



basic education

Department:
Basic Education
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CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

AGRICULTURAL STUDIES

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

Contents

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY	4
1.1 Background.....	4
1.2 Overview.....	6
1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability	7
1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability.....	8
1.4 Subjects and time allocation.....	10
2 SECTION 2: INTRODUCTION TO AGRICULTURAL STUDIES.....	13
2.1 What is Agricultural Studies?	13
2.2 Topics to be studied in Agricultural Studies.....	14
2.2.1 General farming/Agricultural Practices	14
2.2.2 Plant production i.e. vegetables, fruit trees, herbs.....	14
2.2.3 Gardening (Horticulture) i.e. medicinal and indigenous plants, flowering plants	14
2.2.4 Animal Production i.e. poultry, small stock	14
2.2.5 Environmental practices.....	14
2.2.6 Business Practices including entrepreneurial skills.....	14
2.3 Specific Aims:	14
2.3.1 Generic Farming/Agricultural Practices which aims to teach learners to:.....	14
2.3.2 Plant Production which aims to teach learners to:	14
2.3.3 Horticulture which aims to teach learners:.....	15
2.3.4 Animal Production which aims to teach learners to:	15

2.3.5 Environmental Practices which aims to teach learners to:	15
2.3.6 Business practices which aims to teach learners to:.....	15
2.4 Requirements for Agricultural Studies as a subject	17
2.4.1 Time Allocation	17
2.5 Resources.....	17
2.5.1 Infrastructure.....	17
2.5.2 Equipment.....	18
2.5.3 Finances	19
2.5.4 Stock Control	19
2.6 Career opportunities.....	20
3 SECTION 3:.....	21
OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS	21
3.1 Content overview of topics	21
3.2 Content outline per term.....	25
3.2.1 Grade 4 Term 1.....	26
3.2.2 Grade 4 Term 2.....	38
3.2.3 Grade 4 Term 3.....	48
3.2.4 Grade 4 Term 4.....	59
3.2.5 Grade 5 Term 1.....	70
3.2.6 Grade 5 Term 4.....	140
4 SECTION 4.....	158
ASSESSMENT.....	158
4.1 Introduction	158

4.2	Assessment principles	159
4.2.1	Definition	159
4.2.2	Informal Assessment or Daily Assessment	159
4.2.3	Formal Assessment	160
4.3	Managing assessment	163
4.3.1	Types of Assessment	163
4.3.2	Planning Assessment	165
4.3.3	Methods of Assessment	165
4.3.4	Assessment tools/instruments to execute assessment	166
4.4	School Assessment Programme	168
4.5	Assessment programme across the five years	169
5	The generic assessment section will be copied after the public comment changes have been made	169
5.1	Recording and Reporting	176
5.2	Moderation of Assessment	178
5.2.1	Moderation serves five purposes:	178
5.2.2	Internal moderation	178
5.3	General	179

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

(a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- Providing employers with a sufficient profile of a learner's competences;
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active learning: encouraging an active approach to multi-sensory learning;

- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

(d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
Natural Sciences		1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects CAPS Grades R to 5 for learners with severe intellectual disability: Electives	Time
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Welding Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing and Beauty Care Service Technology: Maintenance	8 hours
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
<p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts - Natural Sciences <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p>

2 SECTION 2: INTRODUCTION TO AGRICULTURAL STUDIES

2.1 What is Agricultural Studies?

The subject teaches the learner:

- General farming/Agricultural Practices and specifically;
- Plant production
- Gardening (Horticulture)
- Animal Production
- Environmental Practices and
- Business Practices.

The subject provides the basis of the establishment of sustainable farming operations for the learner through the inclusion of a wide spectrum of competencies required by farmers in South Africa. Learners in this subject will gain knowledge and skills necessary for agricultural workers in mixed farming systems whereby enhancing the overall agricultural process and to gain opportunities to access local, national and international agricultural markets.

This subject reflects and addresses an urgent farming industry need to skill its workforce, to produce and maintain high quality farm workers and entrepreneurs in South Africa both now and in the future.

The skills and the content embedded in the skills are taught over two years in Grade 4 and three years in Grade 5. During each year in each grade all the topics are taught, and the teacher can adapt the difficulty level of the skills to the ability of the learner.

2.2 Topics to be studied in Agricultural Studies

2.2.1 General farming/Agricultural Practices

2.2.2 Plant production i.e. vegetables, fruit trees, herbs

2.2.3 Gardening (Horticulture) i.e. medicinal and indigenous plants, flowering plants

2.2.4 Animal Production i.e. poultry, small stock

2.2.5 Environmental practices

2.2.6 Business Practices including entrepreneurial skills.

2.3 Specific Aims:

The purpose of this subject is to allow new learners' access to the Primary Agricultural Sector with specific reference to Mixed Farming Systems. In Agricultural Studies the learners will study:

2.3.1 Generic Farming/Agricultural Practices which aims to teach learners to:

- Apply safe and secure practices in the agricultural workshop and community
- Select, use and care for hand tools and basic equipment
- Demonstrate an understanding of soil preparation
- Demonstrate an understanding of composting and the benefits of adding organic enrichments to the soil
- Recognise requirements of water in plants
- Identify different methods of irrigation
- Identify and control of weeds, pests and diseases

2.3.2 Plant Production which aims to teach learners to:

- Apply basic food safety practices
- Identify different crops
- Propagate plants from seeds and planting into open ground
- Planting a range of crops according to correct planning, spacing and depth of the plant material
- Irrigate crops to maintain a predetermined moisture content

- Harvest agricultural crops by using basic harvesting tools

2.3.3 Horticulture which aims to teach learners:

- Health and safety in the horticulture industry
- To care for ornamental seedlings
- Plant and establish ornamental plants and trees from containers into open ground
- To understand basic permaculture principles

2.3.4 Animal Production which aims to teach learners to:

- Identify the different breeds
- Care for farm animals
- Recognise basic breeding behaviour of farm animals
- Apply basic animal husbandry practices
- Observe, handle and move farm animals
- Recognise defensive behaviour in animals
- Apply standard animal feeding procedures
- Harvest and process animal products
- Understand the process of slaughtering farm animals

2.3.5 Environmental Practices which aims to teach learners to:

- Identify medicinal plants and food from the veld
- Recognise and control invasive plants
- Practically apply soil conservation
- Understand indigenous knowledge using earth signs to plant and harvest
- Comprehend the effect of natural disasters
- Harvest water and understand indigenous knowledge about water

2.3.6 Business practices which aims to teach learners to:

- Apply basic skills in storage and stock taking
- Understand basic costing (income/expenditure)
- Execute entrepreneurship in agriculture

2.4 Requirements for Agricultural Studies as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for **Agricultural Studies** is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2,5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above-mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. The Agricultural Studies periods should be divided into two (2) timeslots.

2.5 Resources

Learners must have the following resources:

- 1 x A4 file or exercise book
- Stationery; pen, pencil, ruler, etc.

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Agricultural studies.

2.5.1 Infrastructure

- Classroom to accommodate 15 learners with a storeroom or garden shed to store gardening tools and animal feed
- Storage facility – potentially hazardous chemical and all machinery and equipment must be stored securely (consumable equipment, petrol/diesel and hand/power tools, must be locked away with no access to learners)
- Available land to cultivate and/or land for grazing

2.5.2 Equipment

To teach 15 learners the following minimum infrastructure and equipment is required:

- Safety equipment: masks – one per learner
safety goggles – one per learner
helmets – one per learner
Signage: Warning signs/safety rules (required by Health and Safety act) and information signage must be displayed on posters in the workshop, e.g. to label seed beds
- Protective clothing: gloves – one pair per learner
boots – one pair per learner
overalls – one per learner
- Consumables: seeds/seedlings
seed trays/potting bags
potting soil/compost/topsoil
animal drench – dewormer for endo-parasites
animal dip – for ecto-parasites
fuel and two-stroke fuel mix – for generator, lawnmower, weed eater, bakkie
chainsaw bars and chains as needed
- Livestock: as needed according to region
- Basic hand tools: spades - 10
forks - 10
rakes - 10
Optional extras: hoes
watering cans – 4 (can be made with available/recycled material)
planting lines – 4 (can be made with available/recycled material)
wheelbarrows - 4
hosepipe – 2 x 30m
irrigation systems
spray pumps (knap sack) - 4
pruning shears - 10
wire pullers - 2
- Power tools: petrol lawnmowers - 2
brush cutter (weed eater) – 2
drill – 1
generator – to operate power tools if in the field

- Basic maintenance tools, e.g. screw drivers, hammers, pliers and spanner (Gedore) set to do repair work
- Transport: bakkie and tractor for moving produce/animals (these vehicles are only necessary if farming on large scale)

2.5.3 Finances

Agriculture is a subject that requires ongoing financial support and regular resourcing for completion of practical tasks and work to be carried out. Resourcing could be sub-divided into the following categories:

- Safety equipment
- Protective clothing
- Consumables
- Livestock
- Tools and equipment
- Power tools
- Maintenance tools
- Vehicles – 1 x bakkie
1 x tractor
(these vehicles are only necessary if farming on large scale)

The school must provide a budget for maintenance of all tools and to purchase the following consumable resources as needed.

2.5.4 Stock Control

The teacher is responsible for the stock and will always keep the storeroom/classroom locked when not present in the storeroom/classroom.

Annual stock control is essential and should be undertaken at the last week of each year.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.6 Career opportunities

The learners' knowledge and skills enable him/her to fulfil the following career opportunities:

- Work for a garden service
- Work in private gardens
- Work as general worker within agricultural sector
- Emerging small-scale farmer
- Small/micro entrepreneur

3 SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2,5 hours (depending on the number of vocational subjects offered at the school) for the subject **Agricultural Studies**.

