basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 6

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 national annual teaching plans for Grade 6.

1. Life Skills

Revised National Teaching Plan

LIFE SKILLS GRADE 6 TERM 2 – 2020

PSW time allocation is 2½hours. No Physical Education in term 2.

TERM 2 (29 days)	**Week 1**:	**Week 2**:	**Week 3**:
CAPS section	**W: 15%**	**W: 15%**	**W: 15%**
Topic, concepts, skills and values	**Health, social and environmental responsibility** Basic hygiene principles (issues of COVID-19) What is COVID-19? - How it is transmitted? • How to control the transmission? - Social/ Physical distancing - Sanitizing and hand washing - Using face mask **Communicable diseases** such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, including COVID-19 etc. Causes of communicable diseases - Signs and symptoms of communicable diseases **Reading Skills:** Reading with understanding **Reading** about communicable diseases: interpret/explain and relate what has been studied	**Health, social and environmental responsibility** Basic hygiene principles (issues of COVID-19) **Communicable diseases** such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, including COVID-19 - Where to find information: - Prevention strategies - Available treatment **Food hygiene:** - Safe and harmful ingredients • **Reading** about food hygiene: interpret/explain and relate what has been studied.	**Health, social and environmental responsibility** Basic hygiene principles (issues of COVID-19) **Food hygiene:** - Food preparation - Food storage **Reading** about food hygiene: interpret/explain and relate what has been studied**.**
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**	Textbook, newspaper articles; health magazines posters on COVID-19, DBE and Department of Health support material on COVID-19	Textbook, newspaper articles; health magazines	Textbook, newspaper articles; health magazines
Informal assessment; remediation	Homework/ worksheets/ Classwork	Homework/ worksheets/ Classwork	Homework/ worksheets /Classwork /
SBA (Formal Assessment)	**NONE**		

TERM 2 29 days	**Week 4**:	**Week 5**:	**Week 6**: (4 Days)	**MID YEAR ASSESSEMENT**
CAPS section	**W: 15%**	**W: 15%**	**W: 15%**	
Topic, concepts, skills and values	**<u>Health, social and environmental responsibility</u>** Basic hygiene principles (issues of COVID-19) **Food hygiene:** - Food-borne diseases **<u>Development of self</u>** **Self-management skills:** - Responsibilities at school and home (Hands washing, wearing mask, sanitize Social/ Physical distancing, regular cleaning of your work station). **Reading Skills:** Reading with understanding - Reading about self-management skills: interpret and relate what has been studied.	**<u>Development of self</u>** Basic hygiene principles (issues of COVID-19) **Self-management skills:** - Prioritising responsibilities - Developing an activity plan: homework, house chores and playing time **Reading skills**: reading with understanding and fluency - Reading about self-management skills: interpret and relate what has been studied (suggested time 10 minutes/ be part of homework **<u>Health, social and environmental responsibility</u>** **HIV and AIDS and** COVID-19 **education**: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS - Caring for people with AIDS **Reading** about caring for people with AIDS: interpret/explain and relate what has been studied .	**<u>Health, social and environmental responsibility</u>** **Basic hygiene guidelines** (issues of COVID-19) **HIV and AIDS education**: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS - Caring for people with AIDS (caring for those with COVID-19) **Reading** about caring for people with AIDS: interpret/explain and relate what has been studied **Consolidation of work done during the term**	**No formal assessment scheduled for this term**
Requisite pre-knowledge	Health, social and environmental responsibility and Development of self	Development of self and Health, social and environmental responsibility	Health, social and environmental responsibility	
Resources (other than textbook) **to enhance learning**	Textbook, Life skills books	Textbook, Life skills books, health magazines	Textbook, articles; health magazines	
Informal assessment; remediation	Homework/ worksheets/ Classwork	Homework/ worksheets/Classwork	Homework/ worksheets / Classwork	
SBA (Formal Assessment)	**NONE**			

LIFE SKILLS GRADE 6 TERM 3 – 2020

TERM 3: The time allocation for PSW is 1½ hours and 1 hour for Physical Education

TERM 3 37 days	**Week 1**:	**Week 2:**	**Week 3:**	**Week 4:**
CAPS section	**W: 10%**	**W: 10%**	**W: 10%**	**W: 10%**
Topic, concepts, skills and values	**Development of self** **Bullying**: reasons for bullying (Example: name" calling"/ labelling "COVID-19 or Coronavirus) Getting out of the bullying habit: where to find help **Reading skills**: reading with understanding and fluency -**Reading about how to get out of the habit of bullying**; interpret/explain and relate what has been studied.		**Social responsibility** Basic hygiene principles (issues of COVID-19) **Caring for animals:** - Acts of cruelty to animals - Taking care of and protecting animals - Places of safety for animals **Reading skills:** reading with understanding and fluency **-Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied.**	
Requisite pre-knowledge	Development of self		Social responsibility	
Resources (other than textbook) **to enhance learning**	Textbooks posters on COVID-19, DBE and Department of Health support material on COVID-19 resources on movement techniques		Textbooks, resources with information regarding COVID-19 and resources on movement techniques	
Physical Education	Participation in rhythmic patterns of movement with co-ordination and control Safety measures relating to rhythmic patterns of movement. (*Adhere to COVID-19 protocol.)*		Movement performance in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement. (Adhere *to COVID-19 protocol.)*	
Informal assessment; remediation	Homework/ worksheets /Classwork	Homework/ worksheets/ Classwork	Homework/ worksheets /Classwork	Homework/ worksheet/ Classwork
SBA **(Formal Assessment)**				

