basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 5

NON-LANGUAGES

Table of Contents

1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the *1st* June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised phase content plans for Grade 5.

1. Life Skills

PSW Time allocation would 2½hours. No physical education in term 2.

TERM 2 (19 days)	Week 1	Week 2	Week 3
Topic, concepts, skills and values	**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19) - What is COVID 19 - Social/ Physical distancing - Sanitizing and hand washing - Using face mask **Local environmental health problems: Locally occurring health problems such as** COVID-19**, tuberculosis, diarrhoea, malaria, measles, etc.** • Causes of health problems (COVID-19) • Symptoms of health problems COVID-19) • Self-management skills **Reading skills**: reading with understanding and using a dictionary Reading about causes, symptoms and treatment of locally occurring health problems: recall and relate.	**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19) **Local environmental health problems: Locally occurring health problems such as** COVID-19, **tuberculosis, diarrhoea, malaria, measles, etc.** • Symptoms of health problems. (COVID-19) • Available treatment for health problems. (COVID-19) • Dealing with Trauma at home, Schools and other places. (during COVID-19) • Self-management Skills: Daily plan **Reading skills**: reading with understanding and using a dictionary Reading about causes, symptoms and treatment of locally occurring health problems: recall.	**Social responsibility** Basic hygiene principles (issues of COVID-19 **Concepts: discrimination, stereotype and bias Violation of children's rights: discrimination, stereotype and bias** - Responses to violations of children's rights: ways to protect self and others from violations and where to find help - A plan to deal with violations of children's rights in own local context **Reading skills:** reading with understanding and using a dictionary Reading about individuals who have taken action against violations of children's rights: recall and relate.
Requisite pre-knowledge	Health, social and environmental responsibility	Health, social and environmental responsibility and Social responsibility	Health, social and environmental responsibility and Social responsibility
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material, Textbooks, and newspapers articles	Posters on COVID-19, DBE and Department of Health support material, Textbooks, and newspapers articles	Posters on COVID-19, DBE and Department of Health support material, Textbook, and newspapers articles
Informal assessment; remediation	Homework/ worksheets/Classwork	Homework/ worksheets/Classwork	Homework/ worksheets/Classwork
SBA (Formal Assessment)	None		

NB: Teachers should Focus on COVID-19 during week 1-2 teaching the content under "Local **environmental health problems"** because of the outbreak.

TERM 2 (19 days)	Week 4	
CAPS section		**MID YEAR ASSESSEMENT**
Topic, concepts, skills and values	**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19) **HIV and AIDS education** - Dealing with stigma (COVID-19) - Stigma about HIV and AIDS - How to change attitudes towards people infected with HIV and AIDS **Reading skills:** reading with understanding and using a dictionary Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate.	**No formal assessment scheduled for this term**
Requisite pre-knowledge	**Health, social and environmental responsibility and Development of self**	
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material, Textbooks and newspapers articles	
Informal assessment; remediation	Homework/ worksheets/Classwork	

TERM 3 (The Time allocation for PSW is 1½ hours and 1 hour for PE)

TERM 3 37 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**
Topic, concepts, skills and values	**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19 **Water as an important basic need:** Importance of water Different ways of saving water Different ways of protecting the quality of water **Reading skills**: reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water: recall and relate	**Social responsibility** Basic hygiene principles (issues of COVID-19) **Child abuse:** - Different forms of child abuse: physical and emotional - Effects of abuse on personal health - Strategies to deal with abuse - Where to get help and report abuse **Reading skills:** reading with understanding and using a dictionary. Reading about ways to protect self and others from abuse: recall and relate		**Social responsibility** Basic hygiene principles (issues of COVID-19) **Dealing with violent situations:** - Identify potential violent situations at home, school and community **Reading skills:** reading with understanding and using a dictionary Reading about protection agencies and places of safety for children: recall and relate
Requisite pre-knowledge	**Social responsibility**			**Social responsibility**
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material, Textbooks, resources on movement techniques, Guidelines on Physical Education			
Physical Education	Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic patterns of movement.			Movement performance in rhythmic movements with focus on posture and style
Informal assessment; remediation	Homework/ worksheets/Classwork			Homework/ worksheets/Classwork
SBA (Formal Assessment)	None			

TERM 3	Week 5:	Week 6:	Week 7:	**Week** 8: (2 Days)
Topic, concepts, skills and values	**Social responsibility** Basic hygiene principles (issues of COVID-19) **Dealing with violent situations:** - Responding effectively to violent situations **Reading skills:** reading with understanding and using a dictionary Reading about protection agencies and places of safety for children: recall and relate.	**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19) **Healthy eating for children: South African Food-Based Dietary Guidelines** - Dietary needs of children - Factors influencing food intake of children **Reading skills:** reading with understanding and using a dictionary Reading about healthy eating for children: recall and relate.		Consolidation of work done
Requisite pre-knowledge	**Social responsibility**	**Social responsibility**		**Social responsibility**
Physical Education	Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements			Movement performance in rhythmic movements with focus on posture and style
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material, Guidelines on Physical Education, Textbooks, resources on movement technique.			
Informal assessment; remediation	Homework/ worksheets/Classwork	Homework/ worksheets/Classwork		Homework/ worksheets/Classwork
SBA (Formal Assessment)	**PROJECT 30 marks** **PHYSICAL EDUCATION TASK 30 marks**			

TERM 4 (The Time allocation for PSW is 1½ hours and 1 hour for PE)

TERM 4 38 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**
Topic, concepts, skills and values	**Social responsibility** Basic hygiene principles (issues of COVID-19) **Festivals and customs from a variety of religions in South Africa** **Reading skills**: reading with understanding and using a dictionary Reading about festivals and customs of different religions in South Africa: recall and relate.			**Health and environmental responsibility** Basic hygiene principles (issues of COVID-19) **Safety measures at home and the environment:** - Harmful household products and medication - Fire safety **Reading skills**: reading with understanding and using a dictionary Reading about harmful household products and medication and fire safety: recall and relate.
Requisite pre-knowledge	**Social responsibility**	**Social responsibility**	**Social responsibility**	**Social responsibility**
Physical Education	• Participation in a variety of field and track athletics or swimming activities • Safety measures during field and track athletics or swimming activities			Participation in a variety of field and track athletics or swimming activities
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material and posters on COVID-19. Guidelines on Physical Education, Textbooks, resources on field and track athletics or swimming techniques			Posters on COVID-19, DBE and Department of Health support material, Magazines, posters safety measures at home and the environment. Guidelines on Physical Education, Textbooks, resources on field and track athletics or swimming techniques
Informal assessment; remediation	Homework/ worksheets/Classwork	Homework/ worksheets/Classwork		Homework/ worksheets/Classwork
SBA (Formal Assessment)				

