

**GRAAD 3 PACESETTERS 2010
AFRIKAANS HUISTAAL**

KWARTAAL 1	KWARTAAL 2
Week 1	Week 1
<p>LU 1 : LUISTER</p> <p>AS 1 Gesels oor persoonlike ervarings en algemene nuusgebeure en druk gevoelens en menings daaroor uit</p> <ul style="list-style-type: none"> • Opdrag met 4 sinne • Luister na leerders wat nuus vertel oor vakansie (op mat) <p>AS 2 Gebruik taal verbeelding ryk vir prê en fantasie (soos om grappe en raaisels te vertel, eie gedigte en kodetaal te skep)</p> <ul style="list-style-type: none"> • Toon respek en neem beurte om te praat tydens nuus, mondeling en storie op mat. • Luister na storie oor goeie en swak eetgewoontes op mat 	<p>LU 1 : LUISTER</p> <p>AS 1</p> <ul style="list-style-type: none"> • Opdrag met 5 sinne • Leerders luister na leerkrag wat 'n storie vertel <p>AS 2</p> <ul style="list-style-type: none"> • Toon respek en neem beurte om te praat tydens nuus, mondeling en storie op mat • Mondelinge bespreking met woorde en sinne
<p>LU 2 : PRAAT</p> <p>AS 1 Gesels oor persoonlike ervarings en algemene nuusgebeure en druk gevoelens en menings daaroor uit</p> <ul style="list-style-type: none"> • Nuus : Persoonlike ervaring (vakansie) • Leerders vertel nuus (op mat) oor vakansie <p>AS 2 Gebruik taal verbeelding ryk vir prê en fantasie (soos om grappe en raaisels te vertel, eie gedigte en kodetaal te skep)</p> <ul style="list-style-type: none"> • Leerders vertel nuus (op mat) oor vakansie • Gesigs en liggaams uitdrukkings 	<p>LU 2 : PRAAT</p> <p>AS 1</p> <ul style="list-style-type: none"> • Bespreek feite oor hul omgewing • Mondelinge bespreking met woorde en sinne <p>AS 2</p> <ul style="list-style-type: none"> • Raaisels en gediggies
<p>LU 3 : LEES EN KYK</p> <p>AS 1: Gebruik visuele en leidrade in prente om betekenis te skep</p> <ul style="list-style-type: none"> • Bestudeer foto's en verduidelik mondelings die betekenis daarvan • Leerders lees storie • Beantwoord vrae om begrip te toets • Lees hardop 	<p>LU 3 : LEES EN KYK</p> <p>AS 1</p> <ul style="list-style-type: none"> • Gebruik visuele leidrade om die betekenis van kaarte en plakkate te verduidelik • Leerders lees die begripstoets deur <p>Lees kaart oor omgewing</p>

Week 2	Week 2
<p>LU 1 : LUISTER AS 3 Skep en vertel eenvoudige stories met 'n begin, middele en einde deur beskrywende taal te gebruik, herhaling te vermy en elemente van intrige en karakterisering te gebruik.</p> <ul style="list-style-type: none"> • Maniere van groet, woorde van respek en dankie. • Luister na raaisels (bv oor vrugte) <p>AS 4 Gebruik verskillende gesigsuitdrukkings en gebare wanneer sy/hy 'n storie vertel.</p> <ul style="list-style-type: none"> • Luister vir hofidee en voorspel wat gaan gebeur. <p>Teken prente wat die inhoud illustreer en skryf 3 - 4 sinne in eie woorde</p> <ul style="list-style-type: none"> • Gee sinne aan leerders, pas die eerste gedeelte met die laaste 	<p>LU 1 : LUISTER AS 3</p> <ul style="list-style-type: none"> • Tel in drie verskillende tale • Mondelinge bespreking met woorde en sinne oor verskillende gelowe en vakansiedae <p>AS 4</p> <ul style="list-style-type: none"> • Gee besonderhede oor die storie en antwoord 4 – 6 vrae • Vertel van 4-6 gebeure in die storie • Teken prente om gevoel uit te druk
<p>LU 2 : PRAAT AS 3 Skep en vertel eenvoudige stories met 'n begin, middel en einde deur beskrywende taal te gebruik, herhaling te vermy en elemente van intrige en karakterisering te gebruik.</p> <ul style="list-style-type: none"> • Inleiding tot storie leerders voltooi <p>AS 4 Gebruik verskillende gesigsuitdrukkings en gebare wanneer sy/hy 'n storie vertel.</p>	<p>LU 2 : PRAAT AS 3</p> <ul style="list-style-type: none"> • Gee een sin, leerders voltooi <p>AS 4 Bespreek sinne oor verskillende gelowe se vakansiedae</p>
<p>LU 3 : LEES EN KYK AS 2 : Skep betekenis uit geskrewe teks:</p> <ul style="list-style-type: none"> • Leerders lewer kommentaar oor 'n storie/ fabel/gedig deur vrae to beantwoord oor die hoofidee, hoofkarakters en die volgorde van gebeure 	<p>LU 3 : LEES EN KYK AS 2</p> <ul style="list-style-type: none"> • Leerders lewer kommentaar oor 'n storie/ fabel/gedig deur vrae to beantwoord oor die hoofidee, hoofkarakters en die volgorde van gebeure
<p>LU 4 : SKRYF AS 1: Gebruik pre-strategie om 'n skryfstuk te begin</p> <ul style="list-style-type: none"> • Kies 'n onderwerp, hou 'n dinkskrum en vra vrae om idees te kry en skryf gedagtes neer of maak 'n skets (1 paragraaf) • Gee sinne aan leerders, pas die eerste gedeelte met die laaste 	<p>LU 4 : SKRYF AS 1</p> <ul style="list-style-type: none"> • Groepeer die inligting om paragrawe te vorm (2 paragrawe) • Dinkskrum feite oor omgewing <p>Skep 'n kort teks (een paragraaf) oor my omgewing nadat dit bespreek is</p>

Week 3	Week 3
<p>LU 1 : LUISTER AS 5 Luister na, geniet en reageer gepas op raaisels en grappies</p> <ul style="list-style-type: none"> • Luister en reageer op raaisels 	<p>LU 1 : LUISTER AS 5</p> <ul style="list-style-type: none"> • Luister en reageer op raaisels • Luister na gedigte
<p>LU 2 : PRAAT AS 5 Neem deel aan klas – en groep besprekings</p> <ul style="list-style-type: none"> • Groep besprekings • Gee onderwerp, maak beurte om te praat, gee idees, respekteer maats, vra vrae en gee antwoorde <p>AS 7 Doen mondelinge aanbiedings (soos oor ‘n gegewe onderwerp, onderhoude gevoer, terugvoering oor veld uitstappie)</p> <ul style="list-style-type: none"> • Terugvoering oor voorlegging <p>AS 8 Raak betrokke by gesprekvoering as ‘n sosiale vaardigheid</p> <ul style="list-style-type: none"> • Leerkrag help met woordeskat 	<p>LU 2 : PRAAT AS 5</p> <ul style="list-style-type: none"> • Groep en klas besprekings word gekoppel aan ander leerareas <p>AS 7</p> <ul style="list-style-type: none"> • Terugvoering oor voorlegging <p>AS 8</p> <ul style="list-style-type: none"> • Leerkrag gee minder hulp
<p>LU 3 : LEES EN KYK AS 3 : Lees tekste op hul eie en gebruik ‘n verskeidenheid strategie om betekenis te skep</p> <ul style="list-style-type: none"> • Leerder lees leesstuk alleen met die klem op vlotheid en begrip • Spreek woorde akkuraat uit tydens hardop lees en maak gebruik van woordvaardighede om onbekende woorde uit te spreek 	<p>LU 3 : LEES EN KYK AS 3</p> <ul style="list-style-type: none"> • Leerders gebruik word herkenning en begripsvaardighede om onbekende woorde te lees (paragraaf) • Lees nuusopskrifte en korrigeer deur te weer te lees en te oefen voor woorde hardop uitgespreek word
<p>LU 4 : SKRYF AS 2 : Skryf konsepweergawe van skryfstuk vir versk. doeleindes:</p> <ul style="list-style-type: none"> • Maak ‘n lys van gebeure by die skool • Leerders pas die 2 dele in korrekte volgorde • Skryf die sinne korrek oor in werkboek (1 paragraaf) • Korrekte gebruik van leestekens 	<p>LU 4 : SKRYF AS 2</p> <ul style="list-style-type: none"> • Hou ‘n dagboek van gevoelens tydens ‘n gebeurtenis. • Skryf instruksies • Skryf ‘n kort paragraaf oor ‘n gegewe onderwerp (2 paragrawe)

Week 4	Week 4
<p>LU 1 : LUISTER AS 6 Luister na 'n spreker wat hy/sy nie kan sien nie (soos byvoorbeeld oor die radio, interkom) en reageer op vrae en instruksies.</p> <ul style="list-style-type: none"> • Instruksies oor interkom <p>Die leerder sit en luister aandagtig en reageer op vrae</p>	<p>LU 1 : LUISTER AS 6</p> <ul style="list-style-type: none"> • Poppekas • Beantwoord vrae <p>Leerder reageer op vrae en instruksies</p>
<p>LU 2 : PRAAT AS 6 Voer onderhoude met mense vir 'n spesifieke doel Groep en Klas besprekings word gekoppel aan ander leerareas</p>	<p>LU 2 : PRAAT AS 6</p> <ul style="list-style-type: none"> • Gee onderwerp, maak beurte, gee idees, respekteer maats, vra vrae en gee antwoorde
<p>LU 3 : LEES EN KYK AS 4 : Vaslegging van klank kennis en kennis:</p> <ul style="list-style-type: none"> • Verskaf standard leesstuk bv. leesboek uit leesreeks. • Klanke: Skryf 'n toets oor die woorde wat geleer is • Kies 5 woorde uit die klanke en skryf sinne • Soek woorde met soortgelyke klanke in tydskrifte en gebruik dit in sinne <p>(Kies tussen 3 en 4 vir 'n aktiwiteit)</p>	<p>LU 3 : LEES EN KYK AS 4</p> <ul style="list-style-type: none"> • Verskaf standard leesstuk bv. Leesboek uit leesreeks • Klanke: Skryf 'n toets oor die woorde wat geleer is • Kies 5 woorde uit die klanke en skryf sinne • Soek woorde met soortgelyke klanke in tydskrifte en gebruik dit in sinne <p>(Kies tussen 3 en 4 vir 'n aktiwiteit)</p>
<p>LU 4 : SKRYF AS 3 : Hersien Skryfstukke: Bespreek skryfwerk met die onderwyser om dit duideliker/meer interessant te maak of om woorde te vervang. Hersien en redigeer eie skryfwerk (1 paragraaf)</p>	<p>LU 4 : SKRYF AS 3</p> <ul style="list-style-type: none"> • Bespreek skryfwerk met die onderwyser en leerders om dit meer insiggewend te maak. • Herrangskink sinne en skrap gedeeltes <p>(2 paragrawe)</p>

Week 5	Week 5
<p>LU 3 : LEES EN KYK AS 5 : Lees vir inligting en genot:</p> <ul style="list-style-type: none"> • Lees strokiesprente • Persoonlike en prente woordeboek • Sleutelwoorde • Spel 10 – 20 woorde • Ontleed 'n advertensie in 'n tydskrif en besluit op watter groep mense dit gemik is 	<p>LU 3 : LEES EN KYK AS 5</p> <ul style="list-style-type: none"> • Leerders lees feite oor ander kulture, bv. Mnr Mandela • Lees woorde en opskrifte • Lees sinne oor verskillende kulture • Lees begripstoets oor die Volkslied
<p>LU 4 : SKRYF AS 4 : “Publiseer” skryfstukke (maak dit “ publiek”)</p> <ul style="list-style-type: none"> • Skryf gedigte en deel dit met die onderwyseres en die ander leerders deur dit hardop te lees • Stel 'n boek saam met al die klasse gedigte en stal dit uit <p>AS 5 : Bou woordeskat op en spel self woorde:</p> <ul style="list-style-type: none"> • Bou en spel woorde vir spesifieke doeleindes bv. woorde wat in 'n gedig/storie tydens lees gebruik word • Gebruik kennis van klanke <p>AS 6 : Gebruik gepaste grammatikale strukture en skryfkonvensies:</p> <ul style="list-style-type: none"> • 1 paragraaf met 4 sinne (hoofletters, kommas, punte ...) 	<p>LU 4 : SKRYF AS 4</p> <ul style="list-style-type: none"> • Deel proses van onderhoud en die resultate daarvan met die onderwyser en die klas <p>AS 5</p> <ul style="list-style-type: none"> • Woorde wat in grappe en mondeling gebruik word • Gebruik kennis van klanke <p>AS 6</p> <ul style="list-style-type: none"> • 2 paragrawe met 4 sinne (hoofletters, kommas, punte ...)
Week 6	Week 6
<p>LU 1 : LUISTER AS 6 Luister na 'n spreker wat hy/sy nie kan sien nie (soos byvoorbeeld oor die radio, interkom) en reageer op vrae en instruksies.</p> <ul style="list-style-type: none"> • Instruksies oor interkom <p>Die leerder sit en luister aandagtig en reageer op vrae</p>	<p>LU 1 : LUISTER AS 6</p> <ul style="list-style-type: none"> • Poppekas • Beantwoord vrae <p>Leerder reageer op vrae en instruksies</p>
<p>LU 2 : PRAAT AS 6 Voer onderhoude met mense vir 'n spesifieke doel Groep en Klas besprekings word gekoppel aan ander leerareas</p>	<p>LU 2 : PRAAT AS 6 Gee onderwerp, maak beurte, gee idees, respekteer maats, vra vrae en gee antwoorde</p>
<p>LU 3 : LEES EN KYK</p>	<p>LU 3 : LEES EN KYK</p>

<p>AS 5 : Lees vir inligting en genot:</p> <ul style="list-style-type: none"> • Lees strokiesprente • Persoonlike en prente woordeboek • Sleutelwoorde • Spel 10 – 20 woorde <p>Ontleed 'n advertensie in 'n tydskrif en besluit op watter groep mense dit gemik is</p>	<p>AS 5</p> <ul style="list-style-type: none"> • Leerders lees feite oor ander kulture, bv. Mnr Mandela • Lees woorde en opskrifte • Lees sinne oor verskillende kulture <p>Lees begripstoets oor die Volkslied</p>
<p>LU 4 : SKRYF</p> <p>AS 5 : Bou woordeskat op en spel self woorde:</p> <ul style="list-style-type: none"> • Bou en spel woorde vir spesifieke doeleindes bv. woorde wat in 'n gedig/storie tydens lees gebruik word • Gebruik kennis van klanke 	<p>LU 4 : SKRYF</p> <p>AS 5</p> <ul style="list-style-type: none"> • Woorde wat in grappe en mondeling gebruik word • Gebruik kennis van klanke
<p>LU 5 : DINK EN REDENEER</p> <p>AS 1 : Gebruik taal om konsepte te ontwikkel</p> <ul style="list-style-type: none"> • bv. Wiskunde (syfervaardigheid). Aftrekking 	<p>LU 5 : DINK EN REDENEER</p> <p>AS 1</p> <ul style="list-style-type: none"> • bv. Wetenskap: Eksperimente
<p>LU 6 : TAALGEBRUIK EN STRUKTUUR</p> <p>AS 1 : Bring klanke in verband met letters en woorde</p> <ul style="list-style-type: none"> • 50 woorde 	<p>LU 6 : TAALGEBRUIK EN STRUKTUUR</p> <p>AS 1</p> <ul style="list-style-type: none"> • 60 woorde
Week 7	Week 7
<p>LU 3 : LEES EN KYK</p> <p>AS 5 : Lees vir inligting en genot:</p> <ul style="list-style-type: none"> • Lees strokiesprente • Persoonlike en prente woordeboek • Sleutelwoorde • Spel 10 – 20 woorde <p>Ontleed 'n advertensie in 'n tydskrif en besluit op watter groep mense dit gemik is</p>	<p>LU 3 : LEES EN KYK</p> <p>AS 5</p> <ul style="list-style-type: none"> • Leerders lees feite oor ander kulture, bv. Mnr Mandela • Lees woorde en opskrifte • Lees sinne oor verskillende kulture <p>Lees begripstoets oor die Volkslied</p>
<p>LU 4 : SKRYF</p> <p>AS 6 : Gebruik gepaste grammatikale strukture en skryfkonvensies:</p> <ul style="list-style-type: none"> • 1 paragraaf met 4 sinne (hoofletters, kommas, punte ...) 	<p>LU 4 : SKRYF</p> <p>AS 6</p> <ul style="list-style-type: none"> • 2 paragrawe met 4 sinne (hoofletters, kommas, punte ...)
<p>LU 5 : DINK EN REDENEER</p> <p>GH 2 : Gebruik taal om te dink en te redeneer</p>	<p>LU 5 : DINK EN REDENEER</p> <p>AS 2</p>

<ul style="list-style-type: none"> • Maak gevolgtrekkings 	<ul style="list-style-type: none"> • Gebruik hoer orde denke, bv 'n kragonderbreking
LU 6 : TAALGEBRUIK EN STRUKTUUR AS 2 : Werk met woorde <ul style="list-style-type: none"> • Leerkrag help Prente woordeboek, woordeboek en woordelys	LU 6 : TAALGEBRUIK EN STRUKTUUR AS 2 <ul style="list-style-type: none"> • Leerkrag help
Week 8	Week 8
LU 4 : SKRYF AS 6 : Gebruik gepaste grammatikale strukture en skryfkonvensies: 1 paragraaf met 4 sinne (hoofletters, kommas, punte ...) AS 7 : Skryf leesbaar Hersien alle letters in drukskrif (Aa Bb)	LU 4 : SKRYF AS 6 2 paragrawe met 4 sinne (hoofletters, kommas, punte ...) AS 7 Begin met lopende skrif (patrone en letters)
LU 5 : DINK EN REDENEER AS 1 : Gebruik taal om konsepte te ontwikkel <ul style="list-style-type: none"> • bv. Wiskunde (syfervaardigheid). Aftrekking AS 2 : Gebruik taal om te dink en te redeneer <ul style="list-style-type: none"> • Maak gevolgtrekkings 	LU 5 : DINK EN REDENEER AS 1 <ul style="list-style-type: none"> • bv. Wetenskap: Eksperimente AS 2 <ul style="list-style-type: none"> • Gebruik hoer orde denke, bv 'n kragonderbreking
LU 6 : TAALGEBRUIK EN STRUKTUUR AS 1 : Bring klanke in verband met letters en woorde <ul style="list-style-type: none"> • 50 woorde AS 2 : Werk met woorde <ul style="list-style-type: none"> • Leerkrag help • Prente woordeboek, woordeboek en woordelys 	LU 6 : TAALGEBRUIK EN STRUKTUUR AS 1 <ul style="list-style-type: none"> • 60 woorde AS 2 <ul style="list-style-type: none"> • Leerkrag help
Week 9	Week 9
LU 5 : DINK EN REDENEER AS 3 : Gebruik taal om te ondersoek: <ul style="list-style-type: none"> • Beplan stappe vir 'n maklike taak AS 4 : Verwerk inligting <ul style="list-style-type: none"> • Maak 'n kort lysie bv. lysie van kruidenniesware 	LU 5 : DINK EN REDENEER AS 3 <ul style="list-style-type: none"> • Doen navorsing, vra- vrae; (maak 'n opsomming ...) AS 4 <ul style="list-style-type: none"> • Maak tabelle of diagramme
LU 6 : TAALGEBRUIK EN STRUKTUUR AS 3 : Werk met sinne <ul style="list-style-type: none"> • Bevel sinne bv. : Kom hier ! • Naamwoorde, voornaamwoorde en werkwoorde AS 4 : Werk met tekste <ul style="list-style-type: none"> • Skakel sinne aanmekaar om paragrawe te vorm 	LU 6 : TAALGEBRUIK EN STRUKTUUR AS 3 <ul style="list-style-type: none"> • Vrae en stelsinne • Byvoeglike naamwoorde en bywoorde AS 4 <ul style="list-style-type: none"> • Verbind sinne om 2 paragrawe te vorm

<p>AS 5 : Gebruik taal vir interaksie:</p> <ul style="list-style-type: none"> • Gebruik taal om hoflikheid vorme uit te druk (soos om verskonings ann te bied) <p>AS 6 : Ontwikkel kritiese taalbewustheid :</p> <ul style="list-style-type: none"> • Onderzoek byvoorbeeld hoe, met wie en met watter doel die klas informele taal en sleng gebruik 	<p>AS 5</p> <ul style="list-style-type: none"> • Gebruik taal om hoflikheid vorme uit te druk <p>AS 6</p> <ul style="list-style-type: none"> • Onderzoek byvoorbeeld hoe, met wie en met watter doel die klas informele taal en sleng gebruik
<p style="text-align: center;">Week 10</p> <p style="text-align: center;">JUNIE PROVINSIALE ASSESSERING</p>	<p style="text-align: center;">Week 10</p> <p style="text-align: center;">JUNI E PROVINSIALE ASSESSERING</p>

**GRADE 3 PACESETTERS 2010
ENGLISH HL**

TERM 1	TERM 2
Week 1	Week 1
<p>LO 1: LISTENING AS 1 : Listens attentively (extending concentration span) and respond to an extended sequence of instructions to the learner’s level</p> <ul style="list-style-type: none"> • Commands with 4 sentences <p>AS 2 : Demonstrates appropriate listening behavior by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarizing, commenting on what has been heard</p> <ul style="list-style-type: none"> • Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat 	<p>LO 1: LISTENING AS 1</p> <ul style="list-style-type: none"> • Commands with 5 sentences <p>AS 2</p> <ul style="list-style-type: none"> • Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat
<p>LO 2 : SPEAKING AS 1 : Recounts personal experiences and more general news events, and expresses feelings and opinions about them</p> <ul style="list-style-type: none"> • News : Personal experience (holiday) <p>AS 2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)</p> <ul style="list-style-type: none"> • Tell own riddles 	<p>LO 2: SPEAKING AS 1</p> <ul style="list-style-type: none"> • News: Personal and general. Express feelings <p>AS 2</p> <ul style="list-style-type: none"> • Tell riddles and own poems
<p>LO 3 : READING AND VIEWING AS 1 : Uses visual cues to make meaning</p> <ul style="list-style-type: none"> • Reads graphical texts such as photographs, maps, flow diagrams, charts ... • Explains orally or in writing their meaning and purpose 	<p>LO 3 : READING AND VIEWING AS 1</p> <ul style="list-style-type: none"> • Uses visual cues to make meaning from flow diagrams, poster charts etc. and explain

Week 2	Week 2
<p>LO 1: LISTENING AS 3 : Recognises and shows respect for different varieties of language</p> <ul style="list-style-type: none"> Greetings, words of respect and thank you in Afrikaans, IsiXhosa and SeSotho <p>AS 4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding</p> <ul style="list-style-type: none"> Identifies main idea and predict what will happen next. Draw pictures to illustrate the text and write 3 to 4 sentences in own words. Listen and responds to riddles 	<p>LO 1: LISTENING AS 3</p> <ul style="list-style-type: none"> Counting in 3 different languages (Afrikaans, IsiXhosa and SeSotho) <p>AS 4</p> <ul style="list-style-type: none"> Give details of the story. Answer 4 to 6 questions Communicate 4 to 6 events or ideas in text Draw picture and express feelings
<p>LO 2 : SPEAKING AS 3 : Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterization</p> <ul style="list-style-type: none"> Teacher starts a story and learners complete by adding on <p>AS 4 : Uses different expressions and gestures when telling a story</p> <ul style="list-style-type: none"> Facial and body expressions when telling a story 	<p>LO 2 : SPEAKING AS 3</p> <ul style="list-style-type: none"> Give 1 sentence, learners complete story by each adding on a sentence <p>AS 4</p> <ul style="list-style-type: none"> Facial and body expressions when telling a story with voice intonation
<p>LO 3 : READING AND VIEWING AS 2 : Make meaning of written text</p> <ul style="list-style-type: none"> Learners comments on a story fable/poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads instructions related to real life interests and needs eg. How to make a milkshake? Reads a wide variety of complex texts such as fiction books. Reads 250 words 	<p>LO 3 : READING AND VIEWING AS 2</p> <ul style="list-style-type: none"> Learners comments on a story fable/poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction, tables of content and indexes Reads 350 words
<p>LO 4 : WRITING AS 1 : Use pre-writing strategies to initiate writing</p> <ul style="list-style-type: none"> Choose a topic and brainstorm ideas and ask questions in a group and put thoughts on paper or in drawing form 	<p>LO 4 : WRITING AS 1</p> <ul style="list-style-type: none"> Grouping/ mapping in which they will write the content