3.1 Content overview of topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the **Agricultural Studies** learning programme in grade 4 and 5

TOPIC	Grade 4	Grade 5
General Farming	<p>Apply safe and secure practices in the agricultural community</p> <p>Apply basic and general safety practices</p> <p>Identify and maintain fencing for different farming practices</p> <p>Use and care for hand tools and basic equipment for agricultural tasks</p> <p>Observe the properties of soil</p> <p>Assist in the process of soil preparation and composting</p> <p>Apply natural fertilization of soil</p>	<p>Apply safe and secure practices in the agricultural community</p> <p>Apply basic and general safety practices</p> <p>Operate in a team in an agricultural environment</p> <p>Prepare, erect and maintain wire fencing for different farming practices</p> <p>Select, use and care for hand tools and basic equipment for agricultural tasks</p> <p>Demonstrate an understanding of or explain the properties of soil</p> <p>Demonstrate an understanding of soil preparation, composting and the benefits of adding organic enrichments to the soil</p> <p>Apply natural and chemical fertilization of soil</p>

	<p>Recognise the roles and requirements of water in plants</p> <p>Identify weeds, understand and assist in manual control of weeds</p> <p>Identify insects that have an impact on crops</p>	<p>Describe and recognise the roles and requirements of water in plants</p> <p>Identify different methods of irrigation appropriate to environmental circumstances and installing of irrigation if appropriate</p> <p>Identify and understand manual and chemical weed control</p> <p>Identify limitation factors like insects, pests and diseases and the damage it can cause</p> <p>Understand the application of natural and agrochemical products in a safe, effective and responsible manner with consideration of the environment</p>
<p>Plant</p> <p>Production</p>	<p>Apply basic food safety practices</p> <p>Identify different crops</p> <p>Assist in the planting of seedlings according to correct spacing and depth of the plant material</p> <p>Assist in the irrigation of crops</p> <p>Assist in harvesting agricultural crops by using basic harvesting tools</p>	<p>Apply basic food safety practices</p> <p>Identify, describe and understand different crops</p> <p>Propagate plants from seeds, cuttings and grafting and planting into open ground</p> <p>Plant a range of crops according to correct planning, spacing and depth of the plant material</p> <p>Handle planting material correctly for the successful establishment of a specific crop</p> <p>Irrigate crops to maintain a predetermined moisture content</p> <p>Harvest agricultural crops by using basic harvesting tools</p> <p>Demonstrate an understanding of crop</p>

		preservation
Gardening/ Horticulture	<p>Understand health and safety in the horticulture industry</p> <p>Assist in care for ornamental seedlings</p> <p>Assist in mowing lawns in landscape areas</p> <p>Assist in basic permaculture principles</p> <p>Assist in manipulating plants using pre-determined methods and techniques</p>	<p>Understand health and safety in the horticulture industry</p> <p>Propagate plants from seeds and planting into open ground</p> <p>Care for ornamental seedlings</p> <p>Propagate, plant and establish ornamental plants and trees from containers into open ground</p> <p>Mow lawns and cut trees in landscape areas</p> <p>Understand, explain and apply basic permaculture principles</p> <p>Manipulate plants using pre-determined methods and techniques</p>
Animal Production	<p>Identify and observe a selection of different breeds of farm animals</p> <p>Care for small breeds of farm animals:</p> <ul style="list-style-type: none"> - poultry - goats or sheep or pigs <p>Demonstrate an understanding of healthy farm animals</p> <p>Apply basic animal husbandry practices</p> <p>Observe and assist the handling and moving of small breeds of farm animals</p>	<p>Identify and observe the different breeds of farm animals</p> <p>Care for farm animals</p> <ul style="list-style-type: none"> - Cattle breeds: beef dairy <p>Demonstrate an understanding of healthy farm animals and their purpose on a farm</p> <p>Recognise basic breeding behaviour of farm animals</p> <p>Apply basic animal husbandry practices</p> <p>Observe, handle and move of farm animals</p>

	<p>Recognise defensive behaviour in animals</p> <p>Assist in applying standard animal feeding procedures</p> <p>Assist in harvesting animal products</p>	<p>Recognise defensive behaviour in animals</p> <p>Apply standard animal feeding procedures</p> <p>Harvesting and processing of animal products</p> <p>Demonstrate an understanding of preparing animals for slaughtering and observe the processing of products from slaughtered farm animals</p>
Environ- mental Practices	<p>Know Healthy Living: medicinal plants</p> <p>Understand nature and Biodiversity: invasive plant control</p> <p>Know indigenous knowledge using earth signs to plant and harvest</p> <p>Know how to use water harvesting</p>	<p>Know Healthy Living: food from the veld</p> <p>Know Nature and Biodiversity: soil conservation</p> <p>Know the effect of natural disasters</p> <p>Know how to use indigenous knowledge about water</p>
Business Practises	<p>Apply basic skills in storage management</p> <p>Assist in basic entrepreneurial activities in agriculture</p>	<p>Apply basic skills in storage management and stocktaking</p> <p>Understand basic costing (income/expenditure)</p> <p>Understand entrepreneurship in agriculture</p>

3.2 Content outline per term

Each term comprises of ten (10) weeks and a minimum of nine (9) **practical sessions** are compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in Grade 4, and therefore activities are provided for each week to allow the learners to perform the second suggested **activity** during their second year in grade 4. Visits to farms allow the learners to experience activities on farms first hand and during these visits a variety of activities can be viewed and experienced by the learners.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Agricultural Studies instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in or being exposed to dangerous situations.

3.2.1 Grade 4 Term 1

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<u>Apply basic and general safety practices</u> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of dealing with organic food 5. Understand the importance of protective clothing <u>Apply safe and secure practices in the agricultural community</u> <ol style="list-style-type: none"> 1. Identify potential safety and security hazards in the immediate environment, community or on a farm 2. Understand the issues around community 	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> • Teacher explains reasons for personal hygiene • Use chart with hand wash techniques – learners practically all wash hands, copying demonstration and example of teacher • Discuss, name and demonstrate the safe handling of basic hand agricultural tools and equipment and the dangers associated with its use • Learners practice through getting small tasks to do – weed general garden using handheld tools. After use they must be able to properly clean and store tools, explain with use of pictures/drawings to indicate space of tools in storage – learners assist in placing tools in place • Observe and discuss different spoilt food products on hand of examples, i.e., mould, yeast, changes of food colour, texture, flavour and/or smell. Allow Learners practically to use their senses – touch, feel, smell and taste where possible. • Discuss reasons for cleaning equipment. As an experiment use dirty equipment on food products, leave for a day or two for learners to observe the change in product

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>policing</p> <p>3. Understand safety practices regarding fertilizer and cleaning materials</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<ul style="list-style-type: none"> Identify and name protective clothing (boots, overalls, etc), Practice to dress and fit protective clothing correctly, continue with activities needed for next activity. Pack away clothing in correct way (folded or hanged) in space in storeroom Walk around school/work area, point out and discuss potential safety and security hazards Explain about community policing using a clip from internet Point out safety practices regarding the use/storage of fertilizers and cleaning materials <p>*Teacher's tip: Learners start a garden file/book for keeping records and worksheets, decorate and cover with leaf prints as a creative activity – pointing out different shapes of leaves</p> <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> Discuss reasons for personal hygiene with learners Learners practice hand wash techniques, learners in year 2 explain to learning in year 1 what they are doing, using the hand wash chart as resource Discuss, name and demonstrate the safe handling of basic hand agricultural tools and equipment and the dangers associated with its use. Learners practice through getting small tasks to do – weed own vegetable plot in garden using specific tools or complete task needed

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>for continuous maintenance. After use they must be able to properly clean and store tools, explain with use of pictures/drawings to indicate space of tools in storage – learners assist in placing tools in place</p> <ul style="list-style-type: none"> Identify and name different spoilt food products on hand of examples, i.e., mould, yeast, changes of food colour, texture, flavour and/or smell. Discuss reasons for cleaning equipment. Fit protective clothing (boots, overalls, etc), Practice to dress and fit protective clothing correctly, continue with activities needed for next activity. Pack away clothing in correct way (folded or hanged) in space in storeroom Walk around school/work area, learners are encouraged to point out and discuss potential safety and security hazards Explain about community policing using a clip from internet, allow learners to discuss and question incidents Point out safety practices regarding the use/storage of fertilizers and cleaning materials <p>*Activity for enrichment – visit a garden in the community within walking distance, indicating and discussing the dangers</p>
2	General Farming	<p><i>The learner must be able to</i></p> <p><u>Use and care for hand tools and basic equipment</u></p>	<p>Gr 4 : 1st year</p> <ul style="list-style-type: none"> Identify and name agricultural tools for consolidation (linking activity to week one). Demonstrate on how to use basic hand tools (spade and

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p><u>for agricultural use:</u></p> <ol style="list-style-type: none"> 1. Demonstrate different uses of tools one or two at a time 2. Understand safety measures regarding the use of basic agricultural tools and equipment 3. Demonstrate how to care for and maintain tools and equipment 4. Select the appropriate tool for use in a specific task 5. Participate in correct methods to store tools and equipment correctly and safely <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>fork) and the dangers associated with its use</p> <ul style="list-style-type: none"> • Discuss the safety measure using tools while demonstrating • Practice through getting small task to do – prepare to dig over shared plot in garden using spade and fork appropriately (let plot rest until permaculture and/or planting is introduced) • Draw or identify pictures/drawings to indicate space of tools in storage • Clean and store tools <p>*Teacher's tip: Teacher assists learners to identify 2m X 1m plot per four learners to fulfil their practical skills – learners identify on a simple map (worksheet) which plot is theirs through colouring it in with green and place it in file</p> <hr/> <p><i>Gr 4 : 2nd year</i></p> <p>Demonstration on how to use basic hand tools and the dangers associated with its use continuing to prepare first vegetable patch</p> <ul style="list-style-type: none"> • Draw or identify pictures/drawings to indicate space of tools in storage • Do small tasks and prepare garden using specific tools • Complete worksheet with pictures/drawings to connect tools to specific tasks <p>*Teacher's tip: Teacher assists learners to identify 2m X 1m plot per four learners to fulfil their practical skills – learners identify on a simple map</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			(worksheet) which plot is theirs through colouring it in with green and place it in file
3	Plant Production	<p><i>The learner must be able to</i></p> <p><u>Apply basic food safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Describe what basic food safety practices are and explain reason for treating of wounds of trees (fruit trees) and shrubs (roses) 3. Understand why it is important to remove pruning material and waste from garden according to workplace procedures <p><u>Understand plant anatomy, photosynthesis and respiration</u></p> <ol style="list-style-type: none"> 1. Explain plant anatomy 2. Understand photosynthesis and respiration <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 1st year</i></p> <p>Learners are shown how to properly wash hands and equipment before and after working with plant products</p> <ul style="list-style-type: none"> • Locate and invite a horticulturist to give a demonstration on the correct pruning methods • Explain importance of removing pruning material and waste from garden, learners assist in removing materials using protective clothing • Identify the parts of plants in school garden or of a pot plant/seedling bought obtained from nursery • Explain the role each part plays in the plant • Complete worksheet (differentiated according to learners' ability) for identifying different plant parts <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Learners demonstrate how to properly wash hands and equipment before and after working with plant products • Locate and invite a horticulturist to give a demonstration on the correct pruning methods • Assist with applying treatment to wounds • Learners show learners from year one to assist in removing pruning material and waste from garden after demonstration

