2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 8 (TERM 1)

TERM 1 (55) 53 Days	WEEK 1 (12)14 – 16 Jan 3 Days	WEEK 2 19 – 23 Jan 5 Days)	WEEK 3 26 – 30 Jan 5 Days	WEEK 4 2 – 6 Feb 5 Days	WEEK 5 9 – 13 Feb 5 Days	WEEK 6 16 – 20 Feb 5 Days	WEEK 7 23 – 27 Feb 5 Days	WEEK 8 2 – 6 Mar 5 Days	WEEK 9 9 – 13 Mar 5 Days	WEEK 10 16–20 Mar 5 Days	WEEK 11 23-27 Mar 5 Days
HOURS PER TOPIC	7 hours (8 Days)		9 hours (10 Days)		9 hours (10 Days)		2 hours	4,5 hours (5 Days)	9 hours (10 Days)		10 Days
TOPICS, CONCEPTS AND SKILLS	**WHOLE NUMBERS** **Properties of whole numbers** • Revise: — The commutative; associative; distributive properties of whole numbers. — 0 in terms of its additive property (identity element for addition). — 1 in terms of its multiplicative property (identity element for multiplication). • Recognize the division property of 0, whereby any number divided by 0 is undefined.		**INTEGERS** **Calculations with integers** • Revise addition and subtraction with integers. • Multiply and divide with integers. • Perform calculations involving all four operations with integers. • Perform calculations involving all four operations with numbers that involve squares, cubes, square roots and cube roots of integers. **Properties of integers** • Recognise and use commutative, associative and distributive properties of addition and multiplication for integers.		**COMMON FRACTIONS** **Calculations with fractions** • Divide whole numbers and common fractions by common fractions. • Calculate the squares, cubes, square roots and cube roots of common fractions. **Calculation techniques** • Use knowledge of reciprocal relationships to divide common fractions. **Percentage** • Calculate amounts if given percentage increase or decrease. • Solving problems in contexts involving percentages.		**FORMAL ASS. TASK** **ASSIGNMENT** • **Whole numbers** • **Integers** • **Common fractions**	**DECIMAL FRACTIONS** **Calculations with decimal fractions** • Multiplication of decimal fractions by decimal fractions not limited to one decimal place. • Division of decimal fractions by decimal fractions. • Calculate the squares, cubes, square roots and cube roots of decimal fractions. **Calculation techniques** • Use knowledge of place value to estimate the number of decimal places in the result before performing calculations. • Use rounding off and a calculator to check results where appropriate.	**NUMERIC AND GEOMETRIC PATTERNS** **Investigate and extend patterns** • Revise: 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.		**REVISION** **FORMAL ASS. TASK** **Test: All topics**

	Multiples and factors • Revise: — Prime factors of numbers to at least 3-digit whole numbers. — LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation. **Solving problems** • Solve problems involving whole numbers, including — Comparing 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. — Increasing or decreasing of a number in a given ratio.	• Recognise and use additive and multiplicative inverses for integers. **Solving problems** • Solving problems in contexts involving multiple operations with integers.	**Solving problems** • Solve problems in contexts involving common fractions and mixed numbers, including grouping, sharing and finding fractions of whole numbers.		**Solving problems** • Solving problems in context involving decimal fractions.	• Extend investigate and extend numeric and geometric patterns looking for relationships between numbers, including patterns represented algebraically. • Describe and justify the general rules for observed relationships between numbers in own words or in algebraic language.	

	• Solve problems that involve whole numbers, percentages and decimal fractions in financial contexts such as: — profit, loss, discount and VAT — budgets — accounts — loans — simple interest — hire purchase — exchange rates						
PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Multiplication of whole numbers to at least 12 × 12 • Order and compare prime numbers to at least 100. • Calculations using all four operations on whole numbers, estimating and using calculators where appropriate. • Prime factors of numbers to at least 3-digit whole numbers. • LCM and HCF of numbers to at least 3-digit whole numbers, by inspection or factorisation.	• Count forwards and backwards in integers for any interval. • Recognise, order and compare integers. • Add and subtract with integers. • Recognise and use commutative and associative properties of addition and multiplication for integers. • Solve problems in contexts involving addition and subtraction of integers.	• Addition and subtraction of fractions. • Multiplication of common fractions, including mixed numbers. • Converting mixed numbers to common fractions. • Simplify fractions before or after calculations. • Calculate the percentage of part of a whole. • Calculate percentage increase or decrease of whole numbers.		• Count forwards and backwards in decimals. • Compare and order decimal fractions. • Rounding off decimal fractions. • Addition and subtraction of decimal fractions. • Multiplication of decimal fractions by whole numbers and decimals. • Division of decimal fractions by whole numbers. • estimate the number of decimal places in the result before performing calculations.	• Investigate and extend numeric and geometric patterns. • Describe and justify the general rules for observed relationships between numbers in own words.	

