| TERM 1 (47 days) <br> \% completed | $\begin{aligned} & \hline \text { WEEK } 1 \text { (3) } \\ & \mathrm{W}: 1,5 \% \\ & \hline \end{aligned}$ | WEEK 2 <br> W: 4,3\% |  | WEEK 3 W: 6,9\% |  | $\begin{array}{\|l\|l\|} \hline \text { WEEK } 4 \\ \text { W: } 9,6 \% \end{array}$ |  | $\begin{aligned} & \text { WEEK } 5 \\ & \mathrm{w}: \mathbf{1 2 , 3 \%} \end{aligned}$ |  | $\begin{aligned} & \hline \text { weEK } 6 \\ & w: 15,0 \% \end{aligned}$ |  | WEEK 7 <br> W: 17,5\% |  | $\begin{aligned} & \text { WEEK } 8 \\ & \mathrm{w}: \mathbf{2 0 \%} \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \text { WEEK } 9 \\ & \text { w: 24,0\% } \end{aligned}$ |  | $\begin{aligned} & \hline \text { WEEK } 10 \text { (4) } \\ & \text { W: } 28,0 \% \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAPS Topic | Algebraic expressions CAPS pg. 10, 13 \&21 |  |  |  |  | EXPONENTS, EQUATIONS AND INEQUALITIES |  |  |  | CAPS pg. 10, 13 \& 22 |  | Revision \& Consolidation |  | EUCLIDEAN GEOMETRY C |  |  |  | CAPS pg. 10, 14, 15, 25 \& 28 |
| Topic, concepts, skills and values | - Revise product of binomial <br> - Multiply binomial with trinomial <br> - Revise factorization done in grade 9 | Factorization <br> - Grouping <br> - Quadratic <br> - Sum \& Difference of cubes |  | Simplify Alg Fraction exp Consolidated this section | raic <br> ercises on | - Revise the number system real, rational, integers and non-real <br> Exponents <br> - Laws <br> - Simplify expressions <br> - Solve equations |  | - Revise linear equations <br> - Quadratic equations <br> - Simultaneous equations linear |  | - Word problems <br> - Literal equations Linear inequalities |  | Focus on Examination type questions. Give learners questions to do restricting the time. Focus on reading with understanding |  | - Investigate and form conjectures about the properties of special triangles, quadrilaterals and other polygons. Try to validate or prove conjectures using any logical method (Euclidean, co-ordinate or transformation geometry from Grade 9) <br> - Disprove false conjectures by producing counter-examples <br> - Investigate alternative definitions of various polygons (including the isosceles, equilateral and right-angled triangle, the kite, parallelogram, rectangle, rhombus, square and trapezium) |  |  |  |  |
| Date Completed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Requisite preknowledge | Operations with integers and variables <br> Binomial X binomial, distributive law | Factorization: Common factors, difference of squares and trinomial Algebraic fractions |  | Products and factorization done |  | Exponent laws BODMAS <br> Factorisation <br> Solving equations |  | Product of binomials <br> Factorising a quadratic <br> Solve algebraic equations |  | Solving and simplifying equations <br> Factorization <br> Number line, set builder <br> interval notation |  | All content done |  | Properties of quadrilaterals |  | Properties of quadrilaterals |  | Properties of quadrilaterals |
| Siyavula |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Resources to enhance learning |  National Exemplars ; National Examination Papers; http://bit.ly/GR10-MATHS PAPERS ; http://wcedeportal.co.za/; https://www.siyavula.com/ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \begin{array}{l} \text { Informal } \\ \text { assessment } \end{array} \end{aligned}$ | Google form; Cumulative Assignment; Class Activity; Short class test; Class Discussions; Presentation of solutions; Vodacom revision exercises; Khan Academy Revision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \hline \text { SBA (Formal } \\ & \text { Assessment) } \\ & \hline \end{aligned}$ | Investigation on any Topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Control Test |  |
