



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 4

NON-LANGUAGES

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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 4.

1. Life Skills

2.5 per week PSW. No Physical Education

TERM 2 9 days	Week 1:	Week 2:	
CAPS section			Mid-Year Assessment
Topic, concepts, skills and values	Health, social and environmental responsibility Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none">• What is COVID -19?• How it is transmitted?• How to control the transmission of the virus? - behaviour change:<ul style="list-style-type: none">- Social/ Physical distancing- Correct hand washing method- Sanitising- Correct use of mask- Use Elbow if you cough/ if its tissue cough and dis-cut it properly.• Personal and household hygiene:<ul style="list-style-type: none">- Personal hygiene items that cannot be shared. (<i>no sharing of face masks</i>)- Germ breeding areas in the house. (<i>surface such as tables, counters, door handles.</i> (<i>School: desks/work station. Include Public space.</i>)• Dietary habits of children: Impact on dental and oral hygiene (<i>Correct way of wearing a mask</i>)• Weekly reading by learners: reading for enjoyment.<ul style="list-style-type: none">- Reading about personal and household hygiene including COVID- 19.	Health, social and environmental responsibility Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none">• HIV and AIDS education: basic facts including blood management (<i>People with HIV and AIDS are at risks and dangers of being infected by COVID -19. Importance of taking chronic medication.</i>)- <i>Basic explanation of HIV and AIDS</i>- Transmission of HIV through blood. (<i>Transmission of the virus- COVID 19 and behaviour change</i>)- How HIV is not transmitted- How to protect oneself against infection through blood. (<i>How to protect oneself against COVID- 19</i>)• Weekly reading by learners: reading for enjoyment- Reading basic facts about HIV and AIDS including COVID-19 .	No formal assessment scheduled for this term
Requisite pre-knowledge	Health, social and environmental responsibility	Health, social and environmental responsibility	
Resources (other than textbook) to enhance learning	posters on COVID-19, DBE and Department of Health support material on COVID-19, Textbook, resources on careers and study skills Textbooks, resources on target games	Textbook, resources on careers and career guidance and counselling Textbooks, resources on target games	
Informal assessment; remediation	Homework/ worksheets/ classwork		
SBA (Formal Assessment	None		

1.5hrs PWS & 1hrPE

TERM 3 37 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic, concepts, skills and values	Development of the self - (Integrate) Basic hygiene principles (issues of COVID-19) • Emotions - Understanding own emotions: appropriate ways to express own emotions (Fear, anxiety, loss, anger, Grief . happiness and love.) - (<i>fear, anxiety because of the epidemic, death, confined in one space. Anger of loosing loved ones.</i>) - How to understand and consider others emotions • Self management Skill: How to live a positive life and manage your daily activities. Development of the self - (Integrate) • Bullying: how to protect self from acts of bullying: - Examples of acts of bullying. (<i>Example: name calling/ labelling</i>) - Appropriate responses to bullying: where to find help - • Weekly reading by learners: reading for enjoyment - Reading about appropriate responses to bullying .		Social responsibility Basic hygiene principles (issues of COVID-19) • Cultures and moral lessons: - Cultural groups in South Africa. - Menus from different cultures in South Africa. (<i>cultural food with nutritional value and boost immune system.</i>) - Moral lessons selected from the narratives of cultural groups in South Africa. - <i>hero's during COVID -19. Pubic servants at the for front- doctors, nurses etc.)</i> • Weekly reading by learners: reading for enjoyment. • Reading about moral lessons found in narratives of different cultures.		Development of the self Basic hygiene principles (issues of COVID-19) • Personal experience of working in a group: at school and home. - School: as member of a class, in a school or class or small group project or activity. Benefits Challenges . (<i>Behaviour change: sharing of utensils pens, rulers, touching, puzzles</i>) - Home: as member of a family, working and getting along with siblings. Benefits Challenges. (<i>Behaviour change</i>) - Useful responses to challenges of working in a group. • Weekly reading by learners: reading for enjoyment - Reading about ways to succeed in working in a group.		Social responsibility • Children's rights and responsibilities: name, health, safety, education, shelter, food and environment - Children's rights as stipulated in the South African Constitution • Weekly reading for enjoyment. - Reading about children's rights and responsibilities
	Physical Education • Participation in rhythmic movements with focus on posture • Safety measures during rhythmic movements. (adhere to COVID-19 protocol.)		Physical Education Movement performance in rhythmic movements with focus on posture. (<i>adhere to COVID-19 protocol.</i>)		Physical Education Movement performance in rhythmic movements with focus on posture. (<i>adhere to COVID-19 protocol.</i>)		