<table>
<tr><th>TERM 4</th><th colspan="2">Week 5:</th><th>Week 6:</th><th>Week 7:</th><th>Week 8:</th></tr>
<tr><td>Topic, concepts, skills and values</td><td colspan="2">Health and environmental responsibility
Basic hygiene principles (issues of COVID-19
Safety measures at home and the environment:
- Harmful household products and medication
- Fire safety
Reading skills: reading with understanding and using a dictionary.
Reading about harmful household products and medication and fire safety: recall and relate</td><td colspan="2">Health and environmental responsibility
Basic hygiene principles (issues of COVID-19
Substance abuse: Types of drugs used: legal and illegal drugs including tobacco, alcohol and over the counter medication
Negative impact of substances on health: effects of drugs on body and mind
Reading skills: reading with understanding and using a dictionary Reading about dangers of substance abuse: recall and relate</td><td>Notes on or guidelines for final examinations:
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed
<table><tr><th>Section A: 15 marks</th><th>Section B: 15 marks</th></tr><tr><td>All questions are compulsory.
The questions will be matching columns and/or fill in/complete sentences and/or lists.
• Questions will test understanding and factual knowledge.</td><td>All questions are compulsory.
Case study may be used.
• The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.
• Questions will be short open-ended and knowledge based questions that include information that learners have acquired from the PSW class.
• Learners will provide direct responses and full sentences in point form.
• One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.
• Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</td></tr></table></td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="2">Social responsibility</td><td>Social responsibility</td><td>Social responsibility</td><td></td></tr>
<tr><td>Physical education</td><td colspan="4">Participation in a variety of field and track athletics or swimming activities
Safety measures during field and track athletics or swimming activities</td><td>Movement performance in a variety of field and track athletics or swimming activities</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="2">Posters on COVID-19, DBE and Department of Health support material and posters on COVID-19.
Guidelines on Physical Education, Textbooks, resources on field and track athletics or swimming techniques</td><td colspan="2">Posters on COVID-19, DBE and Department of Health support material, Magazines, posters safety measures at home and the environment.
Guidelines on Physical Education, Textbooks, resources on field and track athletics or swimming techniques</td><td></td></tr>
<tr><td>Informal assessment; remediation</td><td colspan="4">Homework/ worksheets/Classwork</td><td>Homework/ worksheets/Classwork</td></tr>
<tr><td>SBA (Formal Assessment)</td><td colspan="5">TEST 30 Marks
Physical Education 30 Marks</td></tr>
</table>

Creative Arts

TERM 2: 20 days	Week1:	Week 2:	Week 3:	Week 4:
CAPS topic	**Baseline Assessment: Create in 2D; Visual literacy**	**Create in 2D, a relief mandala/radiating pattern** **Visual literacy**	**Create in 3D, a relief mandala/radiating pattern** **Visual literacy**	**Create in 3D, a relief mandala/radiating pattern** **Visual literacy**
Concepts, skills and values	Do a **baseline assessment:** could include any of the following activities: • practical art activities (exercises) exploring different art elements and design principles • classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate art works • a quiz • create a 2D art work focusing on drawing and/or colour media • secondary colours and design principles: contrast • worksheets	**Visual literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in lettering and/or pattern-making and African body adornment. **Create in 2D, creative lettering and/ or pattern-making** • Drawing and/or colour media: exploring a variety of media and techniques. • Art elements: complementary colour in own lettering and/or pattern-making as surface decoration. • Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern.	**Visual literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in lettering and/or pattern-making and African body adornment. **Create in 2D, creative lettering and/ or pattern-making** • Drawing and/or colour media: exploring a variety of media and techniques. • Art elements: complementary colour in own lettering and/or pattern-making as surface decoration. • Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern. **Create in 3D, African body adornment** • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials. • Art elements: use line, shape colour in own surface decoration of body adornment. • Design principles: use emphasis in own work, e.g. the visual focus of the body adornment. • Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space. • Appropriate use of tools.	**Visual literacy** • Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in lettering and patternmaking and in African body adornment. • Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making and African body adornment. **Create in 3D, African body adornment** • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials. • Art elements: use line, shape colour in own surface decoration of body adornment. • Design principles: use emphasis in own work, e.g. the visual focus of the body adornment. • Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space. • Appropriate use of tools.
	Due to time constraints, resources available & class sizes the focus should be on combining the 2D & 3D topics and do one task for the term that includes all the essential concepts, skills & content.			
Lesson Plan examples	https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing	**https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing** **https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing**	**https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing** **https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing**	**https://drive.google.com/file/d/1WAd9mzcKFgl4zfO-PbYHf5Ozmrn-PCWK/view?usp=sharing**
Note to teachers	***Teachers may select different themes to explore the three topics. It is however required that all skills and content be taught to ensure the essence of the topic has been explored.*** ***Topic 3: Visual Literacy Integrate into every lesson through various activities to promote visual literacy and strengthening Language across the Curriculum.***			

Requisite pre-knowledge	Basic understanding of primary, secondary, complementary, colours and experience of art elements. Basic understanding of Design Principle: emphasis. ,		
Resources (other than textbook) **to enhance learning**	Materials: 2/3B pencils, charcoal, coloured inks, oil; pastels, tempera paint Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, natural objects, various other suitable materials, cotton, wire for hanging, wood, glue, etc. Interactive whiteboard/ data projector & laptop; pictures, photographs, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.		
Informal assessment remediation	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments).		
	Workbook: Baseline assessment	Workbook: Preparatory sketches, teacher observation and guidance Workbook: new terminology explored quizzes, worksheets on African body adornment, appropriate art elements, design principles.	Completion of Art work, informally assessed
SBA (Formal Assessment)	**Practical Task: Art work Informally Assessed**		