TERM 3 (37 days)	Week 5	Week 6	Week 7	**Week** 8 (2 Days)
CAPS section	**W: 15%**	**W: 15%**	**W: 15%**	**W: 10%**
Topic, concepts, skills and values	**Social responsibility** Basic hygiene principles (issues of COVID-19 **Caring for people:** Considering others' needs and views Communicating own views and needs without hurting others Acts of kindness towards other people (support those infected and affected by COVID -19) **Reading skills: reading with understanding and fluency** **Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied**		**Social responsibility** Basic hygiene principles (issues of COVID-19) **Nation-building and cultural heritage : definition of concepts** - How cultural heritage unifies the nation: national symbols, national days - National symbols such as flag, anthem, code of arms, etc - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day **Reading skills:** reading with understanding and fluency **Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied**	
Requisite pre-knowledge	Social responsibility		**Social responsibility**	
Physical Education	Movement performance in rhythmic patterns of movement with coordination and control (*adhere to COVID-19 protocol.)*	Participation in rhythmic patterns of movement with co-ordination and control Safety measures relating to rhythmic patterns of movement. (*Adhere to COVID-19 protocol.)*		
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material on COVID-19 Textbook and resources with information regarding COVID-19		Textbook, , resources with information regarding COVID-19	
Informal assessment; remediation	Homework/ worksheet/ Classwork	Homework/ worksheets/ Classwork	Homework/ worksheets/ Classwork	Homework/ worksheets/ Classwork
SBA (Formal Assessment)	**PROJECT 30 MARKS AND PHYSICAL EDUCATION TASK 30 MARKS**			

LIFE SKILLS GRADE 6 TERM 4 – 2020

TERM 4: The time allocation for PSW is 1½ hours and 1 hour for Physical Education

TERM 4 (38 days)	Week 1	Week 2	Week 3	Week 4
CAPS section	**W: 10%**	**W: 10%**	**W: 10%**	**W: 10%**
Topic, concepts, skills and values	**Health and environmental responsibility** **Basic hygiene guidelines** (COVID-19) **Basic first aid** in different situations: cuts and gazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking **Reading** about basic first aid: interpret/explain and relate what has been studied.	**Social responsibility** **Basic hygiene guidelines** (COVID-19) Basic hygiene principles (issues of COVID-19) **Gender stereotyping**, sexism and abuse: definition of concepts - Effects of gender stereotyping and sexism on personal and social relationships - Effects of gender-based abuse on personal and social relationships - Dealing with stereotyping, sexism and abuse **Reading skills:** reading with understanding and fluency Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied.		**Social responsibility** Basic hygiene principles (issues of COVID-19 **Cultural rites of passage**: Important stages in the individual's life in South African cultures: birth, baptism, wedding and death. (Regulations under level 5 – 4 lockdown during COVID-19 outbreak) - Meaning of each stage - Personal and social significance of each stage **Reading skills:** reading with understanding and fluency Reading about important life stages in different cultures: interpret/explain and relate what has been studied.
Requisite pre-knowledge	Health and environmental responsibility	Social responsibility	Social responsibility	Social responsibility
Physical Education	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities (adhere *to COVID-19 protocol.)*			Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities *(*adhere *to COVID-19 protocol.)*
Resources (other than textbook) **to enhance learning**	Posters on COVID-19, DBE and Department of Health support material on COVID-19, Textbook, basic first aid resources	Textbook, magazines, Constitution of SA Textbooks, resources on movement techniques		Textbook, newspaper articles
Informal assessment; remediation	Homework/ worksheets/Classwork	Homework/ worksheets Classwork /	Homework/ worksheets/ Classwork	Homework/ worksheets Classwork /

<table>
<tr><th>TERM 4 38 days</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th></tr>
<tr><td>CAPS section</td><td>W: 10%</td><td>W: 10%</td><td>W: 10%</td><td>TEST</td></tr>
<tr><td>Topic, concepts, skills and values</td><td colspan="2">Social responsibility
Basic hygiene principles (issues of COVID-19)
Cultural rites of passage:
- Important stages in the individual's life in South African cultures: birth, baptism, wedding anddeath
- Meaning of each stage
- Personal and social significance of each stage
Reading skills: reading with understanding and fluency
Reading about important life stages in different cultures: interpret/explain and relate what has beenstudied.(5 minutes during</td><td>Social responsibility
Basic hygiene guidelines (COVID-19)
The dignity of the person in a variety of religions in South Africa
Reading skills: reading with understanding and fluency.
Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied.

Consolidation of work</td><td>Notes on or guidelines:
<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 few direct responses.</td></tr><tr><td>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</td><td></td></tr></table>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed</td></tr>
<tr><td>Requisite pre-knowledge</td><td>Social responsibility</td><td>Social responsibility</td><td>Social responsibility</td><td></td></tr>
</table>

Physical Education	Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities. (*Adherence to COVID-19 protocol.)*	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities. (*Adherence to COVID-19 protocol.)*		
Resources (other than textbook) **to enhance learning**	Textbook, newspaper articles, resources on movement techniques		Textbook, newspaper articles	
Informal assessment remediation	Homework/ worksheets/ Classwork	Homework/ worksheets/ Classwork	Homework/ worksheets/Classwork	Homework/ worksheet /Classwork
SBA (Formal Assessment)	**TEST**			