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Identify the parts of plants and explain the role each part plays in the plant Complete worksheet (differentiated according to learners' ability) for identifying different parts Explain photosynthesis and respiration using a chart
4	Gardening/Horticulture	<p><i>The learner must be able to</i></p> <p><u>Understand health and safety in the gardening/horticulture industry</u></p> <ol style="list-style-type: none"> Explain the importance of protective clothing Demonstrate how to dress Explain how to use equipment and tools safely Explain the reason for good housekeeping Describe and demonstrate the actions that will be taken in an emergency Explain the reasons for good housekeeping <p><u>Sustaining all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4: 1st year</i></p> <ul style="list-style-type: none"> Demonstrate with available clothes and equipment Use of chart with visual resources to discuss actions Explain the benefits of protective gear Learners use clothes and equipment available whilst assisting in tasks (i.e. weeding, sweeping driveways) <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> Demonstrate with available clothes and equipment – learners repeat demonstration to the class Make use of chart with visual resources to discuss actions Explain the benefits of protective gear Learners use clothes and equipment available whilst assisting in tasks (i.e. weeding, tidying storeroom, sweeping driveways)
5	Animal Production	<p><i>The learner must be able to</i></p> <p><u>Identify and observe a selection of different</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> Observe selection of small breeds of farm animals on a video clip from internet or a dvd

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>breeds of farm animals</u> 1. Identify the different breeds of farm animals in your area 2. Discuss the visual differences and physical attributes in farm animal species and describe it using own words 3. Explain the functional purpose of the different farm animal species <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Explain the visual differences in small farm animal breeds Use a poster or books to identify and describe animals using own words Learners practically interact with smaller farm animals while feeding animals by hand where possible Label small breeds of farm animals on a worksheet
			<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Observe selection of small breeds of farm animals on a video clip from internet or a dvd Explain the visual differences in small farm animal breeds Use a poster or books to identify and describe animals using own words Learners practically interact with smaller farm animals while feeding animals by hand where possible Label small breeds of farm animals on a worksheet
6	Animal Production	<i>The learner must be able to</i> <u>Care for small breeds of farm animals: poultry</u> 1. Classification of types of poultry 2. Observe the visual difference, physical attributes, behaviour and movement of animals within each species	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Discuss main types of poultry: chickens, ducks, geese, turkeys, ostriches Practical explanation with live animal Use visual resources for discussion Encourage learners to use own words to describe animals

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		3. Explain the functional purpose of the species 4. Identify basic equipment needed for caring of animals 5. Explain different care methods for young animals <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Learners interact with animals available on premises or within walking distance from school, while assisting teacher or older learners to care for animals <i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Discuss main types of poultry: Chickens, ducks, geese, turkeys, ostriches (make use of pictures or video clips from internet if animals are not housed on school premises) Practical explanation with live animals (if needed bring an animal to school in a cage) Use visual resources for discussion Encourage learners to use own words to describe animals Learners interact with animals while assisting older learners to care for animals, allowing the teacher to observe the process
7	Animal Production	<i>The learner must be able to</i> <u>Demonstrate an understanding of healthy farm animals</u> 1. Recognise the external signs of good health in farm animals 2. Observe the growth and production rate of animals <u>Apply basic animal husbandry practices</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Discuss the signs of good health in farm animals and the importance of good health for effective productivity Use a chart indicating observation of growth and production Use visual resources while discussing the importance, reasons and structures used for shelter/housing structures Demonstrate the application of appropriate bedding materials <i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Discuss the signs of good health in farm animals and the importance of

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		1. Understand the importance or reasons for shelter/housing 2. Identify the different structures needed for housing of different animals 3. Observe applying appropriate bedding material to animal housing for small breeds of farm animals <u>Sustaining all agricultural practices needing continuous maintenance</u>	good health for effective productivity <ul style="list-style-type: none"> • Use chart indicating observation of growth and production • Use visual resources while discussing the importance, reasons and structures used for shelter/housing structures • Allow learners to demonstrate the application of appropriate bedding materials while teacher is coaching them through questioning
8	Environmental Practices	<i>The learner must be able to</i> <u>Healthy Living: medicinal plants</u> 1. Identify plants used for healing 2. Discuss what the plants is used for and what parts of plants are used 3. Use correct way of harvesting <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 1st year</i> Ask learners to bring medicinal plants from home or collect a variety of medicinal plants to discuss, i.e. indigenous - buchu, African wormwood, wild willow, hoodia or lavender <ul style="list-style-type: none"> • Demonstrate how plants are used, i.e. tea, ointment • Harvest medicinal plants
			<i>Gr 4 : 2nd year</i> Ask learners to bring medicinal plants from home or collect a variety of medicinal plants to discuss, i.e. indigenous - buchu, African wormwood, wild willow, hoodia or lavender <ul style="list-style-type: none"> • Demonstrate how plants are used, i.e. tea, ointment, beauty products • Teach learners to make a product

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
9		<p><i>The learner must be able to</i></p> <p><u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u></p> <ol style="list-style-type: none"> 1. Be aware of dangers and hygiene when in agricultural environment 2. Participate in methods to use/store tools, equipment 3. Revise the parts of plants 4. Dress correctly in protective clothing 5. Answer questions to identify and care of different breeds of farm animals 6. Revise the types of poultry 7. Revisit the site of farm animals and apply/discuss shelter/housing/bedding 8. Name and harvest medicinal plants 	<p><i>Gr 4 : 1st year</i></p> <p>Repeat activities with learners who need more support</p> <ul style="list-style-type: none"> • Explain to all learners the importance of storing equipment and maintaining gardening activities when school is closed • Complete a worksheet (differentiated according to learners' abilities) for identifying different parts of plants after the revision • Make use of drama to identify the different breeds of farm animals • Teacher use question and answer method to revise the types of poultry, also the health and shelter/housing of farm animals • Water garden at regular intervals
			<p><i>Gr 4 : 2nd year</i></p> <p>Repeat activities with learners who need more support</p> <ul style="list-style-type: none"> • Explain to all learners the importance of storing equipment and maintaining gardening activities when school is closed • Complete a worksheet (differentiated according to learners' ability) for identifying different parts of plants after the revision • Make use of drama to make the sounds and identify the different breeds of farm animals • Teacher use question and answer method to revise the types of poultry, also the health and shelter/housing of farm animals • Water garden at regular intervals

Grade 4 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
10	Assessment	<p>The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning.</p> <p>The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Gr 4 : 1st year

Week 2	Use basic hand tools – spade & fork
Week 3	Identify parts of plants
Week 4	Dress in protective clothing
Week 5	Identify and assist with feeding of smaller farm animals
Week 6	Identify and assist with handling of poultry
Week 7	Assist in applying appropriate bedding material
Week 8	Name medicinal plants

Gr 4 : 2nd year

Use basic hand tools – spade, fork & rake
Identify parts of plants
Dress in protective clothing
Feed smaller farm animals
Feed and care for poultry
Apply bedding material on own
Harvest medicinal plants

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 3	Worksheet naming three parts of plants	Worksheet naming different parts of plants
Week 5	Label three small breeds of farm animals on a worksheet	Label six small breeds of farm animals on a worksheet

3.2.2 Grade 4 Term 2

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 4 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<u>Apply basic and general safety practices</u> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing 	<i>Gr 4 : 1st year</i> Discuss: <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing • Reasons for fencing • Show examples of animal predators and discuss what damage they can cause • Visit areas of different kinds of fencing • Learners observe and assist in practical activities maintaining fencing where needed
		<u>Identify and maintain fencing for different farming practices</u> <ol style="list-style-type: none"> 1. Identify areas where fencing is used and describe the kinds of fencing used 2. Identify problems associated or experienced where there are no fencing or when fencing is not maintained 	<i>Gr 4 : 2nd year</i> Discuss: <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and

Grade 4 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	equipment <ul style="list-style-type: none"> Hygienic requirement when dealing with organic food Importance of protective clothing Reasons for fencing Show examples of animal predators (note what they do – climb, burrow, fly, scratch) and discuss what damage they can cause Visit areas of different kinds of fencing Do practical activities maintaining fencing in different areas Class collect pictures of more examples of local predators
2	General Farming	<i>The learner must be able to</i> <u>Observe the properties of soil</u> <ol style="list-style-type: none"> Define soil structure and properties Understand the qualities and uses of different soil types Recognise the difference between topsoil and subsoil Identify life in the soil study Participate in separating topsoil from subsoil Know how soil is formed <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Do soil in bottle experiment to show learners the different layers and types of soil Practical explanations, demonstrations and discussion Poster of different layers of soil Learners investigate a sample of fresh, moist compost with a magnifying glass in groups, identifying each creature and ticking of those found on a worksheet Learners partake in experiment of making soil or sand using stones <i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Each learner does a soil in bottle experiment with soil, from their own gardens or different parts of the school property, to identify the different layers and types of soil

Grade 4 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Practical explanations, demonstrations and discussion • Learners make a poster of different layers of soil with samples from practically digging a hole • Complete worksheet with pictures labelling different kinds of soil • Explain the cycle of decomposition on hand of a picture graph
3	General Farming	<p><i>The learner must be able to</i></p> <p><u>Assist in the process of soil preparation and composting</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of soil preparation 2. Explain what stockpiling of topsoil is and why it is important 3. Explain why we till and dig before planting 4. Use hand held tools and implements for the effective preparation of soil <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Use picture graphs to assist in explaining the process • Practical explanation and demonstration of process • Select an area where learners can practically participate in completing the process of tilling and digging
			<p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Picture graphs to assist in explaining the process, learners to do part of the explanations • Practical explanation and demonstration of process • Practical participation by learners in completing the process of tilling and digging • Discuss the problems that can be caused by overdoing the process of tilling and digging and the benefits of not doing it
4	General Farming	<p><i>The learner must be able to</i></p> <p><u>Assist in the process of soil preparation and composting</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Visit sites where different ways of composting is practiced • Practical explanation while learners observe • Make a sample of each way of composting while learners assist