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 8 (TERM 2)

TERM 2 54 Days	2 hours	WEEK 1 8-10 Apr 3 Dae	WEEK 2 13-17 Apr 5 Dae	WEEK 3 20-24 Apr 5 Dae	WEEK 4 28-30 Apr 3 Dae	WEEK 5 4 – 8 Mei 5 Dae	WEEK 6 11-15 Mei 5 Dae	WEEK 7 18 – 22 Mei 5 Dae	WEEK 8 25 – 29 Mei 5 Dae	WEEK 9 1 – 5 Jun 5 Dae	WEEK 10 8 – 12 Jun 5 Dae	WEEK 11 17-19Jun 3 Dae	WEEK 12 22-26Jun 5 Dae
HOURS PER TOPIC		9 hours (10 Days)			13,5 hours (15 Days)		9 hours (10 Days)		4,5 hours (5 Days)		6 hours (6 Days)	8 Days	
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASS. TASK** **INVESTI-GATION** **Note: Administer an investi-gation on any ONE of the Term 2 topics before teaching it.**	**EXPONENTS** • Comparing and representing numbers in exponential form. • Revise compare and represent whole numbers in exponential form. • Compare and represent integers in exponential form. • Compare and represent numbers in scientific notation, limited to positive exponents. • Calculations using numbers in exponential form. • Establish general laws of exponents, limited to: • $a^m \times a^n = a^{m+n}$ • $a^m \div a^n = a^{m-n}$ • $(a^m)^n = a^{m \times n}$ • $(a \times t)^n = a^n \times t^n$ • $a^0 = 1$			**ALGEBRAIC EXPRESSIONS** **Algebraic language** • Recognize and interpret rules or relationships represented in symbolic form. • Identify variables and constants in given formulae and/or equations. • Recognize and identify conventions for writing algebraic expressions. • Identify and classify like and unlike terms in algebraic expressions. • Recognize and identify coefficients and exponents in algebraic expressions. **Expand and simplify algebraic expressions** Use commutative, associative and distributive laws for rational numbers and laws of exponents to: • Add and subtract like terms in algebraic expressions.		**ALGEBRAIC EQUATIONS** **Equations** • Set up equations to describe problem situations. • Analyse and interpret equations that describe a given situation. • Solve equations by inspection. • Determine the numerical value of an equation by substitution. • Identify variables and constants in given formulae or equations. • Use substitution in equations to generate tables of ordered pairs. • Extend solving equations to include: — Using additive and multiplicative inverses. — Using laws of exponents.		**FUNCTIONS AND RELATIONSHIPS** **Input and output values** • Revise: Determine input values, output values or rules for patterns and relationships using: — Flow diagrams — Tables — Formulae • Extend: Determine input values, output values or rules for patterns and relationships using equations.	**GRAPHS** **Interpreting graphs** • Analyse and interpret global graphs of problem situations, with a special focus on the following trends and features: — Linear or non-linear — Constant, increasing or decreasing • Extend the focus on features of graphs to include: — Maximum or minimum — Discrete or continuous	**REVISION** **FORMAL ASS. TASK** **TEST** All Term 1 & 2 topics	

		• Recognise and use the appropriate laws of operations using numbers involving exponents and square and cube roots. • Perform calculations involving all four operations with numbers that involve squares, cubes, square and cube roots of integers. • Calculate the squares, cubes, square and cube roots of rational numbers. **Solving problems** • Solving problems in contexts involving numbers in exponential form.	• Multiply integers and monomials by: — Monomials — Binomials — Trinomials • Divide the following by integers or monomials: — Monomials — Binomials — trinomials • Simplify algebraic expressions involving the above operations. • Determine the squares, cubes, square roots and cube roots of single algebraic terms or like algebraic terms. • Determine the numerical value of algebraic expressions by substitution.		**Equivalent forms** • Revise: 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 • Extend: Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented by equations.	**Drawing graphs** • Draw global graphs from given descriptions of a problem situation, identifying features listed above. • Use tables or ordered pairs to plot points and draw graphs on the Cartesian plane.	
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• Compare and represent whole numbers in exponential form: $a^b = a \times a \times a \times \ldots$ for b number of factors. • Recognise and use the appropriate laws of operations with numbers involving exponents and square and cube roots.	• Recognise and interpret rules or relationships represented in symbolic form. • Identify variables and constants in given formulae and/or equations.	• Write number sentences to describe problem situations. • Analyse and interpret number sentences that describe a given situation. • Solve and complete number sentences by inspection, trial and improvement. • Determine the numerical value of an expression by substitution.	• Determine input values, output values or rules for patterns and relationships using flow diagrams, tables and formulae.	• Set up equations to describe problem situations.	

