight lines; Theorem of Pythagoras; Area and Perimeter of 2D shapes
3	Numeric and geometric patterns; Functions and relationships; Algebraic equations; Graphs; Transformation geometry; Geometry of 3D objects	Common fractions; Decimal fractions; Theorem of Pythagoras; Area and perimeter of 2D shapes; Surface area and volume of 3D objects; Collect, organise and summarise data; Represent data; Interpret, analyse and report data	Functions and relationships; Algebraic expressions; Algebraic equations; Graphs; Surface Area and volume of 3D objects
4	Integers; Numeric and geometric patterns; Functions and relationships; Algebraic expressions; Algebraic equations; Collect, organise and summarise data; Represent data; Probability	Functions and relationships; Algebraic equations; Graphs; Transformation geometry; Probability	Transformation geometry; Geometry of 3D objects; Collect, organise and summarise data; Represent data; Interpret, analyse and report data; Probability

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
1: Whole numbers	Unit 1: Order and compare whole numbers	Order, compare and represent numbers to at least 9-digit numbers	9 hours	Self-assessment or revision notes and feedback*1	Combine Unit 1, 2, 3 and 5 revision notes/assessments	7 hours
		Recognise and represent prime numbers to at least 100				
		Round off numbers to the nearest 5, 10, 100 or 1 000				
	Unit 2: Properties of whole numbers	Order, compare and represent numbers to at least 9-digit numbers		Self-assessment or revision notes and feedback*1		
		Recognise and represent prime numbers to at least 100				
		Round off numbers to the nearest 5, 10, 100 or 1 000				
	Unit 3: Calculations with whole numbers	Addition and subtraction of whole numbers to at least 6-digit numbers		Self-assessment or revision notes and feedback*1		
		Multiplication of at least whole 4-digit by 2-digit numbers				
		Division of at least whole 4-digit by 2-digit numbers				
	Unit 4: Calculation techniques	Calculations using all four operations on whole numbers, estimating and using calculators where appropriate		Retain		
		Use a range of strategies to perform and check written and mental calculations of whole numbers including long division; adding, subtracting and multiplying in columns; estimation; rounding off and compensating; using a calculator				

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
	Unit 5: Multiples and factors	Multiples of 2-digit and 3-digit whole numbers		Self-assessment or revision notes and feedback*1		
		Factors of 2-digit and 3-digit whole numbers				
		Prime factors of numbers to at least 100				
		List prime factors of numbers to at least 3-digit whole numbers		Retain		
		LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation				
	Unit 6: Solve problems	Whole numbers, including comparing two or more quantities of the same kind (ratio); comparing two quantities of different kinds (rate); sharing a given ratio where the whole is given		Retain		
		Whole numbers, percentages and decimal fractions in financial contexts such as profit, loss and discount; budgets; accounts; loans; simple interest				
				TOTAL HOURS SAVED = 2		
				TOTAL HOURS = 9		

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
2: Exponents	Unit 1: Compare and represent numbers in exponential form	Compare and represent whole numbers in exponential form: $ab = a \times a \times a \times \dots$ for b number of factors	9 hours	Retain *2		9 hours
	Unit 2: Calculations using numbers in exponential form	Appropriate laws of operations with numbers involving exponents, square and cube roots Calculations involving all four operations using numbers in exponential form, limited to exponents up to 5, square and cube roots		Retain *2		
	Unit 3: Solve problems	Solve problems in contexts involving numbers in exponential form		Retain *2		
TOTAL HOURS = 9				TOTAL HOURS SAVED = 0		

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
3: Construction of Geometry figures	Unit 1: Measure angles	Accurately use a protractor to measure and classify angles: acute, obtuse and straight angles	10 hours	Retain		10 hours
	Unit 2: Constructions	Construct geometric figures appropriately using a compass, ruler and protractor, including angles, to one degree of accuracy; circles; parallel lines and perpendicular lines		Retain		
 TOTAL HOURS = 10				 TOTAL HOURS SAVED = 0		