| TERM 2 (53 days) \% completed | $\begin{array}{\|l\|l\|} \hline \text { WEEK } 1 \text { (4) } \\ \text { W: } \mathbf{3 1 , 8} \end{array}$ | $\begin{aligned} & \text { WEEK } 2 \text { (4) } \\ & \text { w: } 34,5 \% \end{aligned}$ | WEEK 3 (4) <br> W: 35,5 \% |  | WEEK 4 (4) W: 35,6\% |  | WEEK 5 (4) <br> W: 39,6\% |  | Week 6 w: 43,6\% | WEEK 7 <br> W: 47,6\% |  |  | WEEK 8 W: 51,6 \% |  | WEEK 9 <br> w: 55,6\% |  | $\begin{aligned} & \text { WEEK } 10 \\ & \text { w: } 59,3 \% \end{aligned}$ | $\begin{aligned} & \text { WEEKS } 11 \text { (3) \& } 12 \\ & \mathrm{w}: 63,0 \% \end{aligned}$ |
| CAPS Topic | TRIGONOMETRY CAPS pg. 10, 15, 23 \& 28 |  |  |  | NUMBER PATTERNS CAPS pg. 10, 12, 22 \& 29 |  | FUNCTIONS CAPS pg. 10, 12 \& 24 |  |  |  |  |  |  |  |  |  | analytical geometry CAPS pg. 10, 15, 26\&29 |  |
| Topic, concepts, skills and values | 1. Define the trigonometric ratios $\sin \theta, \cos \theta$ and $\tan$ $\theta$, using right-angled 2. Exten definitions of $0^{0} \leq \theta \leq \operatorname{lan}^{2} \tan \theta$ for 3. Define the reciprocals of the trigonometric ratios $\operatorname{cosec} \theta, \sec \theta$ and $\cot \theta$, using right-angled triangles (these three reciprocals should be examined in grade 10 only). | 4. Derive values of the trigonometric ratios for the special angles without using a calculator $\theta \in\left\{0^{\circ} ; 30^{\circ} ; 45^{\circ} ; 60^{\circ} ; 90^{\circ}\right\}$ 5. Solve simple trigonometric equations for angles between $0^{\circ}$ and $90^{\circ}$ | $\begin{aligned} & \text { 6. Us } \\ & \text { detern } \\ & \text { nume } \\ & \text { ratios } \\ & \text { from } \end{aligned}$ | $\begin{aligned} & \text { se diagrams to } \\ & \text { rmine the } \\ & \text { erical values of } \\ & \text { f for angles } \\ & 0^{\circ} \text { to } 360^{\circ} \text {. } \end{aligned}$ | Patterns: Investigatenumber patterns leadingto those where there is aconstant differencebetween consecutiveterms, and the generalterm (without using aformula-see contentoverview) is thereforelinear. |  | - Concept of function <br> Basic graphs: $\begin{aligned} & f(x)=x^{2} ; \\ & f(x)=\frac{1}{x} ; \\ & f(x)=b^{x} \end{aligned}$ <br> The effects of $\boldsymbol{a}$ and $\boldsymbol{q}$ $\begin{aligned} & \text { in: } \boldsymbol{y}=\boldsymbol{a} . \boldsymbol{f}(\boldsymbol{x})+\boldsymbol{q} \\ & \text { uss and clarify: } \end{aligned}$ <br> Discuss and clarify Domain, Range, characteristics of graphs, turning points, Axes of Symmetry, Lines of Symmetry, Asymptotes |  | Techniques for sketching the different functions in the form: $y=a . f(x)+q$ <br> where $f(x)=x^{2}$ $f(x)=\frac{1}{x} \text { and } f(x)=b^{x}$ <br> Sketch and interpret functions <br> Finding the equation of the above functions. |  | Examination Type questions on functions. |  | Trig graphs: <br> - Point-by-point plotting of $\sin \theta, \cos \theta, \tan \theta$ <br> - Study the effect of $\boldsymbol{a}$ and $\boldsymbol{q}$ on the graphs defined by: $\begin{gathered} \boldsymbol{y}=\boldsymbol{a} \sin \boldsymbol{\theta}+\boldsymbol{q} ; \\ \boldsymbol{y}=\boldsymbol{a} \cos \boldsymbol{\theta}+\boldsymbol{q} \\ \text { and } \boldsymbol{y}=\boldsymbol{a} \tan \boldsymbol{\theta} \text { where } \\ \boldsymbol{a}, \boldsymbol{q} \in \mathbb{Q} \text { for } \\ \boldsymbol{\theta} \in\left[\mathbf{0}^{\circ} ; \mathbf{3 