Week 3	Week 3
<p>LO 1 : LISTENING AS 5 : Listens, enjoys and responds appropriately to riddles and jokes</p> <ul style="list-style-type: none"> Listens and responds to riddles 	<p>LO 1 : LISTENING AS 5</p> <ul style="list-style-type: none"> Listens and responds to riddles
<p>LO 2 : SPEAKING AS 5 : Contributes to group and class discussions</p> <ul style="list-style-type: none"> Give topics and ideas, shows respect to peers, ask questions and answer questions Shows sensitivity to rights and feelings of others Constructive feedback on topic, take turns <p>AS 6 : Interviews people for a particular purpose As 7 : Makes oral presentations (eg. on given topics, on interviews conducted, reporting back from fieldtrips)</p> <ul style="list-style-type: none"> Give oral presentation on given topic Develop guidelines for presentation for presentation Make use of visual aids and basic strategies (eye-contact, use of the voice) to engage listeners <p>AS 8 : Engages in conversation as a social skill</p> <ul style="list-style-type: none"> Teacher assists with vocabulary 	<p>LO 2 : SPEAKING AS 5</p> <ul style="list-style-type: none"> group and class discussions linked to other Learning Areas ask questions and answer questions shows sensitivity to rights and feelings of others Constructive feedback on topic, take turns <p>AS 6</p> <ul style="list-style-type: none"> Interviews people for a particular purpose <p>AS 7</p> <ul style="list-style-type: none"> Give oral presentation on given topic Describe what is going to be presented and how use of visual aids and basic strategies to engage in story <p>AS 8</p> <ul style="list-style-type: none"> Less assistance from teacher
<p>LO 3 : READING AND VIEWING AS 3 : Reads texts alone and uses a variety of strategies to make meaning</p> <ul style="list-style-type: none"> Learners read texts alone fluently and with understanding by pronouncing words with accuracy when reading aloud Making use of phonics to read unfamiliar texts Include methods of re-reading, practicing the word before saying it out loud 	<p>LO 3 : READING AND VIEWING AS 3</p> <ul style="list-style-type: none"> Learner use word recognition and comprehension skills to read unfamiliar texts (paragraph) Captions of news events by using phonics/contextual cues Re-reading, reading and pausing when reading
<p>LO 4 : WRITING AS 2 : Drafts a piece of writing for different purposes</p> <ul style="list-style-type: none"> Make a list of events that happens at the school recipe 	<p>LO 4 : WRITING AS 2</p> <ul style="list-style-type: none"> Keep a diary and record feelings about and event instructions

Week 4	Week 4
<p>LO 1 : LISTENING AS 6 : Listens to a speaker the learner cannot see (radio, intercom) and responds to questions and instructions</p> <ul style="list-style-type: none"> • instructions on intercom 	<p>LO 1 : LISTENING AS 6</p> <ul style="list-style-type: none"> • puppet show and respond to questions
<p>LO 2 : SPEAKING AS 6 : Interviews people for a particular purpose</p>	<p>LO 2 : SPEAKING AS 6 : Interviews people for a particular purpose</p>
<p>LO 3 : READING AND VIEWING AS 4 : Consolidates phonic knowledge</p> <ul style="list-style-type: none"> • Test 50 words • recognizes that the same spelling can represent different sounds 	<p>LO 3 : READING AND VIEWING</p> <p>AS 4</p> <ul style="list-style-type: none"> • Test 60 words • recognizes that the same spelling can represent different sounds
<p>LO 4 : WRITING AS 3 : Revises own writing</p> <ul style="list-style-type: none"> • discuss own writing with the teacher to make it clearer/more interesting or replace words • revise and edit own writing • check errors, spelling, and punctuation • 1 paragraph 	<p>LO 4 : WRITING AS 3</p> <ul style="list-style-type: none"> • Discuss with the teacher and a group of learners to make writing more informative • re-arrange sentences and remove some parts • revise own writing • add or delete words and re-order sentences • 2 paragraphs
Week 5	Week 5
<p>LO 3 : READING AND VIEWING AS 5 : Reads for information and enjoyment</p> <ul style="list-style-type: none"> • Fiction • Comics • Personal picture • Dictionary of own words • 10 to 20 words 	<p>LO 3 : READING AND VIEWING AS 5</p> <ul style="list-style-type: none"> • Fiction • isiXhosa story • reads magazines • Personal picture • Dictionary of own words • Index and table of content • 20 to 30 words

<p>LO 4 : WRITING AS 4 : “Publishers (make public) own writing</p> <ul style="list-style-type: none"> • Write poems and share it by reading it aloud with teacher and a group of learners • Compile a class book (anthology) with class poems and display <p>AS 5 : Builds vocabulary and spells words independently for interest and for specific purpose</p> <ul style="list-style-type: none"> • Words used in a poem / story in reading • Use knowledge of phonics <p>AS 6 : Uses appropriate grammatical structures and writing conventions</p> <ul style="list-style-type: none"> • 1 paragraph • 4 sentence paragraph • Capital letters, commas, full stops and question marks 	<p>LO 4 : WRITING AS 4</p> <ul style="list-style-type: none"> • Shares process of interview and outcome with teacher and peers • Interview <p>AS 5</p> <ul style="list-style-type: none"> • Words used in jokes and oral • Use knowledge of phonics <p>AS 6</p> <ul style="list-style-type: none"> • 2 paragraphs • 4 sentences per paragraph • Capital letters, commas, full stops and question marks
Week 6	Week 6
<p>LO 1: LISTENING AS 6 : Listens to a speaker the learner cannot see (radio, intercom) and responds to questions and instructions on intercom</p>	<p>LO 1: LISTENING AS 6</p> <ul style="list-style-type: none"> • puppet show and respond to questions
<p>LO 2 : SPEAKING AS 6 : Interviews people for a particular purpose</p>	<p>LO 2 : SPEAKING AS 6 : Interviews people for a particular purpose</p>
<p>LO 3 : READING AND VIEWING AS 5 : Reads for information and enjoyment</p> <ul style="list-style-type: none"> • Fiction • Comics • Personal picture • Dictionary of own words • 10 to 20 words 	<p>LO 3 : READING AND VIEWING AS 5</p> <ul style="list-style-type: none"> • Fiction • isiXhosa story • reads magazines • Personal picture • Dictionary of own words • Index and table of content • 20 to 30 words
<p>LO 4 : WRITING AS 5 : Builds vocabulary and spells words independently for interest and for specific purpose</p> <ul style="list-style-type: none"> • Words used in a poem / story in reading • Use knowledge of phonics 	<p>LO 4 : WRITING AS 5</p> <ul style="list-style-type: none"> • Words used in jokes and oral • Use knowledge of phonics

LO 5 THINKING AND REASONING AS 1 : Use language to develop concepts <ul style="list-style-type: none"> • subtraction 	LO 5 THINKING AND REASONING AS 1 <ul style="list-style-type: none"> • experiment
LO 6 : LANGUAGE STRUCTURE AND USE AS 1 : Relates sounds to letters and words <ul style="list-style-type: none"> • Uses phonics to spell more difficult words • 50 words 	LO 6 : LANGUAGE STRUCTURE AND USE AS 1 <ul style="list-style-type: none"> • Uses phonics to spell more difficult words • 60 words
Week 7	Week 7
LO 3 : READING AND VIEWING AS 5 : Reads for information and enjoyment <ul style="list-style-type: none"> • Fiction • Comics • Personal picture • Dictionary of own words • 10 to 20 words 	LO 3 : READING AND VIEWING AS 5 : Reads for information and enjoyment <ul style="list-style-type: none"> • Fiction • Comics • Personal picture • Dictionary of own words • 20 to 30 words
LO 4 : WRITING AS 6 : Uses appropriate grammatical structures and writing conventions <ul style="list-style-type: none"> • 1 paragraph • 4 sentence paragraph • Capital letters, commas, full stops and question marks 	LO 4 : WRITING AS 6 <ul style="list-style-type: none"> • 2 paragraphs • 4 sentences per paragraph • Capital letters, commas, full stops and question marks
LO 5 THINKING AND REASONING AS 2 : uses language to think and reason <ul style="list-style-type: none"> • Give conclusion to story 	LO 5 THINKING AND REASONING AS 2 <ul style="list-style-type: none"> • Higher order of thinking for similarities and differences
LO 6 : LANGUAGE STRUCTURE AND USE AS 2 : Works with words <ul style="list-style-type: none"> • Use spelling rules • Picture dictionary. Dictionary and Word bank 	LO 6 : LANGUAGE STRUCTURE AND USE AS 2 <ul style="list-style-type: none"> • Use spelling rules • Picture dictionary. Dictionary and Word bank
Week 8	Week 8
LO 4 : WRITING AS 6 : Uses appropriate grammatical structures and writing conventions <ul style="list-style-type: none"> • 1 paragraph • 4 sentence paragraph • Capital letters, commas, full stops and question marks AS 7 : Writes legibly <ul style="list-style-type: none"> • Revise all letters in print (Aa Bb . . .) 	LO 4 : WRITING AS 6 <ul style="list-style-type: none"> • 2 paragraphs • 4 sentences per paragraph • Capital letters, commas, full stops and question marks AS 7 <ul style="list-style-type: none"> • Start with cursive patterns and letters

<p>LO 5 THINKING AND REASONING AS 1 : Use language to develop concepts</p> <ul style="list-style-type: none"> • Subtraction <p>AS 2 : uses language to think and reason</p> <ul style="list-style-type: none"> • Give conclusion to story 	<p>LO 5 THINKING AND REASONING AS 1</p> <ul style="list-style-type: none"> • Experiment <p>AS 2 Higher order of thinking for similarities and differences</p>
<p>LO 6 : LANGUAGE STRUCTURE AND USE AS 1 : Relates sounds to letters and words</p> <ul style="list-style-type: none"> • Uses phonics to spell more difficult words • 50 words <p>AS 2 : Works with words</p> <ul style="list-style-type: none"> • Use spelling rules • Picture dictionary. Dictionary and Word bank 	<p>LO 6 : LANGUAGE STRUCTURE AND USE AS 1</p> <ul style="list-style-type: none"> • Uses phonics to spell more difficult words • 60 words <p>AS 2</p> <ul style="list-style-type: none"> • Use spelling rules • Picture dictionary. Dictionary and Word bank
Week 9	Week 9
<p>LO 5 THINKING AND REASONING AS 3 : uses language to investigate and explore</p> <ul style="list-style-type: none"> • Plan steps of given task • Share responsibilities <p>AS 4 : Process information</p> <ul style="list-style-type: none"> • Make a short list 	<p>LO 5 THINKING AND REASONING AS 3</p> <ul style="list-style-type: none"> • survey, ask questions, summarise and present information <p>AS 4</p> <ul style="list-style-type: none"> • Make table or diagram • Similarities and differences
<p>LO 6 : LANGUAGE STRUCTURE AND USE AS 3 : Works with sentences</p> <ul style="list-style-type: none"> • Statement and command • Nouns, pronouns and verbs <p>AS 4 : Works with texts</p> <ul style="list-style-type: none"> • Link sentences to form a paragraph <p>AS 5 : Develop critical language awareness</p> <ul style="list-style-type: none"> • Explores the way class use slang, with whom and for what purpose <p>AS 6 : Use meta-language</p> <ul style="list-style-type: none"> • Question and verb • Statement and command 	<p>LO 6 : LANGUAGE STRUCTURE AND USE AS 3</p> <ul style="list-style-type: none"> • Present continuous tense • Questions or statements • Adjectives and adverbs <p>AS 4</p> <ul style="list-style-type: none"> • Link sentences to form 2 paragraphs <p>AS 5</p> <ul style="list-style-type: none"> • Explores the way class use slang, with whom and for what purpose <p>AS 6</p> <ul style="list-style-type: none"> • Subject, object and connecting words
Week 10	Week 10
JUNE PROVINCIAL ASSESSMENT	JUNE PROVINCIAL ASSESSMENT

**GRADE 3 PACESETTERS 2010
ULWIMI LWENKOBÉ (ISIXHOSA HL)**

IKOTA 1	IKOTA 2
Iveki 1	Iveki 1
<p>PF 1: UKUMAMELA GH 1: Mamela ngenyameko ixesha elide (ukuphula-phula ixesha elide) ukuphendula kulandelelwano oluntsokothileyo lwemiyalelo efanele umgangatho wakhe.</p> <ul style="list-style-type: none"> • Unikwa imiyalelo yezivakalisi ezine. <p>GH 2: Bonisa ubuchule bokumamela ngokuthi amamele ngaphandle kokuphazamisa, ebonisa imbeko kwisithethi, aze anike abanye amathuba okuthetha, ebuza imibuzo ecela ingcaciso okanye eshwankathela okanye ephawula kwinto eviweyo xa kufanelekile.</p> <ul style="list-style-type: none"> • Umamela iindaba namabali ngaphandle kokuphazamisa. • Ubonisa ubuchule bokumamela ngaphandle kokuphazamisa 	<p>PF 1: UKUMAMELA GH 1</p> <ul style="list-style-type: none"> • Unikwa imiyalelo yezivakalisi ezintlanu. • Umamela amabali amafutshane abaliswa ngutitshala / kunomathotholo. <p>GH 2</p> <ul style="list-style-type: none"> • Umamela iindaba namabali ngaphandle kokuphazamisa , ebonisa imbeko kwisithethi esithethayo.
<p>PF 2: UKUTHETHA GH 1: Balisa ngamava akhe neziganeko ezitsha jikelele nokuvakalisa izimvo neengcamango malunga nazo</p> <ul style="list-style-type: none"> • Ubalisa ngamava abo baze bavakalise izimvo zabo banike nezizathu. <p>GH2: Sebenzisa ulwazi lwentekelelo ukuzonwabisa neengcinga ezimnandi (ukubalisa iziqhulo, ukudlala imidlalo yamagama, amaqhina, ukuyila imihobe, nokuthetha ngeelwimi ezininzi ngaxeshanye)</p> <ul style="list-style-type: none"> • Ubalisa edlala imidlalo yamagama, amaqhina njl.njl. 	<p>PF 2: UKUTHETHA GH 1</p> <ul style="list-style-type: none"> • Ubalisa ngamava akhe ngeziganeko ezingundaba mlonyeni. <p>GH 2</p> <ul style="list-style-type: none"> • Ubalisa edlala imidlalo yamagagma, amaqhina njl.njl.
<p>PF 3: UKUFUNDA NOKUBUKELA GH 1: Sebenzisa izikhokelo ezibonwayo ukuphuhlisa intsingiselo njl-njl.</p> <ul style="list-style-type: none"> • Usebenzisa izikhokhelo ezibonwayo ukufunda izicatshulwa zomzobo (umz. lifoto , imifanekiso, iimaphu neetshati). • Uthetha ngefoto / imifanekiso / iimaphu neetshati (umz. Ingantoni , yathatyathwa phi ? 	<p>PF 3: UKUFUNDA NOKUBUKELA GH 1</p> <ul style="list-style-type: none"> • Usebenzisa izikhokhelo ezibonwayo ukufunda izicatshulwa zomzobo (umz. lifoto , imifanekiso, iimaphu neetshati). • Uthetha ngefoto / imifanekiso / iimaphu neetshati (umz. Ingantoni , yathatyathwa phi ?

Iveki 2	Iveki 2
<p>PF 1: UKUMAMELA</p> <p>GH3: Nakana nokubonisa intlonipho yeentlobo zolwimi ezahlukeneyo.</p> <ul style="list-style-type: none"> • Umamela indlela ezibonisa imbeko umz: iindlela zokubulisa ngelwimi ezahlukeneyo. <p>GH 4: Mamela ngolonwabo amabali amafutshane, imibongo, iingoma nezinye.</p> <ul style="list-style-type: none"> • Uphendula imibuzo ekwizinga eliphezulu malunga nesicatshulwa njalo-njalo 	<p>PF 1: UKUMAMELA</p> <p>GH 3</p> <ul style="list-style-type: none"> • Ukubala ngeelwimi ezahlukeneyo. <p>GH 4</p> <ul style="list-style-type: none"> • Uphendula imibuzo aze abhale amagama amatsha kwisichazi – magama sakhe njalo-njalo
<p>PF 2 : UKUTHETHA</p> <p>GH 3: Sebenzisa iimbonakalo ezahlukeneyo nezijekulo xa ebalisa ibali</p> <ul style="list-style-type: none"> • Ubalisa amabali esebenzisa imbonakalo ezahlukeneyo nezijekulo. <p>GH 4: Yila nokubalisa amabali anesiqalo, isiqu nesiphelo esebenzisa ulwimi oluchazayo nokuphepha uphinda-phindo eneempawu zesakhiwo sebali nesimo sabalinganiswa</p> <p>Ubalisa amabali anesiqalo , isiqu nesiphelo.</p>	<p>PF 2 : UKUTHETHA</p> <p>GH 3</p> <ul style="list-style-type: none"> • Ubalisa amabali esebenzisa izijekulo. <p>GH 4</p> <ul style="list-style-type: none"> • Ubalisa amabali eqaphela isiqalo nesiphelo.
<p>PF 3: UKUFUNDA NOKUBUKELA</p> <p>GH 2: Phuhlisa intsingiselo yesicatshulwa esibhaliweyo ngokuphawula ngebali okanye umhobe abawufundileyo, babonise ukulandela ngokuphendula le mibuzo ephathelele: Kwingcinga engundoqo njalo-njalo</p> <ul style="list-style-type: none"> • Ubonisa ukuqonda umhlathi ngokuthi axoxe ngeenkukacha eziphambili ezifana nabalinganiswa abaphambili. • Ufunda incwadi notitshala njenge klasi (shared reading with a big book) aze achaze isihloko esingundoqo. 	<p>PF 3: UKUFUNDA NOKUBUKELA</p> <p>GH 2</p> <ul style="list-style-type: none"> • Uphendula imibuzo ephakamileyo esekelwe kumhlathi ofundiweyo. • Ufunda incwadi notitshala njenge klasi (shared reading with a big book) aze axoxe ukuzalana kwesenzeko nesiphumo.
<p>PF 4: UKUBHALA</p> <p>GH 1 : Bhala ngokufanelekileyo ngokubhala ngokukhululeka okukhulu nangesantya ngokuziqhelanisa</p>	<p>PF 4: UKUBHALA</p> <p>GH 1</p> <ul style="list-style-type: none"> • Ubhala ngokukhululekileyo nangesantya esamkelekileyo

Iveki 3	Iveki 3
<p>PF 1: UKUMAMELA GH 5: Mamela onwabele oqashi-qashi/ amaqhina neziqhulo ngokuphendula ngokufanelekileyo</p> <ul style="list-style-type: none"> • Utitshala unika oqashi- qashi aze umfundi anike impendulo echanekileyo (umz. Ndiyarhubuluza ndihlala emngxunyeni. Ndiyi..... .)? 	<p>PF 1: UKUMAMELA GH 5</p> <ul style="list-style-type: none"> • Amaqela akha ababo oqashi – qashi baze balungiswe apho kuyimfuneko.
<p>PF 2 : UKUTHETHA GH 5: Thatha inxaxheba kwingxoxo yeklasi neyeqela ngo-</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo yeqela ekhokhelwa ngutitshala . <p>GH 7: Azisa ngomlomo (kwizihloko ezinikiweyo, udliwano-ndlebe olwenziweyo, ukunika ingxelo yophando lwangaphandle)</p> <ul style="list-style-type: none"> • Wazisa ngomlomo umz. Unika ingxelo yodliwano – ndlebe olwenziweyo – ngenkxaso nokukhokhelwa ngutitshala. • Wazisa ngomlomo ebonisa , exela esebenzisa ulwimi ukuthelekisa ulwazi. <p>GH 8: Zibandakanya kwincoko njengobuchule bentlalo</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo / kwincoko , ebuza nemibuzo ebonisa uvakalelo kwiimvakalelo zabanye esebenzisa luwimi olusulungekileyo xa ethetha nezihlobo zakhe nabantu abadala. 	<p>PF 2 : UKUTHETHA GH 5</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo yeqela ekhokhelwa ngutitshala aze ashwankathele umsebenzi weqela. <p>GH 7</p> <ul style="list-style-type: none"> • Wazisa ngomlomo umz. Unika ingxelo yodliwano – ndlebe olwenziweyo – ngenkxaso nokukhokhelwa ngutitshala. • Wazisa ngomlomo ebonisa , exela esebenzisa ulwimi ukuthelekisa ulwazi. <p>GH 8</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwincoko nakwingxoxo zeqela neze klasi aze acebise ngezisombululo ukubonisa isakhono sokuhlala nabantu.(social skills)
<p>PF 3: UKUFUNDA NOKUBUKELA GH 3: Funda izicatshulwa bodwa kuze kusetyenziswe iindlela ezahlukeneyo ukunika intsingiselo yezicatshulwa ngokubiza amagama ngobuciko xa efunda ngokuvakalayo</p> <ul style="list-style-type: none"> • Ufunda iincwadi nezicatshulwa ekhokhelwa ngutitshala.Ufunda bodwa esebenzisa ucinezelo olufanelekileyo,ukunqumama, imvakalo-zwi,ukuzilungisa baziqhelise amagama phambi kokuba awabize. • Banakana ukuba izikhamiso zingalandelana kwamanye amagama (umz. unodoli – oonodoli; inkomo – iinkomo) 	<p>PF 3: UKUFUNDA NOKUBUKELA GH 3</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo. • Ufunda ngokuvakalayo efundela umlingane wakhe. • Ufunda akubhalileyo noko kubhalwe ngabalingane.
<p>PF 4: UKUBHALA. GH 2 Sebenzisa ubuchule phambi kokuqalisa ukubhala ngokusebenzisa ubuchule bokwandulela ukubhala obahlukeneyo ekufuneni ulwazi aze akhetha isihloko (umz: ukungqubanisa iintloko, ubhalo olukhululekileyo, ukuthetha nabalingane, imifanekiso ebonwayo)</p> <ul style="list-style-type: none"> • Usebenzisa umfanekiso ukukhetha isihloko anokubhala ngaso. • Uthetha nomlingane wakhe begalisa ukulungiselela ukubhala 	<p>PF 4: UKUBHALA GH 2</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo ezibhekiselele ekukhethweni kwesihloko ekuza kubhalwa ngaso.

Iveki 4	Iveki 4
<p>PF 1: UKUMAMELA GH 6: Mamela kwisithethi abangasiboniyo (umz: unomathotholo, isithungelwano sokuthetha) nokuphendula imibuzo nemiyalelo Uphendula imibuzo kwimfonomfono nakunomathotholo aze aphenidule imibuzo nemiyalelo ngokufanelekileyo</p>	<p>PF 1: UKUMAMELA GH 6 Umamela imiyalelo embaxa(ubuncinane emi-5) ayiva kunomathotholo aze aphenidule ngokufanelekileyo</p>
<p>PF 2 : UKUTHETHA GH 6: Banodliwano-ndlebe nabantu ngenjongo ethile</p> <ul style="list-style-type: none"> Wenza udliwano – ndlebe nabantu ngenjongo ethile. 	<p>PF 2 : UKUTHETHA GH 6</p> <ul style="list-style-type: none"> Wenza udliwano – ndlebe nabantu ngenjongo ethile
<p>PF 3: UKUFUNDA NOKUBUKELA GH 4 : Zinzisa ulwazi lwezandi ngokunakana ukuba izikhamiso zingalandelelana kwamanye amagama umz: iinkomo njalo-njalo</p> <ul style="list-style-type: none"> Unakana ukuba izikhamiso zingalandelelana kwamanye amagama (umz. kwisininzi, inkomo – iinkomo unopopi – oonopopi) 	<p>PF 3: UKUFUNDA NOKUBUKELA GH 4</p> <ul style="list-style-type: none"> Unakana ulandelelwano olutsha lwamagama apho izikhamiso zinokulandelelana khona (umz.kwisininzi, inkomo – iinkomo unopopi – oonopopi)
<p>PF 4: UKUBHALA GH 3: Yila umsebenzi ngokweenjongo ezahlukeneyo ngo Kukhetha uhlobo lwesicatshulwa ukuze sihambelane nenjongo nabaphulaphuli (umz: ukubhala kwidayari novakalelo lwakho)</p> <ul style="list-style-type: none"> Unika iimbono namagama okwakha ibali leklasi. Ubhala amagama ukwakha izivakalisi esebenzisa izandi ezifundiweyo, oonobumba abakhulu nezingxi. 	<p>PF 4: UKUBHALA GH 3</p> <ul style="list-style-type: none"> Usebenzisa iintlobo ezahlukeneyo zezivakalisi xa ebhala. Udibanisa izivakalisi ezibini ezifutshane ukwakha isivakalisi eside.

Iveki 5	Iveki 5
<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5 : Fundela ulwazi nolonwabo ngokukhetha iincwadi ezibalisa ngeentsomi nezibalisa ngenyaniso kwaye axele kutheni ezithanda okanye engazithandi</p> <ul style="list-style-type: none"> Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani. 	<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5</p> <ul style="list-style-type: none"> Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani.