ERM 3: 37 Days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:
CAPS topic	**Create in 2D Visual Literacy**	**Create in 2D Visual Literacy**	**Create in 2D Visual Literacy**	**Create in 2D Visual Literacy**	**Create in 3D: reptiles, insects, etc. in their environment / things that fly (natural or mechanical) Visual literacy**	**Create in 3D: reptiles, insects OR things that fly. Visual literacy**	**Create in 3D: reptiles, insects, OR things that fly, etc. Visual literacy**	**Create in 3D: reptiles, insects/ things that fly, etc. Visual literacy**
Concepts, skills and values	**Visual Literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc. **Create in 2D, reptiles, insects, etc. in their environment OR things that fly** • Drawing and/or colour media: exploring a variety of media and techniques. • **Art elements:** reinforce relevant art elements through use in own images of reptiles, insects, etc.	**Visual Literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. **Create in 2D, reptiles, insects, etc. in their environment OR things that fly** • Drawing and/or colour media: exploring a variety of media and techniques. • **Art elements:** reinforce relevant art elements through use in own images of reptiles, insects, etc. • **Design principles:** reinforce design principle **emphasis** through use in own images of reptiles, insects, etc.		**Visual Literacy** • Questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc. **Create in 2D, reptiles, insects in their environment/ things that fly, etc.** • Drawing and/or colour media: exploring a variety of media and techniques. • **Art elements:** reinforce relevant art elements through use in own images of reptiles, insects, etc. • **Design principles:** reinforce design principle **emphasis** through use in own images of reptiles, insects, etc.	**Visual Literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc. **Create in 3D, reptiles, insects OR things that fly (natural or mechanical) etc.** • Skills and techniques: earthenware clay, paper, found objects, etc • **Art elements:** reinforce texture, shape/form through modelling own reptiles, insects, etc. • **Design principles:** reinforce emphasis through use in own models of reptiles, insects, etc.		**Visual Literacy** • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. **Create in 3D, reptiles, insects, OR things that fly, etc.** • Skills and techniques: earthenware clay, paper, found objects, etc. • **Art elements:** reinforce texture, shape/form through modelling own reptiles, insects, etc. • **Design principles:** reinforce emphasis through use in own models of reptiles, insects, etc. • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. • Appropriate use of tools.	
	Due to time constraints, resources available & class sizes the focus should be on combining the 2D & 3D topics and do one task for the term that includes all the essential concepts, skills & content.							

Note to the teacher	***Teachers may select different themes to explore the three topics. It is however required that all skills and content be taught to ensure the essence of the topic has been explored.*** ***Topic 3: Visual Literacy Integrate into every lesson through various activities to promote visual literacy and strengthening Language across the Curriculum.***					
Requisite pre-knowledge	Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D art works.					
Resources (other than textbook) **to enhance learning**	Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint, Visual Stimuli, earthenware clay, any other suitable medium for creation of 3D art work Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, natural objects, various other suitable materials, cotton, wire for hanging, wood, glue, etc. Interactive whiteboard/ data projector & laptop; pictures, photographs, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc.					
Informal assessment remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher					
	Workbook: Questions to deepen and extend observation of elements and design principles	Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles Worksheet: art elements and design principles	Preparatory sketches, Worksheet: practical/visual exploration of *emphasis*	Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles	Continuous supportive guidance by teacher towards completion of Formal Assessment Task Classroom discussion and reflection	Completion of art work towards Formal Assessment
SBA (Formal Assessment)	**Visual Art Formal Assessment Task: 2D and/or 3D art work** **40 marks assessed with a rubric**					

TERM 4: 38 Days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:
CAPS topic	**Warm up and play** **Improvise and create** **Read, interpret and perform** **Appreciate and reflect on**	**Warm up and play** **Read, interpret and perform** **Appreciate and reflect on**		**Warm up and play** **Read, interpret and perform** **Appreciate and reflect on**		**Warm up and play** **Improvise and create** **Read, interpret and perform** **Appreciate and reflect on**	

Performing Arts: Dance, Music, and drama
 	
Concepts, skills and values
	Topic 1: Warm up and play
	• Physical warm ups for strength and flexibility (including spinal rolls).
	• Vocal warm ups (including strengthening articulation through rhymes and tongue twisters).
	• Cool downs (including stretches and flowing movements)
	Topic 3: Read, interpret and perform
	• Short composition of stories/ poetry/ song to draw attention to social, cultural and environmental issues, to be used in above presentation.
	Topic 2: Improvise and create
	• Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners.
	Topic 4: Appreciate and reflect on
	• Own and others' performances and
		Topic 1: Warm up and play
		• Physical warm ups for strength and flexibility (swings, floor work).
		• Singing warm ups (including South African songs in unison, and two-part harmony).
		• Call and response games.
		• Cool downs (including stretches and flowing movements).
		Topic 3: Read, interpret and perform
		• Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano).
		• Short composition of stories/ poetry/ song to draw attention to social, cultural and environmental issues, to be used in above presentation.
		• Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually.
		Topic 4: Appreciate and reflect on
		• Own and others' performances and processes, using simple creative arts terminology.
				Topic 1: Warm up and play
				• Physical warm ups for strength and flexibility (body part isolations).
				• Vocal warm ups (including strengthening articulation through rhymes and tongue twisters).
				• Group awareness games (such as creating a machine through complementary movements).
				• Cool downs (including stretches and flowing movements).
				Topic 3: Read, interpret and perform
				• Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners; selected tableaux, movement, poetry and speaking/singing in unison or individually.
				• Short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation.
				• Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano).
				Topic 4: Appreciate and reflect on
				• Own and others' performances and processes, using simple creative arts terminology
				Select from:
				• A live or recorded drama:
				  ○ key moments in a drama
				  ○ themes, ideas and moods
				  ○ why particular techniques were used
				  ○ sensitive to the social and cultural contexts
				OR
				• Two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each.
						Topic 1: Warm up and play
						• Physical warm ups for strength and flexibility.
						• Singing warm ups (including South African songs in unison, and two-part harmony).
						• Cool downs (including stretches and flowing movements).
						Topic 2: Improvise and create
						• Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners; selected tableaux, movement, poetry and speaking/singing in unison or individually.
						• Short music piece, combining a number of instruments (drums, marimba, etc.) including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue.
						Topic 3: Read, interpret and perform
						• Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano).
						Topic 4: Appreciate and reflect on
						• Own and others' performances and processes, using simple creative arts terminology.
						Select from:
						• A live or recorded drama:
						  ○ key moments in a drama:
						  ○ themes, ideas and moods
						  ○ why particular techniques were used
						  ○ sensitive to the social and cultural contexts
						OR
						• Two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each.	