6 0}^{\circ}\right] \end{gathered}$ Sketch graphs, find the equations of given graphs and interpret graphs. <br> Note: Sketching of graphs must be based on the effect of $\boldsymbol{a}$ and $\boldsymbol{q}$, which was observed. |  | Revision \& Consolidation <br> Focus on Examination type questions. Give learners questions to do restricting the time. Focus on reading with understanding |  | - Distance formulae <br> - Gradient of line between two points <br> - Coordinates of mid-point | Integrated application involving distance, gradient and midpoint of a line segment |
| Date Completed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Requisite preknowledge | Pythagoras <br> Plot points on the cartesian plane. | Pythagoras <br> Plot points on the cartesian plane. |  |  | Arithmetic observatio | skills and n of patterns | $\begin{aligned} & \text { Equation } \\ & \text { to sketch } \\ & \text { Point-by } \end{aligned}$ | line and how int plotting | Techniques straight lin by-point p | $\begin{aligned} & \text { for sketching a } \\ & \text { without point- } \end{aligned}$ tting. | Techniqu equation | or finding the straight line. | Point-by-point Techniques fo a trig graph wi by point plotting. | otting <br> etching ut point | All co |  | Pythagoras, <br> Coordinates of points on the cartesian plane Substitution BODMAS | Pythagoras, <br> Coordinates of points on <br> the cartesian plane <br> Substitution <br> BODMAS |
| Siyavula |  National Exemplars ; National Examination Papers; http://bit.ly/GR10-MATHS PAPERS ; http://wcedeportal.co.za/ https://www.siyavula.com/ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Resources to enhance learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Informal assessment | Google form; Cumulative Assignment; Class Activity; Short class test; Class Discussions; Presentation of solutions; Vodacom revision exercises; Khan Academy Revision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { SBA (Formal } \\ & \text { Assessment) } \end{aligned}$ | Assignment |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Control Test |  |  |


| TERM 3 (52 days) <br> \% completed | WEEK 1 (4) w: 66,5\% | WEEK 2 <br> w: 70,0\% | WEEK 3 <br> W: 73,8 \% | WEEK 4 (3) <br> w: 77,5 \% | WEEK 5 <br> W: 81,3 \% | WEEK 6 W: 85,0 \% | WEEK 7 <br> W: 87,5 \% | WEEK 8 W: 90,0\% | WEEK 9 <br> W: 92,5 \% | $\begin{aligned} & \text { WEEKS } 10 \text { \& } 11 \\ & \text { W: 95,0\% } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAPS Topic | TRIGONOMETRY | CAPS pg. 10, 15, 23 \& 28 | Statistics | CAPS pg. 10,15 \& 27 | Probability | CAPS pg. 10,14 \& 29 | FINANCE GRowth | CAPS pg. 10,12 \& 26 | measurement | CAPS pg. 10,14 \& 28 |
| Topic, concepts, skills and values | Trig graphs continued Problems in 2 dimensions | Problems in 2 dimensions | $\begin{array}{ll} \hline- & \text { Central tendency - } \\ \text { grouped data } \\ \text { - } & \text { Range; percentiles; } \\ \text { quartiles... } \end{array}$ | STATISTICS <br> - Five number summary <br> - Box and whisker | - Use of Venn diagrams <br> - Mutually exclusive events <br> - Complementary events | - Use of Venn diagrams <br> - Mutually exclusive <br> events <br> - Complementary events | - Simple and Compound growth <br> - Annual Interest | - Hire purchase <br> - Inflation <br> - Population growth | - Volume and surface areas <br> - Effect on volume and surface area if multiplied by $k$ | - Effect on volume and surface area if multiplied by k <br> - Volume and surface area of spheres, right pyramids; right cones |