Requisite pre-knowledge	Social responsibility	Development of the self	Development of the self	Social responsibility
Resources (other than textbook) to enhance learning	Textbook, resources on careers and career guidance and counselling, posters on COVID-19, DBE and Department of Health support material on COVID-19 Textbooks, resources on movement techniques	Textbook, resources on environmental health Textbooks, resources on movement techniques		
Informal assessment; remediation	Homework/ worksheets/Classwork			
SBA (Formal Assessment)	PROJECT 30 marks Physical Education 30 marks			

1.5hrs PWS & 1hrPE

TERM 4 38days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	15 Nov - 4 De				
CAPS section								TEST				
Topic, concepts, skills and values	Social responsibility - Children's rights as stipulated in the South African Constitution - Children's responsibilities in relation to their rights. <i>(responsibilities: protecting oneself others from infection)</i> • Weekly reading by learners: reading for enjoyment. - Reading about children's rights and responsibilities.	Social responsibility Basic hygiene principles (issues of COVID-19) • Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion. - Significant places, buildings and worship symbols of different religions. <i>(Reasons to close places of worship during COVID-19 level 5 - 4; new norms and behaviour to be follow when re-opened –religious rituals will be performed in a different way)</i> • Weekly reading by learners: reading for enjoyment. - Reading about children's rights and responsibilities.	Health and environmental responsibility Basic hygiene principles (issues of COVID-19) • Dangers in and around water: at home and public swimming pools and in rivers and dams (Include issues of COVID 19) - Responsible safety measures in and around water. <i>.(issues of COVID- 19 in relation to swimming in pools, dams and rivers. Currently all pools and swimming at sea is closed).</i> • Weekly reading by learners: reading for enjoyment. - Reading about dangers in and around water.	Health and environmental responsibility • Traffic rules relevant to road users: - Pedestrians and cyclists - Passenger behavior (Done in Grade 2, Term 3. Do as revision. Focus on Railway Safety) - Railway safety • Weekly reading by learners: reading for enjoyment. - Reading about traffic rules relevant to road users.	Health and environmental responsibility Basic hygiene principles (issues of COVID-19) • Healthy environment and personal health: home, school and community - Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumpsites - Dangers of unhealthy environments to personal health - Strategies to keep environments healthy: conservation of environment - Celebrating arbor day. • Weekly reading by learners: reading for enjoyment. - Reading about healthy environments and personal health.	Notes on or guidelines: • 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 Personal and Social Well-being 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</td></tr></table>			Section A: 15 marks	Section B: 15 marks	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.	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 Personal and Social Well-being 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
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	Physical Education <ul style="list-style-type: none">Participation in basic field and track athletics or swimming Activities.Safety measures during athletic or swimming activities. (<i>adhere to COVID-19 protocol.</i>)	Physical Education <ul style="list-style-type: none">Movement performance in basic field and track athletics or swimming activities.Safety measures during athletic or swimming activities. (<i>adhere to COVID-19 protocol.</i>)		Physical Education <ul style="list-style-type: none">Movement performance in basic field and track athletics or swimming activities.Safety measures during athletic or swimming activities. (<i>adhere to COVID-19 protocol.</i>)	Physical Education <ul style="list-style-type: none">Movement performance in basic field and track athletics or swimming activities.Safety measures during athletic or swimming activities. (<i>adhere to COVID-19 protocol.</i>)	<div>few direct responses.</div> <div>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</div>
Requisite pre-knowledge	Social responsibility	Social responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	
Resources (other than textbook) to enhance learning	Textbook, newspaper articles, Bill of Rights, South African Constitution Textbook, resources on recreational activities, posters on COVID-19, DBE and Department of Health support material on COVID-19			Textbook, resources on different cultures; newspaper articles Textbook, resources on recreational activities		
Informal assessment; remediation	Homework/ worksheets/Classwork					
SBA (Formal Assessment)	TEST 30 MARKS PHYSICAL EDUCATION TASK 30 MARKS					

Creative Arts

TERM 2 9 days	Week 1	Week 2
CAPS topic	Visual literacy Create in 2D	Visual Literacy Create in 2D
Concepts, skills and values	<p>Do a baseline assessment: including any of the following activities:</p> <ul style="list-style-type: none"> 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 – in one lesson worksheets 	<p>Consolidation and Introductory activities to prepare for creative work in Term 3.</p> <p>Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making. <p>Create in 2D, creative lettering and/ or pattern-making</p> <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques. Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series. Design principles: contrast used in own shapes and sizes of lettering and/or pattern.
Requisite pre-knowledge	Basic understanding of primary and secondary colours and experience of art elements, as well as Design Principle: contrast.	
Resources (other than textbook) to enhance learning	<p>Materials: 2/3B pencils, coloured inks, oil, pastels.</p> <p>Recyclable materials: cardboard/ paper off-cuts, etc.</p>	
Informal assessment; remediation	<p>There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments).</p> <p>Workbook: Baseline Assessment</p> <p>Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making.</p>	
SBA (Formal Assessment)	Formative Assessment. No Formal Assessment.	