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
4: Geometry of 2D shapes	Unit 1: Classify 2D shapes	Describe, sort and compare 2-D shapes in terms of number of sides; lengths of sides and size of angles	10 hours	Self-assessment or revision notes and feedback*1		9 hours
		Describe, sort, name and compare triangles according to their sides and angles, focusing on equilateral triangles; isosceles triangles; right-angled triangles		Retain *2		
		Describe, sort, name and compare quadrilaterals in terms of length of sides; parallel and perpendicular sides; size of angles (right-angles or not)				
		parts of a circle				
	Unit 2: Similar and congruent 2D shapes	Similar and congruent figures by comparing shape and size		Retain *2		
	Unit 3: Solve problems	Problems involving unknown sides and angles in triangles and quadrilaterals, using known properties		Retain. *2		
TOTAL HOURS = 10				TOTAL HOURS SAVED = 1		

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
TOPICS	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
5: Geometry of straight lines	Unit 1: Definitions	Line segment; Ray; Straight line; Parallel lines; Perpendicular lines	2 hours	Retain		2 hours
TOTAL HOURS = 2				TOTAL HOURS SAVED = 0		

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
6: Common fractions	Unit 1: Order, compare and simplify fractions	Compare and order common fractions, including specifically tenths and hundredths	9 hours	9 hours	Self-assessment or revision notes and feedback*1	Combine Unit 1, 2 and 5 revision notes/assessments
		Compare and order common fractions to thousandths			Focus on compare and order common fractions to thousandths	
	Unit 2: Calculations with fractions	Add and subtract mixed numbers, limited to fractions with the same denominator or where one denominator is a multiple of another			Self-assessment or revision notes and feedback*1	
		Find fractions of whole numbers				
	Unit 3: Calculation techniques	Add and subtract fractions where one denominator is not a multiple of the other			New content	
		Multiplication of common fractions, including mixed numbers, not limited to fractions where one denominator is a multiple of another			New content	
		Convert mixed numbers to common fractions in order to perform calculations			New concepts	
		Use knowledge of multiples and factors to write fractions in the simplest form before or after calculations				
	Unit 4: Problem solving	Use knowledge of equivalent fractions to add and subtract common fractions				
		Solve problems in contexts involving common fractions and mixed numbers, including grouping, sharing and finding fractions of whole numbers			New concept	

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
	Unit 5: Percentages	Finding percentages of whole numbers			Self-assessment or revision notes and feedback*1	Focus on percentage part of a whole; increase and decrease and problem solving
		Calculate the percentage of whole numbers				
		Calculate percentage increase or decrease of whole numbers				
		Solve problems in context involving percentages				
	Unit 6: Equivalent forms	Recognise equivalence between common fraction and decimal fraction forms of the same number			New content.	
		Recognise equivalence between common fraction, decimal fraction and percentage forms of the same number				
					 9 hours	 9 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
7: Decimal Fractions	Unit 1: Order and compare decimal fractions	Count forwards and backwards in decimal fractions to at least two decimal places	9 hours	9 hours	Self-assessment or revision notes and feedback*1	Combine Unit 1, 2 and 6 revision notes/assessments
		Compare and order decimal fractions to at least two decimal places				
		Place value of digits to at least two decimal places				
		Rounding off decimal fractions to at least 1 decimal place				
		Extend to decimal fractions to at least three decimal places and rounding off to at least 2 decimal places				
	Unit 2: Calculations with decimal fractions	Addition and subtraction of decimal fractions of at least two decimal places			Self-assessment or revision notes and feedback*1	New content
		Multiplication of decimal fractions by 10 and 100				
		Extend addition and subtraction to decimal fractions of at least three decimal places				
		Multiply decimal fractions to at least 3 decimal places by whole number				
		Divide decimal fractions to at least 3 decimal places by whole numbers				
	Unit 3: Calculation techniques	Use knowledge of place value to estimate the number of decimal places in the result, before performing calculations			New concepts	
		Use rounding off and a calculator to check results where appropriate				
	Unit 5: Problem solving	Solve problems in context involving decimal fractions			New concept	

CAPS CURRICULUM						SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
	Unit 6: Equivalent fractions	Recognise equivalence between common fraction and decimal fraction forms of the same number			Self-assessment or revision notes and feedback*1		
		Recognise equivalence between common fraction, decimal fraction and percentage forms of the same number					
			 9 hours	 9 hours			