		• Perform calculations involving all four operations using numbers in exponential form, limited to exponents up to 5, and square and cube roots. • Solve problems in contexts involving numbers in exponential form.		• Identify variables and constants in given formulae or equations.	• Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented verbally, in flow diagrams, in tables by formulae and by number sentences.		

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 8 (TERM 3)

TERM 3 46 Days		WEEK 1 21 – 24 Jul 4 Days	WEEK 2 27 – 31 Jul 5 Days	WEEK 3 3 – 7 Aug 5 Days	WEEK 4 11 – 14 Aug 4 Days	WEEK 5 17 – 21 Aug 5 Days	WEEK 6 24 – 28 Aug 5 Days	WEEK 7 31 – 4 Spt 5 Days	WEEK 8 7 - 11 Spt 5 Days	WEEK 9 14 – 18 Spt 5 Days	WEEK 10 21 – 23 Spt 3 Days
HOURS PER TOPIC		11,7 hours (13 Days)			9 hours (10 Days)		9 hours (10 Days)		13 Days		
TOPICS, CONCEPTS AND SKILLS	**FORMAL ASS. TASK** **PROJECT** Note: The project must cover a combination of topics from Term 1 to 3 and must be completed before the end of Term 3	**DATA HANDLING** **Collect data** • Pose questions relating to social, economic, and environmental issues. • 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 multiple choice responses. **Organize and summarize data** • Organise (including grouping where appropriate) and record data using: — Tally marks — Tables — Stem-and-leaf displays • Group data into intervals.		**GEOMETRY OF STRAIGHT LINES** **Angle relationships** • Recognise and describe pairs of angles formed by: — Perpendicular lines — Intersecting lines — Parallel lines cut by a transversal **Solving problems** • Solving geometric problems using the relationships between pairs of angles described above.		**GEOMETRY OF 2D SHAPES** **Classifying 2D shapes** • Identify and write clear definitions of triangles in terms of their sides and angles, distinguishing between: — Equilateral triangles — Isosceles triangles — Right-angled triangles **Constructions** **PROVIDE LEARNERS WITH ACCURATELY CONSTRUCTED FIGURES TO INVESTIGATE THE PROPERTIES OF TRIANGLES** **Investigating properties of geometric figures** • Investigate the angles in a triangle, focusing on: — The sum of the interior angles of triangles. — The size of angles in an equilateral triangle. — The sides and base angles of an isosceles triangle		**REVISION** **FORMAL ASS. TASK** **TEST** **All Term 3's topics**		

		• Summarize data using measures of central tendency, including: — Mean — Median — Mode • Summarize data using measures of dispersion, including: — Range — -Extremes **PROBABILITY** • Consider a simple situation (with equally likely. • outcomes) that can be described using probability and: — List all the possible outcomes. — Determine the probability of each possible outcome using the definition of probability. — Predict with reasons the relative frequency of the possible outcomes for a series of trials based on probability. — Compare relative frequency with probability and explain possible differences.		**Classifying 2D shapes** • Identify and write clear definitions of quadrilaterals in terms of their sides and angles, distinguishing between: — Parallelogram — Rectangle — Square — Rhombus — Trapezium — Kite **Constructions** **PROVIDE LEARNERS WITH ACCURATELY CONSTRUCTED FIGURES TO INVESTIGATE THE PROPERTIES OF QUADRILATERALS** **Investigating properties of geometric figures** • Investigate sides and angles in quadrilaterals, focusing on: — The sum of the interior angles of quadrilaterals. — The sides and opposite angles of parallelograms. **Solving problems** • Solve geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties and definitions.	

				Similar and congruent 2D shapes • Identify and describe the properties of congruent shapes. • Identify and describe the properties of similar shapes. **Solving problems** • Solve geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties and definitions.	
PREREQUISITE SKILL OR PRE-KNOWLEDGE		• Critically read and interpret data represented in: — Words — Bar graphs — Double bar graphs — Pie charts — Histograms • 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	• Definitions of: — Line segment — Ray — Straight lines — Parallel lines — Perpendicular lines	• Describe, sort, name and compare triangles according to their sides and angles, focusing 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) • Describe and name parts of a circle. • Recognise and describe similar and congruent figures by comparing: — Shape — Size	

		• Summarize data in short paragraphs that include drawing conclusions. about 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). • Perform simple experiments where the possible outcomes are equally likely and: — List the possible outcomes based on the conditions of the activity. — Determine the probability of each possible outcome using the definition of probability.			