Grade 4 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		1. Understand the reason for composting 2. Understand the process of making of compost 3. Assist in the process of making compost 4. Observe different ways composting, i.e. trench, bin, pile <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Learners gather available materials and assist in making compost heaps Learners make or assist and use hand tools in making compost heaps depending on space available <i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Visit sites where different ways of composting is practiced Learners divide into groups. Each group to demonstrate choice of composting -explaining what they do while others observe Learners choose the correct tool to assist in making compost and gather available material to make the compost heaps Learners keep compost heap wet and turn material correctly Learners complete a poster in their group explaining the process
5	Plant Production	<i>The learner must be able to</i> <u>Identify different crops and/or fruit cultivars</u> 1. Identify the important local crops and fruit cultivars used in the community/or fruit cultivars 2. Identify various examples of crop or fruit according to physical and handling characteristics 3. Demonstrate an understanding of climatic requirements for growing crops and/or fruit	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Visit a community garden or a farm to identify crops and/or fruit cultivars Poster with illustrations of crops and/or fruit cultivars Find pictures in magazines to match illustrations of crops/fruit on poster Complete worksheet grouping vegetables and fruit separately <i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Visit a community garden or farm to identify crops and/or fruit cultivars in natural environment Learners to bring examples of different crop or fruit species found in area they are living

Grade 4 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		cultivars suitable for region <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Learners work in groups of four making a poster with illustrations of crops and/or fruit cultivars either through drawings of their own or by finding pictures in magazines Complete worksheet labelling different crops or fruit cultivars

6	Gardening/Horticulture	<p><i>The learner must be able to</i></p> <p><u>Assist in mowing lawns in landscape areas</u></p> <ol style="list-style-type: none"> 1. Observe different types of lawn mowers and actions used to operate 2. Explain the preparations necessary for mowing lawn 3. Awareness of wearing protective clothing when mowing a lawn and the dangers associated in using mentioned machines 4. Assist in using a lawn mower 5. Know how to care for and store a lawn mower <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Visit an organisation where different types of lawn mower can be observed • Practical demonstration with lawn mower while learners observe • While learners are taking turns in using lawnmower under strict supervision other learners can rake and collect grass not caught by lawnmower • Practical demonstration of caring and storage of lawnmower <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Practical demonstration with lawn mower while learners observe • While learners are taking turns in using lawnmower under strict supervision other learners can rake and collect grass not caught by lawnmower • Practical demonstration of caring and storage of lawnmower
7	Animal Production	<p><i>The learner must be able to</i></p> <p><u>Care for small breeds of farm animals: goats or sheep or pigs</u></p> <ol style="list-style-type: none"> 1. Observe the visual difference, physical attributes, behaviour and movement of animals within each species 2. Explain the functional purpose of the species 	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Practical explanation with live animals • Visual resources for discussion • Encourage learners to use own words to describe animal • Discuss the signs of good health in farm animals • Use chart for indicating observation of growth and production • Use visual resources allowing learners to identify different structures

		<p>3. Identify basic equipment needed for caring of animals</p> <p>4. Explain different care methods for young animals</p> <p><u>Demonstrate an understanding of healthy farm animals</u></p> <p>1. Recognise the external signs of good health in farm animals</p> <p>2. Observe the growth and production rate of animals</p> <p><u>Apply basic animal husbandry practices</u></p> <ul style="list-style-type: none"> Identify the different structures needed for housing of different animals Observe applying appropriate bedding material to animal housing for small breeds of farm animals <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>used for shelter/housing</p> <ul style="list-style-type: none"> Learners demonstrate the application of appropriate bedding materials while teachers lead them using questions and answers <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> Practical explanation with live animals Visual resources for discussion Encourage learners to use own words to describe animals Discuss the signs of good health in farm animals Use chart for indicating observation of growth and production Use visual resources allowing learners to identify different structures used for shelter/housing Older learners demonstrate the application of appropriate bedding materials to younger learners
8	Environmental Practices	<p><i>The learner must be able to</i></p> <p><u>Understand Nature and Biodiversity: invasive plant control</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> Use a poster to identify and name invasive plants Visit areas on or around school grounds, or an area in the community to identify invasive plants after discussing and naming the plants

		1. Identify and name invasive plants 2. Explain the impact of invasive alien plants on nature 3. Remove invasive plants in area <u>Sustaining all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Teacher demonstrate on how to remove invasive plants on premises or in nearby vicinity while learners assist
			<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Use poster for learners to identify and name invasive plants Visit areas on or around school grounds, or an area in the community to remove invasive plants Learners practically remove invasive plants on premises or in nearby vicinity
9		<i>The learner must be able to</i> <u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> 1. Observe, report and assist in practical activities maintaining fencing where needed 2. Separate topsoil from subsoil and name samples of different soil types 3. Dig over bed and prepare bed for permaculture process 4. Place composting material with correct composting process according to verbal instruction and dig over materials 5. Name different cultivars/crops and connect cultivars/crops to plant or tree 6. Prepare area for mowing, rake and collect	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Observe and report fencing where needed Separate topsoil from subsoil Dig over bed Place composting material with correct composting process according to verbal instruction Name different cultivars/crops Prepare area for mowing Name different farm animals discussed Identify invasive plants
			<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Assist in practical activities maintaining fencing where needed Name samples of different soil types Prepare bed for permaculture process Dig over composting material in correct way Connect cultivars/crops to plant or tree

		grass 7. Name different animals and apply bedding materials correctly 8. Identify invasive plants and remove invasive plants	<ul style="list-style-type: none"> • Rake and collect grass after mowing • Apply bedding materials for animals correctly • Remove invasive plants
10	Assessment	The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning. The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting. <u>Sustain all agricultural practices needing continuous maintenance</u>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

	<i>Gr 4 : 1st year</i>	<i>Gr 4 : 2nd year</i>
Week 2	Observe and report fencing where maintenance is needed	Assist in practical activities maintaining fencing where needed
Week 3	Separate topsoil from subsoil	Name samples of different soil types
Week 4	Dig over bed	Prepare bed for permaculture process
Week 5	Place composting material with correct composting process	Dig over composting material in correct way
Week 6	Name different cultivars/crops	Connect cultivars/crops to plant or tree
Week 7	Prepare area for mowing	Rake and collect grass after mowing
Week 8	Name different farm animals discussed	Apply bedding materials for animals correctly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2	Tick off creatures found, on worksheet	Label different kinds of soil
Week 5	Complete worksheet grouping vegetables and fruit separately	Complete worksheet labelling different crops or fruit cultivars

3.2.3 Grade 4 Term 3

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<u>Apply basic and general safety practices</u> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing 	<i>Gr 4 : 1st year</i> Discuss: <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing
		<u>Natural fertilization of soil</u> <ol style="list-style-type: none"> 1. Understand nutritional needs and deficiencies in plants 2. Identify the reason for fertilizing crops 3. Prepare natural fertilizers with plant material 4. Explain the purpose of a worm farm 5. Apply natural fertilizer to a crop 	<i>Gr 4 : 2nd year</i> Discuss: <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Hygienic requirement when dealing with organic food Importance of protective clothing Experiment with three different vegetable plots planted with seedling. One treated with natural fertilizer, one only being watered and one getting no attention. Practical sessions of making different kinds of natural fertilizers Explain the need of maintaining a worm farm Each learner set up a simple worm farm with three 5litre ice-cream tubs
2	General Farming	<i>The learner must be able to</i> <u>Recognise the roles and requirements of water in plants</u> 1. Understand the functions that water plays in the growth and development of plants 2. Identify the water requirements of different plants 3. Select the right method of watering and the correct time of day to water plants	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Explain how the amount of water and the frequency of watering influences the growth of a plant - do experiment in class with a set of similar pots with seedlings Discussions with help of resources like books or posters Use different equipment to water garden, including innovative recycling materials – i.e. watering can, bottle, bucket Learners complete worksheet matching different watering equipment Learners take turns to water garden at regular intervals
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Discuss the water requirements of different plants using the garden and pot plants as examples Explain reasons for the correct time of day to water plants using

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>pictures as resources</p> <ul style="list-style-type: none"> • Discuss different equipment used to water garden; watering can, hosepipe, etc • Explain importance of not spraying too strongly with equipment • Complete worksheet naming different watering methods • Learners irrigate the crops which were planted. Turns are made so as to give all a chance
3	Plant Production	<p><i>The learner must be able to</i></p> <p><u>Assist in the planting of seedlings according to correct spacing and depth of the plant material</u></p> <ol style="list-style-type: none"> 1. Assist in using tools correctly for every specific crop 2. Assist in using equipment correctly in order to space plants or according to the requirements of the specific crop 3. Explain intercropping and companion planting when planting in a small area 4. Understand handling seedlings correctly for successful establishment of specific crops <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Use poster with illustrations of tools to explain tools • Demonstrate how to use equipment correctly • Use available tools for process • Practical demonstration of companion planting • Learners individually plant seedlings in own plot using companion planting
			<p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Use poster with illustrations of tools to explain tools • Demonstrate how to use equipment correctly • Use available tools for process • Practical demonstration of intercropping • Learners individually plant seedlings in plots using intercropping

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
4	Plant Production	<i>The learner must be able to</i> <u>Assist in the irrigation of crops</u> <ol style="list-style-type: none"> 1. Explain water requirements of different plants 2. Assist in selecting the right method of watering plants 3. Explain the correct time of day to water plants 4. Observe and understand irrigation systems for a specific area 	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> • Discuss water requirements • Experiment on what will happen if plants are watered too much or too little • Use available watering equipment – watering cans, bottles, buckets, etc • Assist in watering the garden
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> • Visit a farm or a garden where different methods of irrigation is used • Discuss an irrigation system that is suitable and affordable to the schools' need: <ul style="list-style-type: none"> - watering cans/containers - hose pipes - sprayers
5	Gardening/ horticulture	<i>The learner must be able to</i> <u>Assist in the care for ornamental seedlings</u> <ol style="list-style-type: none"> 1. Explain the importance of humidity in the seedling environment 2. Demonstrate how to care for seedlings once they have been planted out 	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> • Use drawings or pictures to discuss environmental conditions • Learners assist in planting ornamental seedlings • Demonstrate and practise how to apply appropriate watering • Use experiment to explain what needs are important for seedlings to survive (one set of plants getting too much water, one too little, one no sunlight and one set in area with correct conditions)