Creative Arts

TERM 2: 29 days	1. 15 – 19 June (4 days)	2. 22 -26 Jun	3. 29 Jun – 3 July	4. 6 – 10 July	5. 13 – 17 July	6. 20 – 24 July
CAPS topic	**Baseline assessment:** **Create in 2D** **Visual literacy**	**Create in 2D, a relief mandala/** **radiating pattern** **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**	**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 – in one lesson worksheets	**Visual literacy** Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern. Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns **Create in 2D: creative lettering and/or radiating pattern-making** Drawing and/or colour media: exploring a variety of media and techniques Art elements: relevant use of art elements in own images of radiating pattern Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns.		**Visual literacy** Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns **Create in 3D, a relief mandala/** **radiating pattern** Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials Art elements: reinforce in own construction of relief mandala/radiating pattern Design principles: use balance in own construction of relief mandala/radiating pattern Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others Appropriate tidiness and sharing of space.		
	Due to time constraints, resources available & class sizes the focus should be on combining the 2D & 3D topics and do 1 task for the term that includes all the essential concepts, skills & content, i.e. mixed media relief mandala on an A3 or larger format.					
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.***					
Lesson Plans	https://drive.google.com/open?id=1YfTZdTllgVbDhrPYSwaiD0k6uVsD6Vnj https://drive.google.com/open?id=1b6QVXQ_YE0d2IQYITJ3bHWYI_svw9l_B	https://drive.google.com/open?id=1N_d3KPT-Q8WTrSJep_ITVNUQs2Wipd_N https://drive.google.com/open?id=1t40WM9Q-KJxHmKgiAsLI6RCpL4LL8Z7z		https://drive.google.com/open?id=1KhZ9_iYzmY1D3Dfh_el6gOGzzOHfa-41 https://drive.google.com/open?id=1GB0helf2AJ1JItayHkqv_ifc7TaxWmoC https://drive.google.com/open?id=1ZOlYp-J_tLheAszx-R7_1fHiyKbSJ4DB		
Requisite pre-knowledge	Basic understanding of primary colours and experience of art elements. Basic understanding of Design Principles					
Resources (other than textbook) **to**	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.		

enhance learning		
Informal assessment; remediation	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments).	
	Workbook: questions to deepen and extend observation of elements and design principles in lettering and/or radiating pattern. Workbook: Preparatory sketches, teacher observation and guidance Workbook: new terminology explored quizzes, worksheets on relief mandala, appropriate art elements, design principles.	
SBA (Formal Assessment)	**Formative Assessment. No Formal Assessment Task**	

<table>
<tr><td>TERM 3: 37 Days</td><td>1. 3 – 7 Aug</td><td>2. 11 – 14 Aug (4 days)</td><td>3. 17 – 21 Aug</td><td>4. 24 – 28 Aug</td><td>5. 31 Aug – 4 Sep</td><td>6. 7 – 11 Sep</td><td>7. 14 – 18 Sep</td><td>8. 21 – 23 Sep</td></tr>
<tr><td>CAPS topic</td><td>Create in 2D
Visual literacy</td><td>Create in 2D
Visual literacy</td><td>Create in 2D
Visual literacy</td><td>Create in 2D
Visual literacy</td><td>Create in 3D
Visual literacy</td><td>Create in 3D
Visual literacy</td><td>Create in 3D
Visual literacy</td><td>Create in 3D
Visual literacy</td></tr>
<tr><td>Concepts, skills and values</td><td>Visual Literacy
Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work.</td><td>Visual Literacy
Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images.

Create in 2D, images of people and/ or objects OR buildings, architecture and the environment

Drawing and/or colour media: exploring a variety of media and techniques.</td><td colspan="2">Create in 2D, images of people and/ or objects OR buildings, architecture and the environment
Drawing and/or colour media: exploring a variety of media and techniques
Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.

Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.</td><td colspan="2">Visual Literacy
Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work

Create in 3D, modeling images OR relief, buildings, architecture and the environment
Skills and techniques: earthenware clay/any other appropriate and available art material
Art elements: reinforce texture, shape/form through use in own observed models</td><td colspan="2">Visual Literacy
Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images.
Create in 3D, modelling images Skills and techniques: earthenware clay/any other appropriate and available art material
Design principles: reinforce balance through use in own observed models
Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
Appropriate tidiness and sharing of space

Formal Assessment Task submitted: Visual Art
Create in 2D, images of people and/or objects
Create in 3D, modelling images
40 marks</td></tr>
<tr><td colspan="9">Due to time constraints, resources available & class sizes the focus should be on combining the 2D & 3D topics and do 1 task for the term that includes all the essential concepts, skills & content, i.e. a relief collage of a landmark building or building that has special meaning to the learner.</td></tr>
<tr><td>Note to teachers</td><td colspan="8">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.</td></tr>
<tr><td>Requisite pre-knowledge</td><td colspan="8">Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D art works.</td></tr>
<tr><td>Resources (other than textbook) to enhance learning</td><td colspan="8">Materials: 2/3B pencils, charcoal, coloured inks, oil
pastels, tempera paint, vis
ual stimuli, earthenware clay, any other suitable medium for creation of 3D art work</td></tr>
<tr><td></td><td colspan="8">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</td></tr>
</table>

Informal assessment; remediation	Workbook: Questions to deepen and extend observation of elements and design principles in images of people and/objects Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles	Worksheet: practical/visual exploration of *emphasis.* Continuous supportive guidance by teacher towards completion of Formal Assessment Task	Classroom discussion and reflection
SBA (Formal Assessment)	**Visual Art Formal Assessment Task: 2D and 3D art work 40 marks assessed with a rubric**		