TERM 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 Choose between e.g. creative lettering and/or pattern-making (explored in Term 2 of the CAPS) or creating an image of wild or domestic animals (explored in Term 3 of the CAPS) or creating an image of the natural world (explored in Term 4 of the CAPS).	Create in 2D Visual literacy Choose between e.g. creative lettering and/or pattern-making (explored in Term 2 of the CAPS) or creating an image of wild or domestic animals (explored in Term 3 of the CAPS) or creating an image of the natural world (explored in Term 4 of the CAPS).	Create in 2D Visual literacy Choose between e.g. creative lettering and/or pattern-making (explored in Term 2 of the CAPS) or creating an image of wild or domestic animals (explored in Term 3 of the CAPS) or creating an image of the natural world (explored in Term 4 of the CAPS).	Create in 2D Visual literacy Choose between e.g. creative lettering and/or pattern-making (explored in Term 2 of the CAPS) or creating an image of wild or domestic animals (explored in Term 3 of the CAPS) or creating an image of the natural world (explored in Term 4 of the CAPS).	Create in 3D Visual literacy Choose between mobiles or stables (explored in Term 2) or wild or domestic animals (explored in Term 3) or a kite/dream catcher/ bird feeder (explored in Term 4)	Create in 3D Visual literacy Choose between mobiles or stables (explored in Term 2) or wild or domestic animals (explored in Term 3) or a kite/dream catcher/ bird feeder (explored in Term 4)	Create in 3D Visual literacy Choose between mobiles or stables (explored in Term 2) or wild or domestic animals (explored in Term 3) or a kite/dream catcher/ bird feeder (explored in Term 4)	
Concepts, skills and values	Visual Literacy <ul style="list-style-type: none"> Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements. Create in 2D <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques. 	Visual Literacy <ul style="list-style-type: none"> Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements. Create in 2D <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques. Art elements: use related colour. 	Visual Literacy <ul style="list-style-type: none"> Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements. Create in 2D <ul style="list-style-type: none"> Design principles: reinforce use of contrast and proportion through own images. 	Visual Literacy <ul style="list-style-type: none"> Questions to deepen and extend observation of elements and design principles. Create in 2D <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques. Art elements: use related colour in own images. Design principles: reinforce use of contrast and proportion through own images. 	Visual Literacy <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images. Create in 3D <ul style="list-style-type: none"> Skills and techniques: earthenware clay/any other appropriate and available medium. 	Visual Literacy <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images. Create in 3D <ul style="list-style-type: none"> Skills and techniques: earthenware clay/any other appropriate and available medium. Art elements: texture, shape/form 	Create in 3D <ul style="list-style-type: none"> Skills and techniques: earthenware clay/any other appropriate and available medium. Art elements: texture, shape/form. Design principles: reinforce conscious use and naming of contrast and proportion in own models. Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides. Appropriate use of tools.	

						<ul style="list-style-type: none">Design principles: reinforce conscious use and naming of contrast and proportion in own models.	
	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.						
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						
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 observation of elements, design principles: images.	Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles		Preparatory sketches, Worksheet: practical/visual exploration of <i>contract</i> and <i>proportion</i> . Continuous supportive guidance by teacher towards completion of Formal Assessment Task		Class discussion and reflection. Submission of art work for Formal Assessment	
SBA (Formal Assessment)	Formal assessment of Visual Art Visual Art Formal Assessment Task: 2D and 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	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on		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
Concepts, skills and values	Warm up and play <ul style="list-style-type: none"> Posture games, exploring neutral posture and character's postures. Body part isolations and stretching Improvise and create <ul style="list-style-type: none"> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression. Physical shapes using gesture, posture and balance (balancing on different body parts). Read, interpret and perform Building a drama from a stimulus: <ul style="list-style-type: none"> introducing and resolving conflict. storyline., characters, space and time. 	Warm up and play <ul style="list-style-type: none"> Musical games focusing on numeracy and literacy (such as number songs and rhymes) Body percussion "songs" in unison and in canon. Improvise and create <ul style="list-style-type: none"> Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels). Read, interpret and perform Building a drama from a stimulus: <ul style="list-style-type: none"> introducing and resolving conflict. storyline, characters, space and time. 	Warm up and play <ul style="list-style-type: none"> Vocal/singing warm ups (breath control exercises, humming). Clapped rhythms and body percussion in unison and canon songs. Posture games, exploring neutral posture and character's postures. Improvise and create <ul style="list-style-type: none"> Physical shapes using gesture, posture and balance (balancing on different body parts). Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels). Read, interpret and perform Building a drama from a stimulus: <ul style="list-style-type: none"> Tableaux to start and end the drama. Appreciate and reflect on <ul style="list-style-type: none"> Own and other's performances and processes using simple creative arts terminology. 		Warm up and play <ul style="list-style-type: none"> Different kinds of jumps (with soft landings) and other travelling movements Body percussion "songs" in unison and in canon. Improvise and Create <ul style="list-style-type: none"> Melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau Read, interpret and perform Building a drama from a stimulus: <ul style="list-style-type: none"> Limited dialogue appropriate to the drama Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action). Appreciate and reflect on <ul style="list-style-type: none"> Own and other's performances and processes using simple creative arts terminology. 		Warm up and play <ul style="list-style-type: none"> Body percussion "songs" in unison and in canon. Musical games focusing on numeracy and literacy. Read, interpret and perform Building a drama from a stimulus: <ul style="list-style-type: none"> Songs to improve n-tune singing, related to the themes of the drama, recognising melodies in range of 5th (doh to soh). Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases. Appreciate and reflect on <ul style="list-style-type: none"> Own and other's performances and processes using simple creative arts terminology. Combine and rehearse all elements for final performance: Drama and Music