<p>PF 4 : UKUBHALA GH 4: Hlaziya umsebenzi ngokuxoxa ngobhalo lwakhe nolwabanye ukufumana okanye ukunika ingxelo</p> <ul style="list-style-type: none"> • Kuhlela imibhalo yabo (ukushiya okanye ukongeza amagama ukucacisa intsingiselo, ukukhangela nokukorekisha njalo-njalo • Uxoxa ngezinto azibhalileyo ukuze abenakho ukuzicacisa nokulungisa apho kuyimfuneko njalo-njalo <p>GH 5: Papasha imisebenzi ngokwabelana ngomsebenzi nabanye ngokufundela ngokuvakalayo nokwenza umboniso wokubhaliweyo eklasini njalo-njalo</p> <ul style="list-style-type: none"> • Ubhala amabali nemibongo yakhe ukuze afundele utitshala, amaqela nabalingane bakhe. <p>GH 6 : Enza isigama aze azipelele amagama ngokusebenzisa ulwazi lwegrama</p> <ul style="list-style-type: none"> • Upela amagama amatsha asuka kumbongo 	<p>PF 4 : UKUBHALA GH 4</p> <ul style="list-style-type: none"> • Uxoxa ngezinto azibhalileyo ukuze abenakho ukuzicacisa nokulungisa upelo neziphumlisi. <p>GH 5</p> <ul style="list-style-type: none"> • Ubhala amabali nemibongo yakhe ukuze afundele utitshala, amaqela nabalingane bakhe, exoxa ngeziphoso zakhe azilungise. <p>GH 6</p> <ul style="list-style-type: none"> • Wakha ibhanki yamagama akhe nesichazi – magama
Iveki 6	Iveki 6
<p>PF 1: UKUMAMELA GH 6: Mamela kwisithethi abangasiboniyo (umz: unomathotholo, isithungelwano sokuthetha) nokuphendula imibuzo nemiyalelo Uphendula imibuzo kwimfonomfono nakunomathotholo aze aphenndule imibuzo nemiyalelo ngokufanelekileyo</p>	<p>PF 1: UKUMAMELA GH 6 Umamela imiyalelo embaxa(ubuncinane emi-5) ayiva kunomathotholo aze aphenndule ngokufanelekileyo</p>
<p>PF 2 : UKUTHETHA GH 6: Banodliwano-ndlebe nabantu ngenjongo ethile</p> <ul style="list-style-type: none"> • Wenza udliwano – ndlebe nabantu ngenjongo ethile. 	<p>PF 2 : UKUTHETHA GH 6</p> <ul style="list-style-type: none"> • Wenza udliwano – ndlebe nabantu ngenjongo ethile
<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5 : Fundela ulwazi nolonwabo ngokukhetha iincwadi ezibalisa ngeentsomi nezibalisa ngenyaniso kwaye axele kutheni ezithanda okanye engazithandi</p> <ul style="list-style-type: none"> • Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani. 	<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5</p> <ul style="list-style-type: none"> • Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani.
<p>PF 4 : UKUBHALA GH 5: Papasha imisebenzi ngokwabelana ngomsebenzi nabanye ngokufundela ngokuvakalayo nokwenza umboniso wokubhaliweyo eklasini njalo-njalo</p> <ul style="list-style-type: none"> • Ubhala amabali nemibongo yakhe ukuze afundele utitshala, amaqela nabalingane bakhe. 	<p>PF 4 : UKUBHALA GH 5</p> <ul style="list-style-type: none"> • Ubhala amabali nemibongo yakhe ukuze afundele utitshala, amaqela nabalingane bakhe, exoxa ngeziphoso zakhe azilungise.

<p>PF 5: UKUCINGA NOKUQIQA GH 1: Sebenzisa ulwimi ukwandisa isigama ngokuqonda nokusebenzisa ulwimi lwengqiqo lweenkalo lwezifundo ezahlukeneyo ezifuneka kulo mgangatho.</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo. 	<p>PF 5: UKUCINGA NOKUQIQA GH 1</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo.
<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 1: Nxulumanisa izandi koonobumba namagama ngokusebenzisa izandi, nokupela amagama anzinyana.</p> <ul style="list-style-type: none"> • Usebenzisa izandi azifunde kwibanga elingaphambili esakha amagama , izivakalisi esenza upelo 	<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 1:</p> <ul style="list-style-type: none"> • Wakha amagama awabize ngokomgangatho akuwo wokwazi izandi.
<p>Iveki 7</p>	<p>Iveki 7</p>
<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5 : Fundela ulwazi nolonwabo ngokukhetha iincwadi ezibalisa ngeentsomi nezibalisa ngenyaniso kwaye axele kutheni ezithanda okanye engazithandi Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani.</p>	<p>PF 3 : UKUFUNDA NOKUBUKELA GH 5</p> <ul style="list-style-type: none"> • Ufunda yedwa engaxhomekekanga , efunda amabamli ayinyani nangeyonyani
<p>PF 4 : UKUBHALA GH 6: Enza isigama aze azipelele amagama ngemifuniselo nangokusebenzisa ulwazi lwegrama</p> <ul style="list-style-type: none"> • Upela amagama amatsha asuka kumbongo 	<p>PF 4 : UKUBHALA GH 6</p> <ul style="list-style-type: none"> • Wakha ibhanki yamagama akhe nesichazi – magama
<p>PF 5: UKUCINGA NOKUQIQA GH 2: Sebenzisa ulwimi ekucingeni nasekuqineni ngokuqonda nokusebenzisa ulwimi ekuqineni nakwingqiqo, umz: kwintsusa nesiphumo, ekwenzeni izigqibo Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo.</p>	<p>PF 5: UKUCINGA NOKUQIQA GH 2 Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo.</p>
<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 2: Sebenza ngamagama ngo-</p> <ul style="list-style-type: none"> • Kusebenzisa eminye imithetho yopelo ukupela amagama • Kusebenzisa iintlobo zemithombo ukukhangela upelo • Kusebenzisa izimaphambili nezimamva ukwakha amagama • Kuchonga izichasi nezifanokuthi <p>Unikwa umhlathi ukuze achonge izichasi nezifanokuthi.</p>	<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 2</p> <ul style="list-style-type: none"> • Wakha amagama ukuze abonakalise isimamva nesimaphambili (umz.inja – injana , isitulo

Iveki 8	Iveki 8
<p>PF 4 : UKUBHALA GH 6: Enza isigama aze azipelele amagama ngemifuniselo nangokusebenzisa ulwazi lwegrama</p> <ul style="list-style-type: none"> • Upela amagama amatsha asuka kumbongo <p>GH 7: Sebenzisa izakhi zegrama nothungelwano lokubhala ngo-</p> <ul style="list-style-type: none"> • Kuqala ukwahlula izivakalisi ngokwemihlathi • Kusebenzisa iziphumlisi ezifanelekileyo (umz: oonobumba abakhulu, izingxi, uphawu lombuzo, izikhuzo, iikoma, isimeli-nobumba) • Kusebenzisa izimbo zokubalisa • Kusebenzisa ezinye izakhiwo zezicatshulwa zolwazi ezifana nemifuniselo • Kusebenzisa ulwazi lwegrama <p>Ubhala amagama ukwakha izivakalisi esebenzisa izandi ezifundiweyo, oonobumba abakhulu nezingxi.</p>	<p>PF 4 : UKUBHALA GH 6</p> <ul style="list-style-type: none"> • Wakha ibhanki yamagama akhe nesichazi – magama <p>GH 7</p> <ul style="list-style-type: none"> • Usebenzisa izintlu zolwimi ngokukuko ukuze okubhaliweyo kube nokufundwa nokuqondwa ngabanye
<p>PF 5: UKUCINGA NOKUQIQA GH 1: Sebenzisa ulwimi ukwandisa isigama ngokuqonda nokusebenzisa ulwimi lwengqiqo lweenkalo lwezifundo ezahlukeneyo ezifuneka kulo mgangatho.</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo. <p>GH 2: Sebenzisa ulwimi ekucingeni nasekuqineni ngokuqonda nokusebenzisa ulwimi ekuqineni nakwingqiqo, umz: kwintsusa nesiphumo, ekwenzeni izigqibo</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo. 	<p>PF 5: UKUCINGA NOKUQIQA GH 1</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo. <p>GH 2</p> <ul style="list-style-type: none"> • Usebenzisa ubuchule bokwahlula ,nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo.
<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 1: Nxulumanisa izandi koonobumba namagama ngokusebenzisa izandi, nokupela amagama anzinyana.</p> <ul style="list-style-type: none"> • Usebenzisa izandi azifunde kwibanga elingaphambili esakha amagama , izivakalisi esenza upelo <p>GH 2: Sebenza ngamagama ngo-</p> <ul style="list-style-type: none"> • Kusebenzisa eminye imithetho yopelo ukupela amagama • Kusebenzisa iintlobo zemithombo ukukhangela upelo 	<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI GH 1:</p> <ul style="list-style-type: none"> • Wakha amagama awabize ngokomgangatho akuwo wokwazi izandi. <p>GH 2 Wakha amagama ukuze abonakalise isimamva nesimaphambili</p>

<ul style="list-style-type: none"> • Kusebenzisa izimaphambili nezimamva ukwakha amagama • Kuchonga izichasi nezifanokuthi <p>Unikwa umhlathi ukuze achonge izichasi nezifanokuthi.</p>	<p>(umz.inja – injana , isitulo.</p>
<p>Iveki 9</p>	<p>Iveki 9</p>
<p>PF 5: UKUCINGA NOKUQIQA</p> <p>GH 3 : Sebenzisa ukucinga okukwinqanaba eliphezulu nolwimi olubandanyeka kuzo, umzekelo: Inginga ethatyathwa njengenyano (ndicinga ukuba zingaphi)</p> <ul style="list-style-type: none"> • Kusebenzisa ulwimi ukuchaza iifano neeyantlukwano, ukuhlalutya, ukuthelekisa nokuchasanisa ulwazi. • Batyelela amathala eencwadi ukwenza uphando ngolwazi lophando abalufunayo bencediswa ngutitshala. <p>Usebenzisa ingcinga ekwinqanaba eliphezulu nolwimi olubandakanyayo, echaza imfano, iyantlukwano, ukuhlalutya, ukuthelekisa nokuchasanisa ulwazi.</p> <p>GH 4: Sebenzisa ulwimi ekuphandeni nasekuphononogeni ngo-Kubuza imibuzo nokufuna ingcaciso, unika izisombululo nokucebisa ezinye iindlela zokusombulula (ukuba ndenza le nto, ngoku....., singazama.....)</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo zeqela. • Ucebisa ngezisombululo ngakumbi kwizibalo(Nyumeresi). 	<p>PF 5: UKUCINGA NOKUQIQA</p> <p>GH 3</p> <ul style="list-style-type: none"> • Usebenzisa ingcinga ekwinqanaba eliphezulu nolwimi olubandakanyayo, echaza imfano, iyantlukwano, ukuhlalutya, ukuthelekisa nokuchasanisa ulwazi. <p>GH 4</p> <ul style="list-style-type: none"> • Uthabatha inxaxheba kwingxoxo zeqela. • Ucebisa ngezisombululo ngakumbi kwizibalo(Nyumeresi).
<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI</p> <p>GH 3: Sebenza ngezivakalisi ngo-</p> <ul style="list-style-type: none"> • Kuchonga intloko, isenzi nenjongosenzi kwisivakalisi • Kusebenzisa uvumelwano olufanelekileyo lwentloko nenjongosenzi • Kusebenzisa izihlanganisi ezivakalisa intsusa nesiphumo, umz: andimthandi kuba uyonqena • Kusebenzisa iintlobo zezicatshulwa ezahlukeneyo <p>Kuchonga nokusebenzisa izibizo, izichazi, izenzi, izimelabizo (mna, yena) nezihlomelo ezichanekileyo</p> <ul style="list-style-type: none"> • Kusebenzisa ixesha eladlulayo nelizayo ngokuchanekileyo • Kusebenzisa iziphumlisi ngokufanelekileyo (isimeli-nobumba umz: umntwan'am, uphawu lwesikhuzo) <p>Unikwa izivakalisi ukuze achonge intloko , isenzi , nenjongo senzi</p>	<p>PF 6 : UKWAKHIWA NOKUSETYENZISWA KOLWIMI</p> <p>GH 3</p> <ul style="list-style-type: none"> • Udibanisa izivakalisi ngokusebenzisa izihlanganisi. • Uchonga aze asebenzise izibizo izichazi ,izenzi, izimelabizo nezihlomelo. • Ufunda ukwenza izivakalisi zikwixesha elizayo neladlulayo

<p>kwizivakalisi Udibanisa izivakalisi ezibini ezifutshane ngesihlanganisi Ufunda ukwenza izivakalisi ezikwixesha elizayo neladlulayo.</p> <p>GH 4: Sebenza ngezicatshulwa ngokudibanisa izivakalisi ukwenza imihlathi aze agcine ukungaguqu-guquki ekusetyenzisweni kwexesha.</p> <ul style="list-style-type: none"> • Unikwa izivakalisi adibanise akhe umhlathi <p>GH 5: Sebenzisa ulwimi kwintsebenziswano ngokusebenzisa ulwimi lwentlalo oluvakalisa imbeko (ukuxolisa)</p> <ul style="list-style-type: none"> • Ubonisa ubuchule bokumamela ngaphandle kokuphazamisa ebonisa imbeko kwisithethi <p>GH 6: Phuhlisa ingqiqo yolwimi enzulu ngo-Kuphonononga indlela iklasi esebenzisa ngayo intetho engaphucukanga, kwaye ithethwa nabani? Ngeziphi iinjongo?</p> <ul style="list-style-type: none"> • Ufunda isicatshulwa aze acalule intetho esetyenzisiweyo ukuba iphucukile na okanye hayi. 	<p>GH 4</p> <ul style="list-style-type: none"> • Unikwa izivakalisi adibanise akhe imihlathi emibini. <p>GH 5</p> <ul style="list-style-type: none"> • Wazisa ngomlomo ebonisa , exela, esebenzisa ulwimi ukuthelekisa ulwazi. • Usebenzisa ubuchule bokwahlula nokucinga nokuqiqa xa efunda amagama angaqhelekanga ukunika intsingiselo eyiyo <p>GH 6</p> <ul style="list-style-type: none"> • Ufunda isicatshulwa aze acalule intetho esetyenzisiweyo ukuba iphucukile na okanye hayi.
<p style="text-align: center;">Iveki 10</p> <p style="text-align: center;">JUNE PROVINCIAL ASSESSMENT</p>	<p style="text-align: center;">Iveki 10</p> <p style="text-align: center;">JUNE PROVINCIAL ASSESSMENT</p>

**GRADE 3 PACESETTERS 2010
SESOTHO HL**

TERM 1	TERM 2
Week 1	Week 1
<p>LO 1: HO MAMELA AS1: Ngwana a mamela ka hloko(a atolosa bokgoni ba ho mamela nako e telele) mme a arabe dipotso ka tatellano ho ya ka moo di botsitsweng ka teng boemong ba hae.</p> <ul style="list-style-type: none"> Morutabana o qoqela bana pale kapa tshomo mme o botsa dipotso ho lekola kutlwisiso ya bona ho beha dintlha ka tatellano. TLHATHLOBO Mona ho sebediswa “checklist” ho lekola kutlwisiso. <p>AS2:A bontsha kutlwisiso ya puisano ka ho hlompha sebui,ho mamela ka hloko,ho bua le ho botsa dipotso tsa tlhakisetsa,ho akaretsa seo a se utlwileng.</p>	<p>LO 1: HO MAMELA AS 1</p> <ul style="list-style-type: none"> Bana ballwa pale ke morutabana ha bona ba mametse ka hloko.Bana le bona ba nehwa sebaka sa bala ka bongngwe. TLHAHLOBO <p>AS 2</p> <ul style="list-style-type: none"> Ngwana ka mong o fuwa monyetla wa ho badisa pale ka tatellano ho ya ka kutlwisiso ya hae mme a boele a arabe dipotso ho ya ka moo di botswang ka teng ka tatellano.Ho sebediswa “checklist “le “rubric” ho lekola kutlwisiso.
<p>LO2: HO BUA AS1:O hopola diketsahalo tse etsahetseng kgale e be o ntsha maikutlo a hae ka tsona.</p> <ul style="list-style-type: none"> Moithuti ka mong o phetela ba bang ka ketsahalo eo a ke keng a e lebala bophelong ba hae. TLHAHLOBO Moithuti o ntsha maikutlo a hae ka seo se kileng sa etsahala.Ho sebediswa “rubric”ho lekola kutlwisiso ya bana. <p>AS 2: O sebedisa puo ho akanya boithabiso.Mohl:Ho etsa metlae,dithothokiso le ho iqapela dipale.</p> <ul style="list-style-type: none"> Baithuti ba ya itheneketsa. Mohl: Bataung ,Bakoena,Batlokoa etc.Ba bang ba ya iphafa. TLHAHLOBO 	<p>LO2: HO BUA AS 1</p> <ul style="list-style-type: none"> Morutabana o fana ka dihloho tseo bana ba ka buang ka tsona. TLHAHLOBO Ka bongngwe kapa ka dihlopha baithuti ba ngola ka dihloho tse fapaneng tseo ba neng ba qoqa ka tsona, ba ka nna ba qoqa ka dihloho tsena ntle le ho ngola.Ho sebediswa “rubric” ho lekola kutlwisiso <p>AS 2</p> <ul style="list-style-type: none"> Baithuti ba qapa dithothokiso ka dihloho tse fapaneng.Mohl:diphoofolo,diketsahalo le tse ding. TLHAHLOBO
<p>LO3:BALA O SENOLA Re tseba hona ha moithuti a AS1: Sebedisa dithusathuto tse bonahalang ho fumana moelelo. A bala ditshwantsho tse jk ditshwantsho dimmapa,dipapetla le metako. A hlalosa ka puo ya molomo ka ho ngola,moelelo le sepheo. A sebedisa thlahiso leseding eo a e fumaneng ka tshwanelo jk.mmapa ho</p>	<p>LO3:BALA O SENOLA AS 1</p> <ul style="list-style-type: none"> Bana ba taka setshwantsho ba ngole moqoqo ka tsona. TLHAHLOBO

<p>supa tsela. A hlaloba ditshwantsho a di kgabisa ka ho phethahetseng.</p> <ul style="list-style-type: none"> Dipotso le dikarabo ka setshwantsho. Bana ba arolwa ka dihlotshwana ba bala mabitsa a setshwantshong e be ba bopa dipolelo. <p>TLHAHLOBO</p> <ul style="list-style-type: none"> Sehlopha ka seng se fana ka tlaleho. Bana ba bala dipolelo tseo ba di ngotseng. Morutabana o sebedisa "rubric" 	<ul style="list-style-type: none"> Ngwana ka mong o tla bala moqoqo oo a o ngotseng mme bana ba mametse ka phapusing. Morutabana o sebedisa "checklist"
Week 2	Week 2
<p>LO 1: HO MAMELA AS 3: A dumela, a eellwa a bile a bontsha tlhompho dipuong tse fapaneng</p> <ul style="list-style-type: none"> Bana ba rutwa ho dumedisa ka dipuo tse fapaneng. <p>TLHAHLOBO</p> <ul style="list-style-type: none"> Bana ba tla bontsha kalaneng (role play) tumedisano ka dipuo tse fapaneng. Ho tla sebediswa "observation sheet" ho lekola kutlwisiso ya bana. <p>AS 4: A mamela ha monate ka kutlwisiso a bontsha ho natefelwa ke dipale, dithothokiso, dipina le tse ding dipuisano tsa molomo. A mamela sehloho le mmoko-tabo. A mamela ele hore a tsebe ho ntsha dintlha kgolo. A noha se tla etsahala. A pheta ka tatellano dintlha, diketsahalo le ho ntsha maikutlo ka se etsahetseng. A araba dipotso tsa molomo. A ntsha maikutlo, ba fane ka mabaka a se etsahetseng. A fumane sesosa le phetho ho se buuweng ka molomo. A taka ditshwantsho ba bile ba di ngola ka mantswe a bona ho bontsha kutlwisiso.</p> <ul style="list-style-type: none"> Morutabana o phetela bana pale kapa tshomo mme ba mamela ka hloko TLHAHLOBO Morutabana o botsa bana dipotso tse amanang le pale, pina, tshomo kapa thothokiso eo ba e utlwileng. Ho sebediswa "rubric" kapa "checklist" 	<p>LO 1: HO MAMELA AS 3 Bana ba mamela pale e balwang bukeng kapa seyalemoyeng kapa e badiswang ke morutabana mme ba ka nna ba bohela "telebeshene" Pale ena e tshwanela ho bua ka mefuta e fapaneng ya batho ba phelang mmoho, mohl. "Movhango" le "Emzini wezintsizwa"</p> <p>TLHAHLOBO</p> <p>Ba ngole mabitsa a dibapadi tse ka sehlohong. Ba fetolele mantswe ao ba a utlwileng dipuong tse ding ka puo ya bona. Ho sebediswa "checklist" ho lekola kutlwisiso</p> <p>AS 4</p> <ul style="list-style-type: none"> Bana ba phetelana dipale kapa ditshomo ba bang ba mametse ka hloko. <p>TLHAHLOBO</p> <ul style="list-style-type: none"> Bana le morutabana ba botsa dipotso ka dipale tseo ban eng ba di phetelana
<p>LO2: HO BUA AS 3: O qapa dipale a be a di phete, a bontsha qalo bohare le phetho, a sa lebala dintlha tsa bohlokwa ntle le phetapheto. AS 4: O sebedisa ditsela tse fapaneng ho pheta pale (tshebediso ya ditho tsa mmele [gestures])</p>	<p>LO2: HO BUA AS 3</p> <ul style="list-style-type: none"> Baithuti ka bonngwe kapa ka dihlopha ba bua ka dihloho tseo ba ikgethetseng tsona. "Rubric e tla sebediswa ho lekola kutlwisiso baithuting"

<ul style="list-style-type: none"> • Ho sebediswa “rubric”ho lekola kutlwisiso.Mona baithuti ba ya itheneketsa ka bonngwe. 	<p>AS 4</p> <ul style="list-style-type: none"> • Baithuti ka bonngwe kapa ka dihlopha ba bua ka dihloho tseo ba ikgethetseng tsona.”Rubric e tla sebediswa ho lekola kutlwisiso baithuting
<p>LO3:BALA O SENOLA AS 2: O etsa moelelo ka dingolwa O araba dipotso a bile a seka-seka maikutlo ka moqoqo kapa thothokiso eo a e badileng ho bontsha kutlwisiso. Kgopolo ya bohlokwa. O qolla dintlha jwaloka ka baphetwa ba ka sehlohong,tatelano ya diketsahalo le bohlokwa ba botjhaba. E bontsha kamano tsa sesosa le sephetho.Ho etsa diqeto (mohl.pale ena e re rutang) Pale o e ratile kapa tjhe. O bala melawana e lebaneng le dithahasello le ditlhoko bophelong ba nnete.O bala mefuta-futa ho ya ka ho siya-siyana ha dibuka jk dibuka tsa dipale le dibebele.</p> <ul style="list-style-type: none"> • Morutabana le bana ba bala thothokiso ka kutlwisiso.Ba araba dipotso tse botsitsweng ba ntshe maikutlo ho ya ka thothokiso. TLHAHLOBO • Ba araba dipotso ka molomo e be ha morao ho a ngolwa dibukeng ho tla sebediswa”rubric ho lekola kutlwisiso. 	<p>LO3:BALA O SENOLA AS 2</p> <ul style="list-style-type: none"> • Bana ba arolwa ka dihlotshwana ba kgetha baphetwa ba ka sehlohong,tatellano ya diketsahalo. TLHAHLOBO • Bana ba tla phetelana thothokiso kapa pale. • Morutabana o ba mamela hore ba beha diketsahalo ka tatelano. • O sebedisa”checklist”
<p>LO 4: MONGOLO AS 1:Sebedisa mongolo wa mathomo ho bontsha mokgwa wa ho ngola ka: Ho sebedisa tsela tse fapaneng tsa mongolo ho bokella thlahiso leseding/dintlha tsa bohlokwa le ho kgetha sehloho(mohl:bontsha maikutlo,ngola ka bolokolohi,bua le metswalle,le ditshwantsho tse bonahalang) Ho qala ho rala ka mongolo.</p> <ul style="list-style-type: none"> • Morutabana o maneha setshwantsho leboteng a arole bana ka dihlopha,sehlopha ka seng se qoqa ka setshwantsho. TLHAHLOBO • Morutabana o lekola sehlopha ka seng hore se sebeditse jwang.O ba fa dintlha mabapi le setshwantsho. • Morutabana o sebedisa “rubric”ho lekola kutlwisiso ya bana. 	<p>LO 4: MONGOLO</p> <ul style="list-style-type: none"> • Morutabana o fa bana sehloho seo ba tla ngola ka sona.jk:o etsa eng pele o ya sekolong. TLHAHLOBO • Morutabana o lekola mosebetsi wa bana ho ya ka maikutlo a bona. • Morutabana o tla sebedisa “checklist”ho lekola mosebetsi wa bona.
<p>Week 3</p>	<p>Week 3</p>
<p>LO 1: HO MAMELA AS 5: Ho mamela ka ho natefelwa a bile a araba dilotho le metlae.</p>	<p>LO 1: HO MAMELA AS 5</p> <ul style="list-style-type: none"> • Ho mamela ka ho natefelwa a bile a araba dilotho le metlae.

LO 2: HO BUA

AS 5: O nka karolo puisanong ya dihlopha

O bontshana le ba bang ka dihloho dihlopheng nakong ya puisano. Ho fana ka sebaka ho ba bang mme o botsa dipotso tse hlokaahalang. Ho hlahisa o bile o hlakisa dintlha. O bontsha kelo hloko ditokelong tsa ba bang. Ho akaretsa mosebetsi wa sehlopha. O botsa dipotso ho hlakisetswa le ho fumana tsebo. O araba dipotso a bile a fana ka mabaka a dikarabo tsa hae. O fana ka mantswa a kgothatsang ho ba bang.

- Baithuti ba qoqa ka sehloho seo ba se filweng ke morutabana. TLHAHLOBO
- Baithuti ba ya qoqa. Morutabana o sebedisa "observation sheet" ho lekola hore baithuti ba latela tsela e nepahetseng puisanong.

AS 6: HO etella pele dipuisano tsa mefuta e fapaneng.

- Baithuti ba etsa diphuputso ka dihloho tse fapaneng malapeng kapa setjhabeng. TLHAHLOBO

AS7: A beha tlhahiso ya molomo (oral presentation) ka dihloho tse fapaneng dipuisanong tse fapanen. Ka thuso le tshehetso ya morutabana o aha dintlha tsamaiso (guidelines) tseo a tlang ho di latela ha a beha tlhahiso ya hae. A hlalosa se tla etsahala le hore se tla etsahala jwang. A sebedisa dithusathuto tse bonwang ho eketsa tlhahiso ya hae. A latela tsela tse nepahetseng ho hohela bamamedi (ho ba sheba ha a bua, ho phahamisa lentse). A phahamisa lentse mme a ntse a le fetofetola. A ikamahanya moqoqong jwalo ka enngwe ya tsela tsa bophelo.

