2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
HOURS PER TOPIC	**13,5**				**2**	**11,5**		**11,5**		**9**	
TOPICS, CONCEPTS AND SKILLS	**WHOLE NUMBERS** • Revise the following: – Ordering and comparing whole numbers – Properties of operations with whole numbers – Calculations using all operations with whole numbers **Calculation techniques** • Use any strategy 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 **N.B. Calculator is only used to check the correctness of the answer** **Multiples and factors** • List prime factors of numbers to at least 3-digit whole numbers • Find the LCM and HCF of whole numbers by inspection or factorisation **Solving problems** • Solve problems involving whole numbers, including: – Comparing of two or more quantities of the same kind (ratio) – Comparing two quantities of different kinds (rate) – Sharing in a given ratio where the whole is given • Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: – Profit, loss and discount – Budgets – Accounts – Loans – Simple interest			**FORMAL ASSESSMENT TASK ASSIGNMENT** Whole numbers N.B. Assignment to be done in class over 2 hrs	**COMMON FRACTIONS:** **Ordering, comparing and simplifying common fractions** • Extend to thousandths **Calculations with fractions** • Addition and subtraction of fractions including mixed numbers where one denominator is not a multiple of the other • Multiplication common fractions, including mixed numbers, not limited to fractions where one denominator is a multiple of another **Calculation techniques** • Convert mixed numbers to common fractions in order to perform calculations with them • Use knowledge of multiples and factors to write fractions in the simplest form before or after calculations • Use knowledge of equivalent fractions to add and subtract common fractions **Percentages** • Calculate the percentage of part of a whole • Calculate percentage increase or decrease of whole numbers **Solving problems** • Solve problems in contexts involving common fractions and mixed numbers, including grouping and sharing; and finding fractions of whole numbers • Solve problems in contexts • involving percentages	**DECIMAL FRACTIONS:** **Ordering and comparing decimal fractions** • Count forwards and backwards in decimal fractions to at least 3 decimal places • Place value of decimals to at least 3 decimal places • Order and compare decimal fractions to at least 3 decimals • Rounding off decimal fractions to at least 2 decimal places **Calculations with decimal fractions** • Addition and subtraction to decimal fractions of at least three decimal places • Multiply decimal fractions to include: – Decimal fractions to at least 3 decimal places by whole numbers – Decimal fractions to at least 2 decimal places by decimal fractions to at least 1 decimal place • Divide decimal fractions to include decimal fractions to at least 3 decimal places by whole numbers **Calculation techniques** • Use knowledge of place value to estimate the number of decimal places in the result before • Use rounding off and a calculator to check results where appropriate **Solving problems** • Solve problems in context involving decimal fractions **Equivalent forms** • Recognise equivalence between common fraction and decimal fraction forms of the same number • Recognise **equivalence** between common fraction, decimal fraction and percentage forms of the same number	**REVISION** **ASSESSMENT TASK** **TEST** **All topics**	
PREREQUISITE SKILL OR PREKNOWLEDGE	• Order, compare, represent and place value of 9-digit numbers • Rounding off to the nearest 5, 10, 100, 1000, 10 000, etc. • All operations with whole numbers • Multiples and factors of 3-digit whole numbers • Prime factors of 2-digit whole numbers up to 100 • Properties of operations with whole numbers • Identity element of 0 and 1				• Ordering and comparing fractions specifically tenths and hundredths • Addition and subtraction of common fractions, including mixed numbers where one denominator is a multiple of another • Recognise and use equivalent forms of common fractions with 1-digit or 2-digit denominators • Finding fractions of whole numbers • Finding percentages of whole numbers • Equivalence between fractions and percentage forms of the same number	• Count forwards and backwards in decimal fractions to at least two decimal places • 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 • Addition and subtraction of decimal fractions of at least two decimal places • Multiplication of decimal fractions by 10 and 100 • Equivalence between fractions and percentage forms of the same number		

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 7 (TERM 2)

TERM 2	2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
HOURS PER TOPIC		**6**		**12,5**			**9**		**9**		**4,5**	**7**	
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASSESSMENT TASK INVESTIGATION** N.B. Administer an investigation on any ONE of the term 2 topics before teaching it	**EXPONENTS:** **Mental calculations** • Determine squares to at least 12^2 and their square roots • Determine cubes to at least 6^3 and their cube roots **Comparing and representing numbers in exponential form** • Compare and represent whole numbers in exponential form: $a^b = a \times a \times a \times \ldots$ for *b* number of factors **Calculations using numbers in exponential form** • Recognise and use the appropriate laws of operations with numbers involving exponents and square and cube roots • Calculations involving all four operations using numbers in exponential form, limited exponents up to 5, and square and cube roots	**INTEGERS:** **Counting, ordering and comparing integers** • Count forwards and backwards in integers for any interval • Recognise, order and compare integers **Calculations with integers** • Add and subtract with integers **Properties of integers** • Recognise and use commutative and associative properties of addition for integers	**NUMERIC AND GEOMETRIC PATTERNS** **Investigate and extend patterns** • Investigate and extend numeric and geometric patterns looking for relationships between numbers, including patterns: – Represented in physical or diagram form – Not limited to sequences involving a constant – Difference or ratio – Of learner's own creation – Represented in tables • Describe and justify the general rules for observed relationships between numbers in own words	**FUNCTIONS & RELATIONSHIPS** **Input and output values** • Determine input values, output values or rules for patterns and relationships using: – Flow diagrams – Tables – Formulae **Equivalent forms** • Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: – Verbally – In flow diagrams – In tables – By formulae – By number sentences	**REVISION** **FORMAL ASSESSMENT TASK** **TEST** All Term 1 & 2 topics		
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• All four operations with whole numbers • Comparing **whole numbers**	• Number line • Addition and subtraction with whole numbers	• All operations with whole numbers • Addition and subtraction as inverse operations • Multiplication and division as inverse operations (with whole numbers) • Addition and subtraction of integers • Investigate and extend numeric and geometric patterns looking for relationships in patterns not limited to constant difference or ratio • Describe the general rules for the observed relationships with patterns limited to constant difference or ratio	• Input and output values with whole numbers • Equivalent representations of different descriptions of the same relationship or rule presented – Verbally – In a flow diagram – In a table – By a number sentence • Rules for calculating the areas of squares and rectangles • Rules for calculating the volume of rectangular prisms			