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 drum/ tambourine; audio equipment and audio-visuals with a range of suitable music; charts and posters of musical notes, stave and tonic solfa (doh-soh); sheet music of simple melodies/songs; blindfolds; CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon's; Canva; Book Creator, etc.			
Informal assessment remediation	Workbook: basic drama terminology – quiz.	Workbook: storyboard outlining the tableaux.	Workbook: Reflection own and other's performances and processes using simple Creative Arts terminology.	Rehearsal; side coaching, directing by teacher and peers towards polished performance; self and peer assessment.
SBA (Formal Assessment)	<p>Practical Formal Assessment: Performing Arts during weeks 9 -10 Practical Formal Assessment: Performing Arts: Building a Drama from a stimulus 40 marks</p> <p>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.</p>			

2. Mathematics

TERM 2	Week 1	Week 2	
Time Allocation	6 hrs	4 hrs	
Topic, concepts, skills and values	ORIENTATION AND BASELINE TEST	WHOLE NUMBERS: Number range for counting, ordering, comparing and representing, and place value of digits <ul style="list-style-type: none"> Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000 Order, compare and represent numbers to at least 4-digit numbers Represent odd and even numbers to at least 1 000. Recognize the place value of digits in whole numbers to at least 4-digit numbers Round off to the nearest 10, 100 and 1 000. 	
Prerequisite skill or pre-knowledge		<ul style="list-style-type: none"> Add and subtract numbers up to 3-digits numbers. Halving and doubling Counting ordering, comparing, and representing place value of 3-digit numbers Recognize the place value of digits in whole numbers to at least 4-digit numbers. Round off to the nearest 10, 100, and estimate answers. Adding and subtracting units, multiples of 10 and multiples of 100 to/from any 3-digit number 	

TERM 3	Week 1 & 2	Week 2&3	Week 3&4	Week 5 &6	Week 7
Time Allocation	8hrs	8hrs	8hrs	10 hrs	Formal Assessment Tasks
Topic, concepts, skills and values	WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Addition and subtraction of whole of at least 4 digits Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations with whole numbers including; <ul style="list-style-type: none"> estimation building up and breaking down numbers rounding off and compensating using a number line using addition and subtraction as inverse operations. Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the commutative and associative properties of whole numbers 0 in terms of its additive property Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including <ul style="list-style-type: none"> financial contexts measurement contexts 	WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Multiplication of at least whole 2-digit by 2-digit numbers Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations of whole numbers including; <ul style="list-style-type: none"> estimation building up and breaking down numbers doubling and halving using multiplication and division as inverse operations. Multiples and factors <ul style="list-style-type: none"> Multiples of 1-digit numbers to at least 100 Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the commutative; associative and distributive properties of whole numbers. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including; <ul style="list-style-type: none"> financial contexts measurement contexts comparing two or more quantities of the same kind (ratio) comparing two quantities of different kinds (rate). 	WHOLE NUMBERS: Number range for calculations <ul style="list-style-type: none"> Division of at least whole 3-digit by 1-digit numbers Calculation techniques <ul style="list-style-type: none"> Use a range of techniques to perform and check written and mental calculations of whole numbers including; <ul style="list-style-type: none"> estimation building up and breaking down numbers using multiplication and division as inverse operations. Multiples and factors <ul style="list-style-type: none"> Multiples of 1-digit numbers to at least 100. Properties of whole numbers <ul style="list-style-type: none"> Recognize and use the distributive properties of whole numbers. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving whole numbers, including; <ul style="list-style-type: none"> financial contexts measurement contexts comparing two or more quantities of the same kind (ratio) comparing two quantities of different kinds (rate). grouping and equal sharing with remainders 	COMMON FRACTIONS Describing and ordering fractions <ul style="list-style-type: none"> Compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) Describe and compare common fractions in diagram form. Calculations with fractions <ul style="list-style-type: none"> Recognize, describe and use the equivalence of division and fractions Addition of common fractions with same denominators. Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving fractions, including grouping and equal sharing. Equivalent forms <ul style="list-style-type: none"> Recognize and use equivalent forms of common fractions (denominators which are multiples of each other) 	Assignment (25 marks) Place value, Addition and Subtraction, Multiplication and Division. Test 1 (25 marks) All the topics that have been covered in term 3.

Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> Counting ordering, comparing, and representing place value of 3-digit numbers. Addition and subtraction of 3-digit numbers. Recognize the place value of digits in whole numbers to at least 4-digit numbers. Round off to the nearest 10, 100, and estimate answers. Adding and subtracting units, multiples of 10 and multiples of 100 to/from any 3-digit number 	<ul style="list-style-type: none"> Multiply at least 2-digit by 1- digit and 2-digit by 2-digit numbers. Halving and doubling Multiplication facts for units by multiples of 10 and 100. Building up and breaking down 3 digit whole numbers. Round off to the nearest 10 and estimate answers. 	<ul style="list-style-type: none"> Division of 2- digit by 1 - digit and 3 - digit by 1– digit numbers. Halving and doubling Building up and breaking down 3 digit whole numbers. Use multiplication and division as inverse operations. Round off to the nearest 10 and estimate answers. 	<ul style="list-style-type: none"> Understanding of unitary and non - unitary fractions Identify halves, quarters, fifths, and sixths. Use of concrete objects to add and subtract fractions. Represent fractions using different kinds of models to enhance their understanding of fractions. 	
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TERM 4	Week 1:	Week 2	Week 3	Week 4	Week 5	Week 6
Time Allocation	6 hrs	6 hrs	6 hrs	6 hrs	6 hrs	Examination
Topic, concepts, skills and values	PERIMETER, AREA AND VOLUME Perimeter <ul style="list-style-type: none"> Measure perimeter using rulers or measuring tapes. Measurement of area <ul style="list-style-type: none"> Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units. Measurement of volume <ul style="list-style-type: none"> Find volume/capacity of objects (by packing or filling them in order to develop an understanding of cubic units. 	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as: <ul style="list-style-type: none"> measuring spoons measuring cups, measuring jugs <ul style="list-style-type: none"> Record, compare and order capacity and volume of 3D objects in millilitres (ml) and litres (l) Calculations and problem- solving <ul style="list-style-type: none"> Solve problems in contexts involving capacity/volume Convert between millilitres and litres limited to examples with whole numbers and fractions 	MASS Practical measuring <ul style="list-style-type: none"> Estimate and practically measure 3-D objects using measuring instruments such as: <ul style="list-style-type: none"> bathroom scales kitchen scales balances Record, compare and order mass of objects in grams (g) and kilograms (kg). Calculations and problem-solving <ul style="list-style-type: none"> Solve problems in contexts involving mass Convert between grams and kilograms limited to examples with whole numbers and fractions 	LENGTH Practical measuring <ul style="list-style-type: none"> Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Solve problems in contexts involving length Convert between <ul style="list-style-type: none"> millimetres (mm) and centimetres (cm), centimetres (cm) and metres (m) metres (m) and kilometres (km) Conversions limited to whole numbers and common fractions 	PROPERTIES OF 3-D OBJECTS Range of objects <ul style="list-style-type: none"> Recognize, visualize and name 3-D objects in the environment and geometric settings, focusing on: <ul style="list-style-type: none"> rectangular prisms spheres cylinders cones square-based pyramids Characteristics of objects <ul style="list-style-type: none"> Describe, sort and compare 3-D objects in terms of: <ul style="list-style-type: none"> shapes of faces flat and curved surfaces Further activities <ul style="list-style-type: none"> Make 3-D models using cut out polygons 	Term 1 – 4 work

Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> • Informal measurement of perimeter by finding the distance around two-dimensional shapes using string. • Compare length or different perimeters by comparing string lengths. • Informal measurement of area, by counting the number of squares inside a 2-D shape. • Draw 2-D shapes on square grids. • calculate volume using stacks of cubes 	<ul style="list-style-type: none"> • Millilitres and litres. • Measuring instruments such as measuring cups and measuring spoons. • Read off measurements where the calibration line is numbered. 	<ul style="list-style-type: none"> • Informal measurement of mass. • Kilograms and grams • Read bathroom scales but only read the mass at the numbered calibration lines. 	<ul style="list-style-type: none"> • Informal measurement of mass • Metres and centimetres. • Use rulers and metre sticks or lengths of string to measure in centimetres and metres, respectively 	<ul style="list-style-type: none"> • Identify 2-D shapes in a box e.g. squares in a cube. • Identify the faces of the 3-D objects. 	
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3. Natural Sciences and Technology

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	• Living and non-living things (2 weeks)		• Structure of plants and animals (2½ weeks)		• What plants need to grow (1 week)		• Habitats of animals (2 weeks)		• Structures for animal shelters (2½ weeks)	
Topic, concepts, skills and values	• Living things • Non-living things		• Structure of plants • Structure of animals		• Conditions for growth		• Different habitats • • Need for a habitat		• Animal shelters	
Resources to enhance learning	• Examples and pictures of living and non-living things, including plants, animals, bread mould • Seeds • Yeast • Pictures of hatched eggs		• Pictures / examples of plant parts • Pictures of animals		• Seeds and cuttings • Rulers and measuring tape		• Pictures of plants and animals and their habitats		• Pictures and examples of animal shelters	
Informal assessment; remediation	• Use pictures and read case studies to distinguishing between living and non-living things with reasons. • Use everyday life experiences and examples to describe the seven life processes. • Identifying the different parts of a flowering plant		• Compare the different parts of a plant (roots, stems and leaves) in terms of their size, colour and shape. • Use various drawings and or pictures to label basic structure flowering plants and animals. • Use pictures of various animals to compare their differences and similarities		• Do a scientific investigation to find out what seeds need to germinate and grow into new plants. Keep a diary during the investigation to record observations and the results. Make predictions of the result of your investigation. • Draw a table to record the data collected from the length of the stems each day during		• Identify, draw and describe the habitat in your school. Your drawing should have ONLY the plants and little animals that you can see in your habitat. • Identify the habitats of indigenous South African plants and animals. • Compare natural and man-made animal shelters. • Design and draw an animal shelter, taking into account its: purpose, shape, size and materials. Evaluate the suitability of the design.			

			germination. Use the results from the table to draw a graph. From this science investigation, write a conclusion where you state what you have learnt.	
Formal Assessment	<ul style="list-style-type: none"> • Practical task / Investigation • Test 			

Matter and Materials

TERM 2 10 days	Week 17	Week 18
CAPS Topics	<ul style="list-style-type: none"> • Orientation • Revision of Work completed in Term 1 • Materials around us (1 week) 	
Topic, concepts, skills and values	<ul style="list-style-type: none"> • Solids, liquids and gases 	
Resources to enhance learning	<ul style="list-style-type: none"> • Examples of materials and substances including wood, stone, plastic, fabric, water, juice, tea, air, cooking oil, cooking gas • Examples of different substances such as ice, butter, wax, ice cream, chocolate • Video clips from internet 	
Informal assessment; remediation	<ul style="list-style-type: none"> • Investigate and write down the properties of solids, liquids and gases. • Compare the properties of solids, liquids and gases 	

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	Materials around us (2½ weeks)			Solid materials (2 weeks)		Strengthening materials (2 weeks)		Consolidation	Assessment
Topic, concepts, skills and values	<ul style="list-style-type: none">• Change of state• The water cycle			<ul style="list-style-type: none">• Raw and manufactured materials• Properties of materials		<ul style="list-style-type: none">• Ways to strengthen materials			
Resources to enhance learning	<ul style="list-style-type: none">• Examples of materials and substances including wood, stone, plastic, fabric, water, juice, tea, air, cooking oil, cooking gas• Examples of different substances such as ice, butter, wax, ice cream, chocolate• Video clips from internet			<ul style="list-style-type: none">• Examples of raw and manufactured materials to examine the properties such as glass products, leather, ceramics, fabrics, wooden items, plastic products		<ul style="list-style-type: none">• Paper, wooden dowels (30cm x 10mm) or sticks, sticky tape, paper fasteners to make struts			
Informal assessment; remediation	<ul style="list-style-type: none">• Investigate and write down the properties of solids, liquids and gases.• Compare the properties of solids, liquids and gases• Describe and draw the stages of the water cycle.• Make a model of a water cycle			<ul style="list-style-type: none">• Explain the difference between raw and manufactured materials.• Investigating materials that objects are made from.• Describing the properties of raw and manufactured materials.• Classifying materials into raw or manufactured.• Investigate the properties of raw and manufactured materials such as; hard or soft; tough or fragile; stiff or flexible; strong in tension; etc.• Investigate how tough different materials are.• Investigate material that is the most flexible for a ruler• Investigating the flexibility of a ruler. Record the results in the table and use them to plot a graph on graph paper.• Identifying different materials that are strong in tension• Link different materials with the purpose of the object		<ul style="list-style-type: none">• Explore different ways to strengthen paper, e.g. tubing and folding.• Investigate the strongest pillar and draw a table and a bar graph of the results. Discuss the results and draw conclusions.• Exploring ways to make a strong structure• Design and make a bridge. It must span a minimum length of 1 m. It must be able to support a load (bags of coins and books)• Identify materials used in traditional homes, e.g.; Zulu hut, Xhosa rentable, etc.• Compare modern and traditional structures and materials			
Formal Assessment	<ul style="list-style-type: none">• Test								