- Baithuti ba beha (present) ditlhahiso tsa bona tsa phuputso ka bonngwe kapa ka dihlopha. Mona ho sebeta "observation sheet" ho lekola hore ho latetswe tsela e nepahetseng ho beha dintlha

LO2: HO BUA

AS 5

- Baithuti ba etsa puisano (dialogue) ka dihloho tse fapaneng. TLHAHLOBO
- Baithuti bay a buisana ka bobedi ka dihloho tse fapaneng.
- Morutabana o sebedisa "observation sheet" ho lekola hore bana ba latela tsela e nepahetseng puisanong

AS 6

- Baithuti ba nehwa dihloho tse fapaneng tseo ba ka buang ka tsona dihlopheng phaposing. Mona bana ba etsisa batho ba fapaneng (mohlala- sebohodi, leqhekwana lepolesa jj). TLHAHLOBO
- Baithuti ba beha ditlhahiso tsa bona ka dihloho tseo ba ikgethetseng tsona, dihlotswaneng diphaposing. Ho sebediswa "rubric/observation sheet" ho lekola.

LO3: BALA O SENOLA

AS 3 : A bala a le mong a sebedisa mefuta-futa ya di tsela tse itseng ho bontsha moelelo. A bala dingolwa ka bo kgeleke hantle le ka kutlwisiso. A bitsa mantswa ka tsela e nepahetseng a bile a qapodisa mme a balla hodimo. A balla hodimo ho bontsha bokgoni ba hae le phapang ya medumo. A sebedisa mantswa ka hloko, a bile a bontsha bokgoni ba hae ba ho bala dibukatse sa tlwaelehang. A bala a itukisa a bile a sebedisa tsela e nepahetseng mme a bale a pheta-pheta, a phomola a itokise mme

LO3: BALA O SENOLA

AS 3

- *Bana ba tla le dingolwa tsa bona laeboraring ya sekolo. TLHAHLOBO*
- *E mong le e mong o balla motswalle wa hae, e be ba tshwayana diphoso.*
- *Murutabana o ya ba lekola.*
- *O sebedisa "observation sheet" ho lekola kutlwisiso ya bona.*

<p>a balle hodimo.</p> <ul style="list-style-type: none"> • Morutabana o neha bana dingolwa tsa mefuta-futa jk:dikoranta a re ba dibale. • Bana ba arotswe ka dihlopha.Ngwana ka mong o tla bala mme ba bang ba mametse.Ba tla lokisana ka bo bona. TLHAHLOBO • Bana ba balla morutabana ha yena a mametse diphoso,a ntse a tataisa moo ho hlokahalang. • O sebedisa “checklist” ho lekola kutlwisiso ya bona 	
<p>LO 4: MONGOLO AS 2: Ho rala kapa a etsa mokgwaritso ka merero e fapaneng. Ho kgetha mofuta wa tema e tla nyallana le sepheo sa morero le bamamedi (bukana ya ho ngola maikutlo ka ketsahalo e itseng) Ho kgetha o ngole temana ho ya ka merero e fapaneng jk.(dipale tse kgutshwane,mangolo,dipuisano).Ho ngola sehloho se bontshang moko- taba ha ho kgoneha.</p> <ul style="list-style-type: none"> • Morutabana o tla phetela bana pale e kgutshwane ka ngwana ya tsamayang morung a le mong.Ha qeta o re ba e bapale. TLHAHLOBO • Morutabana oshebeletse bana ha ba bapala,e be o ba fa dintlha.O sebedisa”checklist”ho ba hlahloba. 	<p>LO 4: MONGOLO AS 2</p> <ul style="list-style-type: none"> • Morutabana o ruta bana ho ngola lengolo.Ha a qeta o re ngwana ka mong a ngole qalo, tumedisio,le sephetho sa lengolo. TLHAHLOBO • Morutabana o lekola hore bana ba ngotse ka nepo.O sebedisa”rubric ho hlahloba
Week 4	Week 4
<p>LO 1: HO MAMELA AS 6: Ho mamela sebui seo (seyalemoya) a sa se boneng mme a mamele ditaelo le ho araba dipotso ho ya ka moo di botsitsweng ka teng.</p> <ul style="list-style-type: none"> • Bana ba mametse seyalemoya ka kelo tlhoko e kgolo. TLHAHLOBO • Baithuti ba pheta seo ba se utlwileng,ba hlahlamanya dintlha ho ya ka moo ba utlwileng ka teng.Ho sebediswa “checklist”ho lekola kutlwisiso ya bana 	<p>LO 1: HO MAMELA AS 6</p> <ul style="list-style-type: none"> • Bana ba mamela dipale tseo ba di phetelwanang kapa tseo ba di mametseng seyalemoyeng TLHAHLOBO • Baithuti ba botswa dipotso tse lebaneng le thuto ya moyeng .Ho sebediswa “checklist ho lekola kutlwisiso ho baithuti
<p>LO 2: HO BUA AS 6:HO etella pele dipuisano tsa mefuta e fapaneng.</p> <ul style="list-style-type: none"> • Baithuti ba etsa diphuputso ka dihloho tse fapaneng malapeng kapa setjhabeng. 	<p>LO 2: HO BUA</p> <ul style="list-style-type: none"> • Baithuti ba nehwa dihloho tse fapaneng tseo ba ka buang ka tsona dihlopheng phaposing. Mona bana ba etsisa batho ba fapaneng (mohlala- sebohodi,leqhekwana lepolesa jj).
LO3: BALA O SENOLA	LO3: BALA O SENOLA

<p>AS4: A ntlafatsa tsebo ya difoniki: A hlokomela hore mantswe a ka ngolwa ka ho tshwanang empa moelelo o sa tshwane jj.noka tshela.</p> <ul style="list-style-type: none"> Baithuti ba ya itheneketsa. Mohl: Bataung ,Bakoena,Batlokoa etc.Ba bang ba ya iphafa. TLHAHLOBO Ho sebediswa “rubric”ho lekola kutlwisiso.Mona baithuti ba ya itheneketsa ka bonngwe. 	<p>Baithuti ba qapa dithothokiso ka dihloho tse fapaneng.Mohl:diphoofolo,diketsahalo le tse ding. TLHAHLOBO</p>
<p>LO 4: MONGOLO AS 3:Lekodisisa mongolo wa hao Ho fana ka sephetho pakeng tsa mongolo wa hao le wa ba bang. Holokisa mongolo wa hao (hlakola kapa eketsa mantswe,ngola dipolelo ka tatelano,lekola o lokise mopeleto le matshwao) Ho lekola botjha mosebetsi ka mora hore o hlahlojwe ke ba bang.</p> <ul style="list-style-type: none"> Morutabana o laela bana hore ba ngole mosebetsi oo a ba fileng ona,ha ba qetile ba tjhentjhana ka dibuka ba fane matshwao. TLHAHLOBO Morutabana o lekola hore bana ba sebeditse jwang.O sebedisa”checklist”ho ba hlahloba. 	<p>LO 4: MONGOLO</p> <ul style="list-style-type: none"> Bana ba ithuta tshebediso ya matshwao a puo ka ho ba etsetsa dipolelo tse fapaneng ka tataiso ya morutabanaBa ka nna ba kenyeletsa matshwao seratswaneng se ngotsweng ke morutabana. TLHAHLOBO Morutabana o lekola hore bana ba sebeditse matshwao ka nepo.O sebedisa”rubric”
<p>Week 5</p>	<p>Week 5</p>
<p>LO3: BALA O SENOLA AS 5:Ho balla tsebo le boithabiso ka ho: kgetha dibuka tsa dipale tsa nnete le tsa boiqapelo tseo a diratang a bolele seo a se ratileng kapa a sa se ratang ka tsona. O ya bala a ananele dibuka tse ngotsweng ke bangodi ba tlohang merabeng e fapaneng le dikamano tse itseng. O bala mefuta-futa ya dingolwa tse fapaneng jk.dikoranta. O ntshetsa pele kaho ya mantswe a iketsetsa tlontlontse ka ho sebedisa bukantswe a bile a iketsetsa bukantswe ya hae. O sebedisa tatellano ya dikahare mantswe a bohlokwa,sehloho ho fumana tsebo. Ba bapala papadi tseboya mantswe tse eketsang tsebo le bokgoni ba ho bala. O qala ho hlopholla ka puo ya molomo ka ho ngola dingolwa tse bonahalang di le bohlokwa ba bosetjhaba.</p> <ul style="list-style-type: none"> Morutabana ka mora hore a ba hlalose tsebo ya dibuka,o ba neha dibuka tsa mefuta-futa a re ba hlalose hore di fapane jwang. TLHAHLOBO Sehlopha ka seng se tla tlaleha hore se fumane eng. 	<p>LO3: BALA O SENOLA</p> <ul style="list-style-type: none"> Morutabana o tla bua le bana ka ditumelo tse fapaneng,moaparo,dijo,jj. TLHAHLOBO Ngwana ka mong o ngola ka tumelo ya hae.Ha qetile ba bale seo ba se ngotseng. O sebedisa”rubric”

<ul style="list-style-type: none"> • O sebedisa”checklist 	
<p>LO 4: MONGOLO AS 4: Ho phatlalatsa se a se ngotseng. Ho arolelana mosebetsi le ba bang ka ho balla hodimo/ho iponahatsa ka diphaposing. Ho arolelana mosebetsi le mokgopi, lelapa le metswalle jk ditlhaku, melaetsa, ditaelo. Ho iketsetsa dibuka /pokello ya dithothokiso tseo ba iqapelang tsona ka phaposing</p> <ul style="list-style-type: none"> • Bana ba newa dibuka tsa ho bala mme ngwana o tla bala ka bonngwe ba bang ba mametse ka hloko. TLHAHLOBO • Morutabana o hlahloba ngwana o bala ka nepo o balla hodimo,o sebedisa matshwao,o bitsa mabitso ka nepo.Sebedisa”checklist”ho lekola kuywisiso ya bana. <p>AS 5: O aha tlotlontswe, a pelete mantse ka boyena. Ho sebedisa tlotlontswe e fapaneng hore a tsose thahasello le bakeng sa dipheo tse itseng; Ho leka ho sebedisa mantse a a fumaneg dipaleng, dikoranteng, metlaeng, paleng tse phetwang ka molomo meqoqong ya metswalle le ho tse ding. O lekalekanya puo nthong tse kang dipale,metlae,puo ya molomo ya metswalle le dipapatso bakeng sa thahasello le sepheo. Ba iketsetsa pokello</p> <ul style="list-style-type: none"> • Bana ba fana ka mabitso ho etswe lethathama e be ba ya peleta. TLHAHLOBO • Bana ba tla peleta mabitso ka bonngwe.O sebedisa” rubric” 	<p>LO 4: MONGOLO AS 4</p> <ul style="list-style-type: none"> • <i>Bana ba rutwa ka tshebediso ya ditlhaku tsa mabitso.</i> • <i>Ba tsebe hore tlhaku tse kgolo di ngolwa kae,tse nyane di sebediswa kae.O tla ba fa mosebetsi ho lekola kutlwisiso.</i> TLHAHLOBO • <i>Morutabana o tla sheba hore bana ba sebedisa matshwao a puo ka nepo.O sebedisa”checklist”</i> <p>AS 5</p> <ul style="list-style-type: none"> • <i>Bana ba iketsetsa buka ya tlhaloso ya mantse ka tshebediso ya dofoniki.</i> TLHAHLOBO • <i>Morutabana o lekola mosebetsi ka”rubric”</i>
Week 6	Week 6
<p>LO 4: MONGOLO AS 6:Ho sebedisa puo ka tsela e nepahetseng ho ngola meqoqo ka Ho qala hlophisa dipolelo ho etsa seratswana; Ho ela hloko matshwao a puo jk:tlhaku tse kgolo,kgutlojj.le tshebediso e nepahetseng ya tlotlontswe.</p> <ul style="list-style-type: none"> • Bana ba fana ka mabitso ho etswe lethathama e be ba ya peleta. TLHAHLOBO • Bana ba tla peleta mabitso ka bonngwe.O sebedisa” rubric 	<p>LO 4: MONGOLO AS 6</p> <ul style="list-style-type: none"> • Bana ba ithuta ho sebedisa ditlhaku tse kgolo mabitsong a bona jk:ho qala lebitso la motho, sebaka, polelo e qalwa ka tlhaku e kgolo (le a mang mabitso) TLHAHLOBO • Ngwana ka mong o ngola mabitso a batho ba lelapa.O sebedisa”rubric”
<p>LO 5:NAHANA O BATLA MOHLODI WA TABA AS1. Ngwana a sebedisa puo ho theha kutlwisiso le moelelo ka : Ho utlwisisa a bile a sebedisa dipuo tse fapaneng dithutong tse fapaneng</p>	<p>LO 5:NAHANA O BATLA MOHLODI WA TABA AS 1</p> <ul style="list-style-type: none"> • Morutabana o pheta pale ya “Tselane le Dimo” a siye

<p>ho lokisetsa nako e tlang.</p> <ul style="list-style-type: none"> Morutabana o pheta pale, mohlala-ka ngwana ya nang le kwatsi ya bosollahlapi (HIV/AIDS) ka phaposeng. Morutabana o botsa dipotso ka tatellano (sesosa le phetho ya lefu lena). TLHAHLOBO 	<p>bohare le qetelo paleng (mohlala-“ Dimo o ile a jara mokotla...a bula mokotla wa dikokwana tse lomang, a ikwaletse ka tlung”. Ha le naha na ho ile ha etsahalang? TLHAHLOBO</p>
<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 1: O nyalanya medumo ho ditlhaku le mantswe ka: Ho sebedisa difoniki ho peleta mantswe a thata haholo.</p> <ul style="list-style-type: none"> Bana ba ngola pitsetso ya mantswe a ditlhaku dipedi hoya borarong ka mora ho bala seratswana bukeng ka bonngwe. TLHAHLOBO. Ho sebediswa”rubric”ho lekola mosebetsi 	<p>L.O.6 KAHO LE TSHEBEDISO YA PUO</p> <ul style="list-style-type: none"> Bana ba peleta mantswe a nang le ditlhaku tse tharo ho ya boneng (mohlala-tlholo, tshwene jj) ba ka nna ba ngola dipolelwana ho netefatsa tshebediso ya mantswe ao. TLHAHLOBO Ho sebediswa “rubric”ho lekola mosebetsi
Week 7	Week 7
<p>LO 4: MONGOLO AS 7:Mongolo o hlakileng Ho ikwetlisetsa ho ngola mosebetsi ka potlako a qete mosebetsi ka nako e loketseng. Ho qeta mosebetsi o ngolwang ka nako e behilweng</p> <ul style="list-style-type: none"> Bana ba ntshetsa se ngotsweng ho tlapangollo dibukeng tsa bona TLHAHLOBO Morutabana o hlahloba hore bana ba ngotse ka makgetha. 	<p>LO 4: MONGOLO AS 7</p> <ul style="list-style-type: none"> Bana ba ntshetsa seratswana se bukeng dibukeng tsa bona TLHAHLOBO Ho hlahlojwa hore bana ba ngotse ka nepo ho sebediswa”checklist
<p>LO 5: NAHANA O BATLA MOHLODI WA TABA AS 2. Ho sebedisa puo ho batla mohlodi wa taba ka tatellano Ho nahana ka botebo Ho sebedisa puo ho hlalosa ho tshwana le hose tshwane, ho manolla le ho bapisa puo.</p> <ul style="list-style-type: none"> Bana ba ya taka (ditshwantsho tsa pale)ho sebediswa”observation sheet”ho lekola kutlwisiso ya bana. 	<p>LO 5: NAHANA O BATLA MOHLODI WA TABA AS 2</p> <ul style="list-style-type: none"> Bana ba qetela pale ka ho nahana le ho araba dipotso. Ho sebediswa”observation sheet” ho lekola kutlwisiso ya bana.
<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 2: Tshebediso ya mantswe: Ho sebedisa melao ya ho peleta ka nepo Ho sebedisa mefuta e fapaneng ya mehloidi ho netefatsa mopeleto; Ho sebedia dihlongwapele le dihlongwanthao ho bopa mabitso/mantswe. Qolla mahlosongwe le malatodi a mangata</p> <ul style="list-style-type: none"> Morutabana o sebedisa dohlongwanthao mme bana ba kenyeletse dihlongwapele & hape bana o sebedisa dihlongwa pele bana ba kenye dihlongwa nthao jk .Marematlou=.Ma-sehlongwapele. 	<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 2</p> <ul style="list-style-type: none"> Bana ba ngola mantswe a nepahetseng bakeng sa mantswe a lobokantsweng jk tebese-sebete.Bana ba ka nna ba aro-arola lentswe ho qoba ho siya tlhaku tse itseng e le ho toboketsa tsela e nepahetseng ya ho peleta(mohlala:kgwa+ya+kgwa+ya+ne) THLAHLOBO

<p>rema- kutu; tlou- sehlongwa-nthao; THLAHLOBO</p> <ul style="list-style-type: none"> • Ho sebediswa”rubric”ho lekola mosebetsi. 	<ul style="list-style-type: none"> • Ho sebediswa”rubric”ho lekola mosebetsi.
Iveki 8	Iveki 8
<p>LO 5:NAHANA O BATLA MOHLODI WA TABA AS 3: Ho sebedisa puo ho fuputsa le ho manolla Ho botsa dipotso ho hlakelwa,ho batla ditlhaloso</p> <ul style="list-style-type: none"> • Morutabana o pheta pale, mohlala-ka ngwana ya nang le kwatsi ya bosollahlapi (HIV/AIDS) ka phaposing. Morutabana o botsa dipotso ka tatellano (sesosa le phetho ya lefu lena). TLHAHLOBO • Bana ba ya taka (ditshwantsho tsa pale)ho sebediswa”observation sheet”ho lekola kutlwisiso ya bana. 	<p>LO 5:NAHANA O BATLA MOHLODI WA TABA</p> <ul style="list-style-type: none"> • Morutabana o pheta pale ya “Tselane le Dimo” a siye bohare le qetelo paleng (mohlala-“ Dimo o ile a jara mokotla...a bula mokotla wa dikokwana tse lomang, a ikwaletse ka tlung”. Ha le naha na ho ile ha etsahalang? TLHAHLOBO • Bana ba qetela pale ka ho nahana le ho araba dipotso.Ho sebediswa”observation sheet” ho lekola kutlwisiso ya bana.
<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 3. Ho sebetsa ka dipoleloka . Ho qolla moetsi, leetsi le moetsuwa polelong.Ho sebedisa kamano ya moetsi le leetsi ka tsela e nepahetseng.Ho sebediswa mantse a hokelang ho bontsha sesosa le ditlamoraoo(j.k.Ha ke mo rate hobane o mobe) Ba sebedisa makgathe-lejwale le lephethi (jk,Ke ithutile Sesotho dilemo tse tharo; Lekgathe lephethi).Ho sebedisa mefuta futa ya dipolelo ka mokgwa wa : dipotso, dipolelo le taelo.(jk O ithutile Sesotho dilemo tse kae? (Potso) 2. Ke ithutile Sesotho dilemo tse pedi.(polelo) 3.Ithute Sesotho. (taelo)Ho qolla mabitso, maemedi (ya ka, ya hae, tsa bona) kgethi, maetsi, mahlalosi le tse ding mme disebetsa ka nepo. Bana ba sebedisa matshwa a ho bala jk kgutlo,feelwane,makalo</p> <ul style="list-style-type: none"> • Bana ba bopa dipolelo tse nepahetseng. Ba qolla moetsi, leetsi, moetsuwa,ho bontsha kamano ya ditho tsa puo le tshebediso ya makgathe TLHAHLOBO • Ho sebediswa”rubric”ho lekola mosebetsi. • Morutabana o ngola seratswana,bana ba kgethe mabitso ,maemedi,makgethi,maetsi,mabitso .mahlalosi, jj. TLHAHLOBO 	<p>L.O.6 KAHO LE TSHEBEDISO YA PUO</p> <ul style="list-style-type: none"> • Morutabana o ngola dipolelo, mme bana ba kgetha leetsi, moetsi,moetsuwa.Ba ka nna ba tswelapele ka tshebediso ya dipolelo tse fapaneng(dipotso,ditaelo,jj) TLHAHLOBO • Ho sebediswa”rubric”ho lekola mosebetsi. • Bana ngola dipolelwana ho ntlafatsa tshebediso ya puo. TLHAHLOBO • Ho sebediswa”rubric”ho lekola kutlwisiso ya mosebetsi. • Ba ngola dipolelo tse tswang ho bona tse nang le matshwao ana a ho bala. TLHAHLOBO • Ho sebediswa”rubric”ho lekola mosebetsi • Bana ba sebedisa makopanyi ho kopanya dipolelwana tse kgutshwane ho etsa tse telele ba toboketsa tshebediso ya makgathe. TLHAHLOBO • Ho sebediswa”rubric”
Week 9	Week 9
<p>LO 5:NAHANA O BATLA MOHLODI WA TABA AS 4:O ntshetsa pele tlhahisoleseding ka: Ho ngola a bile a hlophisa tlhahisoleseding ka mekgwa e fapaneng. Kgetha tlhahisoleseding a ngole dintlha tsa bohlokwa; O etsa mmapa wa</p>	<p>LO 5:NAHANA O BATLA MOHLODI WA TABA AS 4</p> <ul style="list-style-type: none"> • <i>Bana ba hlophisa tlhahisoleseding eo ba e fumaneng diphuputsong ka tshebediso ya mmapa wa tlhalohanyo</i>

<p>thlalahanyo (mind map) O rala lenantafole(table) ditshwantsho, dipapetla le alemanaka e bontshang tatellano ya diketsahalo. Ho hlahlamanya tlhahisoleseding le ho e kenya tlasa dihloho tse itseng mefuta ya a be a ngole le dihloho. Ho sebedisa puo ho hlalosa ho tshwana le ho se tshwane, ho manolla le ho bapisa puo</p> <ul style="list-style-type: none"> • Bana ba hlophisa dipotso tseo ba tlang ho di sebedisa diphuputsong bathong ba fapaneng/laeborare/dimakasining jj le hore mang o tla fuputsa ka eng. Mona ho ka sebediswa dihloho tse fapaneng tseo ba di nehilweng ke morutabana. TLHATHLOBO • Ho sebediswa “checklist” ho lekola kutlwisiso. • Bana ba mametse ka hloko motho ya menngweng ka phaposing ho tla pheta diketsahalo tse fapaneng a latela sehloho seo a se neuweng ha bana ba kgetha le ho ngola dintlha tsa bohlokwa. TLHAHLOBO • Ho tla sebediswa “rubriccheck list”ho lekola kutlwisiso 	<p>(mind map). TLHATHLOBO</p> <ul style="list-style-type: none"> • Ho sebediswa “checklist” ho lekola kutlwisiso • Bana ba ngola ba bile ntsha maikutlo a bona ka seo ba batlang ho fuputsa ka sona ba bile ba fana ka mabaka ka tshebediso ya mmapa wa thlalahanyo.TLHATHLOBO • Ho tla sebediswa “check list”ho lekola kutlwisiso.
<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 4:Ho sebetsa ka mongolo ka: Ho kopanya dipolelo ho bopa diratswana o ntse o sa lebala tshebediso ya makgathe.</p> <ul style="list-style-type: none"> • Bana ba bolela mabitso a patang puo a sebediswang tikolohong mohlala”dibenekgude”- dikahare.Bana ba boela ba bokella mantswe a patang puo ka tsela ya ho hlomphe (mohlala: “Thabo o shwele”. – “Thabo o hlokahetse”). TLHAHLOBO • Ho sebediswa”checklist/observation sheet”ho lekola <p>AS 5 : Tlhokomediso ya ntshetsopele ya puo. Hlalosa mokgwa oo bana ba sebedisang puo ka tsela e sa nepahalang ka teng (mokgwa wa ho pata puo) ka phaposing, ba e sebedisa ho mang, hobaneng</p> <p>AS 6 : Ho sebediswa puo ka kakaretso j.k moetsi, ketso leetsi,,moetsuwa taelo,mahokedi tshwantshanyo,mahlalolsonngwe,malatodi,kgutlo,makalo.</p> <ul style="list-style-type: none"> • Bana ba hlopholla dipolela ho bontsha kutlwisiso ya dikarolwana tsa dipolelo(mohlala”Direko o raha bolo e ntsho”- Direko – moetsa, o – lehokedi, raha – leetsi, bolo – moetsuwa, e – lehokedi, ntsho – lekgethi.) TLHAHLOBO • Ho sebediswa”observation sheet”ho lekola mosebetsi 	<p>L.O.6 KAHO LE TSHEBEDISO YA PUO AS 4</p> <ul style="list-style-type: none"> • Bana ba kgetha mantswe a patileng puo lethathameng la mantswe ebe ba bopa dipolelo ka ona ho bontsha kutlwisiso. TLHAHLOBO • Ho sebediswa”rubric /checklist”ho lekola. <p>AS 5 AS 6 Bana ba ngola ka nepo dipolelwana tse lobokantsweng.Ba fetolela dipolelo ho boetsuwa, dipotsong ba bile ba sebedisa mefuta ya makgathe. TLHAHLOBO Ho sebediswa”rubric”ho lekola mosebetsi.</p>
<p style="text-align: right;">Week 10</p> <p>JUNE PROVINCIAL ASSESSMENT</p>	<p style="text-align: right;">Week 10</p> <p>JUNE PROVINCIAL ASSESSMENT</p>