TERM 4: 38 Days	1. 28 Sep – 2 Oct	2. 5 – 9 Oct	3. 12 – 16 Oct	4. 19 – 23 Oct	5. 26 – 30 Oct	6. 2 – 6 Nov	7. 9 – 13 Nov
CAPS topic	**Warm up and play** **Improvise and create**	**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** **Read, interpret and perform** **Appreciate and reflect on**	**Warm up and play** **Read, interpret and perform** **Appreciate and reflect on**	**Practical Formal Assessment:** **Performing Arts: 40 marks** Integrated performance by selecting a drama/music/dance (any two performing art forms) When assessing Performing Arts, it is important that the teacher chooses a Formal Assessment Task that comprises of at least TWO of the three art forms that was developed during the term Recommendation: exam slot on time table to assess practical examination
Concepts, skills and values	**Topic 1: Warm up and play** • Physical warm up and relaxation exercises (spinal warm up). • Cool downs. **Topic 2: Improvise and create** • Movement sequences using elements of dance and combinations of movements. **Topic 4: Appreciate and reflect** • Reflect on own and other's performances and processes. • Use simple Creative Arts terminology.	**Topic 1: Warm up and play** • Physical warm up and relaxation exercises (knee bends and rises, jumps and leaps, etc.). • Cool downs. **Topic 3: Read, interpret and perform** • Movement sequences using elements of dance and combinations of movements. • Short dialogues/ movement sequences/ musical pieces exploring conflict. • Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments **Topic 4: Appreciate and reflect** • Reflect on own and other's performances and processes.	**Topic 1: Warm up and play** • Physical warm up and relaxation exercises (floor work). • Vocal/singing warm ups (breath control exercises, etc.) • Cool downs. **Topic 3: Read, interpret and perform** • Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa. • Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments. **Topic 4: Appreciate and reflect** • Reflect on own and other's performances and processes.	**Topic 1: Warm up and play** • Singing warm ups (traditional & SA songs: unison, canon, two-part harmony, call and response) • Cool downs. **Topic 3: Read, interpret and perform** • Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: o dynamics, melodic and rhythmic patterns o the movement (posture, facial expression, gesture) or dance element related to the song. • Musical notation (note names on the lines and spaces of the treble clef) by	**Topic 1: Warm up and play** • Posture/ concentration/ focus/ trust and listening games. • Singing warm ups (traditional & SA songs: unison, canon, two-part harmony, call and response) • Cool downs. **Topic 3: Read, interpret and perform** • Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: o dynamics, melodic and rhythmic patterns o The movement (posture, facial expression, gesture) or dance element related to the song. o Style and mood **Topic 2: Improvise and create** • Movement sequences using elements of dance and combinations of movements. (from Week 1 and 2 integrated) **OR** **Topic 2: Improvise and create** • Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements. • Short dialogues/ movement sequences/ musical pieces exploring conflict. **Topic 3: Read, interpret and perform** **Puppetry** • Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) • Musical signature tunes for each of the puppet characters using voice, found or made instruments. • A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).	

		• Use simple Creative Arts terminology.	• Use simple Creative Arts terminology. **OR** **Topic 2: Improvise and create** • Short story inspired by listening to a piece of music. • Short dialogues/ movement sequences/ musical pieces exploring conflict. **Topic 3: Read, interpret and perform Puppetry** • Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary)	singing notated songs and using tonic solfa. **OR** **Topic 2: Improvise and create** • Short story inspired by listening to a piece of music. • Short dialogues/ movement sequences/ musical pieces exploring conflict. **Topic 3: Read, interpret and perform Puppetry** • Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) • A puppet performance, using dialogue, puppet movement and musical accompaniment. • Consider characters, relationships **Topic 4: Appreciate and reflect** • Reflect on own and other's performances and processes. • Use simple Creative Arts terminology.	**Topic 4: Appreciate and reflect** • Reflect on own and other's performances and processes. • Use simple Creative Arts terminology. **Additional (if time allows)** • Reflect on two different types of SA dramas/cultural rituals and ceremonies/ dances/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 identify rhythmic patterns and interpret texts (also songs) at a basic level.					
Resources (other than textbook) **to enhance learning**	Open space, found or made musical instruments, including drums, audio equipment and audio-visuals with a range of suitable music, resources on South African cultural rituals (including DVD material, photographs, etc.), African traditional/contemporary stories, Found or recycled materials for making puppets, or already made puppets (hand/head)					
Informal assessment remediation	Verbal discussion, questioning on creative process.	Worksheet on body percussion and rhythmic patterns	Workbook: storyboard of puppet presentation. Workbook: worksheet on music notation	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)	**Practical Formal Assessment from week 7**					

2. Mathematics

Revised National Teaching Plan

MATHEMATICS 2020 WEEKLY TEACHING PLAN GRADE 6
TERM 2

TERM 2	Week 1	Week 2 & 3	Week 3 & 4:	Week 4 - 6:	Week 6
Time Allocation	**6 hrs.**	**7 hrs.**	**8 hrs.**	**10 hrs.**	**Test**
Topic, concepts, skills and values	**ORIENTATION AND BASELINE TEST**	**WHOLE NUMBERS** **Number range for counting, ordering, comparing, representing and place value of digits** • Order, compare and represent numbers to at least 9-digit numbers • Represent prime numbers to at least 100 • Recognizing the place value of digits in whole numbers to at least 9-digit numbers • Round off to the nearest 5, 10, 100, 1 000, 100 000, and 1 000 000 **Number range for calculations** • Addition and subtraction of whole numbers of at least 6 digits **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 – rounding off and compensating – using addition and subtraction as inverse operations – using a calculator **Properties of whole numbers**	**WHOLE NUMBERS** **Number range for calculations** • Multiplication of at least whole 4-digit by 3-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 – multiplying in columns – using multiplication and division as inverse operations – using a calculator **Number range for multiples and factors** • Multiples of 2-digit and 3-digit numbers • Factors of 2-digit and 3-digit whole numbers • Prime factors of numbers to at least 100 **Properties of whole numbers** • Recognize and use the commutative, associative and distributive properties of whole numbers • 1 in terms of its multiplicative property **Solving problems**	**WHOLE NUMBERS** **Number range for calculations** • Division of at least whole 4-digit by 3-digit numbers • Multiple operations on whole numbers with or without brackets **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – long division – building up and breaking down numbers – using multiplication and division as inverse operations – using a calculator **Properties of whole numbers** • Recognize and use the distributive properties of whole numbers • 1 in terms of its multiplicative property **Solving problems** • Solve problems involving whole numbers and decimal fractions, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio)	**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: – financial contexts – measurement contexts	• Solve problems involving whole numbers and decimal fractions, including – financial contexts – measurement contexts – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate)	– comparing two quantities of different kinds (rate) – grouping and equal sharing with remainders	
Prerequisite skill or pre-knowledge		• Count forwards and backwards in whole number intervals up to at least 10 000 • Order, compare and represent numbers to at least 6-digit numbers • Represent odd and even numbers to at least 1 000. • 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 • Recognise and use the commutative, associative, distributive properties of whole numbers • 0 in terms of its additive property • Addition and subtraction of whole numbers of at least 5 digits • Solve problems in context involving whole numbers.	• Multiples of 2-digits whole numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 • 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 • Recognize and use the commutative, associative, distributive properties of whole numbers • 1 in terms of its multiplicative property • Multiplication of at least whole 3-digit by 2-digit numbers • Solve problems in context involving whole 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 • Division of at least whole 3-digit by 2-digit numbers • Recognize and use distributive properties of whole numbers • 1 in terms of its multiplicative property • Multiples of 2-digits whole numbers to at least • Factors of 2-digit whole numbers to at least 100	