Energy and Change

TERM 4 38 days	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35
CAPS Topics	Energy and Energy transfer (2½ weeks)		Energy around us (2½ weeks)			Energy and Sound (2½ weeks)		Consolidation	Assessment
Topic, concepts, skills and values	<ul style="list-style-type: none">Energy for lifeEnergy from the Sun		<ul style="list-style-type: none">EnergyInput and output energy			<ul style="list-style-type: none">Vibrations and soundMaking soundsNoise pollution			
Resources to enhance learning	<ul style="list-style-type: none">Pictures and examples of a selection of machines and appliances including a kettle, stove, torch, radio, iron, fan/hair dryer, car/bicycle, drumVideo clips from the internet					<ul style="list-style-type: none">Pictures of the human ear, it's parts and how one hearsExamples of musical instruments made by learnersVideo clips from the internet			
Informal assessment; remediation	<ul style="list-style-type: none">Describe the transfer of energy from the Sun.Identify activities that people and animals do that require energy.Draw and explain how animals get energy for life processes from the SunInvestigate the input and output energy of appliances, e.g. a kettle, stove, torch, radio, iron, fan/hair dryer, car/bicycle, drum, etc.					<ul style="list-style-type: none">Investigate how musical instruments make music.Research about the various indigenous musical instruments and how they work.Design and make your own musical instrument.Investigate how different types of movement causes vibration that cause different sound using elastic band.Investigate how to make sounds louder and travel further.Identify and describe sources noise pollution.Research about the health risk to expose oneself to loud music and explain to your peers how best to protect their hearing.			
Formal Assessment	<ul style="list-style-type: none">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
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 2: No. of School Days: 10	Week 13 July	Week 24 July
No. of hours per week	1.5	1..5
Topic: Map Skills	Learner orientation and revision of Term 1 work	Map skills
Content and concepts	Places where people live	Symbols and Keys * - 3 hours (1.5 hours) <ul style="list-style-type: none"> ○ Symbols as simple pictures or letters ○ Symbols on a simple large scale map ○ Reading a map of a farm, village or part of town using symbols and a key.
Geographic skills Refer to Section 2 of CAPS	Learners will be able to: <ul style="list-style-type: none"> ✓ Use and draw maps ✓ Use the alpha-numeric reference to find places or features natural and man-made) on maps. ✓ Label a map of South Africa, identify all the nine provinces, main cities and the two oceans. ✓ Draw and label the Compass 	
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.	

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 hour 3 days)
Topic:	Map skills			Map skills, Food and Farming in South Africa				Formal Assessment
Content and concepts	Grid references * - 2 hours <ul style="list-style-type: none"> ○ Concept of alpha-numeric grid references ○ Grid references for symbols on a simple grid ○ Reading and giving grid references on a simple, large scale map 	Compass Directions - 1 hour <ul style="list-style-type: none"> ○ north (N), south (S), east (E) and west (W) in local area - Compass directions (N, S, E and W) on a map 	A map of South Africa <ul style="list-style-type: none"> ○ Sea and land on a map –how this is shown ○ Names of oceans along South Africa's coastline ○ Provinces – names and locations on a map of South Africa - Main cities or towns of own province - Approximate location of own settlement on a map of South Africa. 	Revision and consolidation on Map skills <p>People and food</p> <ul style="list-style-type: none"> ○ Food people eat – from plants and animals ○ Ways people get their food buying; growing; collecting, fishing, hunting. 	People and food <ul style="list-style-type: none"> ○ Farming for self and family (subsistence farming) ○ Farming crops and animals to sell (commercial farming). 	Ways of farming Crop and stock farming <ul style="list-style-type: none"> ○ Crop farming – important crops of South Africa ○ Case study of fruit farming in South Africa 	Crop and stock farming <ul style="list-style-type: none"> ○ Stock farming – large stock, small stock and poultry - Case study of stock farming in South Africa ○ Location of main crop and stock farming areas in South Africa (symbols on a map) 	Revision and Formal Assessment Task: Test (25 marks)
Geographic skills Refer to Section 2 of CAPS	Learners will be able to: <ul style="list-style-type: none"> ✓ Ask questions and identify issues ✓ Discuss and listen with interest ✓ Understand and define the concepts, e.g. subsistence and commercial farming ✓ Use the South African map to locate where the different types of farming take place in the country. 							
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 and paragraph writing The test should assess the topics: Map skills and Food and Farming in South Africa (25 Marks)							