	processes, using simple creative arts terminology.			
Requisite pre-knowledge	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space); ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience			
Resources (other than textbook) **to enhance learning**	Open space; found or made musical instruments, including drums and marimbas; audio equipment and audio-visuals with a range of suitable music; charts and posters, DVDs/CDs or access to live performance of drama and music (radio, television, community, professional or classroom)			
Informal assessment; remediation	Workbook: quiz on warm up (vocal and physical)	Workbook: storyboard of drama / dance presentation.	Workbook: Reflection own and other's performances and processes using simple creative arts terminology Workbook: worksheet on review of drama / music representing different genres	Rehearsal; side coaching, directing by teacher and peers towards polished performance; self and peer assessment Workbook: worksheet on review of drama / music representing different genres
SBA (Formal Assessment)	**Practical Formal Assessment during weeks 8-9 (during exam).**		**Practical Formal Assessment:** **Performing Arts: Drama/Drama and Music polished improvisation reflecting a social/cultural/environmental issue. 40 marks** **When assessing Performing Arts, it is important that the teacher choose a Formal Assessment Task that comprises of at least TWO of the three art forms.** **Recommendation: exam slot on time table to assess practical examination.**	

2. Mathematics

English Mathematics _2020 Weekly Teaching Plan _ Grade 5

TERM 2	Week 1:	Week 2	Week 2 & 3:	Week 3 & 4	2 days of Week 4
Time allocation	**6 hrs**	**2 hrs**	**6 hrs**	**6hrs**	**3hrs**
Topic, concepts, skills and values	**Orientation and Baseline Test: 5hrs:**	**WHOLE NUMBERS:** **Number range for counting, ordering, comparing and representing, and place value of digits** • Order, compare and represent numbers to at least 6-digit numbers • Recognize the place value of digits in whole numbers to at least 6 digit numbers • Round off to the nearest 5, 10, 100 and 1 000	**WHOLE NUMBERS:** **Number range for calculations** • Addition and subtraction of whole numbers with at least 5-digit numbers **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – adding and subtracting in columns – building up and breaking down numbers – using a number line – rounding off and compensating – using addition and subtraction as inverse operations **Properties of whole numbers** • Recognize and use the commutative and associative properties of whole numbers • 0 in terms of its additive property **Solving problems** • Solve problems involving whole numbers, including the following: – financial contexts – measurement contexts	**WHOLE NUMBERS:** **Number range for calculations** • Multiplication of at least whole 3-digit by 2-digit numbers **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – building up and breaking down numbers – doubling and halving – using multiplication and division as inverse operations **Number range for multiples and factors** • Multiples of 2-digits whole numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 **Properties of whole numbers** • Recognize and use the commutative; associative and distributive properties with whole numbers • 1 in terms of its multiplicative property **Solving problems** • Solve problems involving whole numbers, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate)	**Assessment & Revision** **Test** **All Term 2 topics**
Prerequisite skill/ pre-knowledge	•	• Counting ordering, comparing, and representing place value of 4-digit numbers. • Recognize the place value of digits in whole numbers to at least 4-digit numbers. • Rounding off to the nearest 100	• Addition and subtraction of 4-digit numbers. • Round off to the nearest 10, 100, 1 000 and estimate answers.	• Multiply at least and 2-digit by 2-digit numbers. • Doubling and halving • Multiplication facts for units by multiples of 10 100.and 1 000	

			• Adding and subtracting units, multiples of 10 and multiples of 100, 1 000 to/from any 4-digit number	• Building up and breaking down 4 digit whole numbers. • Round off to the nearest 10, 100 and 1 000 to estimate answers. • Multiples of 1 digit numbers to at least 100 • 1 in terms of its multiplicative property	

TERM 3	Week 1&2:	Week 2&3:	Week 4:	Week 5:	Week 5 & 6:	Week 6:	Week 7:
Time allocation	**8hrs**	**10hrs**	**6hrs**	**5hrs**	**5hrs**	**2hrs**	
Topic, concepts, skills and values	**WHOLE NUMBERS:** **Number range for calculations** • Division of at least whole 3-digit by 2-digit numbers **Calculation techniques** • Use a range of techniques to perform and check written and mental calculations with whole numbers including – estimation – building up and breaking down numbers – using multiplication and division as inverse operations **Properties of whole numbers** • Recognize and use the distributive properties of whole numbers • 1 in terms of its multiplicative property **Solving problems** • Solve problems in contexts involving whole numbers, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio) – comparing two quantities of	**COMMON FRACTIONS:** **Describing and ordering fractions:** • Count forwards and backwards in fractions • Compare and order common fractions to at least twelfths **Calculations with fractions:** • Addition and subtraction of common fractions with same denominator • Addition and subtraction of mixed numbers fractions of whole numbers • Fractions of whole which result in whole numbers • Recognise, describe and use the equivalence of division and fractions **Solving problems** • Solve problems in contexts involving common fractions, including grouping and sharing **Equivalent forms**: • Recognize and use equivalent forms of common fractions with denominators which are multiples of each other	**NUMERIC AND GEOMETRIC PATTERNS:** **Investigate and extend patterns** • Investigate and extend numeric and geometric patterns looking for relationships or rules of patterns – represented in physical or diagram form – sequences not limited to constant difference or ratio – of learner's own creation • Describe observed relationships or rules for sequences involving constant difference or ratio in learner's own words **Input and output values** • Determine input values, output values and rules for patterns and relationships using flow diagrams **Equivalent forms** • Determine equivalence of different descriptions of the same relationship or rule presented: – verbally – in a flow diagram – by a number sentence	**MASS:** **Practical measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – bathroom scales – kitchen scales – balances • Record, compare and order mass of objects in grams (g) and kilograms (kg). **Calculations and problem-solving** • Solve problems in contexts involving mass convert between grams and kilograms limited to examples with whole numbers and fractions	**LENGTH:** **Practical measuring** • Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: – rulers – metre sticks – tape measures – trundle wheels • Record , compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km) **Calculations and problem-solving** • Solve problems in contexts involving length • Convert between any of the following units. – millimetres (mm), – centimetres (cm), – metres (m) and – kilometres (km) • Conversions limited to whole numbers and common fractions	**TEMPERATURE:** **Practical measuring** • Estimate and practically measure temperature using measuring instruments such as thermometers • Record , compare and order temperatures in degrees Celsius (˚C) **Calculations and problem-solving** • Solve problems in context problems in contexts related to temperature • Calculate temperature differences limited to positive whole numbers	**Assessment & Revision** **Assignment on the following topics:** Division, Common Fractions, Numeric and Geometric Patterns and Mass