| Date Completed |  |  |  |  |  |  |  |  |  |  |
| Requisite preknowledge | $\begin{aligned} & \text { Pythagoras, Trig functions, } \\ & \text { Angles of Triangle is } 180^{\circ} \text {. } \end{aligned}$ | Pythagoras, Trig functions, Angles of Triangle is $180^{\circ}$. | Mean, Mode, Median for ungrouped data. | Mean, Mode, Median for ungrouped data. | How to calculate probability. Use of stem and leave | How to calculate probability. Use of stem and leave. | Calculations involving percentages. Substitutions, making a variable the subject of formula. | Calculations involving percentages. Substituti making a variable the subject of formula. | How to calculate the perimeter and area of basic shapes e.g circle, triangle, square, rectangle, trapezium \& trapezium. | How to calculate the perimeter and area of basic shapes e.g circle, triangle, square, rectangle, trapezium \& trapezium. |
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| Resources to enhance learning |  National Exemplars ; National Examination Papers; http://bit.ly/GR10-MATHS PAPERS ; http://wcedeportal.co.za/; https://www.siyavula.com/ |  |  |  |  |  |  |  |  |  |
| Informal assessment | Google form; Cumulative Assignment; Class Activity; Short class test; Class Discussions; Presentation of solutions; Vodacom revision exercises; Khan Academy Revision |  |  |  |  |  |  |  |  |  |
| SBA (Formal Assessment) | Control Test |  |  |  |  |  |  |  | Control Test |  |


| TERM 4 (47 days) <br> $\%$ completed | WEEK 1 (4) <br> W: 97,5 \% | WEEK 2 <br> W: $\mathbf{1 0 0}$ \% | WEEK 3 | WEEK 4 | WEEK 5 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAPS Topic | EUCLIDEAN GEOMETRY | CAPS pg. 10, 14, 25 \& 28 | Revision | Revision | Revision |  |  |  | al Exa | aminations |
| Topic, concepts, skills and values | Application of the quadrilateral theorems. | Application of the quadrilateral theorems |  |  |  | Notes on or guidelines for fin | exam | nations: <br> Paper 2 |  |  |
| Date Completed |  |  |  |  |  | 2 hours |  | 2 hours |  |  |
| Requisite preknowledge | $\begin{array}{l}\text { Definitions and Properties of } \\ \text { the different quadrilaterals. }\end{array}$ | Definitions and Properties of the different quadrilaterals. |  |  |  | Algebraic expressions and equations (and | 30 | Euclidean geometry and measurement | 30 |  |
| Siyavula |  |  |  |  |  | inequalities) |  |  |  |  |
| Resources to enhance learning | https://www.tutonic.org ; https://vodac esources? category $=$ Solution \& grade $=3$ https://www.desmos.com/ ; https://nric | m.mytopdog co. users/ogin ; https://www. subject=1\&language=1 ; HeyMath App fro .maths.org/ ; National Exemplars ; Nation |  |  | ps://www.padowan dk/download / ; https://www.siyavula.com | Exponents |  | Analytical geometry | 15 |  |
| $\begin{aligned} & \text { Informal } \\ & \text { assessment } \end{aligned}$ | Google form; Cumulative Ass Academy Revision | gnment; Class Activity; Short cla | ss test; Class D | ntation of solut | ion exercises; Khan | Number Patterns | 15 | Trigonometry | 40 |  |
| SBA (Formal Assessment) |  |  | Control Test |  |  | Functions and graphs | 30 | Statistics | 15 |  |
| SBA Weighting | Term 1 Investigation / Project (15\%) and Test (14\%) |  |  |  |  | Finance and growth <br> Probability | $\begin{aligned} & 10 \\ & 15 \\ & \hline \end{aligned}$ |  |  |  |
|  | Term 2 Assignment (15\%) and Test (14\%) |  |  |  |  | TOTAL MARK | 100 | TOTAL MARK | 100 |  |
|  | Term 3 Test ( $\mathbf{1 4 \%}$ ) and Test ( $\mathbf{( 1 4 \% )}$ |  |  |  |  |  |  |  |  |  |