Term 4

Term 4: No. of School Days: 38	Week	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	End-of-year Assessment (25 Marks)
Topic:	Water in South Africa							Revision Revision	
Content and concepts	Uses of water <ul style="list-style-type: none">Daily uses in personal livesOther uses – such as farming, factories, mines, electricity generation, gardens and recreation	Water as a resource Salt water and fresh water on earth	Water as a resource <ul style="list-style-type: none">The natural water cycle: from sea to land and back to seaFresh water in nature: rain, rivers, streams, wetlands, lakes and underground	Water as a resource <ul style="list-style-type: none">Storing water:<ul style="list-style-type: none">Why people need to store waterWays of storing water – such as in dams, water tanks, buckets and pots	How people get their water (access) <ul style="list-style-type: none">Rivers, streams and springs – people collecting and carrying water directly from natural sourcesBoreholes and wells – getting water from underground	How people get their water (access) <ul style="list-style-type: none">Trucks with water containers for places that do not have other sourcesTaps – water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings.	Pollution and wastewater <ul style="list-style-type: none">Personal, daily practices that pollute waterFactory and farming wasteWastewater and sewage recycling		
Geographic skills Refer to Section 2 of CAPS	Learners will be able to: <ul style="list-style-type: none">✓ Engage with issues relating to the planet, its people and resources with knowledge and sensitivity✓ Explain the water cycle✓ act responsibly towards people and the environment✓ Define concepts, e.g. Resource, recycle, etc.								
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 and paragraph writing The test should assess the topic: Water in South Africa Marks: 25								

History

Term 2

Term 2: No. of School Days: 10	Week 13 July	Week 24 July
No. of hours per week	1.5	1..5
Topic:	Learner orientation and revision of Term 1 work	Learning from leaders
Content and concepts	Revision on the topic: Local history Feedback on Term 1 assessment	Life stories of leaders who show the qualities of a good leader Focus on the qualities good leaders You may select from the following qualities, linking these with Nelson Mandela OR Mahatma Gandhi A good leader: <ul style="list-style-type: none"> • listens to people; • is a servant of the people and works for the good of others; • works with a team; • has courage; - is brave; • is dedicated and is wholeheartedly committed to his or her beliefs; • is dedicated and is wholeheartedly committed to others; and • is prepared to sacrifice or give up something for the sake of others.
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	There will be no Formal Assessment Task at this stage.	

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 hour 3 days)
Topic:	Transport through time							Formal Assessment
Content and concepts	Transport on land <ul style="list-style-type: none"> Animals, carts, wagons and coaches The bicycle and the motor car 	Transport on land (rail) <ul style="list-style-type: none"> The steam engine and the train 	Transport on land <ul style="list-style-type: none"> Common forms transport and goods on land today Case study Environmental damage: Exhaust fumes in a big city 	Transport on water <ul style="list-style-type: none"> Rafts, canoes and reed boats Some of the first sailing ships 	Transport on water <ul style="list-style-type: none"> The first steamships and modern forms of water transport 	Transport in the air <ul style="list-style-type: none"> Wright brothers and the invention of the first aeroplane 	Transport in the air <ul style="list-style-type: none"> Balloons, airships and modern forms of air transport 	Revision and Formal Assessment Task: Test (25 marks)
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 and paragraph writing The test should assess the topic: Transport through time (25 Marks)							

History Grade 4

Term 4

No. of School Days: 38	Week	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	End-of-year (25 Marks)
Topic:	Communication through time							Revision Revision	
Content and concepts	Oldest forms of communication <ul style="list-style-type: none">Language, symbols, songs, art and dance.	Change in modern forms of communication <ul style="list-style-type: none">Postal system	Change in modern forms of communication <ul style="list-style-type: none">Radio and television	Change in modern forms of communication <ul style="list-style-type: none">Early typewriters before electricity	Change in modern forms of communication <ul style="list-style-type: none">Telegraph	Change in modern forms of communication <ul style="list-style-type: none">CameraTelephoneCell phone	Change in modern forms of communication <ul style="list-style-type: none">ComputerInternet		
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 and paragraph writing The test should assess the topic: Communication through time Marks: 25								