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 7 (TERM 3)

TERM 3		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
HOURS PER TOPIC		**16**				**9**		**9**		**4,5**	**3,5**
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASSESSMENT TASK** **PROJECT** N.B. The project must cover a combination of topics from term 1 to term 3 and must be completed before the end of term 3	**CONSTRUCTION OF GEOMETRIC FIGURES** **Measuring angles** • Accurately use a protractor to measure and classify angles: – < 90º (acute angles) – Right-angles – > 90º (obtuse angles) – Straight angles – >180º but less than 360 º (reflex angles) **Constructions** • Accurately construct the following using a compass, ruler and protractor, limited to: – Angles, to one degree of accuracy – Parallel lines – Perpendicular lines • Describe and name parts of a circle **GEOMETRY OF STRAIGHT LINES** **Define** • Line segment • Ray • Straight line • Parallel lines • Perpendicular lines				**GEOMETRY OF 2D SHAPES** **Classifying 2D shapes** • Describe, sort, name and compare triangles according to their sides and angles, focussing on: – Equilateral triangles – Isosceles triangles – Right-angled triangles • Describe, sort, name and compare quadrilaterals in terms of: – Length of sides – Parallel and perpendicular sides – Size of angles (right angles or not) **Similar and congruent 2D shapes** • Recognise and describe similar and congruent figures by comparing: – Shape – Size **Solving problems** • Solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties		**TRANSFORMATION GEOMETRY** **Transformations** • Recognise, describe and perform translations, reflections and rotations with geometric figures and shapes on squared paper • Identify and draw lines of symmetry in geometric figures **Enlargements and reductions** • Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape and size		**REVISION** **FORMAL ASSESSMENT TASK** **TEST** **All Term 3 topics**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• Straight sides and curved sides • Types of angles and their definitions				• Naming of shapes according to the number of sides • Difference between a rectangle and a parallelogram • Types of angles		• Symmetry • Use transformation terms to describe patterns in shapes • Increase/decrease the sides of 2D shapes by the same ratio			

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
HOURS PER TOPIC	**8**		**9**		**9**		**4,5**	**4,5**	**4,5**	**2,5**
TOPICS, CONCEPTS AND SKILLS	**AREA AND PERIMETER OF 2D SHAPES** **Area and perimeter** • Calculate the perimeter of regular and irregular polygons • Use appropriate formulae to calculate perimeter and area of: – Squares – Rectangles – Triangles **Calculations and solving problems** • Solve problems involving perimeter and area of polygons • Calculate to at least 1 decimal place • Use and convert between appropriate SI units, including: – $mm^2 \leftrightarrow cm^2$ – $cm^2 \leftrightarrow m^2$		**SURFACE AREA AND VOLUME OF 3D OBJECTS** **Surface area and volume** • Use appropriate formulae to calculate the surface area, volume and capacity of: – Cubes – Rectangular prisms • Describe the interrelationship between surface area and volume of the objects mentioned above **Calculations and solving problems** • Solve problems involving surface area, volume and capacity • Use and convert between appropriate SI units, including: – $mm^2 \leftrightarrow cm^2$ – $cm^2 \leftrightarrow m^2$ – $mm^3 \leftrightarrow cm^3$ – $cm^3 \leftrightarrow m^3$ • Use equivalence between units when solving problems: – 1 $cm^3 \leftrightarrow$ 1 ml – 1 $m^3 \leftrightarrow$ 1 *kl*		**DATA HANDLING: Collect data** **PROVIDE LEARNERS WITH DATA TO SAVE TIME** • Pose questions relating to social, economic, and environmental issues in own environment • 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, multiple choice responses **Organise and summarise data** • Organise (including grouping where appropriate) and record data using – Tally marks, Tables, Stem-and-leaf displays • Group data into intervals • Summarise 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) **Represent data** • Draw a variety of graphs by hand/technology to display and interpret data (grouped and ungrouped) including: – Bar graphs and double bar graphs – Histograms with given intervals – Pie charts **Interpret data** • Critically read and interpret data represented in: – Words, Bar graphs, Double bar graphs, Pie charts, Histograms **Analyse data** • Critically analyse data by answering questions related to: – Data categories, including data intervals – Data sources and contexts – Central tendencies (mean, mode, median) – Scales used on graphs **Report data** • Summarise data in short paragraphs that include – Drawing conclusions about the data – Making predictions based on the data – Identifying sources of error and bias in the data – Choosing appropriate summary statistics for the data (mean, median, mode)	**REVISION**		**FORMAL ASSESSMENT TASK** **Test** **Term 1 - 4**	
PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Perimeter using rulers or measuring tapes • Find areas of regular and irregular shapes by counting squares on grids • Relationship between perimeter and area of rectangles and squares		• Conversions between SI units of length • Area of 2D shapes by counting the number of squares • Volume of 3D objects by counting the number of cubes		• Complete data cycle					