**GRADE 3 PACE SETTER
NUMERACY –**

TERM 1	TERM 2
Week 1	Week 1
<p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count from 1 to 100. • Counting from a given number to 100, counting forwards and backwards using a number card. • Count out objects up to 50 in 1s and 2s. • Counting in multiples of 2 • Count in 10s from 10 to 200 e.g. 2, 12, 22, 32 etc • Revision: Word and number 1-100 • Addition and subtraction of 2 digit and 1 digit number (from 1-5) up to 50 e.g. $43 + 5$; $38 - 3$ • Multiplication of 2 • Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 50. Do 1 or 2 word problems each day • Number combinations of 10 ($2 + \underline{\quad} = 10$; $10 - 4 = \underline{\quad}$) <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Copy and extend simple patterns using objects & drawings • Recognise and complete number patterns 	<p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count in 1s from 250 to 350 • Rote counting in multiples of 2, 5 and 10 to 500 • Counting in 5s, 10s and 100s starting at any number. • Estimate • Multiplication of 2, 5 and 10 • Numerosity of numbers to 100 • Even and Odd numbers • Expanded notation of 2 and 3-digit numbers. • Addition and subtraction of 10 • Addition and subtraction of 2-digit numbers. • Revision: Addition and subtraction of 2 digit and 1 digit numbers • Repeated addition and sharing with a remainder word problems to at least 150 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Identifies and completes number patterns <p>LO 3: SPACE AND SHAPE</p> <ul style="list-style-type: none"> • Symmetry in 2-D shapes
Week 2	Week 2
<p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count from 1 to 200 • Count from a given number to 100(change number), counting forwards and backwards using a number card • Count out objects up to 50 in 5s • Counting in multiples of 5 • Count in 10s from any given number up to 100 e.g. 2, 	<p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count in 10s from 200 • Rote counting in multiples of 2, 20, 5 and 50 from any number to any number forwards and backwards • Even and Odd numbers. • Expanded notation of three digit numbers. • Addition and subtraction of whole tens e.g. $37 + 50$

TERM 1	TERM 2
<p>12, 22, 32</p> <ul style="list-style-type: none"> • Revision: Word and number 1-100 • Addition and subtraction of 2 digit and 1 digit number (from 6-9) up to 50 e.g. $65 + 8$; $71 - 9$ • Number combinations of 10 ($2 + \underline{\quad} = 10$; $10 - 4 = \underline{\quad}$) • Multiplication of 5 • Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 50. <i>Ask 1 addition and 1 multiplication word problem.</i> <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Recognise and complete number patterns 	<ul style="list-style-type: none"> • Addition and subtraction of 2-digit numbers. • Number symbols and number names to 200 • Multiplication of 5 • Double and halve numbers to 100 • Addition, subtraction and multiplication word problems to 250 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Copy and extend simple patterns using objects & drawings • Recognise and complete number patterns
<p style="text-align: center;">Week 3</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count from 1 to 200 • Counting from a given number to 100(change number), counting forwards and backwards using a number card • Count out objects up to 100 in 10s • Counting in multiples of 10 • Count in 100s from 100 to 1000 • Count in 10s start at any given number • Revision: word and number 1-100 • Expanded notation up to 99 using flard cards e.g. $59 = 50 + 9$ • Revision: addition and subtraction of 2 digit and 1 digit number (up to 5) to 100 e.g. $76 + 3$; $98 - 4$ • Revision: multiplication of 10 • Number combinations of 11 ($8 + \underline{\quad} = 11$; $11 - 4 = \underline{\quad}$) • Solve problems, and explains solutions, using number charts and counters if needed with numbers up to at least 100. <i>Ask 1 addition, 1 subtraction, 1 sharing and 1 grouping problem.</i> 	<p style="text-align: center;">Week 3</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote count in 1s from 100 to 1 000 • Counting from a given number in 5s and 50s to 500(change number); counting forwards and backwards using a number card • Counting in multiples of 10, using objects, number grids, etc. • Count in 100s from 100 to 1000 • Numerosity of numbers to 100 e.g. 46 is: double 23, $40 + 6$, $50 - 4$ • Expanded notation of 2 and 3- digit numbers • Addition and subtraction of whole tens e.g. $37 + 50$ • Multiplication of 10 • Number symbols and number names to 300 • Addition and subtraction of 2-digit numbers e.g. $92 - 26$ • Ordering numbers –position (less than, more than, before etc.) • Addition, subtraction, sharing & grouping word problems to 200

TERM 1	TERM 2
<p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Recognise and complete number patterns 	<p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Number patterns using addition, subtraction and multiplication <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> Estimates, investigates and compares mass using non-standard measures
<p style="text-align: center;">Week 4</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote count from 1 to 300 Counting from a given number to 100(change number), counting forwards and backwards using a number card Count out objects up to 100 in 10s Counting in multiples of 10 Count in 100s from 100 to 1000 Count in 10s start at any given number Revision: word and number 1-100 Expanded notation up to 99 Revision: addition and subtraction of 2 digit and 1 digit number (6-9) to 100 e.g. $76 + 7$; $98 - 8$ Number combinations of 12 ($8 + \underline{\quad} = 12$; $12 - 4 = \underline{\quad}$) Revision: multiplication of 2, 5 and 10 Solve problems, and explains solutions, using number charts and counters if needed with numbers up to at least 100. <i>Ask 1 addition, 1 subtraction, 1 multiplication and 1 grouping problem.</i> <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Recognise and complete number patterns <p>LO 3: SPACE AND SHAPE</p> <ul style="list-style-type: none"> Symmetry in 2-D shapes 	<p style="text-align: center;">Week 4</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote count in 5s, 10s and 100s to 500 Count in 2s, 5s, 10s, 20s and 100s starting from any number in the number range 385 to 495 Count in multiples of 2s, 5s, 10s and 20s Orders and compares 2 and 3-digit numbers (more, less, ascending, descending order) Position of numbers (2nd, 4th, 21st) Relationship of numbers 50 to 100 e.g. $56 = 60 - 4$; $56 = 51 + 5$ Expanded notation of 2 and 3- digit numbers Doubles and halves odd and even numbers 50 to 100 Addition and subtraction of whole tens e.g. $87 - 50$ Number symbols and number names to 200 Addition and subtraction of 2-digit numbers e.g. $92 - 26$ Complete number lines Addition, subtraction, multiplication & grouping word problems to 300 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Number patterns – e.g. add $212 + 2$; $222 + 2$; $232 + 2$ etc. <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> Estimates, investigates and compares mass using non-standard measures

<p style="text-align: center;">Week 5</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Counting in 1s to 300. Counting in multiples to 300. Counting in 2s and 20s forwards and backwards to 200, starting and ending at any number. Repeated addition and subtraction of 2, 5 and 10 Build up concept of Numerosity (number facts) of numbers to 34 Double and halve numbers to 25 Repeated addition and subtraction of 2, 5 and 10 Calculates multiplication of 2,5 and 10 Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Add and subtract two 2-digit numbers where one number is a whole 10 e.g. $24+10=?$ Number combinations of 13 ($8+ \underline{\quad}=13$; $13 -4 = \underline{\quad}$) Solve problems, and explains solutions, using number charts and counters if needed with numbers up to at least 100. <i>Ask 1 addition, 1 subtraction, 1 multiplication and 1 sharing with remainder word problem</i> <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Recognise and complete number patterns of 10 <p>LO 3: SPACE AND SHAPE</p> <ul style="list-style-type: none"> Symmetry in 2-D shapes <p>LO 5: DATA HANDLING</p> <ul style="list-style-type: none"> Sorts, orders and organizes own data according to two attributes 	<p style="text-align: center;">Week 5</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Counting in 1s to 400. Counting in multiples of 2, 3, 5 and 10 to 400. Counts from given number e.g. 256 to 310, 378 to 400, etc. Filling missing numbers on number line Numerosity of numbers to 100 Doubles and halves to 100 Count in 3s – complete number lines Multiplication of 3 Fractions – half and quarters (fold a square piece of paper) Fractions – half and quarters using counters (practical lesson) Expanded notation of 2 and 3- digit numbers Building up and breaking down 2 and 3-digit numbers Position of numbers (1^{st}, 2^{nd}, etc.) using number lines Estimation Addition and subtraction of 2-digit numbers e.g. $92 -26$ Addition and subtraction of whole tens e.g. $87 - 50$ Orders and compares 2 and 3-digit numbers (smaller, bigger) Number games e.g. Snakes and Ladders, Dominoes Addition, multiplication & sharing word problems to 300 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Recognise and complete number patterns
<p style="text-align: center;">Week 6</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote counting in 1s to 300. Rote counting in multiples to 300. 	<p style="text-align: center;">Week 6</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote counting in 1s, 2s, 5s, 10s to 500. Counting in 2s from 212 to 264 using a number line or grid

<ul style="list-style-type: none"> Counting in 1s from 199 to 306 Counting in 5s and 50s forwards and backwards to 500. Recognise and complete number patterns of 10 Build up concept of Numerosity of numbers to 34 Repeated addition and subtraction of 2, 5 and 10 Number combinations of 14 ($8 + \underline{\quad} = 14$; $14 - 4 = \underline{\quad}$) Multiplication of 2, 5, and 10 Double and halve numbers from 26 to 50 Decomposes two-digit numbers as expanded notation i.e. $26 = 20 + 6$ using flard cards Is able to add and subtract two 2-digit numbers where one number is a whole 10 e.g. $24 + 10 = ?$ Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 150. <i>Ask 1 addition, 1 subtraction, 1 multiplication and 1 sharing with remainder word problem.</i> <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Recognises and completes the pattern of counting in 10 starting at any number <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> Length using non-standard measurements 	<ul style="list-style-type: none"> Counting in 5s and 50s forwards and backwards from any given even or odd number to 500. Counts in 3s from 1 to 100 using a number-line or number grid. mental calculations: adds, subtracts and multiplies to at least 40 Recognise and completes number patterns of 10 Numerosity of numbers to 100 Repeated addition and subtraction of 20, 25, 50 and 100 Single-digit addition number sentences e.g. $7 + 9 = ?$, $6 + 5 = ?$ Revise building the number towards a whole 10 i.e. $7 + 9 \rightarrow 7 + (3 + 6) \rightarrow (7 + 3) + 6 \rightarrow 10 + 6 = 16$ Addition and subtraction of two 2-digit numbers Add and subtract two-digit numbers and three-digit numbers to 500 using flard cards e.g. $300 + 40 = ?$ $480 = 400 + 80$ Double and halve numbers. Number relationships (Numerosity) of numbers to 100 $40 + 6$, $50 - 4$, $20 + 20 + 10 - 4$, etc. Number games e.g. Snakes and Ladders Addition, subtraction, sharing & grouping word problems to 300 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> Number patterns <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> Length using non-standard measures e.g. paper clips
<p style="text-align: center;">Week 7</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote counting in 1s to 300. Rote counting in multiples to 300. Counting in 1s from 199 to 306 Counting in multiples of 2 and 20 to 200, 5 and 50 to 	<p style="text-align: center;">Week 7</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Rote counting in multiples 2, 5, 10 and 20 to 500. Counts in multiples of 2, 5, 10, 20, 100 starting at any number using a number line, number grid, etc. Counts in 3s to 100.

<p>500, 10 and 100 to 1000</p> <ul style="list-style-type: none"> • Recognise and complete number patterns of 10 • Multiplication of 2, 5, and 10 • Double and halve numbers from 1 to 50 • Numerosity of numbers to 34 • Building up the 10 when adding and subtracting i.e. $9+4 = 9+1 +3$ • Addition and subtraction of two 2-digit numbers where the one number is a whole 10 • Number combinations of 15 ($8+ \underline{\quad} = 15$; $15 - 6 = \underline{\quad}$) • Addition, subtraction, grouping and sharing with remainder word problems <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Recognises and completes the pattern of counting in 10 starting at any number <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> • Length using non-standard measurements <p>LO 5: DATA HANDLING</p> <ul style="list-style-type: none"> • Sorts, orders and organizes own data according to two attributes 	<ul style="list-style-type: none"> • Numerosity of numbers to 100. • Repeated addition and subtraction of 3, 20, 25, 50, and 100 • Expanded notation of 2 and 3- digit numbers • Building up and breaking down 2 and 3-digit numbers • Add and subtract 2-digit numbers • Single-digit addition number sentences e.g. $7+9=?$, $6+5=?$ • Money: different ways to make up an amount • Money; cents and rands; change • Money: adding and subtracting – getting change • Shopping game – set up shop, price items, sell items • Solves money problems where cents are converted to rands <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Identifies and completes number patterns (1s, 2s, 5s, 10s) <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> • Compares mass • Length using non-standard measures e.g. paper clips
<p style="text-align: center;">Week 8</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote counting in 1s between 85 and 220. • Rote counting in multiples to 300. • Counting in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000 using number cards etc. • Count in 10s starting at any number • Multiplication of 2, 5, and 10 • Count out objects in 2s in the number range 1-200 • Numerosity of numbers to 100 • Building up the whole 10 when adding and Subtracting • Addition and subtraction of two 2-digit numbers where 	<p style="text-align: center;">Week 8</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Counts to at least 300 objects reliably • Counts out unstructured collections of objects (pictures and marks) up to at least 500 by structuring them (grouping into different multiples). • Rote counting in multiples of 2, 5 and 10 to 500. • Counting in multiples of 10, 20, 25, 50 to 500 and 100 to 1000 using number cards etc. • Count in 10s and 100s starting at any number • Multiplication of 2,3, 5, and 10 • Numerosity of numbers to 100

<p>the one number is a whole 10</p> <ul style="list-style-type: none"> • Number combinations of 16 ($9 + \underline{\quad} = 16$; $16 - 7 = \underline{\quad}$) • Working with fractions • Decomposes two-digit numbers as expanded notation i.e. $26 = 20 + 6$ using flard cards • Solves problems using grouping and sharing where the remainder is a fraction <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Recognises and completes the pattern of counting in 10 starting at any number <p>LO 3: SPACE AND SHAPE</p> <ul style="list-style-type: none"> • Symmetry in 2-D shapes 	<ul style="list-style-type: none"> • Decomposes 2 and 3-digit numbers as expanded notation • Add and subtract two-digit numbers and three-digit numbers to 500 using flard cards e.g. $300 + 40 = ?$ $480 = 400 + 80$ • Orders and compares 3-digit numbers to at least 500 • Adds, subtracts and multiplies to at least 40 to do quick mental calculations • Calculates the multiplication of 2, 5, 10 to at least 100 • Calculates division of two digit numbers by one digit numbers • Addition and subtraction word problems involving money. • Grouping and sharing word problems to 400 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> • Introduce Time-the seasons • Time – months, days, day and nights • Time - introduce “hour”, o’clock and “half hour”, half past
<p style="text-align: center;">Week 9</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote counting in 1s between 197 and 289. • Rote counting in multiples to 300. • Counting in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000 using number cards etc. • Count in 10s starting at any number • Number combinations of 17 • Multiplication of 2, 5, and 10 • Numerosity of numbers to 100 • Building up the whole 10 when adding and subtracting • Fractions • Decomposes two-digit numbers as expanded notation i.e. $26 = 20 + 6$ using flard cards 	<p style="text-align: center;">Week 9</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Counts to at least 300 objects reliably • Counts out unstructured collections of objects (pictures and marks) up to at least 500 by structuring them (grouping into different multiples). • Rote counting in 1s between 498 and 902. • Counting in multiples of 2 and 20 to 400, 5 and 50 to 700, 10 and 100 to 1000 using number cards etc. • Count in 2s, 5s, 10s starting at any number • Multiplication of 2, 3, 5 and 10 • Numerosity of numbers to 100 • Repeated addition and subtraction of 3, 20, 25, 50, 100 to 500

<ul style="list-style-type: none"> • Odd and subtract two 2-digit numbers where one number is a whole 10 e.g. $24+10=?$ <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Recognises and completes the pattern of counting in 10 starting at any number <p>LO 3: SPACE AND SHAPE</p> <ul style="list-style-type: none"> • Symmetry in 2-D shapes 	<ul style="list-style-type: none"> • Expanded notation three digit numbers • Division of two digit numbers by a one digit number • Addition and subtraction of two- and three digit numbers • Doubling and halving • Number lines • Word problems up to 400 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns <p>LO 4: MEASUREMENT</p> <ul style="list-style-type: none"> • Time- Design and construct own clock
<p style="text-align: center;">Week 10</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote counting in 1s between 243 and 301. • Rote counting in multiples to 300. • Counting in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000 using number cards etc. • Count in 2s, 5s and 10s starting at any number • Revise number combinations of 10 to 17 • Expanded notation of 2 digit numbers • Numerosity of numbers to 100 • Doubles and halves of odd and even numbers to 50 • Number names to 100 • Orders numbers to 100 • Number lines • Game involving addition, subtraction and multiplication. • Ask 2 word problems using more than 1 operation <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns 	<p style="text-align: center;">Week 10</p> <p>LO 1: NUMBERS, OPERATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Rote counting in 1s between 453 and 601, any given number to start at. • Rote counting in multiples of 2, 5 and 10 to 500. • Counting in multiples of 2 and 20 to 400, 5 and 50 to 1000, 10 and 100 to 1000 using number cards etc. • Count in 2s,3s 4s, 5s and 10s starting at any number • Counts in multiples of 3 to 100 • Expanded notation of 3 digit numbers • Multiplication of 2,3,5,and 10 • Numerosity of numbers to 100 • Orders and compares 3-digit numbers to at least 500 • Doubles and halves odd and even numbers to 100 • Add and subtract 3 digit numbers • Doubling and halving • Number lines • Celebration of 100th Day of school; designing activities using 100 objects • Word problems using addition, subtraction & division up to 400 <p>LO 2: PATTERNS, FUNCTIONS & ALGEBRA</p> <ul style="list-style-type: none"> • Number patterns

**GRADE 3 PACE SETTERS
LIFE SKILLS**

TERM 1 WEEK 1	TERM 2 WEEK 1
<p>LO 3 Personal Development AS1 Describes own abilities and strength Concept</p> <ul style="list-style-type: none"> • The learners describes 1-2 of their personal interests and give reasons for their responses • Explains their likes and dislike and explain why they don't like certain things 	<p>LO 3 Personal Development AS 1 Describes own abilities and strengths Concept</p> <ul style="list-style-type: none"> • The learners describe 1-4 of their personal interest and give reason for their responses • Mention their strengths and weaknesses and ways to improve their weaknesses • Discuss their likes and dislike and explain why they don't like certain things
WEEK 2	WEEK 2
<p>LO 2 Social Development AS 1 Explains leadership in school context Concept</p> <ul style="list-style-type: none"> • Explains leadership in school context • Explains his/her school's leadership structure • Characteristics of school leader they should vote for 	<p>LO 2 Social Development AS 1 Explains leadership in school context Concept</p> <ul style="list-style-type: none"> • Explain terms associated with voting like: Ballot paper, elections, nomination, secret ballot, candidates etc • Participating in school voting for prefects
WEEK 3	WEEK 3
<p>LO 3 Personal Development AS 2 Explains why own body should be respected Concept</p> <ul style="list-style-type: none"> • State what respect is, what it feels to be respected • State their understanding of different external parts of their bodies that could either exposed or not, giving reasons for their different responses 	<p>LO 3 Personal Development AS 2 Why own body should be respected Concept</p> <ul style="list-style-type: none"> • Discussing how to take care of their own bodies e.g. what to do and not to do i.e cleanliness, food to eat, sleep and exercise • Identify forms of abuse by self e.g. sniffing glue, taking drugs

WEEK 4	WEEK 4
<p>LO 4 Physical Development and Movement AS 1 Demonstrates a variety of perceptual motor skills in pairs and in team using simple rules AS 2 Performs basic movements in sequence and repetition with and without equipment Concept</p> <ul style="list-style-type: none"> • Follow 2 simple movements e.g. stamp your feet 4 times, and move 4 steps to the right, in front and backward • Perform movements co-operatively in pairs using simple rules • Use different body parts to make rhythmic movements with or without the equipment e.g. clapping hands, hopping, moving to the left, right, forward and backward <p>LO 3 Personal Development AS 5 Identifies group work skills and apply them consistently Concept Practising and demonstrating co-operation i.e. fully participation in a group activity</p>	<p>LO 4 Physical Development and Movement AS 3 explores expressive movements using contracts of speed, direction, body shape and position Concept</p> <ul style="list-style-type: none"> • Following different rhythms and speed whilst performing different movements i.e. fast and slow • Following the rhythm and speed of music whilst performing different movements <p>LO 3 Personal Development AS 5 Identifies group work skills and apply them consistently Concept</p> <ul style="list-style-type: none"> • Adhering to group rules e.g. listening to each other, taking turns to speak, respect each other's view • Identifying own role in class and in group work e.g. group leader, scribe, reporter, time keeper etc
WEEK 5	WEEK 5
<p>LO 1 Health Promotion AS 3 Discusses myths surrounding communicable diseases and prevention of these communicable diseases Concept</p> <ul style="list-style-type: none"> • Myths surrounding some communicable diseases including HIV/AIDS and also witchcraft • Symptoms on these diseases • Explain the treatment to be taken and the duration of it 	<p>LO 1 Health Promotion AS 3 Discusses myths surrounding communicable diseases and prevention of these communicable diseases Concept</p> <ul style="list-style-type: none"> • Discuss preventative measures on different situation they have been suffering from e.g. infected and affected

WEEK 6	WEEK 6
<p>LO 1 Health Promotion AS 1 Compares healthy and poor dietary habits and describes the effects of such habits on personal health. Concept</p> <ul style="list-style-type: none"> List nutritious food and drinks Distinguish between healthy and healthy food by discussing 1-2 food group e.g. carbohydrates and protein 	<p>LO 1 Health Promotion AS 1 Compares healthy food and poor dietary habits Concept</p> <ul style="list-style-type: none"> Listing nutritious food and drinks Distinguishing between healthy food by discussing 1-4 food groups Mentioning the importance of balanced diet Describing effects of poor dietary habits on personal health
WEEK 7	WEEK 7
<p>LO 2 Social Development AS 4 Tells stories of female and male role models from a variety of local cultures Concept</p> <ul style="list-style-type: none"> They discuss male/female role models within their communities e.g. highly respected people due to their involvement in feeding scheme, church leaders etc 	<p>LO 2 Social Development AS 4 Tells stories of female and male role models from a variety of local cultures Concept</p> <ul style="list-style-type: none"> They identify role models in sport, music, celebrities Politicians that they know and seen on media (newspapers magazines and televisions)
WEEK 8	WEEK 8
<p>LO 1 Health Promotion AS 4 Identifies relevant people and their contact details to report case of accidents, abuse, crime, fire, illness and injuries Concept</p> <ul style="list-style-type: none"> Learners demonstrate knowledge of emergency numbers like nearest police station, hospital, child line etc Listing the relevant people in their community Discuss their contact details and where to find them 	<p>LO 2 Social Development AS 5 Discusses diet, clothing and decorations in a variety of religions in South Africa Concept</p> <ul style="list-style-type: none"> Learners discuss 1-4 different religions, diet ,clothing and decorations They discuss important days in each religion dealt with
WEEK 9	WEEK 9
<p>LO 1 Health Promotion AS 2 Participates in a recycling project and explains how recycling contributes to environmental health Concept</p>	<p>LO 1 Health Promotion AS 2 Participates in a recycling project and explains how recycling contributes to environmental health Concept</p>

- Defining the term recycling
- Define the term littering
- Identifying products that can be recycled e.g. plastic, metal, paper, glass etc
- Identifying symbols used to identify products that can be recycled

- Collecting waste material for recycling purposes
- Sorting of different material
- Identifying and visiting a recycling company
- Modelling paper mache

WEEK 10 COMMON TEST

GRADE 6 PACE SETTERS
Arts and Culture

TERM 1	TERM 2
<u>WEEK 1</u>	<u>WEEK 1</u>
<p><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT CLUSTER 1</u> <u>DANCE</u></p> <p>AS: In preparing the body, demonstrates increasing skills and understanding of warming up, including:</p> <ul style="list-style-type: none"> • The development of spinal flexibility and strength; • The controlled and relaxed use of the joints, especially the knees, hips and ankles. <p>Content in Context/ concepts: Warm Up exercise in Dance: Correct use of the body; Coordination; Good Posture; Responsibility; Self discipline; Relaxation</p>	<p><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT (CLUSTER 2)</u> <u>DANCE</u></p> <p>AS: Improvises and creates dance sequences that use:</p> <ul style="list-style-type: none"> • Steps and styles from various South African dance forms; • Costumes, props, imagery and music; • Varying use energy such as tension and relaxation, stillness and flow; • Personal and general space. <p>Content in Context/ concepts: Coordination; Working in tandem; Alternate forms of communication; General space; Personal space</p>
<u>WEEK 2</u>	<u>WEEK 2</u>
<p><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT CLUSTER 1</u></p> <p><u>DRAMA</u></p> <p>AS: Performs simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</p> <p>Content in Context/ concepts: Warm Up exercise in Drama: Relaxation; Breathing for Voice Production; Pitch; Resonance; Diction; Awareness of techniques to be used to create vocal variety</p>	<p><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT (CLUSTER (2)</u> <u>DANCE</u></p> <p>AS: Learns, interprets and performs dances from South African culture with competence and appropriate style.</p> <p>Content in Context/ concepts: Application of dance elements as applicable in dances from South African cultures.</p>
<u>WEEK 3</u>	<u>WEEK 3</u>
<p><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 1)</u> <u>DANCE</u></p> <p>AS: Shares opinions with other learners about dances from various cultures in a supportive and constructive way.</p> <p>Content in Context/ concepts: Dances from various cultures like: Line dance, Jive, shake, rock 'n roll, twist, lang arm, ball room, break dancing, dragon dance, snake dance, <i>umxhentso</i>, <i>umgqungqo</i>, <i>indlame</i> etc</p>	<p><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT (CLUSTER 2)</u></p> <p><u>DRAMA</u></p> <p>AS: Uses African Stories to develop dramas that:</p> <ul style="list-style-type: none"> • Have a clear plot; • Highlight key moments; • Contain credible characters; • Use space effectively <p>Content in Context/ concepts: Characterization; Storytelling; Dramatic techniques</p>