	different kinds (rate) – grouping and equal sharing with remainders						
Prerequisite skill/ pre-knowledge	• Division of 3-digit numbers by 1-digit numbers • Solve problems in financial and measurement contexts with whole numbers including sharing, grouping and rate • Multiples of 2-digit numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 • 1 in terms of its multiplicative property	• Describe, compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) fractions in diagram form • Equivalent fractions • Adding and subtracting fractions using concrete objects	• Investigate and extend patterns • Describe patterns in own words • Describe general rules observed in patterns • Determine input and output values	• Estimating, measuring, recording, comparing and ordering mass • Use Measuring instruments • Units of mass • Solve problems in contexts • Converting between units • Conversions limited to whole numbers and common fractions	• Estimating, measuring, recording, comparing and ordering length • Use Measuring instruments: • Units of length • Solve problems in contexts • Converting between units • Conversions limited to whole numbers and common fractions	• Ordering and comparing whole numbers	

TERM 4	Week 1:	Week 2&3:	Week 3&4:	Week 4:	Week 5:	Week 5 & 6:	Week 7 - 10
Time allocation	**6hrs**	**7hrs**	**7hrs**	**3hrs**	**2hrs**	**6hrs**	**Revision & Examination**
Topic, concepts, skills and values	**PROPERTIES OF 3-D OBJECTS** **Range of objects** • Recognize, visualize and name 3-D objects in the • environment and geometric settings, focusing on: – rectangular prisms and other prisms – cubes – cylinders – cones – pyramids – similarities and differences between cubes and rectangular prisms **characteristics of objects** • Describe, sort and compare 3-D objects in terms of – shape of faces – number of faces – flat and curved surfaces **Further activities** • Make 3-D models using cut out polygons • Cut open boxes to trace and describe their nets	**PERIMETER, AREA AND VOLUME OF 2 D SHAPES** **Perimeter** • Measure perimeter using rulers or measuring tapes **Measurement of area** • Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units **Measurement of volume** • Find volume/capacity of objects by packing or filling them in order to develop an understanding of cubic units	**TRANSFORMATIONS** **Use transformations to make composite shapes** • Make composite 2-D shapes including shapes with line symmetry by tracing and moving a 2-D shape in one or more of the following ways: – by rotation – by translation – by reflection **Use transformations to make tessellations** • Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D in one or more of the following ways: – by rotation – by translation – by reflection **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns.	**VIEWING OBJECTS** **Position and views** • Link the position of viewer to views of single everyday objects, collections of everyday objects or scenes from everyday life	**PROBABILITY** • Perform simple repeated events and list possible outcomes for events such as – tossing a coin – rolling a die – spinning a spinner • Count and compare the frequency of actual outcomes for a series of trials up to 20 trials.	**DATA HANDLING** **Collecting and organising data** • Collect data using tally marks and tables for recording • Order data from smallest group to largest group **N.B Provide learners with data to save time** **Representing data** • Draw a variety of graphs to display and interpret data including: – pictographs (many-to-one correspondence) – bar graphs **Interpret, analyse, and report data** **Interpreting data** • Critically read and interpret data represented in – words – pictographs – bar graphs – pie charts **Analysing data** • Analyse data by answering questions related to: – data categories, – data sources and contexts – central tendencies – (mode)	**Examination**: Paper 1 & 2 All topics taught from Term 1 - 4

						• Examine ungrouped numerical data to determine – the most frequently occurring score in the data set (mode) **Reporting data** • Summarise data verbally and in short written paragraphs that includes. – drawing conclusions about the data – making predictions based on the data	
Prerequisite skill/ pre-knowledge	• know and name – rectangular prisms – spheres – cylinders – cones – square-based pyramids • distinguish, describe, sort and compare shapes according to – shapes of faces – flat and curved surfaces • Create 3-D models using cut-out polygons	**Perimeter** • Measure perimeter using rulers or measuring tapes • Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units • Find volume/capacity of objects (by packing or filling them in order to develop an understanding of cubic units	• Building composite shapes • Tessellations and describing patterns in the world.	• Match different views of everyday objects • Identify everyday objects from different views	• Perform simple repeated events and list possible outcomes for events such as: – tossing a coin – rolling a die •	**Collecting and organising data** • Collect data using tally marks and tables for recording **Representing data** • Draw a variety of graphs to display and interpret data including pictographs (one-to-one correspondence) and bar graphs **Interpreting data** • Critically read and interpret data represented in words, pictographs, bar graphs, and pie charts **Analysing data** • Analyse data by answering questions related to data categories, **Reporting data** • Summarise data verbally and in short written paragraphs	