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Use experiment to explain what needs are important for seedlings to survive (one set of plants getting too much water, one too little, one no sunlight and one set in area with correct conditions) • Learners plant ornamental seedlings on already prepared plots and demonstrate to teacher how to care for and water seedlings correctly
6	Gardening/ horticulture	<p><i>The learner must be able to</i></p> <p><u>Assist in basic permaculture principles</u></p> <ol style="list-style-type: none"> 1. Explain what the basic principles of permaculture is 2. List the resources available on the site i.e. <ul style="list-style-type: none"> - grey water harvesting system - permaculture method of planting - compost heaps - rainwater harvesting - ecological pest control <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • The importance of available resources is explained • Discuss the names and functions of commonly used plants in the permaculture context with examples or pictures • Learners observe while teacher demonstrate the basic way of preparing a plot in a small garden for permaculture planting (dig plot over, add manure, cover with wet newspaper and then cover it with dry grass) • Teacher plant seedlings while learners observe • Worksheet: sort pictures in sequence of process of permaculture planting <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • The importance of creating or collecting available resource material is explained (i.e. dry grass, old newspapers) • Discuss the names and functions of commonly used plants in the permaculture context with examples or pictures • Explain the characteristics and life cycles of some soil organisms with

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>charts</p> <ul style="list-style-type: none"> Complete worksheet: sort pictures in sequence of life cycle of soil organism Learners assist while teacher demonstrate the basic way of preparing a plot in a small garden for permaculture planting (dig plot over, add manure, cover with wet newspaper and then cover it with dry grass) Learners plant seedlings while teacher observe
7	Animal Production	<p><i>The learner must be able to</i></p> <p><u>Observe and assist the handling and moving of small breeds of farm animals</u></p> <ol style="list-style-type: none"> 1. Observe and explain animal behaviour 2. Demonstrate the ability to move animals in a controlled manner 3. Demonstrate the handling and restraint of an animal 4. Discuss the reasons/importance of handling small farm animals <p><u>Recognise defensive behaviour in animals</u></p> <ol style="list-style-type: none"> 1. Describe anatomical features that are used in defensive behaviour e.g. hooves, fangs, 	<p>Gr 4 : 1st year</p> <ul style="list-style-type: none"> Practical explanations using video clips of animal behaviour Learners assist in practical activities in handling and moving of small breeds of farm animals Use a agriculture magazines or books/posters/pictures to support the discussion Learners watch a video of defensive behaviour in animals or visit area on premises where the defensive behaviour of animals is shown to them Show pictures or videos of injuries caused by animals to highlight the importance of safety when working with animals Learners act out the behaviour of animals seen on video Practical participation of learners in handling/moving small breeds while teacher assist

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		beaks, etc 2. Observe the way in which the animal uses anatomical features in defensive behaviour <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> • Practical demonstrations • Learners partake in practical activities in handling and moving of small breeds of farm animals • Learners watch a video of defensive behaviour in animals or visit a farm where the defensive behaviour of animals is shown to them • Use pictures or videos of injuries caused by animals to highlight the importance of safety when working with animals • Learners act out the behaviour of animals seen on video • Learners partake in practical activities in handling and moving of small breeds of farm animals
8	Environmental Practices Business Practices	<i>The learner must be able to</i> <u>Understand community and heritage</u> 1. Know about indigenous knowledge using earth signs, alignment of the moon and stars, the earth, sun and solar system to plant and harvest 2. Link information to how people in past have utilised indigenous knowledge to determine planting and harvesting <u>Apply basic skills in storage management</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> • Give samples of earth signs (seasons) utilised when planting and harvesting certain crops • Invite an older member of the community who practices this knowledge so speak to learners about subject • Discuss and explain how storage space should be organised • Assist in organising and tidying storage space • Explain reason and show learners why space is allocated for equipment • Make use of produce to practically discuss and compare the quality of products

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<ol style="list-style-type: none"> 1. Observe the importance of a tidy storage space 2. Prepare storage space through cleaning and disinfecting 3. Identify the appropriate space for storage of different equipment 	<ul style="list-style-type: none"> • Use products and pricelist from an outlet in the community to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss the importance of packaging using samples from the industry. Point out what materials are available through implementing recycling to reduce cost • Discuss and demonstrate the setting up of a stall
		<u>Assist in basic entrepreneurial activities in agriculture</u> <ol style="list-style-type: none"> 1. Understand the differences in quality of products and be aware of local preferences 2. Compare prices of various outlets to price a product 3. Understand the importance of packaging and display of products 4. Understand setting up a stall at school to sell produce to parents and local community 	<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> • Give samples of earth signs (seasons) utilised when planting and harvesting certain crops • Invite an older member of the community who practices this knowledge so speak to learners • Discuss and explain how storage space should be organised • Learners start organising and tidying storage space with the assistance of teacher • Show learners why space is allocated for equipment if learners struggle to tidy • Make use of produce to practically discuss and compare the quality of products • Use products and pricelist from an outlet in the community to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product
		<u>Sustain all agricultural practices needing continuous maintenance</u>	

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Discuss the importance of packaging using samples from the industry. Point out what materials are available through implementing recycling to reduce cost Learners assist in the setting up of a stall
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> <ol style="list-style-type: none"> Assist in preparing natural fertilizer Re-pack worm farm Apply natural fertilizer to crops Select the right method of watering/irrigation and the correct time of day to water plants Intercropping and companion planting when planting a small area Care for/plant ornamental seedling Assist in permaculture principles Handle and move of small breeds of farm animals 	<p><i>Gr 4 : 1st year</i></p> <p>Repeat activities with learners who need more support</p> <ul style="list-style-type: none"> Learner assist in preparing natural fertilizer Learners re-pack a simple worm farm following the instructions of the teacher Apply natural fertilizer to crops with assistance of teacher Learners water garden under the supervision of the teacher Plant seedlings using companion planting Plant ornamental seedling with assistance of teacher Teachers instruct learner in preparing a plot using basic way of permaculture Learners assist in handling and moving animals <p><i>Gr 4 : 2nd year</i></p> <p>Repeat activities with learners who need more support</p> <ul style="list-style-type: none"> Prepare natural fertilizer Learners set-up or re-pack a simple worm farm while teacher coach them with questions and answers Apply natural fertilizer to crops

Grade 4 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Learners water garden • Plant seedlings using intercropping planting • Plant ornamental seedling • Teachers coach learners through question and answer method, in preparing a plot using basic way of permaculture • Learners handle and move animals while teacher assist
10	Assessment	<p>The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning.</p> <p>The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Gr 4 : 1st year

- Week 1 Re-pack worm farm with assistance
- Week 2 Water garden
- Week 3 Plant seedlings (companion planting)
- Week 4 Discuss water requirements
- Week 5 Plant ornamental seedlings with assistance
- Week 6 Prepare permaculture plot with assistance
- Week 7 Assist in handle and move animals
- Week 8 Tidy storeroom with assistance

Gr 4 : 2nd year

- Prepare natural fertilizer
- Water garden choosing correct equipment
- Plant seedlings (intercropping)
- Discuss irrigation systems
- Plant ornamental seedlings
- Prepare permaculture plot
- Handle and move animals
- Tidy storeroom

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

- Week 4 Worksheet: match different watering equipment Worksheet: name different watering equipment
- Week 6 Worksheet: sequence of process of permaculture planting Worksheet: sort pictures in sequence of life cycle of soil organisms

3.2.4 Grade 4 Term 4

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<p><u>Apply basic and general safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing <p><u>Identify weeds, understand and assist in manual control of weeds</u></p> <ol style="list-style-type: none"> 1. Identify common types of weeds in designated pieces of land (either in general garden or gardens to be or in gardens neglected over a holiday period) 2. Explain the reason for hand or manual control 	<p>Gr 4 : 1st year</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Use poster with common types of weed to explain weeds • Discuss weeds • Learners find weeds in garden to match pictures on poster • Match and glue weeds next to drawing on worksheet • Explain reason for weeding and demonstration of manual weeding • Learners participate in manual weeding in already established school garden with supervision as well as in individual plots in group garden <p>*Activity for enrichment: visit or invite specialist from herbarium at museum, etc to identify weeds and point out which ones can be used for</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>of weeds</p> <p>3. Assist in manual weeding</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>gardening enrichment or medicinal purposes</p> <hr/> <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Discuss reasons for personal hygiene • Use chart with hand wash techniques • Discuss and practical demonstration regarding the use of basic agricultural tools, equipment and protective clothing • Identify and name common types of weeds in garden • Complete worksheet naming common types of weeds in garden • Learners demonstrate and explain manual weeding • Practically participation in weeding of individual plots in group garden <p>*Activity for enrichment: visit or invite specialist from herbarium at museum, etc to identify weeds and point out which ones can be used for gardening enrichment or medicinal purposes</p>
2	General Farming	<p><i>The learner must be able to</i></p> <p><u>Identify insects that have an impact on crops</u></p> <ol style="list-style-type: none"> 1. Recognise different insects 2. Establish which are harmful for specific crops 3. Identify insects that should be protected and 	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Collect insects from garden with a net • Label different insects using a chart, indicate which insects are harmful ones, let the eco-friendly insect go • Complete worksheet, circle eco-friendly insects • Discuss the best way to rid garden of harmful insects manually

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>are good for crops</p> <p>4. Understand that all insects have a purpose in an eco-system</p> <p>5. Control insects manually</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Collect harmful insect from garden with a net • Investigate the insects through a magnifying glass • Identify which insects have which affect (harmful or eco-friendly) on crops/plants in the area • Learners produce their own chart, using agriculture magazines (i.e. Farmers Weekly of the Landbou Weekblad) for examples of different insects • Complete worksheet: cut out insects and glue on second page in different categories (harmful or eco-friendly) • Practically control insects manually
3	Plant Production	<p><i>The learner must be able to</i></p> <p><u>Assist in harvesting agricultural crops by using basic harvesting tools</u></p> <p>1. Understand methods of testing for the maturity, ripeness and correct time for harvesting of the crop</p> <p>2. Understand changes that take place during the ripening process</p> <p>3. Assist in identifying and using of basic harvesting tools to harvest specific crops</p> <p>4. Understand the use, cleaning and storage of</p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Demonstrate with examples of different crops allowing learners to have practical experience • Use poster to show stages of crops • Use sensory cues; sight, smell and touch to be developed, to indicate maturity of fruit • Discuss importance of harvesting area being clean from waste material • Demonstrate with appropriate tools e.g. machete how to harvest cabbage or scissors to harvest chillies • Learners assist in the processes