2026 ANNUAL TEACHING PLANS: MATHEMATICS: GRADE 8 (TERM 4)

TERM 4 47(49) Days	WEEK 1 6 – 9 Oct 4 Days	WEEK 2 13 – 16 Oct 5 Days	WEEK 3 20 – 23 Oct 5 Days	WEEK 4 27 – 30 Oct 5 Days	WEEK 5 2 – 6 Nov 5 Days	WEEK 6 9 – 13 Nov 5 Days	WEEK 7 16 – 20 Nov 5 Days	WEEK 8 23 – 27 Nov 5 Days	WEEK 9 30 – 4 Dec 5 Days	WEEK 10 7 – 9(11) Dec 3 Days
HOURS PER TOPIC	9 hours (10 Days)		4,5 hours (5 Days)		8,1 hours (9 Days)		4,5 hours (5 Days)	18 Days		
TOPICS, CONCEPTS AND SKILLS	**THEOREM OF PYTHAGORAS** **Develop and use the Theorem of Pythagoras** • Investigate the relationship between the lengths of the sides of a right-angled triangle to develop the Theorem of Pythagoras. • Determine whether a triangle is right-angled triangle or not if the lengths of the three sides of the triangle is known. • Use the Theorem of Pythagoras to calculate the missing length in a right-angled triangle, leaving irrational answers in surd form.		**TRANSFORMATION GEOMETRY** **Transformations** • Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on: — Reflection in the x-axis or y- axis. — Translation within and across quadrants. — Reflection in the line $y = x$. — Rotation around a given point. • Identify what the transformation of a point is, if given the co-ordinates of its image. **Enlargements and reductions** • Use proportion to describe the effect of enlargement or reduction on area and perimeter of geometric figures.		**AREA AND PERIMETER OF 2-D SHAPES** **Area and perimeter** • Use appropriate formulae to calculate perimeter and area of: — Circles • Calculate the areas of polygons to at least 2 decimal places, by decomposing them into rectangles and/or triangles. • Use and describe the relationship between the radius, diameter and circumference of a circle in calculations. • Use and describe the relationship between the radius and area of a circle in calculations. **Calculations and solving problems** • Solve problems, with or without a calculator, involving perimeter and area of polygons and circles to at least 2 decimal places.		**SURFACE AREA AND VOLUME OF 3-D OBJECTS** **Surface area and volume** • Revise: 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. • Extend: Use appropriate formulae to calculate the surface area, volume and capacity of triangular prisms. **Calculations and solving problems** • Solve problems, with or without a calculator involving surface area, volume and capacity.	**REVISION** **FORMAL ASSESSMENT TASK** **TEST: Term 1-4 topics**		

		• Investigate the co-ordinates of the vertices of figures that have been enlarged or reduced by a given scale factor.	• Use and describe the meaning of the irrational number Pi (π) in calculations involving circles. • Use and convert between appropriate SI units, including: $mm^2 \leftrightarrow cm^2 \leftrightarrow m^2 \leftrightarrow km^2$	• Use and convert between appropriate SI units, including: — $mm^2 \leftrightarrow cm^2 \leftrightarrow m^2 \leftrightarrow km^2$ — $mm^3 \leftrightarrow cm^3 \leftrightarrow m^3$ — $ml\ (cm^3) \leftrightarrow l \leftrightarrow kl$	
PREREQUISITE SKILL OR PRE-KNOWLEDGE	• Identify and describe right angled triangles. • Squares and square roots of whole numbers.	• Recognize, describe and perform translations, reflections and rotations with geometric figures and shapes on squared paper. • Identify and draw lines of symmetry in geometric figures. **<u>Enlargements and reductions</u>** • Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape and size.	**<u>Area and perimeter</u>** • Calculate the perimeter of regular and irregular polygons. • Use appropriate formulae to calculate perimeter and area of: — Squares — Rectangles — Triangles **<u>Calculations and solving problems</u>** • Solving problems involving perimeter and area of polygons. • Calculate to at least 1 decimal place. • Use and convert between appropriate SI units, including: — $mm^2 \leftrightarrow cm^2$ — $cm^2 \leftrightarrow m^2$	**<u>Surface area and volume</u>** • 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. **<u>Calculations and solving problems</u>** • Solving 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: — $1cm^3 \leftrightarrow 1ml$ — $1m^3 \leftrightarrow 1kl$	