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
18: Integers	Unit 1: Count, order and compare integers	Count forwards and backwards in integers for any interval	9 hours	9 hours	Retain. New content*2	
	Unit 2: Calculations with integers	Recognise, order and compare integers			Retain. New content*2	
	Unit 3: Properties of integers	Add and subtract with integers			Retain. New content*2	
	Unit 4: Solving problems	Recognise and use commutative and associative properties of addition and multiplication for integers			Retain. New content*2	
				 9 hours		
				 9 hours		
Assignment	Common Fractions Decimal Fractions Integers		1 week			

Term 2 Topic 8; 12 & 20: Functions and relationships

CAPS Suggested Time
3 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
8: Functions and relationships	Unit 1: Input and output values	Determine input values, output values and rules for patterns and relationships using flow diagrams and tables	9 hours	3 hours	Self-assessment or revision notes and feedback*1	Topics 8, 12 and 20 Functions and relationships
		Determine input values, output values and rules for patterns and relationships using formulae			New content*2	
	Unit 2: Equivalent forms	Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented verbally; in flow diagrams; in tables and by number sentences			Self-assessment or revision notes and feedback*1	Combine Unit 1 and 2 revision notes/ assessments
		Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented by formulae			New content. Focus more on this section.	
					 9 hours	 3 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
9: Area and perimeter of 2D shapes	Unit 1: Area and perimeter	Calculate the perimeter of regular and irregular polygons	7 hours	7 hours	Retain	
		Use appropriate formulae to calculate perimeter and area of squares; rectangles and triangles				
	Unit 2: Calculations and solving problems	Solve problems involving perimeter and area of polygons			Retain	
		Calculate to at least 1 decimal place				
		Use and convert between appropriate SI units, including mm² ↔ cm² and cm² ↔ m²				
					 7 hours	 7 hours

Term 2 Topic 10: Surface area and Volume of 3D objects

CAPS Suggested Time
8 hours

CAPS CURRICULUM						SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION		CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
10: Surface area and volume of 3D objects	Unit 1: Surface area and volume	Use appropriate formulae to calculate the surface area, volume and capacity of cubes and rectangular prisms	8 hours	8 hours		Retain. New content	
		Describe the interrelationship between surface area and volume of cubes and rectangular prisms					
	Unit 2: Calculations and solving problems	Solve problems involving surface area, volume and capacity				Retain. New content	
		Use and convert between appropriate SI units, including $\text{mm}^2 \leftrightarrow \text{cm}^2$; $\text{cm}^2 \leftrightarrow \text{m}^2$; $\text{mm}^3 \leftrightarrow \text{cm}^3$ and $\text{cm}^3 \leftrightarrow \text{m}^3$					
		Use equivalence between units when solving problems: $1 \text{ cm}^3 \leftrightarrow 1 \text{ ml}$; $1 \text{ m}^3 \leftrightarrow 1 \text{ kl}$					
			 8 hours	 8 hours			

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
11: Numeric and Geometric patterns	Unit 1: Investigate and extend patterns	Investigate and extend numeric patterns looking for relationships or rules of patterns: Sequences not limited to a constant difference or ratio of learner's own creation; represented in tables Describe the general rules for the observed relationships between numbers in own words	9 hours	9 hours	Self-assessment or revision notes and feedback*1 New content*2	Topics 11 and 19 Numeric and Geometric patterns
					 9 hours	
					 9 hours	
					3 days	
Investigation	Area and Perimeter of 2D shapes or Surface Area and volume of 3D objects					

CAPS CURRICULUM						SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION		CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
13: Algebraic expressions	Unit 1: Algebraic language	Recognise and interpret rules or relationships represented in symbolic form Identify variables and constants in given formulae and/or equations	6 hours	3 hours		Retain. New content*2	Topic 13 and 21 Algebraic expressions
						 6 hours	 3 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
14: Algebraic equations	Unit 1: Number sentences	Write number sentences to describe problem situations	7 hours	4,5 hours	Self-assessment or revision notes and feedback*1	Topic 14 and 22 Algebraic equations
		Solve and complete number sentences by inspection and trial and improvement				
		Check solution by substitution				
		Analyse and interpret number sentences that describe a given situation			New content*2	
		Determine the numerical value of an expression by substitution				
		Identify variables and constants in given formulae or equations				
					 7 hours	 4,5 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
15: Graphs	Unit 1: Interpreting graphs	Analyse and interpret global graphs of problem situations, with special focus on linear or non-linear; constant; increasing or decreasing	6 hours	4,5 hours	Retain. New content.	
	Unit 2: Drawing graphs	Draw global graphs from given descriptions of a problem situation, identifying features listed above			Retain. New content.	
			 6 hours	 4,5 hours		