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>basic harvesting tools</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Demonstrate with examples of different crops allowing learners to have practical experience • Use poster to show stages of crops • Use of sensory cues; sight, smell and touch to be developed • Discuss importance of harvesting area being clean from waste material • Demonstrate with appropriate tools e.g. machete how to harvest cabbage or scissors to harvest chillies • Learners are divided into groups to actively partake in all the processes of harvesting after discussions
4	Gardening/Horticulture	<p><i>The learner must be able to</i></p> <p><u>Assist in manipulating plants using pre-determined methods and techniques</u></p> <ol style="list-style-type: none"> 1. Observe different methods of pruning shrubs (ornamental plants), hedges and trees 2. Assist in the correct method of pruning a hedge 3. Apply the correct method of pruning ornamental plants <p><u>Sustain all agricultural practices needing</u></p>	<p><i>Gr 4 : 1st year</i></p> <ul style="list-style-type: none"> • Discuss the timing of pruning, tools to be used and health needs • Invite a horticulturist of pruner to give a demonstration on the correct pruning method for the different plant species (shrub, hedge and trees) • Practical demonstration and learners assist to prune hedge <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Discuss the timing of pruning, tools to be used and health needs • Invite a horticulturist of pruner to give a demonstration on the correct pruning method for the different plant species (shrub, hedge and trees)

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>continuous maintenance</u>	<ul style="list-style-type: none"> Practical demonstration and learners practise to prune hedge while teacher give advice
5	Animal Production	<i>The learner must be a able to</i> <u>Assist in applying standard animal feeding procedures</u> 1. Observe and select the different types of feed for farm animals 2. Assist in selecting suitable feed for specific animals 3. Assist in preparing and filling feeding and drinking troughs 4. Demonstrate the ability to report on feed levels NB! This is done continuously in all the years, so as to prevent animal mortality <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Describe different types of feed with examples; using own words and focusing on the senses of what it feels, look and smell like Practical session where learners assist in feeding animals <p>*Activity for enrichment – a visit by an animal feed consultant/agent will benefit the teaching process</p>
			<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Describe different types of feed with examples; using own words and focusing on the senses of what it feels, look and smell like Assist in selecting suitable feed for specific animals Assist in preparing and filling feeding/drinking troughs Practical session where learners feed the animals while teacher is guiding them <p>*Activity for enrichment – a visit by an animal feed consultant/agent is advised and will benefit the teaching process</p>
6	Animal Production	<i>The learner must be able to</i> <u>Assist in harvesting animal products</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Use poster for description of which animal products come from which animals

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<ol style="list-style-type: none"> 1. Understand which animal products come from which animals 2. Name animal products which are used by man e.g. milk, meat, eggs, manure 3. Describe what the products are used for 4. Understand the correct and various procedures for the harvesting of specific animal products: <ol style="list-style-type: none"> a. milk farm animals b. shear farm animals c. collect eggs 5. Assist in preparing equipment for milking 6. Assist in milking cows and goats <p><u>Demonstrate an understanding of preparing animals for slaughtering and observe the processing of products from slaughtered farm animals</u></p> <ol style="list-style-type: none"> 1. Observe the importance of the pre-slaughter health status 2. Observe the economical age for slaughtering 3. Observe the need for strict health and 	<ul style="list-style-type: none"> • Visit farm to observe different procedures of harvesting products, i.e. a dairy farm to observe milking of cows or shearing of sheep or visit a butchery to observe the processing of meat • Collect eggs in an appropriate manner • Explain the importance of the pre-slaughter health status and the economical age of slaughtering • Watch a clip from internet or visit a farm where animals are ready to be sent to an abattoir <hr/> <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> • Use poster for description of which animal products come from which animals • Visit farm to observe different procedures of harvesting products, i.e. a dairy farm to observe milking of cows or shearing of sheep or visit a butchery to observe the processing of meat • Practically engage in milking a cow whilst visiting a dairy farm • Explain the importance of the pre-slaughter health status and the economical age of slaughtering • Watch a clip from internet or visit a farm where animals are ready to be sent to an abattoir

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		hygiene with handling products 4. Observe the equipment used in a butchery <u>Sustain all agricultural practices needing continuous maintenance</u>	
7	Environmental Practices	<i>The learner must be able to</i> <u>Understand resource use: water harvesting</u> 1. Identify different sources and supply of water needed for irrigation 2. Discuss water scarcity 3. List ways of harvesting water <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> Discuss the water cycle using a poster and identify different sources of natural and manmade structures for storage of water Discuss water scarcity and solutions to the problem Find ways of harvesting water on the internet, i.e. pumping water (www.playpumps.org), digging wells, collecting and storing rainwater <p>*Activity for enrichment – erect a commercial rain gauge and record the amount of rain every day</p>
			<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> Learners explain the water cycle using a poster and their own words Learners find pictures in magazines of different sources of natural and manmade structures for storage of water Discuss water scarcity and solutions to the problem Find ways of harvesting water on the internet, i.e. pumping water (www.playpumps.org), digging wells, collecting and storing rainwater

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			*Activity for enrichment – every learner makes a rain gauge from recycling materials, take it home and record the amount of rain every day. Report back at the end of the month
8	Business Practices	<i>The learner must be able to</i> <u>Apply basic skills in storage management</u> <ol style="list-style-type: none"> 1. Observe the importance of a tidy storage space 2. Prepare storage space through cleaning and disinfecting 3. Identify the appropriate space for storage of different equipment 	<i>Gr 4 : 1st year</i> <ul style="list-style-type: none"> • Discuss and explain how storage space should be organised to ensure easy access to equipment needed • Assist in organising storage space • After harvesting of produce, learners assist in making a list of all products roughly on an empty page • Discuss and compare quality of products with products available in retail • Discussions and learners assist in practical application of activities regarding packaging and display of products
		<u>Assist in basic entrepreneurial activities in agriculture</u> <ol style="list-style-type: none"> 1. Understand the differences in quality of products and be aware of local preferences 2. Compare prices of various outlet to price a product 3. Understand the importance of packaging and display of products 4. Assist in setting up a stall at school to sell produce to parents and local community 	<i>Gr 4 : 2nd year</i> <ul style="list-style-type: none"> • Discuss and explain how storage space should be organised to ensure easy access to equipment needed – involve learners through questions and answers • Learners organise storage space with the guidance of the teacher • After harvesting of produce, learners make lists of all products on a simple format provided by the teacher • Discuss and compare quality of products with products available in retail

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		5. <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Learners explain and demonstrate in a practical application of activities regarding storage, packaging and display of products
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> <ol style="list-style-type: none"> Identify common types of weeds Recognise different insects Understand methods of testing for maturity and ripeness of fruit Assist in the correct method of pruning a hedge or ornamental plants Observe and select different types of feed for farm animals Understand which animal products come from which animal Identify different sources and supply of water needed for irrigation Observe the importance of a tidy storage space 	<p><i>Gr 4 : 1st year</i></p> <p>Repeat activities with learners who need more support</p> <ul style="list-style-type: none"> Discuss weeds using a poster with common types of weeds Label different insects using a chart Use sensory cues to indicate maturity of fruit Learners assist to prune hedge Describe different types of feed with examples Description of which animal products come from which animals Identify different sources of natural and manmade structures for storage of water Assist in organising storage space <p><i>Gr 4 : 2nd year</i></p> <ul style="list-style-type: none"> Identify and name common types of weeds in garden on hand of poster Identify which insect have which effect (harmful or eco-friendly) Learners actively partake in processes of harvesting Learners practise to prune hedge while teacher give advice Learners assist in selecting suitable feed for specific animals Learners describe which products come from which animals

Grade 4 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners explain the water cycle Assist in practical application of activities regarding storage
10	Assessment	<p>The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning. The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on

Observe *Gr 4 : 1st year*

Gr 4 : 2nd year

Week 2 Label different insects using a chart

Identify which insect have which effect
(harmful or eco-friendly)

Week 3 Use sensory cues to indicate maturity of fruit

Active participation in processes of harvesting

Week 4 Assist to prune hedge

Prune hedge while teacher give advice

Week 5 Describe different types of feed with
examples

Assist in selecting suitable feed for specific
animals

Week 6 Describe which animal products come from
which animals

Describe which products come from which
animals

Week 7 Identify sources of natural/manmade
structures for storage of water

Explain the water cycle

Week 8 Assist in organising storage space

Assist in organising storage space

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 1 Match and glue weeds next to drawing on worksheet

Name common types of weeds in garden

Week 2 Identify and name circle eco-friendly
insects

Categorise harmful or eco-friendly insects

3.2.5 Grade 5 Term 1

Learners spend three (3) years in Grade 5, and therefore different suggested activities are provided during their second year in Grade 5 and the third year in Grade 5. It is not advisable to repeat the same activities more than once over the three years as this will not provide the learner the opportunity to learn additional skills.

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<u>Apply basic and general safety practices</u> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing <u>Apply safe and secure practices in the agricultural community</u> <ol style="list-style-type: none"> 1. Identify potential safety and security hazards in the immediate environment, community or on a 	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> • Teacher explains reasons for personal hygiene • Use chart with hand wash techniques – learners practically all wash hands, copying demonstration and example of teacher • Discuss, name and demonstrate the safe handling of basic hand agricultural tools and equipment and the dangers associated with its use • Learners practice through getting small tasks to do – weed general garden using handheld tools. After use they must be able to properly clean and store tools, explain with use of pictures/drawings to indicate space of tools in storage – learners assist in placing tools in place • Observe and discuss different spoilt food products on hand of examples, i.e., mould, yeast, changes of food colour, texture, flavour and/or smell. Allow Learners practically to use their senses – touch, feel, smell and taste where possible.