<p style="text-align: center;"><u>WEEK 4</u></p> <p style="text-align: center;"><u>LO 3: Participating and collaborating (CLUSTER 1)</u></p> <p><u>DANCE</u> AS: Works co-operatively with partners, improvising and composing dance sequences. Content in Context/ concepts: Improvisation – combining dance sequences from dances from various cultures</p>	<p style="text-align: center;"><u>WEEK4</u></p> <p style="text-align: center;"><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 4)</u></p> <p><u>VISUAL ARTS</u> AS: Shares resources, choice of materials and negotiates choice of subject matter in a group project with other learners, with a focus on:</p> <ul style="list-style-type: none"> • Joint decision-making; • Presentation; • Safety; • The environment; • Cultural diversity. <p>Content in Context/ concepts: Design elements</p>
<p style="text-align: center;"><u>WEEK 5</u></p> <p style="text-align: center;"><u>LO 2: Reflecting (CLUSTER 5)</u></p> <p><u>COMPOSITE</u> AS: Explores and discusses own concept of culture. Content in Context/ concepts: Cultural diversity; Cultural dress; Cultural traditions; Cultural beliefs; Cultural foods; Cultural dance and music</p>	<p style="text-align: center;"><u>WEEK5</u></p> <p style="text-align: center;"><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 2)</u></p> <p><u>DRAMA</u> AS: Extends and develops given snippets of dialogue with a partner, showing ability to ‘feed off’ and respond to partner’s ideas Content in Context/ concepts: Focus and Concentration; Dramatic Skills; Interpretation; Characterisation; Voice Production; Improvisation</p>
<p style="text-align: center;"><u>WEEK 6</u></p> <p style="text-align: center;"><u>LO 2: Reflecting (CLUSTER 4)</u></p> <p><u>VISUAL ARTS</u> AS: Identifies the main purposes and design features of artworks in the home, the community and public places in terms of theme, subject and scale. Content in Context/ concepts: Art terms: Motif; Non-figurative; Geometric; Stylising; Relief print; Stencil print; Organic forms; Design features in the home; Design features in public places; Themes; Size and scale; Repeat patterns; Printing processes</p>	<p style="text-align: center;"><u>WEEK6</u></p> <p style="text-align: center;"><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 2)</u></p> <p><u>DRAMA</u> AS: Assumes both leader and follower roles willingly in dramatic activities. Content in Context/ concepts: Mirroring exercises</p>
<p style="text-align: center;"><u>WEEK7</u></p> <p style="text-align: center;"><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT CLUSTER 3</u></p> <p><u>MUSIC</u> AS: Focuses on music from a variety of South African forms:</p> <ul style="list-style-type: none"> • Improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; <p>Content in Context/ concepts: Dynamics; Pitch; Rhythmic Patterns; Semibreve; Minim, Crotchet;</p>	<p style="text-align: center;"><u>WEEK7</u></p> <p style="text-align: center;"><u>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 2)</u></p> <p><u>DRAMA</u> AS: Extends and develops given snippets of dialogue with a partner, showing ability to ‘feed off’ and respond to partner’s ideas Content in Context/ concepts: Concentration exercises</p>

<p>Quaver</p> <p style="text-align: center;"><u>WEEK8</u></p> <p><u>LO 1: CREATE, MAKE, INTEPRETE AND PRESENT CLUSTER 3 MUSIC</u></p> <p>AS: Focuses on music from a variety of South African forms:</p> <ul style="list-style-type: none"> Plays simple rhythmic patterns on a drum or equivalent; Explores and uses drum hand techniques such as base slap, open slap, muffle; <p>Content in Context/ concepts:</p> <ul style="list-style-type: none"> Rhythmic Patterns; Drum hand techniques - base slap; open slap; muffle; playing interlocking rhythms 	<p style="text-align: center;"><u>WEEK8</u></p> <p><u>LO 1: CREATE, MAKE, INTEPRETE AND PRESENT (CLUSTER 5)</u></p> <p><u>COMPOSITE</u></p> <p>AS: Illustrates/interprets African tales through puppetry:</p> <ul style="list-style-type: none"> Designing and making hand and/or head puppets; Devising and producing puppet shows; Composing music for puppet shows; Choreographing movement for head puppets if used. <p>Content in Context/ concepts:</p> <p>Elements of dance; Elements of music; Elements of design; Elements of music</p>
<p style="text-align: center;"><u>WEEK9</u></p> <p><u>LO 1: CREATE, MAKE, INTEPRETE AND PRESENT CLUSTER 3 MUSIC</u></p> <p>AS: Focuses on music from a variety of South African forms:</p> <ul style="list-style-type: none"> Reads and sings or plays the scale and simple melodies in C Major <p>Content in Context/ concepts:</p> <p>Staff Notation; Stave; Treble Clef; Bass Clef; Construction of a Major Scale; C Major Scale</p>	<p style="text-align: center;"><u>WEEK9</u></p> <p><u>LO 1: CREATE, MAKE, INTEPRETE AND PRESENT (CLUSTER (5)</u></p> <p><u>COMPOSITE</u></p> <p>AS: Uses dramatic devices, visual illustrations, movement and sound to tell jokes, tell stories, lies, fantasies or absurd tales to explore realities in South Africa.</p> <p>Content in Context/ concepts:</p> <p>Dramatic devises</p>

PACE SETTERS GRADE 6

EMS

TERM 1	TERM 2
<p><u>WEEK 1 : LO 1 The Economic Cycle:</u> AS: 1: Describe the roles of households, business and government in the economic cycle</p> <ul style="list-style-type: none"> • Roles of Households, Business and Government in economic cycle • Public goods; Private sector; Public sector; Consumers; Labourers; Raw material; Taxes • Wages and Salaries • Production and consumptions of goods and services 	<p><u>WEEK 1 LO 4: Entrepreneurial Knowledge and Skills</u> AS 1: Analyses personal strengths and weaknesses in becoming an entrepreneur</p> <ul style="list-style-type: none"> • Do a SWOT analysis(personal strengths) in becoming an entrepreneur <ul style="list-style-type: none"> ○ Strengths ○ Weaknesses ○ Opportunities ○ Threats
<p><u>WEEK 2: LO 1: AS 2:</u> AS: 2: Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services</p> <ul style="list-style-type: none"> • Rights and responsibilities of Households in the production and consumption of resources and services 	<p><u>WEEK 2 LO 4: AS 1 (Continuation)</u></p> <p>Using a Case study learners do a SWOT analyses.</p>
<p><u>WEEK 3: LO 1: AS 2 (Continuation)</u></p> <ul style="list-style-type: none"> • Rights and responsibilities of business in the production and consumption of resources and services • Rights and responsibilities of Government in the production and consumption of resources and services 	<p><u>WEEK 3 1 LO 4: AS 2</u> AS 2: Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism)</p> <ul style="list-style-type: none"> • Target market • Goods or services
<p><u>WEEK 4 LO 1: AS 3</u> AS 3: Presents different flows of resources and services in the economic cycle</p> <ul style="list-style-type: none"> • Flow of Resources and Services in economic cycle • Flow of wages to households in exchange for labour 	<p><u>WEEK 4 LO 4: AS 2 (Continuation)</u></p> <ul style="list-style-type: none"> • Identify a variety of business opportunities: (Tourism; Entertainment; Sports; School co-operatives etc)
<p><u>WEEK 5 LO 1: AS 3 (Continuation)</u></p> <ul style="list-style-type: none"> • Flow of money to business in exchange for goods and services • Draw a diagram/ graph to present the different flows of resources and services in the economic cycle 	<p><u>WEEK 5 LO 4: AS 3</u> AS 3: Design an advertising campaign to promote a product that will generate a profit</p> <ul style="list-style-type: none"> • Advertising campaign

	<ul style="list-style-type: none"> • Advertising techniques • Product and Profit • Designing advertising campaign
<p>WEEK 6 LO 1: AS 3 (Continuation)</p> <ul style="list-style-type: none"> • Draw a diagram/ graph to present the different flows of resources and services in the economic cycle • Draw and explain the economic cycle Draw a diagram/ graph to present the different flows of resources and services in the economic cycle • 	<p>WEEK 6 LO 4: AS 4 AS 4: Develops and implements a simple business plan for a trading or service business that could be operated from school or from home</p> <ul style="list-style-type: none"> • Difference between Trading and service business • Start – up capital and Target market • Product / service; cost price and selling price • Develop and implement a simple the business plan (to be operated from school or home) ○
<p>WEEK 7 LO 1: AS 4 AS 4: Explain the different types of taxes and how they influence consumers and business</p> <ul style="list-style-type: none"> • Different Taxes: <ul style="list-style-type: none"> ○ Direct tax e.g. personal tax and company tax ○ Indirect tax e.g. VAT and Sin tax ○ Property tax and Income tax 	<p>WEEK 7 LO 4: AS 5 AS 5: Describes how the four elements of the marketing mix are combined in a simple business activity</p> <ul style="list-style-type: none"> • Marketing mix elements <ul style="list-style-type: none"> ○ Product ○ Price ○ Place ○ Promotion
<p>WEEK 8 LO 1: AS 4 (Continuation)</p> <ul style="list-style-type: none"> • Explain the how the different types of taxes influence consumers and business 	<p>WEEK 8 LO 4: AS 5 (Continuation)</p> <ul style="list-style-type: none"> • Describe how the four elements of the marketing mix are combined in a simple business activity
WEEK 9 Revision of work done to date	WEEK 9 Revision of work done to date
WEEK 10 Revision	WEEK 10 Examination (<i>Covering all AS's covered to date</i>)
WEEK 11 Controlled Test	

**PACE SETTERS (MILESTONES) GRADE 6
LANGUAGES LEARNING AREA**

TERM 1	TERM 2
<p>Week 1: Components: Oral (Speaking & Listening Activities) LO 1 Listening AS 1,2,3,4,5,6 LO 2 Speaking AS 1,2</p> <p>Reading (Shared, Group, Guided, Independent Reading) LO 3 Reading AS 1,3,5,6,7</p> <p>Writing (Shared writing) LO 4 Writing AS 1,2,4 LO 5 Thinking & Reasoning AS 1,2,3,4 LO 6 Language Structure & Use AS 1,2,3,4</p> <p>Spelling and Grammar (Word & sentence level work Phonics & Spelling) LO 4 Writing AS 1,2,3,4 LO 6 Language Structure & Use AS 1,2,3,4</p> <p>Investigation LO 5 Thinking & Reasoning AS 1,2,3,4</p> <p><u>E.g. Resources: (Focus on stories)</u> Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias); films and videos; CD-ROMS and INTERNET (where available).</p>	<p>Week 1: Components: Oral (Speaking & Listening Activities) LO 1 Listening AS 1,2,3,4,5,6 LO 2 Speaking AS 1,2</p> <p>Reading (Shared, Group, Guided, Independent Reading) LO 3 Reading AS 1,3,5,6,7</p> <p>Writing (Shared writing) LO 4 Writing AS 1,2,4 LO 5 Thinking & Reasoning AS 1,2,3,4 LO 6 Language Structure & Use AS 1,2,3,4</p> <p>Spelling and Grammar (Word & sentence level work Phonics & Spelling) LO 4 Writing AS 1,2,3,4 LO 6 Language Structure & Use AS 1,2,3,4</p> <p>Investigation LO 5 Thinking & Reasoning AS 1,2,3,4</p> <p><u>E.g. Resources: (Focus on stories)</u> Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias); films and videos; CD-ROMS and INTERNET (where available).</p>

<p>Use Texts available in school</p>	<p>Use Texts available in school</p>
<p><u>Week 2:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p> <p>E.g. <u>Resources: (Focus on multi media texts)</u> Television programmes, weather forecasts (excluding Grade 7), advertisements, films and videos, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows</p>	<p><u>Week 2:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p> <p>E.g. <u>Resources: (Focus on multi media texts)</u> Television programmes, weather forecasts (excluding Grade 7), advertisements, films and videos, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows</p>
<p><u>Week 3:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p> <p>E.g. <u>Resources: (Focus on poetry)</u> Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks</p> <p>Use Texts available in school</p>	<p><u>Week 3:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p> <p>E.g. <u>Resources: (Focus on poetry)</u> Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes;</p> <p>Use Texts available in school</p>

<p><u>Week 4:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards. E.g. <u>Resources: (Focus on poetry)</u> Poems; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; E.g. <u>Resources: (Focus on Text from other Learning Area)</u> Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)</p>	<p><u>Week 4:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards. E.g. <u>Resources: (Focus on Text from other Learning Area)</u> Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)</p>
<p><u>Week 5:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards. E.g. <u>Resources: (Focus on Short drama, Play-scripts, dialogues etc.)</u> Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Use Texts available in school</p>	<p><u>Week 5:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards. E.g. <u>Resources: (Focus on Short drama, Play-scripts, dialogues etc.)</u> Play-scripts, Books (fiction and non-fiction); Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions Use Texts available in school</p>
<p><u>Week 6:</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p>	<p><u>Week 6:</u> Repeat same components in another context with other resources & cover full spectrum of Assessment Standards E.g. <u>Resources: (Focus on Short drama, Play-scripts,</u></p>

<p>E.g. <u>Resources: (Focus on Short drama, Play-scripts, dialogues etc.)</u> Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs ;Poems; Explanations; Songs; Instructions; Directions</p>	<p><u>dialogues etc.)</u> Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Play-scripts, Books (fiction and non-fiction);</p>
<p><u>Week: 7-11</u> Repeat same components in same OR other context with other resources & cover full spectrum of Assessment Standards.</p>	<p><u>Week: 7-8</u> COMMON EXAMINATION</p>

**PACE SETTERS GRADE 6
LIFE ORIENTATION**

TERM 1	TERM 2
<p>Week 1: LO 3. Personal Development AS 1. Reflection on self image. AS 3. Caring for people and animals. Learners brainstorm interests, abilities and strengths. Relate these to self image. How to improve self image and accepting things that you cannot change about yourself.</p>	<p>Week 1: LO 1. Health Promotion AS 1. Interpretation of food labels and critically discusses health effects of listed ingredients Learners bring food labels and read important information on labels. Variety of striking games e.g. cricket and baseball. Teach and demonstrate concepts of these games</p>
<p>Week 2: Learners trace their bodies and indicate likes and dislikes about their bodies and how to improve dislikes or accepting these in order to improve self image Physical Education (Fitness programme)</p>	<p>Week 2: Learners should be able to interpret the health effects of listed ingredients e.g. food that contains too much carbohydrates or kilojoules, sugar, etc are not good for diabetic people. Refer to food pyramid on food groups. Variety of striking games e.g. cricket and baseball. Teach and demonstrate concepts of these games</p>
<p>Week 3: Caring for people and animals sick and elderly people neglected and stray animals How to care for the above (Fitness programme)</p>	<p>Week 3: AS 2. Participating in a problem solving activity to address an environmental health issue Learners brainstorm and identify an environmental health issues in their context. Variety of striking games e.g. cricket and baseball. Teach and demonstrate concepts of these games</p>
<p>Week 4: LO 1 Health Promotion AS 4 Forms of abuse and strategies to deal with them Meaning of abuse and different forms of abuse Physical Education (Fitness programme)</p>	<p>Week 4: Problem solving steps, Identify sources of information, gathering of relevant information, suggest possible solutions for the problem, evaluate so solutions and choose the best. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games</p>
<p>Week 5: Brainstorm strategies to deal with abuse Make use of case study (Fitness programme)</p>	<p>Week 5: Continuation of week 4 Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games</p>

	Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games
Week 6: Brainstorm strategies to deal with abuse. Make use of case study (Fitness programme)	Week 6: Identify a problem and its causes, determine problem solving skills, consult for assistance and apply solution. Problem could be the environmental health issue. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games
Week 7: Make use of case- study or scenario to depict different forms of abuse and suggest ways on how to deal with different forms of abuse(Fitness programme)	Week 7: LO 2 Social Development AS 3. Gender stereotyping, sexism and abuse- effects on personal and social relationships. Definition of concepts and give examples. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games
Week 8 LO 2 Social Development Brainstorm Children’s Rights and its application e.g. right to basic education and reflect on how government provides for this right	Week 8:AS5. Brainstorm religions especially in own context e.g. Christianity, Hinduism, Judaism, etc. Define dignity and its meaning in at least in at least 3 religions. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games
Week 9: List of National Days. Examples are: Human Rights Day, Youth Day, Women’s Day, etc. (Fitness programme)	Week 9 LO 3 Personal Development Self management Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games
Week 10: Attach programmes that support these days and evaluate significance. (Fitness programme)	

MATHEMATICS GRADE 6
TERM OVERVIEW

TERM 1	TERM 2
<p>WEEK 1: LO 1 Numbers Operations and Relationships ASs 1;.3; 4;8;9,10; 11</p> <ul style="list-style-type: none"> • The place value of digits in numbers to 6 –digit numbers (Gr 5 revision work). • Counting in whole number intervals including decimal • Estimation and rounding off 	<p>Week 1 LO 3 Space and shape: AS:.5; LO 1: Numbers Operations and Relationships ASs: 4; 8; 6;10</p> <ul style="list-style-type: none"> • The place value of digits in numbers to 7 –digit numbers; • Solve problems involving rounding off to the nearest 5, 10, 100, 1000; • Enlargements and reduction of 2 D shapes -Rectangles and triangles using a grid paper
<p>WEEK 2: LO 1:Numbers Operations and Relationships ASs 8 ;9; 10; 11</p> <ul style="list-style-type: none"> • The place value of digits in numbers to 6 –digit numbers continued.: • Addition and subtraction of whole numbers -3 digits by 2 digits numbers 	<p>WEEK 2: LO 1 Numbers Operations and Relationships AS;5; 8 ; LO 3 Space and Shape AS 5 ; LO 4 : AS 4 & 6</p> <ul style="list-style-type: none"> • Equivalent fractions (common fractions with 1 digit denominator); • Enlargements and reduction of 2 D shapes -Rectangles and triangles using a grid paper to compare their sizes; • Estimate measure, record and order 2 D objects using SI units, • Accurate measurement of temperature in degrees Celsius using thermometers
<p>WEEK 3: LO 1:Numbers Operations and Relationships ASs 8; 9; 10; 11; 12</p> <ul style="list-style-type: none"> • The place value of digits in numbers to 6 –digit numbers continued. • Multiplication of 3digit by 2 digit numbers; History of numbers; • Fractions 	<p>WEEK 3: LO 1 Numbers Operations and Relationships : AS 8 LO 4 Measurement: AS 4 & 6</p> <ul style="list-style-type: none"> • Problem solving involving multiplication of at least 4 digit by 1 digit numbers; • Estimate measure, record and order 2 D and 3 D shapes using S I units for length (mm, cm, m, km) using a rulers,

	meter sticks, tape measure, and trundle wheel :
WEEK 4: LO 1:Numbers Operations and Relationships: AS 1 & 8 LO 2: Patterns, Functions and Algebra AS 1; 2; 3; 9; 10; 11: <ul style="list-style-type: none"> • Equivalent fractions, determination of input and output values • Recognise 0 in terms of additive property; Recognise 1 in terms of multiplicative property 	WEEK 4: LO 4 continued from week 3
WEEK 5: LO 1 Numbers Operations and Relationships :AS 3; 5; 8; 9; 10 11: <ul style="list-style-type: none"> • Properties of zero and one; fractions of whole numbers 	WEEK 5 LO 1 Numbers Operations and Relationships AS :8 LO 4: Measurement AS 1 &.2 <ul style="list-style-type: none"> • Problem solving involving addition and subtraction of common fractions with denominators which are multiples of each other and whole numbers with common fractions (mixed numbers) • . Read , tell and write analogue, digital and 24 hr time to the nearest minute and second. • Problem solving involving conversions between time units including time zones and differences
WEEK 6: LO 1 Numbers Operations and Relationships: AS: 8; 9; 10; 11 LO3 : Space and Shape: AS 3 <ul style="list-style-type: none"> • Properties of a circle, • drawing of a circle using a pair of compasses; making patterns with circles; • flow diagrams; • division of 3 digit by two digit numbers 	WEEK 6:LO 1 Numbers Operations and Relationships; AS:6; 8 continued from week 5 ; LO 4 Measurement: AS.2 continued from week 5

<p>WEEK 7: - LO 3 Space and Shape: AS1; 2; 9; 10; 11</p> <ul style="list-style-type: none"> • Naming, sorting of 2-D shapes and properties of 2 –D shapes. • Difference between rectangles and other parallelograms (focus on length of sides and size of angles) 	<p>WEEK 7: Consolidation and writing of Common Examinations</p>
<p>WEEK 8 : LO 5 : Data Handling AS 7; 9; 10; 11</p> <ul style="list-style-type: none"> • Tables and bar graphs • reading, drawing and comparing; pictograms – many to one correspondence, • Describing information using mode 	<p>WEEK 8: Writing of Common Examinations</p>
<p>WEEK 9: LO 3: Space and Shape AS 1, 2, 3, 9, 10, 11</p> <ul style="list-style-type: none"> • Sorting and describing 3 –D objects with flat or curved surfaces, according to the kind of face and number of faces; differences between: • cubes and square based pyramids, • triangular prisms tetrahedron and other triangular pyramids, • Differentiate on various kinds of pyramids by describing their bases and other faces 	<p>Schools close on 9 June 2010</p>
<p>WEEK 10:LO 3 : Space and Shape AS 1; 2; 3:</p> <ul style="list-style-type: none"> • Counting edges and vertices in 3-D models of pyramids and prisms , • Building skeleton pyramids and prisms. • Describing pyramids and prisms according to shape and number of faces, vertices and edges. • Naming various pyramids and prisms 	

NATURAL SCIENCES: GRADE 6
(Proposed topics for May-June common exams)

TERM 1	TERM 2
<p>LO 1. Scientific Investigations: AS: 1. Plan Investigation. AS: 2. Conducts investigation and collects data. AS: 3. Evaluates data and communicate findings.</p> <p>LO 2. Constructing Science Knowledge. AS: 1. Recalls meaningful information. AS: 2. Categorises information.</p> <p>LO: 3. Science, Society and Environment. AS: 1. Understands science and technology in the context of history and Indigenous knowledge. AS: 2. Understands the impact of science and technology.</p> <p>Week 1: Life and Living- water in the ecosystem-support plant and animal life and biodiversity, read and interpret information on water supply systems. (LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1) Wetlands-habitats for many animals, Investigate a wetland near the school to describe what lives there. (LO1:AS1,2&3 LO2: AS1&2) (LO3: AS:1)</p>	<p>LO 1. Scientific Investigations: AS: 1. Plan Investigation. AS: 2. Conducts investigation and collects data. AS: 3. Evaluates data and communicate findings.</p> <p>LO 2. Constructing Science Knowledge. AS: 1. Recalls meaningful information. AS: 2. Categorises information.</p> <p>LO: 3. Science, Society and Environment. AS: 1. Understands science and technology in the context of history and Indigenous knowledge. AS: 2. Understands the impact of science and technology.</p> <p>Week 1: Earth and Beyond -Simple Astronomy (planets, asteroids, stars and the Sun, meteors, satellites and the moon(LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1)</p>
<p>Week: 2: Groundwater, catchment areas, Protecting water and catchment areas, water supply and sewerage systems(LO1:AS1,2&3, LO2: AS1&2,LO3: AS:1&2)</p>	<p>Week 2:The 'down' direction of gravity Rotation of the Earth (The effects of this action) - weather, day and night, seasons and years. (LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1)</p>
<p>Week:3:Water storage- ways of storing water and cleaning it(tanks, simple filtration, use of chlorine) Cleaning processes (LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1&2)</p>	<p>Week 3: Differences in time, weather and day and night around the world. The movement of the moon and its effects on the Earth(LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1)</p>
<p>Week: 4: Water resources-dams as a way of storing rain water, quality of water, need for water purification, water</p>	<p>Week 4: Life and Living- Nutrition and digestion Balanced diets-Different food types, Simple classification of</p>

born diseases. (LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:1)	food types-protective foods, foods for growth and repair, and food for energy. (LO1:AS1,2&3, LO2: AS1,2)
Week: 5: Matter and Materials Melting and dissolving of solutions and mixtures ,different solvents and solutes (LO1:AS1,2&3, LO2: AS1&2)	Week 5 Micronutrients-vitamins, trace elements.(LO2: AS 1&2) Diet and Cultures-different eating traditions in different cultures(LO3 AS:1&2), Foods that provided a balanced diet.(LO1: AS:2) Comparison with modern eating habits(LO2:AS:2)
Week: 6 Soluble and insoluble substances. Different solvents and solutes. Saturated solutions (LO1:AS1, 2&3, LO2: AS1 &2) (LO3: AS: 1&2) Compare substances such as salt, sugar, copper sulphate and chalk powder for solubility in water.	Week 6 The immune system-foods that boost the human immune system and are valuable for people with HIV.(LO1: AS 1,2&3) The digestive system-different parts of the digestive system and the functions of different parts.(LO2: AS1 & 2)
Week: 7 The effect of temperature on solutions. Investigate how the factor of water temperature affects the time it takes to dissolve a solute. Tabulate and graph the results. (LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:2)	Week 7: Common Examinations and marking
Week: 8: Investigate how the factor of grain size affects the time it takes to dissolve a solid solute. (LO1:AS1,2&3, LO2: AS1&2)	Week:8: Common Examinations and marking
Week: 9: Investigate air dissolved in water and in a qualitative way investigate the effect of temperature on the quantity of air dissolved in water.(LO1:AS1,2&3, LO2: AS1&2)	Week: 9: Mark Schedules
Week: 10 Crystallization –growing of crystal.(LO1:AS1,2&3, LO2: AS1&2) (LO3: AS:2)	School closes on 9 June 2010
Week: 11: Learners work out that the mass of solution is equal to the mass of the solute plus the solvent. (LO1:AS1,2&3, LO2: AS1&2)	