MATHEMATICS 2020 WEEKLY TEACHING PLAN GRADE 6
TERM 3

TERM 3	Week 1 & 2	Week 2 & 3:	Week 3 & 4	Week 4	Week 5	Week 5-7	3 days of week 7
Time Allocation	**10 hrs.**	**5 hrs.**	**5 hrs.**	**5 hrs.**	**5 hrs.**	**9 hrs.**	**Assignment**
Topic, concepts, skills and values	DECIMAL FRACTIONS **Recognising, ordering and place value of decimal fractions** • Count forwards and backwards in decimal fractions to at least two decimal places • Compare and order decimal fractions to at least two decimal places • Place value of digits to at least two decimal places **Calculations with decimal fractions** • Addition and subtraction of decimal fractions with at least two decimal places • Multiply decimal fractions by 10 and 100 **Solving problems** • Solve problems in context involving decimal fractions **Equivalent forms**:	**PERCENTAGES** **Percentages** • Find percentages of whole numbers **Equivalent forms:** • Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number	**CAPACITY AND VOLUME** **Practical Measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – measuring spoons – measuring cups, – measuring jugs • Record, compare and order capacity and volume of 3D objects in millilitres (ml), litres (l) and kilolitres (*kl*) **Calculations and problem- solving** • Solve problems in contexts involving capacity/volume • Convert between kilolitres, litres and millilitres to include fraction and decimal forms (to 2 decimal places)	**MASS** **Practical measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – bathroom scales (analogue and digital); – kitchen scales (analogue and digital) – 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 to include fraction and decimal forms (to 2 decimal places)	**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 millimetres (mm), centimetres (cm), metres (m) and kilometres (km) to include fraction and decimal forms (to 2 decimal places)	**DATA HANDLING** **Collecting and organising data** • Collect data using: – tally marks and tables for recording – using simple questionnaires (yes/no type response) • 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 and double bar graphs **Interpret, analyse, and report data** **Interpreting data** • Critically read and interpret data represented in – words – pictographs – bar graphs – double bar graphs – pie charts **Analysing data**	Decimal Fractions, Percentages, Capacity and Volume, Mass and Length

	• Recognize equivalence between common fraction and decimal fraction forms of the same number • Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number					• Analyse data by answering questions related to: – data categories, including data intervals – data sources and contexts – central tendencies – (mode and median) • Examine ungrouped numerical data to determine – the most frequently occurring score in the data set (mode) – the middlemost score in the data set (median) **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 or pre-knowledge	• Compare and order tenths and hundredths • Fractions of whole numbers • Equivalence	• Fractions of whole numbers • Equivalence • Hundredths	• Estimating, measuring, recording, comparing and ordering volume and capacity • Use Measuring instruments: • Units of capacity and volume: millilitres and litres • Solve problems in contexts • Conversions include converting between millilitres and litres • Conversions limited to whole numbers and common fractions	• Estimating, measuring, recording, comparing and ordering mass • Use Measuring instruments • Units of mass • Solve problems in contexts • 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 • Conversions limited to whole numbers and common fractions	**Collecting and organising data** • Collect data using tally marks and tables for recording • Order data from smallest group to largest group **Representing data** • Draw a variety of graphs to display and interpret data including pictographs (many-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, including data intervals – data sources and contexts – central tendencies (mode) **Reporting data** • Summarise data verbally and in short written paragraphs including. drawing conclusions about and making predictions based on the data • Examine ungrouped numerical data to determine mode	

MATHEMATICS 2020 WEEKLY TEACHING PLAN GRADE 6
TERM 4

TERM 4	Week 1:	Week 1 & 2	Week 3	Week 3 & 4	Week 4 & 5	Week 5 & 6	Week 7
Time Allocation	**3 hrs.**	**9 hrs.**	**4 hrs.**	**5 hrs.**	**7 hrs**	**6hrs.**	**Examination**
Topic, concepts, skills and values	**NUMBER SENTENCE** **Number sentences** • Write number sentences to describe problem situations • Solve and complete number sentences by – inspection – -trial and improvement • Check solution by substitution	**NUMERIC AND GEOMETRIC PATTERNS** **Investigate and extend patterns** • Investigate and extend numeric and geometric patterns looking for relationships between patterns – represented in physical or diagram form – not limited to sequences involving a constant difference or ratio – of learner's own creation – represented in tables • Describe the general rules for the observed relationships **Input and output values** • Determine input values, output values and rules for patterns and relationships using: – flow diagrams – tables **Equivalent forms** • Determine equivalence of different descriptions of	**PROPERTIES OF 2-D SHAPES** **Further activities** • Draw 2-D shapes on grid paper • Draw circles, patterns in circles and patterns with circles using pair of compasses	**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 – cubes – tetrahedrons – pyramids – similarities and differences between tetrahedrons and other pyramids **Characteristics of objects** • Describe, sort and compare 3-D objects in terms of: – number and shape of faces – number of vertices – number of edges **Further activities** • Make 3-D models using: – drinking straws, toothpicks etc – nets	**AREA, PERIMETER AND VOLUME** **Perimeter** • Measure perimeter using rulers or measuring tapes **Measurement of area** • Continue to find areas of regular and irregular shapes by counting squares on grids • Develop rules for calculating the areas of squares and rectangles **Measurement of volume** • Continue to find volume/capacity of objects by packing or filling them • Develop an understanding of why the volume of rectangular prisms is given by length multiplied by width multiplied by height **Investigate:** • Relationship between perimeter and area of rectangles and squares. • Relationship between surface area and volume of rectangular prisms	**TRANSFORMATION** **Enlargement and reductions** • Draw enlargement and reductions of 2-D shapes to compare size and shape of – triangles – quadrilaterals **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns – in nature – from modern everyday life – from our cultural heritage	All topics taught from Term 1 - 4