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>farm</p> <ol style="list-style-type: none"> Understand the issues around community policing Understand the issues around neighbourhood watch Understand safety practices regarding fertilizer and cleaning materials Display skills in organising a group around safety and security issues <p><u>Operate in a team in an agricultural environment</u></p> <ol style="list-style-type: none"> Identify the structure and purpose of a team in an agricultural environment Identify team dynamics within the workplace Understand the roles and responsibilities required to work in a team Apply the roles and responsibilities required to work in a team Apply communication skills within an agricultural environment Review the effectiveness of a team 	<ul style="list-style-type: none"> Discuss reasons for cleaning equipment. As an experiment use dirty equipment on food products, leave for a day or two for learners to observe the change in product Identify and name protective clothing (boots, overalls, etc), Practice to dress and fit protective clothing correctly, continue with activities needed for next activity. Pack away clothing in correct way (folded or hanged) in space in storeroom Walk around school/work area, learners are encouraged to point out and discuss potential safety and security hazards Explain about community policing using a clip from internet, allow learners to discuss and question incidents Point out safety practices regarding the use/storage of fertilizers and cleaning materials Explain the advantages and necessity of working in a team Use one or two teambuilding exercises to demonstrate to learners the effectiveness of teams Define the different roles of people in a team as well as the higher responsibility of the team leaders Practical exercises in the garden to put teamwork to practice in the garden

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<p>*Teacher's tip: Learners start a garden file/book for keeping records and worksheets, decorate and cover with leaf prints as a creative activity pointing out different shapes of leaves</p> <hr/> <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Teacher explains reasons for personal hygiene • Use chart with hand wash techniques – learners practically all wash hands, copying demonstration and example of teacher • Discuss, name and demonstrate the safe handling of basic hand agricultural tools and equipment and the dangers associated with its use. • Learners practice through getting small tasks to do – weed general garden using handheld tools. • After use they must be able to properly clean and store tools, explain with use of pictures/drawings to indicate space of tools in storage – learners assist in placing tools in place • Observe and discuss different spoilt food products on hand of examples, i.e., mould, yeast, changes of food colour, texture, flavour and/or smell. Allow Learners practically to use their senses – touch, feel, smell and taste where possible. • Discuss reasons for cleaning equipment. As an experiment use dirty equipment on food products, leave for a day or two for learners to observe the change in product

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Identify and name protective clothing (boots, overalls, etc), Practice to dress and fit protective clothing correctly, continue with activities needed for next activity. Pack away clothing in correct way (folded or hanged) in space in storeroom • Walk around school/work area, learners are encouraged to point out and discuss potential safety and security hazards and what they would do to improve dangerous areas • Explain about community policing using a clip from internet, allow learners to discuss and question incidents • Point out safety practices regarding the use/storage of fertilizers and cleaning materials <hr/> <ul style="list-style-type: none"> • Explain the advantages and necessity of working in a team • Introduce one or two new teambuilding exercises to demonstrate to learners the effectiveness of teams • Define the different roles of people in a team as well as the higher responsibility of the team leaders • Practical exercises in the garden to put teamwork to practice in the garden

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Teacher explains reasons for personal hygiene • Use chart with hand wash techniques – learners practically all wash hands, copying demonstration and example of teacher • Discuss, name and demonstrate the safe handling of basic hand agricultural tools and equipment and the dangers associated with its use. • Learners practice through getting small tasks to do – weed general garden using handheld tools. • After use they must be able to properly clean and store tools, explain with use of pictures/drawings to indicate space of tools in storage – learners assist in placing tools in place • Observe and discuss different spoilt food products on hand of examples, i.e., mould, yeast, changes of food colour, texture, flavour and/or smell. Allow Learners practically to use their senses – touch, feel, smell and taste where possible. • Discuss reasons for cleaning equipment. As an experiment use dirty equipment on food products, leave for a day or two for learners to observe the change in product • Identify and name protective clothing (boots, overalls, etc), Practice to dress and fit protective clothing correctly, continue with activities needed for next activity. Pack away clothing in correct way (folded or

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>hanged) in space in storeroom</p> <ul style="list-style-type: none"> • Walk around school/work area, learners are encouraged to point out and discuss potential safety and security hazards and what they would do to improve dangerous areas • Explain about community policing using a clip from internet, allow learners to discuss and question incidents • Point out safety practices regarding the use/storage of cleaning materials • Learners discuss the advantages and necessity of working in a team • Repeat previous teambuilding exercises to strengthen the effectiveness of teams • Define the different roles of people in a team as well as the higher responsibility of the team leaders • Practical exercises in the garden to put teamwork to practice in the garden
2	General Farming	<u>Select, use and care for hand tools and basic equipment for agricultural tasks</u> 1. Select the appropriate tool for use in a specific	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> • Demonstrate how to use basic hand tools and the dangers associate with its use • Learners practically use hand tool and equipment whilst preparing first vegetable patch

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>task</p> <ol style="list-style-type: none"> Apply safety measures regarding the use of basic agricultural tools and equipment Demonstrate how to care for and maintain tools and equipment Describe correct methods to store tools and equipment correctly and safely <p><u>Prepare, erect and maintain wire fencing for different farming practices</u></p> <ol style="list-style-type: none"> Identify areas that need fencing and describe kinds of fencing to implemented Identify and map area to be fenced Prepare equipment and material to be used Preparation of area to be fenced Erection of fences and gates Identify problems associated or experienced during erecting of fencing <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<ul style="list-style-type: none"> Demonstrate how to care and maintain hand tools Learners replace equipment in places (pictures/words for indicating space of tools in storage) correctly and safely <p>*Teacher's tip: Teacher assists learners to identify 2m X 1m plot per four learners to fulfil their practical skills – learners identify on a simple map (worksheet) which plot is theirs through colouring it in with green and place it in file</p> <ul style="list-style-type: none"> Discuss reasons for fencing Show examples of animal predators (note what they do – climb, burrow, fly, scratch) and discuss what damage they can cause Visit areas with different kinds of fencing Teacher and learners check whether existing fencing is in order and learners assist in doing the necessary maintenance as required Practical activities maintaining fencing in different areas Select correct equipment to be used in preparation to do maintenance work on fencing <p><i>Gr 5: 2nd year</i></p> <ul style="list-style-type: none"> Learners demonstrate to each other how to use basic hand tools and the dangers associate with its use while teacher guide them Learners practically use hand tool and equipment whilst preparing first

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			vegetable patch <ul style="list-style-type: none"> Learners demonstrate to each other on how to care and maintain hand tools Learners replace equipment in places (pictures/words for indicating space of tools in storage) correctly and safely <p>*Teacher's tip: Teacher assists learners to identify 2m X 1m plot per four learners to fulfil their practical skills</p> <ul style="list-style-type: none"> Learners explain reasons for fencing to the teacher Visit areas with different kinds of fencing where learners explain to each other what the reason is for different kinds of fencing Teacher and learners check whether existing fencing is in order and learners assist in doing the necessary maintenance as required Practical activities maintaining fencing in different areas Select correct equipment to be used in preparation to do maintenance work on fencing Identify an area to be fenced and explain why good fencing is required (especially if livestock is to be kept) and what kind of fencing is appropriate to use Learners from year 3 demonstrate on what preparation to be done and

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>the process (equipment needed – koevoet and spades to make holes to plant the poles; pliers, wire puller, measuring tape, etc. For actual fencing)</p> <p><i>Gr 5 : 3^d year</i></p> <ul style="list-style-type: none"> • Demonstrate how to use basic hand tools and the dangers associate with its use while teacher supervise • Use hand tool and equipment whilst preparing first vegetable patch • Care for and maintain hand tools while teacher supervise • Replace equipment in places (pictures/words for indicating space of tools in storage) correctly and safely • Explain reasons for fencing • Teacher and learners check whether existing fencing is in order, teacher supervise while learners do the necessary maintenance as required • Select correct equipment to be used in preparation for fencing • Identify an area to be fenced and explain why good fencing is required (especially if livestock is to be kept) and what kind of fencing is appropriate to use • Prepare holes to plant poles and complete the process of fencing (equipment needed – koevoet and spades to make holes to plant the poles; pliers, wire puller, measuring tape, etc. for actual fencing) –

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			teacher advise and assist where needed.
3	Plant Production	<p><u>Apply basic food safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Describe what basic food safety practices are 3. Understand why it is important to remove waste from garden according to workplace procedures 4. Understand the basic requirements of organic food <p><u>Identify, describe and understand different crops and/or fruit cultivars</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of different crops/fruit cultivars in region 2. Identify various examples of crops according to physical and handling characteristics 3. Demonstrate an understanding of climatic requirements for growing crops suitable for region 4. Identify appropriate soil preparation methods for 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Demonstrate how to properly wash hands and equipment before and after working with plant products • Discuss the basic requirement of organic food, i.e. no pesticides/fertilizers and the safety requirements to adhere to • Explain importance of removing waste (weeds, pruning and infected garden waste) from garden • Visit community gardens to identify important crops (fruit and vegetables) of the region – also encourage learners to identify crops from their own gardens) • Make a group poster with illustrations of crops • Find pictures in magazines to match illustrations of crops on poster <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Learners show each other how to properly wash hands and equipment before and after working with plant products • Discuss the basic requirement of organic food, i.e. no pesticides/fertilizers and the safety requirements to adhere to (websites: organicgardening.about.com or soilassociation.org) • Explain importance of removing waste (weeds, pruning and infected

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		the planting of different crops/fruit	garden waste) from garden
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> • Visit community gardens or farm to identify important crops of the region • Label a poster with illustrations of crops • Find pictures in magazines to match illustrations of crops/fruit on poster with which learners make individual posters • Demonstrate soil preparation methods for the planting of different crops/fruit
			<i>Gr 5: 3^d year</i> <ul style="list-style-type: none"> • Learners from year three demonstrate to other learners how to properly wash hands and equipment before and after working with plant products • Discuss the basic requirement of organic food, i.e. no pesticides/fertilizers and the safety requirements to adhere to (websites: organicgardening.about.com or soilassociation.org). • Use the information obtained from websites to make group posters using illustrations from magazines or drawings • Explain importance of removing waste (weeds, pruning and infected garden waste) from garden

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Visit community gardens or a farm to identify important crops of the region • Label a poster with illustrations of crops • Find pictures in magazines to match illustrations of crops/fruit on poster with which learners make individual posters • Demonstrate soil preparation methods for the planting of different crops/fruit and discuss appropriate spaces to plant different crops/fruit
4	Gardening/Horticulture	<u>Health and safety in the gardening/horticulture industry</u> <ol style="list-style-type: none"> 1. Explain the importance and benefits of protective clothing 2. Explain how to use equipment and tools safely 3. Explain the reason for good housekeeping 4. Explain what the possible hazards are in the horticulture industry 5. Describe and demonstrate the actions that will be taken in an emergency situation 6. Demonstrate basic first aid practices in an emergency situation 	<p><i>Gr 5: 1st year</i></p> <ul style="list-style-type: none"> • Demonstrate with available clothes and equipment • Explain that different protective clothing is for specific tasks • Make use of chart with visual resources to discuss actions • Explain the benefits of protective gear either using examples from the past, clips from internet or videos • Learners use clothes and equipment available whilst assisting in tasks (i.e. weeding, sweeping driveways) • Invite a business to demonstrate different types of lawn mowers and equipment to show the learners the various models and their functions • Explain preparation needed for mowing a lawn in an area, i.e. removal of stones/weeds • Practical demonstration with lawn mower while learners observe