**GRADE 6 PACE SETTERS
SOCIAL SCIENCES**

TERM 1	TERM 2
<p>Week 1: LO 1 Historical enquiry AS 1. Identifies sources to help answer questions..... AS 2. Selects and records..... AS 3. Arranges and records... AS.4. Communicates historical..... Content Kingdoms of Southern Africa</p> <ul style="list-style-type: none"> • Mapungubwe • Thulamela • Great Zimbabwe • Cattle, gold,ivory,and iron 	<p>Week 1: LO 2.Historical knowledge AS 1. Places, events , people, and changes on timeline..... AS 2 Gives reasons for and explains the results of..... AS 3 Identifies some aspects of society which have changed over time..... CONTENT</p> <ul style="list-style-type: none"> • Early mapping :representation of Africa • Science and technology: Investigating contributions from different parts of the world. • Examples of exploration from Europe , Asia, Americas, and Africa, and its impact on indigenous people.
<p>Week 2: LO1(Same as above) AS 1,2 ,3 & 4 Same content is covered</p>	<p>Week 2: LO 2(Same as above) AS1,2,3,&4 Content(continued from above)</p> <ul style="list-style-type: none"> • Science and technology : Investigating contributions from different parts of the world.
<p>Week 3:LO1 Geographical Enquiry AS 1 Identifies sources of information AS. 2 Selects and records..... AS 3 Locate relevant places..... AS.4 Use information to propose solutions..... Content</p> <ul style="list-style-type: none"> • Basic map Projections and location using Latitude and Longitude 	<p>Week 3: (Same as above) LO 2 AS 1, 2, 3 &4</p> <ul style="list-style-type: none"> • Content(continued from above) • Examples of exploration from Europe
<p>Week 4 LO 1(Same as above) AS 1, 2, 3, & 4 Content</p>	<p>Week 4:(Same as above) LO AS 1, 2, 3 & 4 Content(continued from above)</p> <ul style="list-style-type: none"> • Examples of exploration from Asia and Americas

<ul style="list-style-type: none"> • Location of countries , major cities & major air routes. 	
<p>Week 5: LO 1 Historical Enquiry AS 1, 2, 3 & 4 Content</p> <ul style="list-style-type: none"> • What is democracy? • How is South Africa governed? • National symbols such as Coat of Arms and the National Anthem. 	<p>Week 5: LO 2 (Same as above) AS 1, 2 & 3 Content(continued from above)</p> <ul style="list-style-type: none"> • Examples of exploration in Africa, and its impact on indigenous people.
<p>Week 6: (LO and AS are same) LO 1, 2,3 & 4 Content</p> <ul style="list-style-type: none"> • Children’s Charter • The Earth’s Charter 	<p>Week 6: LO 2 AS 1, 2 & 3 CONTENT The contribution of societies to the loss of bio- diversity;</p> <ul style="list-style-type: none"> • Disappearance of wetlands • Soil erosion • Deforestation • Extinction of plants and animals
<p>Week 7: LO1 Geographical Enquiry AS 1 & 4 LO 2 Geographical knowledge and Understanding . AS1 Explains why more people live in some places AS 2 Identifies how access to different kinds of resources influences development..... AS 3 Describes some ways in which society has changed the environment..... CONTENT</p> <ul style="list-style-type: none"> • Identify key cities , regions, countries and make 	<p>Week 7: LO 2 (Same as above) AS 1, 2, 3 & 4 Content(continued from above)</p> <ul style="list-style-type: none"> • Deforestation • Extinction of plants and animals (Integrating content with map work especially locating places that appear with content.) <p style="text-align: center;">&</p> <p style="text-align: center;">REVISION AND EXAMINATIONS</p>

comparisons.....	
Week 8: LO1 AS 1 & 4 (Make comparisons between cities, regions, and places.)	Week 8: REVISION AND EXAMINATIONS
Week 9: LO1 AS 1 & 4 Integrating with map work in finding location of certain places as required by content.	
Week 10: LO1 AS 1 & 4 Integrating with map work in finding location of certain places as required by content.	

TECHNOLOGY: GRADE 6
(PROPOSED ACTIVITIES FOR MAY – JUNE COMMON EXAMS)

TERM ONE	TERM TWO
<p>STRUCTURES: LO 2 AS 1: Materials suitable for supporting loads; stabilization, reinforcing structures. LO1 AS 1-5: Investigates, Design, Makes, Evaluates, Communicates LO3 AS 2: Impact of Technology</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Materials suitable for building and supporting loads • Prior knowledge and consolidation of structures • Activity 1(a): Materials suitable for building shelters (See Lesson Plan) 	<p>WEEK 1: Practical Activity Design a structure that can be used as a “lookout point” on and around the parking space outside the Nelson Mandela stadium. This structure will be used by security personnel and will have to be strong and stable enough to carry the weight of an adult man (approximately 85 kg). As security personnel will be using it in all weather conditions and for a few hours at a time. The structure must provide shelter against the elements and also allow the users to sit down at times. The structure must be able to rotate at 360° to allow the security personnel the opportunity to view the entire parking space. The structure will only be used out of doors. As far as possible the structure must be made of materials that do not have a detrimental effect on the environment</p>
<p>Week 2:</p> <ul style="list-style-type: none"> • Building strong structures • Stable structures • Activity 2 and 3: Stabilisation of structures 	<p>Investigation: <i>(Work in pairs or groups)</i> Week 2: Investigate any two different existing structures that could be used as “look-outs” on the parking area.</p>
<p>Week 3</p> <ul style="list-style-type: none"> • Reinforcement of structures • Activity 4: Methods of reinforcement and stabilization 	<p>Week 3: Evaluate the existing structures using the criteria in the table below. Compare the identified structures from the point of view of a security guard who has to use them</p>
<p>Week 4</p> <ul style="list-style-type: none"> • Revision of Strengthening and Stabilisation of structures 	<p>Week 4: Description of identified structure- Safety ; Purpose; User friendly for people:</p>

<p>Week 5 LO 2: SYSTEMS AND CONTROL – MECHANICAL <i>Achievement of different types of movement and how mechanical systems can be used to change type and size of input movement into a different output movement</i> LO1 AS 1-5:, Investigates, Design, Makes, Evaluates, Communicates LO3 AS 2: IMPACT OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Prior knowledge – introduction to mechanical systems and system diagrams with reference to input, process and output • Activity 1: Identification of mechanical systems and system diagrams (See Lesson Plan) 	<p>Week 5: DESIGNING</p> <ul style="list-style-type: none"> • Write down a design brief for the product to be designed. (<i>A design brief gives you information about what your product will look like. It is a short statement that describes the problem according to your need, e.g. a jewellery box, or a book holder</i>) • Write down at least 4 specifications to be taken into consideration when designing this structure. (<i>Specifications give more detail about the product that you are designing. The design specifications include the size of the product, the materials used, the tools required and measurements.</i>)
<p>Week 6</p> <ul style="list-style-type: none"> • Forces and Motion • Activity 2 and 3: Input and Output Motions 	<p>Week 6:</p> <ul style="list-style-type: none"> • Write down at least 4 constraints that will make it difficult to design the product. (<i>A constraint is a limiting factor that makes it difficult for the designer to complete the design. Draw and describe two different solutions to the problem.</i>) • The ideas must differ from each other and the following information must be provided: <i>the designer to complete the design, e.g. weather, time, money and size.</i>)
<p>Week 7: Introduction to cranks</p> <ul style="list-style-type: none"> • Activity 4: Mechanisms and motion 	<p>Week 7: Planning and making The design process is followed by planning. Every designer must develop a work plan to ensure that the product will be completed in time and leave room for improvements.</p>
<p>Week 8: Introduction to simple gears</p> <ul style="list-style-type: none"> • Combining the two mechanisms: cranks and gears 	<p>Week 8: Continuation of development of a work plan</p>
<p>Week 9: Revision of mechanisms and structures</p>	<p>Week 9: Evaluation and Presentation</p>
<p>Week 10 : TEST</p>	<p>Week 10: Examination and Marking</p>

GRADE 9 PACE SETTERS
Arts and Culture

TERM 1	TERM 2
<p style="text-align: center;"><u>WEEK 1</u></p> <p style="text-align: center;"><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT</u> <u>(CLUSTER 1)</u></p> <p><u>DANCE: ADDITIONAL</u> AS: In preparing the body, accurately performs a set warm-up and skill-building sequence, including body conditioning and dance technique in a particular style. AS: Moves across space in movement sequences with co-ordination, musicality, style, balance and control. Content in Context/ concepts: Advanced Warm up exercises in Dance: Correct use of the body; Coordination; Good Posture; Self discipline; Relaxation Correct use of the body</p>	<p style="text-align: center;"><u>WEEK 1</u></p> <p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 4) <u>MUSIC: GENERIC</u> AS: Makes music using voice and available percussion or melodic instruments for performance in 5/4, 7/4 12/8 and 4/4 meters. <u>MUSIC: ADDITIONAL</u> AS: Reads, writes and sings or plays scales and melodies in D Major, A Major, B Flat Major and E Flat Major Content in Context/ concepts: Regular and Irregular time signatures; Simple and compound time signature; 5/4, 7/4, 12/8, 4/4 time signatures; Construction of Major Scales; D Major, A Major, B Flat Major and E Flat Major Scales</p>
<p style="text-align: center;"><u>WEEK 2</u></p> <p style="text-align: center;"><u>LO 1: CREATE, MAKE, INTERPRETE AND PRESENT</u> <u>(CLUSTER 1)</u></p> <p><u>DRAMA: GENERIC</u> AS: Conducts a simple warm-up routine with class. <u>DRAMA: ADDITIONAL</u> AS: Participates both in the performance and in an aspect of production. The performance should:</p> <ul style="list-style-type: none"> • Show an understanding of basic staging conventions; • Use more complex dramatic elements such as tension, symbols and timing where appropriate; 	<p style="text-align: center;"><u>WEEK 2</u></p> <p>LO 4: EXPRESSING AND COMMUNICATING (CLUSTER I) <u>DANCE</u> AS: Explains how dance is shaped by and reflects the values of the times and is influenced by music, place, fashion and technology. <u>MUSIC</u> AS: Explains how technology has influenced music over time. <u>VISUAL ARTS</u> AS: Explains how art reflects and affects cultures, lifestyles, beliefs and fashion.</p>

<ul style="list-style-type: none"> • Create characters using language, gesture and movement; • Make use of costumes, props, sets, lights or other available resources; • Show awareness of audience <p>Content in Context/ concepts: Advanced Warm Up exercise in Drama; producing and directing a play; characterization; staging conventions; use of props; Breathing for Voice Production; Pitch; Resonance; Diction; Stage conventions; Complex use of dramatic elements; use of props</p>	<p>Content in Context/ concepts: Role of Technology in the Arts</p>
<p style="text-align: center;"><u>WEEK 3</u></p> <p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 3)</p> <p><u>DANCE: GENERIC</u> AS: Participates in the choreography and presentation of a short dance for a performance or cultural event.</p> <p><u>DANCE: ADDITIONAL</u> AS: Learns and performs, with appropriate style and movement quality, works choreographed by others from at least two cultures, which may be:</p> <ul style="list-style-type: none"> • Classical/traditional (African, Eastern or Western); • Contemporary. <p><u>MUSIC: ADDITIONAL</u> AS: Uses ululation, vocalic lilt, crepitation and mouth drumming to create a climax in a musical situation.</p> <p>Content in Context/ concepts: Integrated nature of cultural events</p>	<p style="text-align: center;"><u>WEEK 3</u></p> <p>LO1: CREATING, INTERPRETING AND PRESENTING (CLUSTER 5)</p> <p><u>VISUAL ARTS: ADDITIONAL</u> AS: Creates artworks which demonstrate:</p> <ul style="list-style-type: none"> • Preparation activities such as sketching, collecting of visual references, and selection of tools and materials; • Use of conventional or experimental processes and techniques, with attention to appropriate choice of materials; • Exploration and representation of specific patterns and design motifs which feature in South African history. <p>AS: Selects, prepares and mounts own and group artworks (including signage and labelling) for a public presentation</p> <p>Content in Context/ concepts: Design Elements; Visual Arts techniques; Patterns and Design motifs in the South African history; Preparation and engagement in exhibitions</p>

<p style="text-align: center;"><u>WEEK 4</u></p> <p>LO3: PARTICIPATING AND COLLABORATING (CLUSTER 3) COMPOSITE</p> <p>AS: Shows concern for and sensitivity to the feelings, values and attitudes of others in solving problems that arise in art activities.</p> <p>AS: Shows willingness to explore new cultural ideas and an ability to reconsider stereotypes.</p> <p>Content in Context/ concepts: Cultural diversity; Stereotypes</p>	<p style="text-align: center;"><u>WEEK4</u></p> <p>LO 2: REFLECTING (CLUSTER 4) COMPOSITE</p> <p>AS: Discusses the role of technology over time in shaping processes and products in drama, dance, music and art.</p> <p>AS: Discusses and interprets concepts of power, control and dominance in mass media and popular culture.</p> <p>Content in Context/ concepts: Role of technology in the arts over time</p>
<p style="text-align: center;"><u>WEEK 5</u></p> <p>LO 2: REFLECTING (CLUSTER 3) DRAMA</p> <p>AS: Analyses the positive and negative effects of television, radio, documentaries or films on our lives.</p> <p>Content in Context/ concepts: Positive and negative effects of media</p>	<p style="text-align: center;"><u>WEEK5</u></p> <p>LO3: PARTICIPATING AND COLLABORATING (CLUSTER I)</p> <p><u>DANCE</u></p> <p>AS: Participates responsibly in trust exercises, using eye contact, the giving and receiving of weight (contact improvisation), and exploring active and passive roles.</p> <p><u>DRAMA</u></p> <p>AS: Assumes leadership role in small group dramatic exercises and role-plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.</p> <p>Content in Context/ concepts: Trust exercises</p>
<p style="text-align: center;"><u>WEEK 6</u></p> <p>LO 2: REFLECTING (CLUSTER 3) DRAMA</p> <p>AS: Writes a review of a local or other drama production, referring to conventions of staging and elements of drama.</p> <p>Content in Context/ concepts: Application of elements of drama</p>	<p style="text-align: center;"><u>WEEK6</u></p> <p>LO3: PARTICIPATING AND COLLABORATING (CLUSTER I)</p> <p><u>DRAMA</u></p> <p>AS: Assumes leadership role in small group dramatic exercises and role-plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.</p> <p>Content in Context/ concepts:</p>

<p style="text-align: center;"><u>WEEK7</u></p> <p>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 2) <u>COMPOSITE</u></p> <p>AS: Acknowledges individual, group and changing identities, including national, ethnic, gender and language group, etc.</p> <p>AS: Expresses own sense of identity and uniqueness in any art form.</p> <p>Content in Context/ concepts: Dynamic nature of Cultures: Classical/traditional (African, Eastern or Western); Contemporary</p>	<p style="text-align: center;"><u>WEEK7</u></p> <p>LO 4: EXPRESSING AND COMMUNICATING (CLUSTER 2) <u>DRAMA</u></p> <p>AS: Uses a drama presentation to critique the impact of soap operas, radio shows or other available forms of performance media on people’s values and behaviour.</p> <p>Content in Context/ concepts: Impact of Media in the Arts;</p>
<p style="text-align: center;"><u>WEEK8</u></p> <p><u>VISUAL ARTS</u></p> <p>AS: Transforms sensory experiences and perceptions of power in social relationships into visual artworks.</p> <p>Content in Context/ concepts: Application of elements of design</p>	<p style="text-align: center;"><u>WEEK8</u></p> <p>LO 4: EXPRESSING AND COMMUNICATING (CLUSTER 2) <u>VISUAL ARTS</u></p> <p>AS: Applies skills of media production, while considering target group, purpose and design elements (e.g. create an advertisement, class newsletter, poster, T-shirt, logo or jingle).</p> <p>Content in Context/ concepts: Media production techniques; design elements</p>
<p style="text-align: center;"><u>WEEK 9</u></p> <p>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER 2) <u>MEDIA ADDITIONAL</u></p> <p>AS: Makes a video or other media product based on a topic of choice; the product should show:</p> <ul style="list-style-type: none"> • Understanding of the medium chosen; • Competent use of technical skills; • Clear exposition of plot or issues; • Appropriate use of design features; <p>Understanding of target audience.</p> <p>Content in Context/ concepts: Different roles in the video or media production e.g. movie or documentary making: the producer, script-writer, director, producer, presenter, actors and actresses, make-up artists; costume designer, camera crew, sound crew etc.</p>	<p style="text-align: center;"><u>WEEK 9</u></p> <p>LO 4: EXPRESSING AND COMMUNICATING (CLUSTER 2) <u>COMPOSITE</u></p> <p>AS: Combines individual art forms to create a new form of artistic expression.</p> <p>Content in Context/ concepts: Application of elements of dance; elements of music; elements of design; elements of music</p>

PACE SETTERS GRADE 9

EMS

TERM 1	TERM 2
<p><u>WEEK 1 : LO 1 The Economic Cycle:</u> AS: 1: Explains the different flows of money, factors of production, goods and services in the economic cycle within the South African economy</p> <ul style="list-style-type: none"> • Different flows of money; goods and services in the economic cycle within • Factors of production <ul style="list-style-type: none"> ○ Natural Resources (include all resources provided by nature e.g. Land ○ Labour (Human resources which are employed to produce goods and services ○ Capital (includes items such as tools which are used to make labour easier and more effective and to produce goods and services to satisfy needs) ○ Entrepreneur (the person who sets up a business enterprise) ○ Circular flow diagram (government; firms and households) 	<p><u>WEEK 1 LO 4: Entrepreneurial Knowledge and Skills</u> AS 1: Generates , through SWOT analysis, possible business ideas to meet the need for manufactured goods or service</p> <ul style="list-style-type: none"> • Generate possible business idea through SWOT analysis to meet the need for manufactured goods or services • Target group • Product • Develop a business plan: <ul style="list-style-type: none"> ○ Goals of the business ○ Feasibility study ○ Marketing plan ○ Financial plan ○ Management plan
<p><u>WEEK 2: LO 1: AS 2</u> AS: 2: Discusses the role of the foreign sector in the economic cycle</p> <ul style="list-style-type: none"> • The role of the foreign sector in the economic cycle • Reasons for foreign exchange • Imports ; Exports and exchange rate 	<p><u>WEEK 2 LO 4: AS 2</u> AS 2: Develops a business plan (including a budget) for a manufacturing, service or tourism enterprise on the best business opportunity from the ideas generated</p> <ul style="list-style-type: none"> • Develop a business plan: <ul style="list-style-type: none"> ○ Goals of the business ○ Feasibility study
<p><u>WEEK 3: LO 1: AS 2 (Continuation)</u></p> <ul style="list-style-type: none"> • Advantages and disadvantages of foreign sector • Circular flow diagram (Foreign sector; government; business and households) 	<p><u>WEEK 3 LO 4: AS 2 (Continuation)</u></p> <ul style="list-style-type: none"> • Develop a business plan: working on the following <ul style="list-style-type: none"> ○ Marketing plan ○ Financial plan ○ Management plan

<p>WEEK 4 LO 1: AS 3 AS 3: Illustrates by means of a graph and discusses how demand and supply influences prices</p> <ul style="list-style-type: none"> • Markets (Consumers' market and factor market) • Buyers and sellers • Demand • Factors affecting demand • Demand schedule and demand curve • Law of demand 	<p>WEEK 4 LO 4: AS 2 (Continuation) Final presentation and evaluation of the of the business plan</p>
<p>WEEK 5 LO 1: AS 3 (Continuation)</p> <ul style="list-style-type: none"> • Supply • Factors affecting supply • Supply schedule and supply curve • Law of supply • Price formation;Market prices and equilibrium price • Drawing of a graph to determine the market price and equilibrium price • Interpretation of the graph 	<p>WEEK 5 LO 4: AS 3 AS 3: Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership</p> <ul style="list-style-type: none"> • Different form of ownership e.g. Partnership; Sole trader; Close cooperation ; Public and Private company • Characteristics of different forms of ownership
<p>WEEK 6 LO 2: Sustainable Growth and Development AS 1: Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development</p> <ul style="list-style-type: none"> • How National budget can be used to facilitate sustainable growth and development • How regional (e.g. SADC; OAU ; NEPAD etc) and international agreements (e.g. G8; Common Wealth etc) can be used to facilitate sustainable growth and development 	<p>WEEK 6 LO 4: AS 3 (Continuation)</p> <ul style="list-style-type: none"> • Advantages and disadvantages of forms of ownership • Engage in the business activity planned • Discusses the reasons for choosing a particular form of ownership
<p>WEEK 7 LO 2 AS 2 AS 2: Investigates and debates the successes and shortcomings of the RDP</p> <ul style="list-style-type: none"> • Reasons and goals of RDP 	<p>WEEK 7 LO 4: AS 4 AS 4: Conducts a marketing campaign to promote a product and discusses the self selected advertising media</p> <ul style="list-style-type: none"> • Marketing campaign to promote a product e.g.