		the same relationship or rule presented – verbally – in a flow diagram – in a table – by a number sentence					
Prerequisite skill or pre-knowledge		• Investigate and extend patterns • Describe patterns in own words • Describe general rules observed in patterns • Determine input and output values	• Different types of 2D shapes	• Recognize, visualize and name 3-D objects in the environment and geometric settings, focusing on rectangular prisms and other prisms, cubes, cylinders, cones, pyramids and similarities and differences between cubes and rectangular prisms • Describe, sort and compare 3-D objects in terms of – shape of faces – number of faces – flat and curved surfaces • Make 3-D models using cut out polygons • Cut open boxes to trace and describe their nets	• 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	• 2D shapes • Symmetry	

3. Natural Sciences and Technology

Revised National Teaching Plan

NATURAL SCIENCES AND TECHNOLOGY ANNUAL TEACHING PLAN 2020
Grade 6

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	• **Photosynthesis** (2 ½ weeks)			• **Nutrients in food** (1 ½ weeks)		• **Nutrition** (1 ½ weeks)	• **Food processing** (2 ½ weeks)		• **Ecosystems and Food webs** (2 weeks)	
Topic, concepts, skills and values	• Plants and food • Plants and air			• Food Groups		• Balanced diets	• Need for processing food • Methods for processing food		• Different ecosystems • Living and non-living things in ecosystems • Food webs	
Requisite pre-knowledge	• Grade 4: Life processes • Grade 4: Energy and Energy transfer • Grade 5: Food chains									
Resources to enhance learning	• Glucose powder, maize flour, iodine solution, plastic droppers, • Examples of foods such as cooked rice, flour, potato, bread, oil, boiled egg, cheese • Video clips from the internet			• Examples of different foods representing the different food groups and food packaging.		• Lists of different diets • Pictures and information about food-related illnesses	• Pictures and information about how food is processed • Foods for processing		• Pictures of ecosystems such as rivers, mountains, sea, rocky shore, ponds, wetlands, grasslands, forests and deserts	
Informal assessment; remediation	• Explain and illustrate how plants make food. • Compare glucose sugar (such as glucose sweets) and starch (such as maize flour) according to their taste and colour. • Test various foods for the presence of starch with iodine solution (e.g. cooked rice, flour, potato, bread, oil, boiled egg, cheese, etc.)			• Classifying food into the different food groups, namely; Carbohydrates, Proteins and Fats and oils, vitamins and minerals. • State reasons why each food group is important in our diet. • Read labels on food packaging to look for the nutrients and/or the additives in the food. Explain if each of the additives make these products healthier or less healthy to eat? • Carefully study various diets to evaluate if they contain all the food groups / balanced diet? • Explain why different portions of the different food groups are necessary for a balanced diet • Discuss various diseases caused by an unhealthy diet such as tooth decay, obesity, diabetes or deficiency diseases. • Explain the benefits of food processing. • Study photographs of various foods and describe why and how each food has or will be processed. • Comparing traditional and commercial food processing methods.				• Describe different types of ecosystems on our planet. • Identify an ecosystem, describe and draw the feeding relationships (food webs) within it. • Investigate an ecosystem in or near the school grounds. Mark out the area with the sticks and string using the quadrant method, ensuring that you do not damage any of the plants and animals. Study both the living and non-living thing within the ecosystem. Identify the possible threats to this ecosystem and possible ways to overcome them.	
Formal Assessment	• Practical task / Investigation • Test									

Matter and Materials

TERM 2 29 days	**Week 13**	**Week 14**	**Week 15**		**Week 16**	**Week 17**	**Week 18**
CAPS Topics	• **Orientation** • **Revision of Work completed in Term 1**	• **Solids, Liquids and gases** (½ week)	• **Mixtures** (1 week)	• **Solutions as special mixtures** (2½ weeks)			**Assessment**
Topic, concepts, skills and values		• Arrangement of particles	• Mixtures of materials	• Solutions • Soluble substances • Saturated Solutions • Insoluble substances			
Requisite pre-knowledge		• Grade 4: Materials around us					
Resources to enhance learning		• Video clips from the internet	• Examples of materials and substances such as: salt, sand, sugar, tea leaves, peanuts, dried beans, coins, sweets, curry powder, grated cheese, milk, oil • Video clips from the internet	• Examples of materials and substances such as salt, sugar, sand, mealie meal, flour, maize flour, samp, curry powder, custard powder • Measuring cylinders, funnels, filter paper, beakers, evaporating dish, salt, food colouring			
Informal assessment; remediation	• Draw and explain how particles are arranged in a solid, liquid and gas • Identify the three (3) states of matter in everyday life.			• Explain and demonstrate the different ways in which solids, liquids and gases can be combined to form mixtures. • Explain and demonstrate the different ways in which mixtures can be separated such as: sieving and hand sorting. • Investigating different solids to see if they dissolve in water including: salt, sugar (soluble substances); sand, mealie meal, flour, maize flour, samp, curry powder, custard powder (insoluble substances) • Investigating solutions to see if we can recover the solute by: filtering, settling followed by decanting and evaporating the water (crystallisation) - Investigate and make sugar crystals		
Formal Assessment	• Test						