3. Natural Sciences and Technology

Natural Sciences and Technology Annual Teaching Plan 2020

Life and Living

TERM 1 48 days	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
CAPS Topics	• **Plants and animals on Earth** (2 ½ weeks)			• **Animal skeletons** (1½ weeks)	• **Skeletons as structures** (2 ½ weeks)		• **Food chains** (1½ weeks)		• **Life Cycles** (2 weeks)	
Topic, concepts, skills and values	• Many different plants and animals • Inter-dependence • Animal types			• Skeletons of vertebrates • Movement	• Frame and shell structures		• Food and feeding		• Growth and development	
Requisite pre-knowledge	• Grade 4: Life processes; Structure of plants and animals; Habitats of plants and animals; Matter and Materials									
Resources to enhance learning	• Pictures of plants and animals			• Pictures and examples of animal skeletons / bones	• Paper, drinking straws, wooden dowels or sticks (30cm X 10mm), sticky tape, metal paper fasteners		• Pictures of various plants and animals		• Pictures of different stages in the development of various plants and animals	
Informal assessment; remediation	• Identify different habitats in South Africa and some of the plants and animals that we find there. • Describe and compare animals without bones with animals with bones. • Describe interdependence between living and non-living things. • Identify the interdependence between the animals and/or plants and the non-living things in their environment. • Identifying common characteristics of invertebrates and vertebrates animals			• Identify the different types of skeletons. • Use pictures of animals to identifying five groups of vertebrates and their common characteristics. • Identify and describe different bones in a vertebrate skeleton and state the functions of each bone. • Label the diagram of the human skeleton. • Describe how different vertebrate animals move including humans. • Design, draw, make and evaluate a skeleton. Write a paragraph about the skeleton that you built to address what worked and what did not work. Your skeleton should have the following specifications: - It must be 3-dimensional; It must look realistic; It must have/show the basic parts, i.e. skull, backbone, ribs; It must be strong and rigid and so it can stand on its own.			• Describe how each living thing gets food and how energy is passed from one organism to the next. • Sequence plants and animals to make up a proper food chain in which the energy is transferred from one organism to the next with up to four organisms each, describing their relationships. • Classify the animals according to their feeding relationships (as herbivores, omnivores, carnivores, scavengers or decomposers) • Explain the 4 stages in the life cycle of a flowering plant. • Describe the different stages in the life cycle of an animal.			
Formal Assessment	• Practical task / Investigation • Test									

Matter and Materials

TERM 2 19 days	Week 15	Week 16	Week 17	Week 18
CAPS Topics	• **Orientation** • **Revision of Work completed in Term 1** • **Metals and non-metals** (2 weeks)		• **Uses of metals** (1 week)	**Assessment**
Topic, concepts, skills and values	• Properties of metals • Properties of non-metals		• Other properties of metals	
Requisite pre-knowledge	• Grade 4: Materials around us; Solid Materials			
Resources to enhance learning	• Examples of metal objects such as copper wire, coins, nails, cooking pots, knives and forks • Examples of non-metal objects such as a piece of chalk, a pile of sand, a piece of coal		• Magnets and objects such as coins, iron filings, nails, drawing pins, paper clips, wire	
Informal assessment; remediation	• Investigate, compare and record the properties of some metal objects (such as copper wire, coins, nails, cooking pots, knives and forks) and some non-metal objects (such as a piece of chalk, a stone, a pile of sand, a piece of coal). • Investigate ways to make old and dull metal objects shiny again. • Investigate how rust occurs • Research and writing about the property and uses of metals from home environment.			
Formal Assessment	• None			

Matter and Materials

TERM 3 37 days	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
CAPS Topics	• **Uses of Metals** (1½ weeks)	• **Processing materials** (3 ½ weeks)				• **Processed materials** (2 weeks)		**Assessment**
Topic, concepts, skills and values	• Other properties of metals • Uses of metals	• Combining materials				• Properties and uses • Traditional processing		
Requisite pre-knowledge	• Grade 4: Materials around us; Solid Materials							
Resources to enhance learning	• Magnets and objects such as coins, iron filings, nails, drawing pins, paper clips, wire	• Materials and substances such as: plaster of Paris(or Polyfilla), sand, gravel, cement, flour, ingredients to make dough, jelly powder, wet clay and straw				• Clay • Pictures and examples of objects made by weaving plant material		
Informal assessment; remediation	• Investigate, compare and record the properties of some metal objects (such as copper wire, coins, nails, cooking pots, knives and forks) and some non-metal objects (such as a piece of chalk, a stone, a pile of sand, a piece of coal). • Investigate ways to make old and dull metal objects shiny again. • Investigate how rust occurs • Research and writing about the property and uses of metals from home environment.	• Investigate reasons why we process materials • Describe with examples the properties of processed materials • Explain with examples the purpose processing materials • Explain the difference between raw materials, natural materials and processed materials. • Research the traditional processing methods that humans have been using to give materials more desirable properties.						
Formal Assessment	• Test							

TERM 4 38 days	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35
CAPS Topics	• **Stored energy in fuels** (3 weeks)			• **Energy and electricity** (3 weeks)			• **Energy and movement** (1 week)	• **Systems for moving things** (1 week)	**Assessment**
Topic, concepts, skills and values	• Fuels • Burning fuels • Safety with fire			• Cells and batteries • Mains electricity • Safety with electricity			• Elastic and springs	• Wheels and axles	
Requisite pre-knowledge	Grade 4: Energy and Energy Transfer; Energy around us						Gr. 4: Movement and Energy in a System		
Resources to enhance learning	• Examples of substances including wood, coal, candle (wax), paraffin, peanut, a biscuit. • Candles and different sized glass containers			• Cells (batteries), lengths of wire, light bulbs			• Elastic bands and compressed springs, a catapult, elastic powered aeroplanes, 'jack-in-a-box'	• Apparatus including cardboard, bottle tops, round tins or cardboard circles for the wheels, sosatie sticks or dowels and straws for the axles	
Informal assessment; remediation	• Compare energy from various packaging for foods collected from home. • Investigate fuels that can be used to give forms of useful energy. • Investigate how much energy can we get from different fuels such as a peanut, piece of wood, candle wax or piece of biscuit? • Investigate how long a candle will burn for when given different amounts of oxygen. • Research and present the dangers of fires within our communities with focus on causes and prevention.			• Investigate the source of electricity in a torch. • Compare the differences between batteries and cells. • Explore and explain various ways of making a complete simple circuit. • Draw simple circuit diagrams with correct symbols and labels. • Use diagrams to trace and explain how the electricity comes from the power station to our homes/schools, including power station, pylons, substation, electricity boxes, wall sockets, plugs and appliances such as the TV, a kettle, stove, torch, radio, iron, fan/hair dryer and computer, etc. . • Use pictures and illustrations to explain the safety tips for using electricity.			• Explain how stored energy can be changed into movement energy using elastic bands, compressed metal spring, etc. • Investigate various ways how stored energy can be changed into movement energy using elastic bands, compressed metal spring, etc.	• Look in old magazines and newspapers, or on the internet for pictures to identify vehicles with wheels and explain how wheels and axles help us in everyday life. • Explore and experiment with different materials to make wheels and axles: - finding out the best materials to use, - test and evaluate whether the different setups	