<ul style="list-style-type: none"> • Successes and Shortcomings of RDP 	<p>questionnaire, interviews and survey etc</p> <ul style="list-style-type: none"> • Different advertising media e.g. newspaper; TV; flyers etc
<p>WEEK 8 LO 2: AS 4 AS 4: Critically assesses the influence and actions (strikes and stayaways) of trade unions in general and during the apartheid era on:</p> <ul style="list-style-type: none"> ○ the South African economy ○ political, economic and social transformation ○ labour issues • Role ; right and responsibilities of trade unions • Influence and action of trade unions in general during the apartheid era on: <ul style="list-style-type: none"> ○ the South African economy ○ political, economic and social transformation ○ labour issue • Different trade unions e.g Sadtu; Cosatu; Fawu etc 	<p>WEEK 8 LO 4: AS 4 (Continuation)</p> <p>Discussion based on the self selected advertising media</p>
<p>WEEK 9 LO 2: AS 5 AS 5: Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security)</p> <ul style="list-style-type: none"> • Effects of national budget on the economy e.g. <ul style="list-style-type: none"> ○ Taxation ○ Expenditure on education; Social welfare; Health and Security 	<p>WEEK 9 Revision Revision of work done to date</p>
<p>WEEK 10 Revision</p>	<p>WEEK 10 EXAMINATION <i>(Covering all AS's)</i></p>
<p>WEEK 11 Controlled Test</p>	

**PACE SETTERS GRADE 9
ENGLISH FIRST ADDITIONAL LANGUAGE**

TERM 1	TERM 2
<p>Context: Multi Media Text</p> <p>Week 1</p> <p>Content: LO 1 Listening AS 2 LO 2 Speaking AS 2, & 4 LO 3 Reading AS 3,5 & 6 LO 4 Writing AS 2,3,5&7 LO 5 Thinking & Reasoning AS 2&3 LO 6 Language Structure & Use As 4 , 9 & 10 All of the above LOs to be done every week</p> <p>Resources: Newspapers, Magazines, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages;; Radio advertisements; Reports of events; Radio talks; Talk Show</p> <p>Use Texts available in school</p>	<p>Context: Text from other Learning Area</p> <p>Week 1</p> <p>Content: LO 1 Listening AS 3 LO 2 Speaking AS 2 & 4 LO 3 Reading AS 1,4,7,8,9 LO 4 Writing AS 1 & 6 LO 5 Thinking & Reasoning AS 1& 3 LO 6 Language Structure & Use As 1 , 8, 9 & 10 All of the above LOs to be done every week</p> <p>Resources: Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations</p> <p>Use Texts available in school</p>
<p>Week 2 All of the above LOs to be done every week</p> <p>Resources: Television programmes, weather forecasts (excluding Grade 7), advertisements, films and videos, CD-ROMS and INTERNET (where available). Newspapers</p> <p>Use Texts available in school</p>	<p>Week 2 All of the above LOs to be done every week</p> <p>Resources: Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)</p> <p>Use Texts available in school</p>

<p>Week 3 All of the above Los to be done every week Resources: Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations</p>	
<p>Week 4 All of the above LOs to be done every week Resources: Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows</p>	
<p>Context: Drama Week 5 Content: LO1 Listening AS 2 & 4 LO 2 Speaking AS 2,3 & 4 LO 3 Reading AS1,6 & 9 LO 4 Writing AS 4,6&7 LO 5 Thinking & Reasoning AS 2 LO 6 Language Structure & Use AS 4 , 9 & 10 All of the above LOs to be done every week. Resources: Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, Cartoons, Comics, Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Explanations; Songs; Instructions; Directions Use Texts available in school</p>	<p>Context: Multi Media Text Week 3 Content: LO 1 Listening AS 2 LO 2 Speaking AS 2, & 4 LO 3 Reading AS 3,5 & 6 LO 4 Writing AS 2,3,5&7 LO 5 Thinking & Reasoning AS 2&3 LO 6 Language Structure & Use As 4 , 9 & 10 All of the above LOs to be done every week. Resources: Television programmes, weather forecasts (excluding Grade 7), advertisements, films and videos, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations Use Texts available in school</p>
<p>Week 6 All of the above LOs to be done every week</p>	<p>Week 4 All of the above LOs to be done every week.</p>

<p>Resources: Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews</p>	<p>Resources: Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows</p>
<p>Week 7 All of the above LOs to be done every week Resources: Play-scripts, Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias) Use Texts available in school</p>	
<p>Week 8 All of the above LOs to be done every week. Resources: Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, Conversations; Prepared Talks; Radio advertisements; Radio talk shows</p>	
<p>Week 9 All of the above LOs to be done every week. Resources: Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, Descriptions of people and objects; Reports of events; Jokes; Songs;Poems; Explanations</p>	
<p>Context: Poetry Week 10 Content: LO 1 Listening AS 2 & 4 LO 2 Speaking AS 3& 5 LO 3 Reading AS 2,6 & 9 LO 4 Writing AS 4 LO 5 Thinking & Reasoning AS 2 LO 6 Language Structure & Use AS 9 & 10 All of the above LOs to be done every week. Resources: Poems; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes;</p>	<p>Context: Stories/Novel/Folk Tale Week 5 Content: LO 1 Listening AS 1,2 & 4 LO 2 Speaking AS 1 ,3 & 5 LO 3 Reading AS 1, 6,7& 8 LO 4 Writing AS 4 ,6 &7 LO 5 Thinking & Reasoning AS 2 LO 6 Language Structure & Use As 1,8,9.10 All of the above Los to be done every week. Resources: Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks</p>

Use Texts available in school	Use Texts available in school
<p>Week 11 All of the above LOs to be done every week. Resources: Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows</p>	<p>Week 6 All of the above LOs to be done every week. Resources: Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias); films and videos</p>
	<p>Week 7-8 Common Examination</p>

**PACE SETTERS GRADE 9
LIFE ORIENTATION**

TERM 1	TERM 2
<p>LO 3 Personal Development Week 1: AS 1 Analyses and reflects on positive personal qualities – Learners list positive qualities e.g. patience, honesty, reliability, faithfulness, etc. Make use of case study (context) for reflection. Rotation, elevation and balance</p>	<p>LO 5. Orientation to the world of work. Week 1:AS 1 Researches study and career funding providers Study institutions. FET colleges, Distance Education Colleges e.g. INTEC, Damelin, College etc. Universities of Technology .Physical Education- Different games.</p>
<p>Week 2: AS 3 Responds appropriately to emotions Different emotions e.g. happy, excited, sad , frustrated, angry, depressed, etc. Make use of case study to show appropriate response. Rotation, elevation and balance.</p>	<p>Week 2:AS 2 Motivates own career and study choices Careers- Learners brainstorm different careers and their own Financial institutions Banks, NASFAS, Companies, Government Depts. Nature of funding- Loans, Bursary , Learnership, Scholarship Different fields of career. Physical Education- Different games.</p>
<p>Week 3 AS 4. Reflecting on own behaviour in a challenging interaction. Make use of a case study for learners to be able to reflect on their behaviour. Rotation, elevation and balance</p>	<p>LO 3 Personal Development Week 3 AS 2 Critically discusses own rights and responsibilities in interpersonal relationships - Brainstorm interpersonal relationships and your rights in such relationships. Physical Education- Different games.</p>
<p>LO 1 Health Promotion Week 4 AS 3: Drug abuse- Understanding drug abuse Identify personal and social factors that lead to drug abuse Rotation, elevation and balance</p>	<p>Week 4: Assertiveness in taking action e.g. getting a court interdict in cases of violence and intimidation. Physical Education- Different games.</p>

<p>Week 5: Where can you find help, i.e. rehabilitation options for drug addiction. AS4 Resources on health information e.g. flyers and brochures, availability of services e.g. hospitals and clinics Rotation, elevation and balance</p>	<p>Week 5 AS 5 Applies goal setting and decision making strategies. Learners apply goal setting to e.g. achieving his goal(career) and making decision on choosing a career. Decision making strategies. Physical Education- Different games.</p>
<p>Week 6: LO2 Social Development AS 1: List citizen’s rights e.g. right to vote, shelter, clean environment Learners debate issues on whether these rights are protected and how government protect them. Rotation, elevation and balance</p>	<p>LO 2 Social Development Week 6 AS 4 Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures – Issues of diversity will include: language, dress code, religion, diet, etc. Investigate in different cultures. Physical Education- Different games.</p>
<p>Week 7: Identify national days(Human Rights Day for this term) and plan for the celebration of this day. It is important that learners identify days relevant to the term e.g. this term is Human Rights Day, Water Week, etc. Rotation, elevation and balance</p>	<p>Week 7 AS 5 Reflects on and discusses the contribution of various religion in promoting peace Promotion of peace by various religions during political violence, faction fights, taxi violence, civil war, etc. Examples of different religions. Physical Education- Different games.</p>
<p>Week 8: Continuation of planning and reporting. Planning will include setting up a date, booking a venue, etc. Different groups make presentations on their planning. Rotation, elevation and balance</p>	<p>LO 1 Health Promotion Week 8 AS 1: Influence of ecological, social , economic, cultural and political factors on own personal choice of diet – meaning of concepts and how they influence what you eat. Physical Education- Different games.</p>
<p>Week 9. Reporting on planning of national day. All activities in preparation of the celebrations e.g. invitations, speakers of the day, entertainment, etc. Rotation, elevation and balance</p>	<p>Week 9 AS 2. Analyses causes of common diseases in relation to socio- economic and environmental factors. List common diseases and analyse these looking at socio-economic factors e.g. which diseases are prevalent in communities that are unemployed and live in shacks. Physical Education- Different games.</p>

PACE SETTERS GRADE 9
MATHEMATICS

TERM 1	TERM 2
<p>WEEK 1:LO 1 :Numbers, Operations and Relationships-AS: 9.1.1; 9.1.2; 9.1,7-Description and illustration of historical development of numbers. Recognition, use and representation of rational numbers. Properties of rational numbers. Calculations using various techniques: including laws and meaning of exponents</p>	<p>Week 1: LO 1: Numbers, Operations and Relationships AS: 9.1.5; 9.1.6 Calculations using various techniques: including laws and meaning of exponents (the expectation being that learners should be able to use these laws and meanings in calculations only);</p> <ul style="list-style-type: none"> • $x^n \times x^m = x^{n+m}$ • $x^n \div x^m = x^{n-m}$; $x^0 = 1$; • $x^{-n} = 1/x^n$
<p>WEEK 2: Continuation of week 1</p>	<p>WEEK 2: Continuation of week 1</p>
<p>WEEK 3:LO 2: Patterns Functions and Algebra AS: 9.2.1; 9.2.2; 9.2.6-Investigation of Patterns and justification of rules. Identify patterns in the environment. Learners design their own patterns, Representation of input and out-put value in a variety of ways:: verbally, in flow diagrams, in tables in order, formulae and equations. Determination, analysis and interpretation of the equivalence of different descriptions of the same relationship or rule presented:</p> <ul style="list-style-type: none"> • Verbally • In flow diagrams • In tables • By equations or expressions <p>By graphs on the Cartesian plane in order to select the most useful representation for a given situation.</p>	<p>WEEK 3: LO2: Patterns Functions and Algebra AS: 9.2.7; 9.2.8; 9.2.9 Simplify and solve expressions / equations using exponential laws Different types of expressions. Product of two binomials. Factorization of algebraic expressions. Simplification and solution of equations</p>
<p>WEEK 4: Continuation of week 3</p>	<p>WEEK 4:Continuation of week 3</p>
<p>WEEK 5: LO2: Patterns Functions and Algebra-AS: 9.2.4 Solving equations by inspection, trial and</p>	<p>WEEK 5: LO3: Space and Shape AS 9.3.6; 9.3.7-Drawing solids in perspective</p>

improvement or algebraic processes (additive and multiplicative inverses and factorisation), checking the solutions by substitution	Description and representation of position in a Cartesian plane
WEEK 6: LO 2: Patterns Functions and Algebra- AS 9.2.3; 9.2.5- Drawing of graphs on the Cartesian plane for given equations (in two variables). Determine equations or formulae from given graphs using tables. Mathematical modeling	WEEK 6:LO 4: Measurement AS 9.4.2; 9.4.3- Development of measuring instruments from different cultures Solving problems involving measurement
WEEK 7:LO3: Space and Shape- AS 9.3.1; 9.3.4- Recognition of geometric shapes in natural and cultural forms. Regular and irregular polygons and polyhedra; Spheres and Cylinders. Construction and drawing of geometric figures. Making of models to investigate their properties	WEEK 7: Common Examinations
WEEK 8 : Continuation of week 7	WEEK 8: Common Examinations
WEEK 9: LO 3: Space and Shape AS 9.3.1; 9.3.4 Description of the interrelationships of the properties of geometric figures and solids. Use of transformations, congruence and similarity to investigate properties of geometric figures and solids, including tests for similarity and congruence of triangles	Schools close on 9 June 2010
WEEK 9 :Continuation of week 8	
WEEK 10:LO 5:Data handling AS: 9.5.1; 9.5.2;9.5.3- Selection and use of appropriate methods to collect data, Organisation of numerical data; Drawing conclusions and making predictions from data collected. Measure of central tendency and measures of dispersion: range , mean mode , median Drawing bar graphs, histograms, pie charts line and broken line graph as well as scatter plots Interpretation of data	
WEEK 11: Continuation of week10	

NATURAL SCIENCES: GRADE 9
(Proposed topics for May-June common exams)

TERM 1	TERM 2
<p>LO 1. Scientific Investigations: AS: 1. Plan Investigation. AS: 2. Conducts investigation and collects data. AS: 3. Evaluates data and communicate findings.</p> <p>LO 2. Constructing Science Knowledge. AS: 1. Recalls meaningful information. AS: 2. Categorises information. AS: 3. Interprets information. AS: 4. Applies knowledge.</p> <p>LO: 3. Science, Society and Environment. AS: 1. Understands science as a human endeavour AS: 2. Understands sustainable use of the earth's resources</p> <p>Week 1: Life and Living- The existence of micro-organisms, their life processes-reproduction, respiration etc. ;(LO1:AS1,2&3, LO2: AS1,2&3)</p>	<p>LO 1. Scientific Investigations: AS: 1. Plan Investigation. AS: 2. Conducts investigation and collects data. AS: 3. Evaluates data and communicate findings.</p> <p>LO 2. Constructing Science Knowledge. AS: 1. Recalls meaningful information. AS: 2. Categorises information. AS: 3. Interprets information. AS: 4. Applies knowledge.</p> <p>LO: 3. Science, Society and Environment. AS: 1. Understands science as a human endeavour. AS: 2. Understands sustainable use of the earth's resources.</p> <p>Week 1: Energy and Change- Electrical forces and electrical systems;(LO1:AS1,2&3, LO2: AS1,2&3) potential energy that is released in lightening and beliefs around it; (LO3: AS:1)differences between current and static electricity(LO2:AS:1&2)</p>
<p>Week: 2: Micro-organisms role in the life of other organisms, drug-resistant forms, e.g. HIV, MDR-TB and XDR-TB. (LO1:AS1,2&3, LO2: AS1,2&3) (LO3: AS:1)</p>	<p>Week 2: Mechanical systems - Van der Graaf generator, dynamos in bicycle, and dynamos in Eskom power stations etc. Energy from energy sources-burning coal, falling water, wind, sunlight or nuclear reactions..(LO:1,2&3) Power as the rate of supplying energy to a system; National Electricity Grid; Alternatives to electricity-solar heating.(LO3: AS:1&2)</p>
<p>Week: 3: Cells as the basic units of life - cells, tissues and organs, basic structure of plant and animal cells and their functions. Compare processes in plant and animal cell. Specialized cells-muscle cells, nerve cells. (LO1:AS1,2&3, LO2: AS1,2&3)</p>	<p>Week 3: Cells and the connection thereof in series and parallel; learners make series and parallel circuits and measure voltages across the resistors. (LO1:AS:1,2&3, LO2:AS:1,2&3) Calculation of current(LO2)</p>
<p>Week: 4: Matter and Materials- The particle model of</p>	<p>Week 4: voltage and resistance, resistance and resistors,</p>

matter- Periodic table (e.g. metals, non-metals, noble gases, etc. Molecules of common elements and compounds)(LO1:AS1,2&3, LO2: AS1,2&3)	factors that affect resistance, wiring in homes-identify circuits, fuses, circuit breakers, safety with electricity.(LO1, LO2&3)
Week: 5: Models and symbolic representation of chemical change, acids, bases and neutralizations. Examples of acids and bases from home and lab. (LO1:AS1,2&3, LO2: AS1,2&3)	Week 5: Earth and Beyond- Minerals and Mining- The structure of the earth. Processes which create igneous (Bushveld Igneous complex) and sedimentary rocks (in Witwatersrand and Free state), Volcanic action.(LO2: AS:2&3, LO3:AS:1&2)
Week: 6: Properties of acids and bases, reactions of acids and bases. Give examples of acids. Identify patterns in acids and soluble bases.(LO1:AS1,2&3, LO2: AS1,2&3)	Week 6: Erosion and sedimentation; Deposits of minerals in South Africa.(Phalaborwa copper minerals, origin of coal deposits, origin of diamonds etc) .(LO2: AS:2&3, LO3:AS:1&2)
Week: 7: Universal indicators, PH scale, Chemical equations, neutralization reactions. Investigate indicators. Classify substances as acidic or basic using indicators.(LO1:AS1,2&3, LO2: AS1,2&3)	Week 7: Common Examinations and marking
Week: 8: Writing chemical equations and balancing them.(LO1:AS1,2&3, LO2: AS1,2&3)	Week:8: Common Examinations and marking
Week: 9 Reactions of elements and compounds and balancing of equations for example acids with bases, oxygen with metal, the reactants as well as the products. (LO1:AS1,2&3, LO2: AS1,2&3)	Week: 9: Mark Schedules School closes on 9 June 2010
Week: 10: Reactions of metals and non-metals with oxygen, test with indicators, write equations using symbols. (LO1:AS1,2&3, LO2: AS1,2&3)	
Week: 11: Classify substances as acidic or basic using indicators; order them on a PH scale. (LO1:AS,2&3, LO2: AS1,2&3)	

<p>Week 7: Make use of case- study or scenario to depict different forms of abuse and suggest ways on how to deal with different forms of abuse(Fitness programme)</p>	<p>Week 7: LO 2 Social Development AS 3. Gender stereotyping, sexism and abuse- effects on personal and social relationships. Definition of concepts and give examples. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games</p>
<p>Week 8 LO 2 Social Development Brainstorm Children’s Rights and its application e.g. right to basic education and reflect on how government provides for this right</p>	<p>Week 8:AS5. Brainstorm religions especially in own context e.g. Christianity, Hinduism, Judaism, etc. Define dignity and its meaning in at least in at least 3 religions. Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games</p>
<p>Week 9: List of National Days. Examples are: Human Rights Day, Youth Day, Women’s Day, etc. (Fitness programme)</p>	<p>Week 9 LO 3 Personal Development Self management Variety of fielding games e.g. cricket. Teach and demonstrate concepts of these games</p>
<p>Week 10:Attach programmes that support these days and evaluate significance. (Fitness programme)</p>	

**GRADE 9 PACE SETTERS
SOCIAL SCIENCES**

TERM 1	TERM 2
<p>Week 1: LO1 Historical Enquiry AS 1 AS 1 Investigates a topic by asking key questions and identifies a variety of relevant sources to explore this topic {finds sources] AS2 Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps){works with sources } AS 3 Analyses the information in the sources {works with sources} AS 4 Present an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached {answers the question } AS 5 Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing ,artwork ,graphics, and drama) uses information technology where available and appropriate { communicates the answer} CONTENT Human rights issues during and after World War 2</p> <ul style="list-style-type: none"> • Nazi Germany. • How the Nazis Constructed an Aryan identity. 	<p>Week 1: LO2 Historical knowledge and understanding AS1 Places events .events people and changes in the period of history studied within a chronological framework {chronology and time } AS 2 Identifies categories of causes and effects (e.g. immediate and long term ,direct and indirect {cause and effect} AS 3 Explain and analyses the reasons for and results of events in history { cause and effect} AS 4 Recognizes that change and development does not always mean progress {change and continuity} CONTENT Apartheid in South Africa.</p> <ul style="list-style-type: none"> • Impact of world War 2 • What was Apartheid;
<p>Week 2: LO1(Same as above as in LO and ASs) AS 1,2 ,3 , 4 & 5 CONTENT (Continues from above - content integrated with map work)</p> <ul style="list-style-type: none"> • Nazi Germany 	<p>Week 2: LO 2(Same as above) AS1,2,3,4, 5, 6 & 7 CONTENT (Continues from above)</p> <ul style="list-style-type: none"> • How it affected people’s lives;

<ul style="list-style-type: none"> • How the Nazis constructed an Aryan identity 	<ul style="list-style-type: none"> • Repression and resistance to Apartheid in the 1950's(e g the Defiance Campaign, the Freedom Charter, and popular
<p>(Week 3:(Same as above) LO 1 AS 1,2,3 ,4 & 5</p> <ul style="list-style-type: none"> • CONTENT(Continues from above- content integrated with map work) <p>How the Nazis used this 'identity 'to define and exclude others How and why the Holocaust happened What choices people had in Nazi Germany.</p>	<p>Week 3: (Same as above) LO 2 AS 1, 2, 3, 4, 5, 6 &7</p> <ul style="list-style-type: none"> • Repression and armed struggle in the 1960.'s; • Divide and rule :the role of the homelands
<p>Week 4 LO 1(Same as above) AS 1, 2, 3, & 4 Content (Continued from above)</p> <ul style="list-style-type: none"> • How the Nazis used this 'identity 'to define and exclude others • How and why the Holocaust happened 	<p>Week 4:(Same as above) LO 2 AS 1,2,3,4,5, 6 &7 CONTENT(Continues from above)</p> <ul style="list-style-type: none"> • Repression and the growth of mass democratic movements in the 1970'sand 1980's:internal and external pressures
<p>Week 5. LO 1 LO 1 Geographical Enquiry The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes AS1Carries out independent enquiries about aspects of interrelationships between people ,places and the environment (uses field work) {finds sources</p> <p>AS 2 Asks significant questions to evaluates sources for example ,to identify bias and stereotypes, omissions and gaps {works with sources } AS 3 Analysis and reaches conclusions about information from sources such as photo, maps and atlases ,graphs and statistics { works with sources} AS 4 Correlates information from various sources with information from maps ,atlases, satellites images or</p>	<p>Week 5: LO 2 (Same as above) LO 2 AS 1, 2 3,4, 5,&6, CONTENT</p> <ul style="list-style-type: none"> • (Continuation of same content.) Building a new identity in South Africa in the 1970s; negotiations , the first democratic elections and South Africa's Constitution.

<p>orthophotos {works with sources } AS 5 Observes and record information the field {works with sources } AS 6 Uses assessment standards above to justify the answer, decisions or solutions relating to the enquiry {answer questions } AS 7 Reports on knowledge gained in the enquiry by constructing an interpretation and argument based on sources of information; uses maps diagrams and graphics; where possible uses computers in the presentation {communicates sources} CONTENT MAPWORK</p> <ul style="list-style-type: none"> • Extracting information from maps and photos • Comparing distances on maps and orthophotos 	
<p>Week 6.(LO1) AS (Same as above) CONTENT (Continued from above)</p> <ul style="list-style-type: none"> • Extracting information from maps and photos • Comparing distances on maps and orthophotos 	<p>Week 6: LO 2 Geographical knowledge and understanding The learner will be able to demonstrate geographical and environmental knowledge and understanding AS 1 Provide a reasoned explanation of some approaches to development[people and places] AS 2 Identifies ways in which science and technology have contributed positively and negatively to development {people and resources} AS 3 Explain how sustainable ,development ,could impact positively on(people and the environment) CONTENT Sustainable use of resources</p> <ul style="list-style-type: none"> • Principles of agenda 21.such as the need for everybody to participate in the management of resources ; The dependence of all people on natural resources for their livelihood and survival ; The need for our actions to ensure

	future sustainability;
Week 7: LO1 Geographical Enquiry AS (Same as above) CONTENT (Content on map work continued) <ul style="list-style-type: none"> Analyzing and comparing information on maps, atlases, satellite images and aerial photographs 	Week 7: LO 2(Content continues from above) <ul style="list-style-type: none"> The need for everybody to be actively involved in addressing environmental problems (e g pollution ,waste disposal. (Integrate map with content)
Week 8 (Same as above as in LOs and ASs) CONTENT (Continuation of content from above) <ul style="list-style-type: none"> Field work observations 	Week 8 REVISION
Week 9: (Same as above as in LOs and ASs) CONTENT <ul style="list-style-type: none"> Correlating information with fieldwork observations 	Week 9: EXAMINATIONS
Week 10: <ul style="list-style-type: none"> Correlating information with fieldwork observations 	
Week 11: Revision	

**PACE SETTERS GRADE 9
TECHNOLOGY**

TERM ONE	TERM TWO
<p>Week 1: STRUCTURES LO 1: Technological processes and skills AS 1 -5: Investigates, Design, Makes, Evaluates, Communicates LO 2: Knowledge and understanding AS 1: Structures AS 3: SYSTEMS AND CONTROL (Mechanical) Week 1:</p> <ul style="list-style-type: none"> • Properties of material ✓ mass ✓ hardness ✓ stiffness ✓ flexibility ✓ corrosion resistance ✓ Strengthen 	<p>Week 1: Practical Activity The Grade 9 Technology class has been asked to design and build a model of a bridge that can be used for the purpose of benefiting the villagers to be able to get to the town quickly and easily. Week 1:</p> <ul style="list-style-type: none"> ▪ Make use of the knowledge and skills you have gained and write a short, clear design brief for the development of your project. ▪ Draw at least two design solutions for constructing a bridge. Choose the best design and give reasons for your choice. <p>List the main steps that need to be taken to construct the bridge and make sure you use the correct tools and equipment to complete the task</p>
<p>Week 2:</p> <ul style="list-style-type: none"> ○ tension ○ compression ○ shearing 	<p>Week 2: Investigation: <i>(Work in pairs or groups)</i> Evaluate the existing structures using the criteria in the table below. Compare the identified structures</p>
<p>Week 3: Analysis of effects of different loads</p> <ul style="list-style-type: none"> ✓ even/uneven loads ✓ static/dynamic loads 	<p>Week 3: DESIGNING Write down a design brief for the product to be designed</p>
<p>Week 4 Revision on Properties of materials and TEST</p>	<p>Week 4: Write down at least 4 constraints that will make it difficult to design the product. Draw and describe two different solutions to the problem.</p>

<p>SYSTEMS AND CONTROL (Mechanical) Demonstrates knowledge and understanding of interacting mechanical systems and sub-systems by practical analysis and represents them using systems diagrams:</p> <ul style="list-style-type: none"> • gear systems • belt drive or pulley systems with more than one stage; • mechanical control mechanisms (e.g. ratchet and pawl, cleats); 	<p>Design and build a machine, which could enable a “blind” person to measure 10 cm, strips of corrugated cardboard.</p> <ul style="list-style-type: none"> • Produce a detailed drawing on an A4 piece of paper showing all the machine’s specifications. • Write down a list of materials to be used. • Produce an operating manual for your machine explaining how it works. The instructions need to be written down stepwise.
<p>Week 5: Gear systems</p> <ul style="list-style-type: none"> ✓ What is a gear ✓ The purpose of gears ✓ The different types of gears <p>mechanical advantage in gears systems</p>	<p>Week 5: Planning and making The design process is followed by planning. Every designer must develop a work plan to ensure that the product will be completed in time and leave room for improvements.</p>
<p>Week 6: Belt drives systems</p> <ul style="list-style-type: none"> ✓ What is a belt drive system ✓ The purpose of belt drive system ✓ Belt drive systems with more than one stage 	<p>Week 6: Continuation of the develop a work plan to ensure that the product will be completed in time and leave room for improvements</p>
<p>Week 7: Pulley systems</p> <ul style="list-style-type: none"> ✓ What is a pulley system ✓ The purpose of pulley system ✓ Pulley systems with more than one stage <p>Mechanical advantage in pulleys systems</p>	<p>Week 7: Making Build the machine according to the specifications. If it does not work properly, parts of it may have to be redesigned.</p>
<p>Week 8: Mechanical Control Systems</p> <ul style="list-style-type: none"> ✓ Ratchet and pawl ✓ Cleats ✓ Control mechanisms in hydraulic systems – valves 	<p>Week 8: Test and evaluate your machine..</p>
<p>Week 9:</p> <ul style="list-style-type: none"> • System diagrams of mechanical systems 	<p>Week 9 Evaluation and Presentation</p>
<p>Week 10 : TEST</p>	<p>Week 10: Examination and Marking</p>