Matter and Materials and Energy and Change

TERM 3 37 days	**Week 19**	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**	**Week 25**	**Week 26**	**Week 27**
CAPS Topics	• **Dissolving** (1 week)	• **Mixtures and water resources** (2½ weeks)		• **Processes to purify water** (2½ weeks)			• **Electric circuits** (2½ weeks)		
Topic, concepts, skills and values	• Rates of dissolving	• Water pollution • Importance of wetlands		• Clean water			• A Simple circuits • Circuit diagram		
Requisite pre-knowledge	• Grade 4: Materials around us						• Grade 5: Energy and electricity		
Resources to enhance learning	• Containers, beakers, ice cream sticks for stirring, measuring spoons, hot water, salt (coarse and fine)	• Texts for reading about water pollution • Video clips from the internet		• Sieves, filter paper, funnels, containers, kettle, water purification tablets (if possible)			• Equipment such as cells/batteries, conducting wires, light bulbs and switches		
Informal assessment; remediation	• Investigate the difference between melting and dissolving. • Investigate, measure and draw graphs of the time taken to dissolve a solute: - in hot or cold water - when stirring/shaking or not stirring/shaking - using coarse or fine salt	• Discuss pollution and where it comes from. • Identify three main categories of pollutants found in water and explain how you think they entered / end up in water. • Investigating how to best purify dirty water in class or/and at home. • Design, make and evaluate a simple system to clean dirty water, (such as a sand filter) according to specifications and constraints. • Explain why are wetlands so important • Research the different wetlands in South Africa.					• Investigate different ways of making a simple circuit • Investigate how a switch works • Investigate bulbs by comparing torch light bulbs with a light bulb that are used in a light fitting in a house or in your classroom • Identify the six parts of a light bulb • Explain the energy transfer through the electric wires to the thin wire inside the bulb • Draw and label symbols that are used for the components of an electric circuit • Draw a circuit diagrams using various components (e.g.; 1 cell and 2 bulbs; 2 cells and 2 bulbs; 3 cells and 3 bulbs; 3 cells, a bulb and an open switch; 1 cell, 2 bulbs and a closed switch (the switch must be in between the bulbs); etc.		
Formal Assessment	• Test								

Energy and Change

TERM 4 38 days	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35
CAPS Topics	• **Electric conductors and insulators** (2 weeks)		• **Systems to solve problems** (2½ weeks)		• **Mains Electricity** (2 weeks)		**Consolidation/ Revision**	**Assessment**
Topic, concepts, skills and values	• Conductors • Insulators		• Using electric circuits		• Fossil fuels and electricity • Renewable ways to generate electricity			
Requisite pre-knowledge	• Grade 5: Energy and electricity		Grade 5: Stored energy in fuels Grade 5: Energy and Electricity Grade 5: Fossil, Planet Earth and Beyond					
Resources to enhance learning	• Different materials including metal paper clips, nails, wire, steel-wool, coins, plastic, glass, ceramic, cardboard, paper, wood, rubber, chalk • Different materials including plastic insulated wires, rubber gloves used by electricians, glass and ceramic		• Basic components for a circuit, including components such as cell/s, light bulb/s, conducting wire/s, buzzer/s, and switches		• Pictures and video clips of fuels and their various uses • Pictures to show how electricity is generated in a coalfired power station • Examples of electrical appliances • Pictures of renewable ways to generate electricity, including examples of wind power generators, solar power generators, hydro- electric power generators			
Informal assessment; remediation	• Investigate what conductors and insulators are? • Test different materials (such as metal paper clips, nails, wire, steel-wool, coins, plastic, glass, ceramic, cardboard, paper, wood, rubber, chalk) in an electric circuit to see if they are conductors or insulators, and recording the results in a table. • Identify where electrical insulators are used such as in plastic insulated wires, rubber gloves used by electricians, glass and ceramic insulators on power lines • Explain the importance of electrical insulators • Design systems that use circuits to solve problems for people, whether it is the wiring in a house, an alarm bell, a lighthouse on the coast, or constructing toys which use electrical energy to work. • Design and make a system that uses a circuit to produce movement, light, sound or heat.				• Explain and illustrate using diagrams to show how fossil fuels such as coal were formed • Explain steps which outline the process to make electricity from coal: • Use diagrams to trace and explain the electrical energy in a sequence from an appliance, such as from your TV set, to the coal-fired power station and back to the original source, the Sun • Examine labels (in adverts, or real electrical appliances) to find out how much power they require in a certain time (e.g.; kettles, a radio, a TV, an iron, a hot plate, charging a cell phone, etc.) and make comparisons. • Explain different ways to save electricity, from small actions, to larger actions • Describe and illustrate using diagrams safety rules when working with electricity • Researching and writing about renewable ways to generate electricity including in wind power generators, solar panels (photovoltaics), hydro- electric power generators, biomass, and geothermal		

			• Compare the advantages and disadvantages of renewable and non-renewable sources for energy	
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
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

Revised National Teaching Plan

4.1 Geography

SOCIAL SCIENCES AMENDED ANNUAL TEACHING PLAN FOR 2020
Geography Grade 6
Term 2: 1 June – 24 July

No. of school days 29	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 24 July
No. of hours	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic:	**Learner orientation and revision of Term 1**	**Trade (Focus: South Africa and world)**				
Content and concepts	**Map skills: (Focus: World)**	**Introduction of key concepts on trade**: e.g. Exchange, export and import of goods, primary goods, services, raw materials, etc.	**What people trade** **Trade as the exchange of goods**. Trade as buying and selling of goods for money.	**Why people trade** Concepts raw materials, primary goods, manufactured goods, secondary products, skills and services, the export and import of goods as well as skills and services e.g. Cuban doctors in SA.	**Why people trade** Labelling of pictures showing a variety of primary goods and secondary products. Classification into primary and secondary goods and products. Classification of renewable and non-renewable resources.	**Revision and consolidation** **End of Term 2**
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	Test: assess knowledge and understanding of concepts related to trade, ability to use relevant sources and ability to respond personally to a trade related situation. NB this should be a source-based assessment					