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
16: Transformation Geometry	Unit 1: Transformation	Recognise, describe and perform translations, reflections and rotations with geometric figures and shapes on squared paper	9 hours	9 hours	Self-assessment or revision notes and feedback*1	
		Identify and draw lines of symmetry in geometric figures				
	Unit 2: Enlargements and reductions	Draw geometric figures on squared paper and compare them in terms of shape and size			New content. Focus more on this section.	
				 9 hours	 9 hours	

Term 4 Topic 23: Collect, organise and summarise data

CAPS Suggested Time
7 hours

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
23: Collect, organise and summarise data	Unit 1: Collect data	Pose questions relating to social, economic, and own environmental issues	4 hours	7 hours Topic 23, 24 & 25	Retain. New content.	
		Select appropriate sources for the collection of data (including peers, family, newspapers, books, magazines)				
		Distinguish between samples and populations and suggest appropriate samples for investigation				
		Design and use simple questionnaires to answer questions with yes/no type responses and multiple choice				
	Unit 2: Organise and summarise data	Organise (including grouping where appropriate) and record data using tally marks; tables; stem-and-leaf displays		Retain: New content.		
		Group data into intervals				
		Summarize and distinguishing between ungrouped numerical data by determining mean; median; mode				
		Identify the largest and smallest scores in a data set and determine the difference between them in order to determine the spread of the data (range)				
				 4 hours	 7 hours	

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
24: Represent data	Unit 1: Representing data	Draw a variety of graphs to display and interpret data including bar graphs and double bar graphs	3 hours		Self-assessment or revision notes and feedback*1	
		Draw a variety of graphs to display and interpret data including histograms with given intervals and pie charts			New content.	
				 3 hours	 7 hours	

Term 4 Topic 25: Interpret, analyse and report data

CAPS Suggested Time
7 hours

CAPS CURRICULUM					SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/CONTENT, CONCEPTS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
25: Interpret, analyse and report data	Unit 1: Interpret data	Critically read and interpret data represented in words; bar graphs; double bar graphs and pie charts	3,5 hours		Self-assessment or revision notes and feedback*1	Combine Unit 1, 2 and 3 revision notes/assessments
		Critically read and interpret data represented in histograms			New content. Focus more on this section.	
	Unit 2: Analysing data	Analyse data by answering questions related to data categories, including data intervals; data sources and contexts; central tendencies – (mode and median)			Self-assessment or revision notes and feedback*1	
		Analyse data by answering questions related to scales used on graphs			Retain. New content.	
	Unit 3: Report data	Summarise data in short paragraphs that include drawing conclusions about the data; making predictions based on the data			Self-assessment or revision notes and feedback*1	
		Identifying sources of error and bias in the data choosing appropriate summary statistics for the data (mean, median, mode)			Retain. New content.	
					 3,5 hours	 7 hours
Test and exams	Test on topics covered in Term 4; Revision and Exam on topics covered in Term 1 - 4		1 week			

*1 Content covered in Grade 6

*2 Suggested topics to focus on, preparing for Grade 8 Term 1 and 2

*3 Content on Geometry of 3D objects and Probability has been excluded in the revised teaching plan

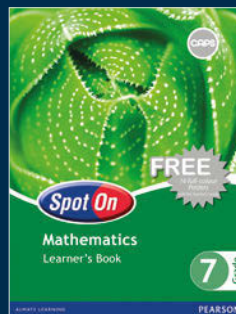
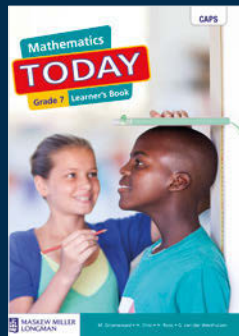
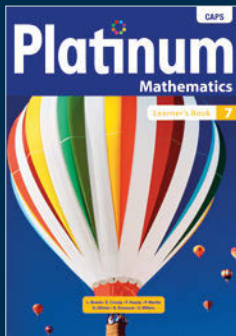
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