				you have made move easily, - explain how you would improve your design, - make drawings of your improved final design and - label the different materials that you used.	
Formal Assessment	• Test				

Major Process and Design Skills

The teaching and learning of Natural Sciences and Technology involves the development of a range of process and design skills that may be used in everyday life, in the community and in the workplace. Learners also develop the ability to think objectively and use a variety of forms of reasoning while they use these skills. Learners can gain these skills in an environment that taps into their curiosity about the world, and that supports creativity, responsibility and growing confidence.

The following are the cognitive and practical process and design skills that learners will be able to develop in Natural Sciences and Technology

1. *Accessing and recalling information* – being able to use a variety of sources to acquire information, and to remember relevant facts and key ideas, and to build a conceptual framework
2. *Observing* – noting in detail objects, organisms and events
3. *Comparing* – noting similarities and differences between things
4. *Measuring* – using measuring instruments such as rulers, thermometers, clocks and syringes (for volume)
5. *Sorting and classifying* – applying criteria in order to sort items into a table, mind-map, key, list or other format
6. *Identifying problems and issues* – being able to articulate the needs and wants of people in society STATEMENT (CAPS)
7. *Raising questions* – being able to think of, and articulate relevant questions about problems, issues, and natural phenomena
8. *Predicting* – stating, before an investigation, what you think the results will be for that particular investigation
9. *Hypothesizing* – putting forward a suggestion or possible explanation to account for certain facts. A hypothesis is used as a basis for further investigation which will prove or disprove the hypothesis
10. *Planning investigations* – thinking through the method for an activity or investigation in advance. Identifying the need to make an investigation a fair test by keeping some things (variables) the same whilst other things will vary
11. *Doing investigations* – this involves carrying out methods using appropriate apparatus and equipment, and collecting data by observing and comparing, measuring and estimating, sequencing, or sorting and classifying. Sometimes an investigation has to be repeated to verify the results.
12. *Recording information* – recording data from an investigation in a systematic way, including drawings, descriptions, tables and graphs
13. *Interpreting information* – explaining what the results of an activity or investigation mean (this includes reading skills)
14. *Designing* – showing (e.g. by drawing) how something is to be made taking into account the design brief, specifications and constraints

15. *Making/constructing* – building or assembling an object using appropriate materials and tools and using skills such as measuring, cutting, folding, rolling, gluing
16. *Evaluating* and Improving products – using criteria to assess a constructed object and then stating or carrying out ways to refine that object
17. *Communicating* – using written, oral, visual, graphic and other forms of communication to make information available to other people

4. Social Sciences

Geography

Term 2

Term 1: No. of School Days - 20 (29 June – 23 July 2020)	Week 1	Week 2	Week 3	Week 4
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**
Topic: Physical features of South Africa	**Learner orientation and revision of Term 1**	**Physical features of South Africa**		**Revision**
Content and concepts	Topic: Map Skills (Focus: Africa)	**South Africa from above (physical map)** • Coastal plain, escarpment, plateau (concepts and location of features in South Africa) • Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand	**Physical features** • Mountains, mountain ranges, valleys and hills, rivers, waterfalls, coastlines – capes and bays • Location of selected physical features in South Africa such as Table • Mountain, uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Augrabies Falls, Cape Point, Algoa Bay (map) • Place names- how a selection • of three places/areas in South Africa got their names	**Rivers** • Where rivers begin and end • Directions of flow from high areas to the sea • Concept of river systems - tributaries and catchment areas • Main rivers of South Africa identifying the sources, major tributaries and directions of flow (map) Revision and consolidation • **Class test: Not for recording purposes**
Geographic skills **Refer to Section 2 of CAPS**	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information			

Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.
Formal Assessment	Class test: Source-based questions **NB: Not for recording purposes**

Term 3

Term 3: No. of School Days (38 days)	Week	Week	Week	Week	Week	Week	Week	Week
No. of hours per week	1.5	1.5	1 hour (4 day week) Holiday	1.5	1.5	1.5	1.5	(1 hour 3 days)
Topic:	**Weather, Climate and Vegetation of South Africa**							**Formal Assessment**
Content and concepts • Process, interpret and evaluate data • analyse, process and present information	**Weather** • Elements of weather, temperature, wind, cloud cover, rainfall • Precipitation- rain, hail and snow • How temperature and rain can be measured (instruments and units of measurement)	**Weather** • Determining and describing wind direction • Weather maps in the media (newspaper and television) • How weather affects the daily lives of people	**Observing and Recording the Weather (Independent project)** • Observe and record the daily weather over a two-week period • Report on temperatures, cloud cover, precipitation and wind, using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet and windy. **Project will be done from week 3 – 4 (14 days)**	**Observing and Recording the Weather** • Include observations of wind direction and weather patterns over the period of observation • Observe and comment on how weather affects the daily lives of people	**Rainfall** • Rainfall in South Africa (distribution map) • Rainfall patterns- summer/winter/ all year (maps; bar graphs for selected places	**Climate** • Difference between weather and climate • Different kinds of climate in South Africa (hot, warm, cold, cool dry, wet, humid)	**Climate & Natural Vegetation** Climate of own area- summer and winter **Introduction of concept of 'natural vegetation'** • Links between natural vegetation and climate-	Feedback on the Project & Revision (30 Marks)
Geographic skills **Refer to Section 2 of CAPS**	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems							

	✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.
Formal Assessment	**Project** **Observing and Recording the Weather** **Marks: 30**

Term 4

Term 4: No. of School Days:38	Week 28 Sep -02 Oct	Week 05-09 Oct.	Week 12-16 Oct.	Week 19 - 23Oct.	Week 26-30 Oct.	Week 02-06 Nov	Week 09-13 Nov.	Week 16-18 Nov.	Week 19 Nov - 9 Dec (Assessment
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	(1 hour 3 days)	**(15 days)**
Topic:	**Minerals and Mining in South Africa**							**Revision**	**End-of-year Assessment**
Content & concepts	• Minerals as non-renewable resources • Main minerals mined in South Africa and their uses- including gold, platinum, diamonds, iron ore, chrome, copper, silver and manganese	• Mineral and Coal Resources of South Africa • Coal as a non-renewable resource • How coal is formed • Uses of coal • Location of mineral and coal mines and links to settlement patterns (map)	• Mining and the environment • Concept of mining • Ways of mining • Open pit/ surface mining • Shaft and deep level	• Mining and the environment. • -Impact of mining on the environment- examples to include: • Pollution (water and air)	• Mining and the environment. • Destruction of vegetation and wildlife • Waste and waste disposal	• Human activities change physical landscapes • Ways in which human activities change physical landscapes- case studies to include: Impact of dams on the physical environment • Road building	• Mining and people • Challenges of working in a deep gold mine- such as ventilation, heat, rock falls, dust	**Revision**	**End-of-year Assessment** (30 Marks)
Geographic skills Refer to Section 2 of CAPS	**Learners will be able to:** ✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems ✓ discuss and debate issues ✓ recognise bias and different points of view ✓ develop own ideas based on new knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information								

Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.
Formal Assessment	End-of-the year Formal Assessment Source-based questions Assessment should focus on the topic: **Mining and minerals in South Africa** Marks: 30

History

Term 2

Term 2: No. of School Days: 20	Week	Week	Week	Week
No. of hours per week	1.5	1.5	1.5	1.5
Topic	The first farmers in southern Africa			
Content and skills	**Learner orientation and revision of Term 1 work** **Topic: Hunter-gatherers and herders in southern Africa**	**When, why and where the first African farmers settled in Southern Africa** • Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies).	**How early African farmers lived in settled chiefdoms** • Homesteads and villages • Agriculture : crops and livestock • Social, political and economic structures • The roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities)	**How early African farmers lived in settled chiefdoms** • The role of the chief • The role of cattle • Revision and consolidation **Revision and consolidation**
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**			
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.			
Formal Assessment	NB: No Formal Assessment at this stage. A Formal Assessment Task on this topic will be administered in September Informal assessment should be ongoing			

Term 3

Term 3: No. of School Days: 38	Week	Week	Week	Week	Week	Week	Week	Week
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	**An ancient African society: Egypt**							
Content and skills	**The Nile River and how it influenced settlement**	**Way of life in ancient Egypt** • Social structure in ancient Egypt Beliefs and religion	**Way of life in ancient Egypt** • Pharaohs • Sphinx, pyramids and temples	**Way of life in ancient Egypt** • Hieroglyphics, Mathematics and astrology	**Way of life in ancient Egypt** • Medicine and physicians: diseases, anatomy, physiology and clinical examinations	**Case study : The tomb of Tutankhamen** • Discovery of the tomb, who, when, why • What the discovery revealed about ancient Egyptian society.	**Revision and consolidation**	**Formal Assessment Task: Test**
Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**							
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.							
Formal Assessment	**Test:** Source-based questions and paragraph writing The Test should assess content and concepts on the topics: **The first farmers in southern Africa and An ancient African society: Egypt**							

Term 4

No. of School Days 38	Week	Week	Week	Week	Week	Week	Week	Week	Weeks
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	**Formal Assessment**
Topic	**A heritage trail through the provinces of South Africa**								
Content and concepts	• **The names of provinces and their capital cities on a map** • **What is heritage**	• **Different examples of heritage in Provinces:** Heritage in sites of significance: The Cradle of Humankind: Gauteng	• **Different examples of heritage in Provinces:** Heritage in objects: Golden objects at Mapungubwe: Limpopo **OR** Heritage in Heritage in people's achievements: Example: Frances Baard: Northern Cape. **NB:** Teachers can choose between heritage in objects **OR** heritage in people's achievements	• **Different examples of heritage in Provinces:** Heritage in names of places: Example: Names of rivers, dams and towns: Free State **OR** Heritage and changing identities: Example: The Castle: Western Cape **NB:** Teachers can choose between heritage in names of rivers, dams and towns **OR** Heritage and changing identities.	• **Different examples of heritage in Provinces:** Heritage and indigenous medicine: Example: The healing properties of the aloe: Eastern Cape **OR** Heritage in architecture: Example: Stone-walled town of Kaditshwene: North West **NB:** Teachers can choose between heritage in indigenous medicine **OR** heritage in architecture	• **Different examples of heritage in Provinces:** Natural heritage and indigenous knowledge systems (IKS): Example: Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS: Mpumalanga - Heritage in art: Example: San Rock art in the Drakensberg: KwaZulu- Natal **NB:** Teachers can choose between natural heritage and indigenous knowledge systems (Makhonjwa Mountains) OR heritage in art (San Rock art in the Drakensberg)	**Revision and consolidation**	**Revision and end-of-year examination**	**Revision and end-of-year examination:** Formal Assessment Task: Source – based & paragraph writing **Marks: 30**

Historical concepts	Time and chronology - Cause and effect - Change and continuity - Multi-perspective approach This topic should be taught in line with the specific aims and skills of History **(Refer to SS CAPS Section 2 on page 11 for more detail)**
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences.
Formal Assessment	Test: Source based & paragraph writing The test should assess the topic: **A heritage trail through the provinces of South Africa** Marks: 30