Geography Grade 6
Term 3: 3 August – 23 September

No. of school days 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of hours	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**		
Topic:	**Trade (Focus: South Africa and world)**				**Climate and vegetation around the world**			
Content and concepts	**Resources and their value** Goods – Raw materials (primary goods) Manufactured goods (secondary products) Skills and services Exports and imports between South Africa and the world.	**Resources and their value** Increasing the values of selected raw materials and manufactured goods. **Case study** such as: A locally produced agricultural product e.g. oranges or apples for example, to a value enhanced product such as fruit juice, jam, canned fruit, etc. From gold to jewellery.	**Concepts of 'unfair trade' and 'fair trade'** The human cost of unfair trade – work and exploitation	**Concepts of 'unfair trade' and 'fair trade'** Fair trade – case study of a positive project **Revision and consolidation**	**Revise: Climate and vegetation of South Africa learnt in Grade 5.** Explain how we calculate average monthly temperature. Interpret line graphs for average monthly temperature.	**Climate around the world** The difference between weather and climate Hot, mild and cold climates – including January and July temperature maps Wet and dry areas around the world.	**Climate around the world** Hot, mild and cold climates of the world - including annual rainfall map.	**Revision and Formal Assessment Task: Test**
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	Test: assess knowledge and understanding of concepts related to the topic: **Trade.** NB this should be a source-based assessment **Marks: 40**							

Geography Grade 6
Term 4: 28 September – 9 December

No. of school days: 53	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Weeks 9-11
No. of hours	**1.5**	**1.5.**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**3**
Topic:	**Climate and vegetation around the world**						**Revision and Formal Assessment**		
Content and concepts	**Climate around the world** January and July temperature maps - Wet and dry areas of the world.	**Tropical rain forests** Climate: temperature and rainfall patterns (monthly averages) - Natural vegetation and wildlife in a rainforest - Deforestation – reasons, consequences with a case study.	**Hot deserts** Location on earth Climate: temperature and rainfall patterns Natural vegetation and wildlife How people in a desert live – examples of lifestyles.	**Coniferous forests** Location on earth Climate Natural vegetation and wildlife in a coniferous forest.	**Coniferous forests** Human activities – examples to illustrate links between the natural environment and ways people make a living.	**Revision and consolidation and assessment** Ask learners to select an aspect of tropical rainforests, hot deserts or coniferous forests and do an oral presentation (about 2 to 3 minutes) to the class.	**Revision and consolidation**	**Revision and consolidation**	**Revision and Formal Assessment**
Geographic skills	**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	Test: assess knowledge and understanding of concepts related to the topic: **Climate and vegetation around the world.** **NB this should be a source-based assessment** **Marks: 40**								

4.2 History

SOCIAL SCIENCES AMENDED ANNUAL TEACHING PLAN FOR 2020
History Grade 6
Term 2: 1 June – 24 July

No. of School days: 29	**Week 15-19 June**	**Week 22-26 June**	**Week 29 Jun – 3 Jul.**	**Week 6 - 10 Jul.**	**Week 13-17 Jul**	**Week 20-24 Jul.**
No. of hours per week	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
Topic	**Learner orientation and revision of Term 1**	**Explorers from Europe find southern Africa**				
Content and concepts		**Case studies: The contributions of:** Leonardo da Vinci Galileo	**Trade and making a profit** Inventions: gunpowder, magnetic compass, caravel (including influence on Europe from elsewhere).	**New ideas and knowledge (including influence on Europe from elsewhere)** Spreading the Christian religion	**European trade route to the East via southern Africa** Dias and his crew encounter the Khoikhoi in Mossel Bay 1488	**European trade route to the East via southern Africa** Continuation: Dias and his crew encounter the Khoikhoi in Mossel Bay 1488.
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	Project: To be introduced at the beginning of the topic on Democracy and citizenship Learners should submit the project during the second week of September.					

History Grade 6
Term 3: 3 August – 23 September

No. of school days 38	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
No. of hours	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**		
Topic:	**Democracy and citizenship**							
Content and concepts	**How people govern themselves in a democracy** **Our national government** The first democratic government in South Africa 1994 Political parties and voting in national elections **NB: Learners should do a research project as prescribed in CAPS.**	**Our national government cont.** The purpose of the Constitution The role of Parliament The importance of rules and laws	**Our national government cont.** The justice system and equality under the law	**Rights and responsibilities of citizens in a democracy** Case study: Fatima Meer: a leader in building democracy	**Rights and responsibilities of citizens in a democracy** The Constitutional Court. Case study: Pius Langa: Chief Justice and Head of the Constitutional Court: 2005 – 2009	**Children's rights and responsibilities** Children's Charter of South Africa **Submission of Formal Assessment Task**	**National symbols since 1994** Coat of arms National flag National anthem	**Feedback on the Project**
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	Project: To be introduced at the beginning of the topic on Democracy and citizenship Learners should submit the project during the second week of September. **Marks: 40**							

History Grade 6
Term 4: 28 September – 9 December

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**	
Topic	**Medicine through time**				**Revision, Formal Assessment and school closure**			
Content and concepts	**Indigenous healing in South Africa:** Physical causes of illness Spiritual healing Use of indigenous plants to cure diseases	**Some modern Western scientific Medical discoveries** The fight against infectious disease: Vaccination against smallpox and the role of Edward Jenner	**Some modern Western scientific Medical discoveries** The connection between germs and disease and the role of Louis Pasteur	**Some modern Western scientific medical discoveries** Case study: A breakthrough in surgery: the first heart transplant			-	
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: To be administered in November-December Source-based questions and paragraph writing The Test should assess content and concepts on the topics: **Democracy and Citizenship and Medicine through time.** **Marks: 40**							

Guidelines on the History Research Project:

Topic: A biography of a South African who has contributed to building democracy

The following could be used as guidelines for writing a biography:

Stage 1:

- ✓ Name the man or woman of your choice, who has contributed to democracy in South Africa
- ✓ Where and when was he/ she born?
- ✓ Include pictures

Stage 2:

- ✓ What was his/ her life like growing up?
- ✓ Make a timeline that structures the main points of a person's life in chronological order

Stage 3:

- ✓ What are some of his/ her contributions to democracy?
- ✓ What is your opinion of this person's life?
- ✓ Explain why this person deserves to be written about.

Stage 4

- ✓ Edit and submit