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Mow lawns and cut trees in landscape areas</u> 1. Apply the correct methods where mowing/weed eating or cutting trees is needed 2. Identify the different types of weed eaters, lawn mowers, chainsaws and how to use them 3. Explain the preparations necessary for mowing and cutting small trees – both with regards to protective clothing and safe area to be mowed or when trees area to be cut <u>Sustaining all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> While learners are taking turns in using lawnmower under strict supervision other learners can rake and collect grass not caught by lawnmower Practical demonstration of caring and storage of lawn mower while learners assist <hr/> <i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Learners demonstrate with available clothes and equipment Explain that different protective clothing is for specific tasks Explain how to prevent accidents Demonstration on how to apply first aid in case of work-related accident <ul style="list-style-type: none"> Invite a business to demonstrate different types of lawn mowers and equipment to show the learners the various models and their functions Discuss available equipment at school Learners explain to each other what preparation is needed for mowing a lawn in an area, i.e. removal of stones/weeds and participate in the activity Practical demonstration with lawn mower while learners observe While learners are taking turns in using lawnmower under strict supervision other learners can rake and collect grass not caught by

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>lawnmower</p> <ul style="list-style-type: none"> • Learners demonstrate to each other on caring of and storage of lawnmower • Practical demonstration with chainsaw while learners observe and assist • Practical demonstration of caring and storage of all equipment used while learners assist
			<p><i>Gr 5: 3rd year</i></p> <ul style="list-style-type: none"> • Learners demonstrate and explain to each other with available clothes and equipment • Learners individually explain to the group that different protective clothing is for specific tasks • Learners explain how to prevent accidents • Demonstrate how to apply first aid in case of work-related accident where after learners practice on each other • Discuss available lawn mowing equipment at school • Learners assess what preparation is needed for mowing a lawn in an area, i.e. removal of stones/weeds and participate in the activity • Learners take turns in using the lawnmower under supervision – other learners rake and collect grass not caught by lawnmower

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Practical demonstration with chainsaw where after learners individually work with chainsaw under strict supervision and with assistance from the teacher <p>Learners take care of cleaning and storage of all equipment used</p>
5	Animal Production	<p><u>Identify and observe the different breeds of farm animals</u></p> <ol style="list-style-type: none"> Identify the different breeds of farm animals in your area Discuss the visual differences and physical attributes in farm animal species and describe it using own words Explain the functional purpose of the different farm animal species Observe animal behaviour <p><u>Care for farm animals</u></p> <ol style="list-style-type: none"> Identify equipment required to carry out basic veterinary practices Apply basic veterinary practices in treatment of 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> Use a clip from the internet or dvd, to observe selection of small breeds of farm animals Explain the visual differences in small farm animal breeds Use a poster or books to identify and describe animals using own words Learners practically interact with smaller farm animals while feeding animals by hand where possible Label small breeds of farm animals on a worksheet Identify equipment needed for the different procedures; spray, needles, syringes, drenches, dip, etc. Complete worksheet linking same equipment to each other Demonstrate the different ways to treat, inject, deworm or dip animals Walk amongst animals to identify signs of mating and birthing Explain and demonstrate what to do when birthing problems occur

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>cuts, wounds and abscesses</p> <p>3. Identify equipment needed for dipping and deworming</p> <p>4. Identify how and when to deworm to prevent tick and worm infestation</p> <p>5. Dip and deworm farm animals</p> <p>6. Identify, record and report mating in animals</p> <p>7. Identify the basic signs of a birthing process</p> <p>8. Identify birthing problems</p> <p>9. Administer post-natal care to farm animals</p> <p>10. Identify equipment needed for and administer hoof care</p> <p>11. Assist in administering hoof care</p> <p>12. Observe and identify equipment needed for hoof care</p> <p><u>Sustaining all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Use a clip from the internet or dvd, to observe selection of small breeds of farm animals • Explain the visual differences in small farm animal breeds • Use a poster or books to identify and describe animals using own words • Learners practically interact with smaller farm animals while feeding animals by hand where possible • Label small breeds of farm animals on a worksheet • Identify equipment needed for the different procedures; spray, needles, syringes, drenches, dip, etc. • Match names of equipment to pictures of equipment on a worksheet • Learners assist while teacher demonstrates the different ways to treat, inject, deworm or dip animals • Walk amongst animals to identify signs of mating and birthing • Explain and demonstrate what to do when birthing occurs <p><i>Gr 5 : 3^d year</i></p> <ul style="list-style-type: none"> • Use a clip from the internet or dvd, to observe selection of small breeds of farm animals • Use a poster or books to identify and describe animals using own words

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Learners practically interact with smaller farm animals while feeding animals by hand where possible • Label small breeds of farm animals on a worksheet • Identify equipment needed for the different procedures; spray, needles, syringes, drenches, dip, etc. and assist in cleaning equipment • Copy names of equipment to appropriate pictures • Learners assist while teacher demonstrates the different ways to treat, inject, deworm or dip animals • Walk amongst animals to identify signs of mating and birthing • Explain and demonstrate what to do when birthing and/or problems occur • Demonstrate hoof care while learners assist
6	Environmental Practices	<u>Healthy Living: food from the veld</u> <ol style="list-style-type: none"> 1. Understand indigenous knowledge re food from the veld 2. Identify different wild and leafy vegetables 3. Explain the dangers of eating plants that are not 	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> • Invite an expertise from a museum/herbarium/community to speak to learners on food from the veld in the surrounding areas • Encourage learners to look for plants discussed at their homes or in the vicinity – bring plants to school • Explain the dangers of eating plants using a chart or pictures of the different foods from the veld that are poisonous

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>identified correctly</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Invite an expertise from a museum/herbarium/community to speak to learners on food from the veld in the surrounding areas • Encourage learners to look for plants discussed at their homes or in the vicinity – bring plants to school to propagate (i.e. spekboom/portulacaria afra/iGwanitsha is a good example to use) • Explain the dangers of eating plants using a chart or pictures of the different foods from the veld that are poisonous <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Invite an expertise from a museum/herbarium/community to speak to learners on food from the veld in the surrounding areas • Encourage learners to look for plants discussed at their homes or in the vicinity – bring plants to school to propagate (i.e. spekboom/portulacaria afra/iGwanitsha is a good example to use) • Learners explain the dangers of eating plants to each other with the guidance of the teacher, using a chart or pictures of the different foods from the veld that are poisonous
7	Business Practices	<p><u>Apply basic skills in storage management and stocktaking</u></p> <p>1. Observe the importance of a tidy storage space</p>	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Explain and demonstrate how storage space should be organised to ensure easy access to what is needed for specific activities • Assist in organising and tidying storage space • Explain reason and show learners why space is allocated for

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		2. Prepare storage space to receive stock through cleaning and disinfecting 3. Identify appropriate space for storage of different products and equipment 4. Understand the prevention of contamination 5. Apply basic stock inventory taking, issuing and receiving of stock 6. Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering <u>Sustain all agricultural practices needing continuous maintenance</u>	equipment <ul style="list-style-type: none"> Demonstrate and explain why and how to clean/disinfect areas of storage Explain when the appropriate time is to report about re-ordering Complete a worksheet through ticking next to pictures quantity of stock
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Explain and demonstrate how storage space should be organised to ensure easy access to what is needed for specific activities while learners assist Learners assist in cleaning/disinfecting areas of storage and explain in their own way why it is important Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering Explain the use of simple forms/lists (with pictures) to complete inventory of storage area Learners take stock on own list on worksheet and compare lists to check if the stock taking was done correctly
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> Learners explain and demonstrate to younger learners how storage space should be organised to ensure easy access to what is needed for specific activities while teacher guide them in the process Clean and disinfect areas of storage and explain in their own way why

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>it is important</p> <ul style="list-style-type: none"> Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering Explain the use of simple forms/lists to complete inventory of storage area Learners take stock on own list and compare lists with teacher to practice and check if the stock taking was done correctly
8	Business Practices	<p><u>Understand basic costing (income/expenditure)</u></p> <ol style="list-style-type: none"> Understand a cash flow budget Understand the different cost aspects to be found in agriculture Understand or assist in drawing up a simple income and expenditure balance sheet <p><u>Understand entrepreneurship in agriculture</u></p> <ol style="list-style-type: none"> Identify opportunities, outlets and basic requirements of local markets Understand the differences in quality of products and be aware of local preferences Compare prices of various outlet to price a 	<p><i>Gr 5: 1st year</i></p> <ul style="list-style-type: none"> Discuss the value of keeping regular track of income and expenditure Explain to learners how to keep track of income and expenditure using a simple book-keeping system Discuss different kinds of outlets for products; street vendor, cafe, supermarket, fruit and vegetable market, etc After harvesting of produce, learners make lists of all products on a simple format provided by the teacher Discuss and compare quality of products - discuss what to do with produce not appropriate for selling (donations to charity organisations, composting, priced lower, etc) Learners demonstrate their skills in packaging and display of products, getting produce ready for selling to staff members

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>product</p> <p>4. Understand the importance of packaging and display of products</p> <p>5. Set up and man a stall at an outlet in the immediate community</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Discuss the importance of keeping track of income and expenditure with the guidance of the teacher through questions and answers • Practise to make entries of income and expenditure on a simple spreadsheet to understand the difference between income and expenditure • Discuss different kinds of outlets for products; street vendor, cafe, supermarket, fruit and vegetable market, etc • After harvesting of produce, learners make lists of all products on a simple format drawn up by themselves • Discuss and compare quality of products - discuss what to do with produce not appropriate for selling (donations to charity organisations, composting, priced lower, etc) • Learners demonstrate their skills in packaging, display of products and getting produce ready for selling to staff members and parents <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Explain how to keep track of income and expenditure on a simple spreadsheet with the guidance of the teacher through questions and answers • Learners take turns and assist each other in making entries of income and expenditure to

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Discuss different kinds of outlets for products; street vendor, cafe, supermarket, fruit and vegetable market, etc • After harvesting of produce, learners make lists of all products on a simple format drawn up by themselves • Discuss and compare quality of products - discuss what to do with produce not appropriate for selling (donations to charity organisations, composting, priced lower, etc) • Learners demonstrate in practical activities their skills in packaging and display of products, getting produce ready for selling to staff members, parents and community
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> <ol style="list-style-type: none"> 1. Understand safety practices regarding fertilizer and cleaning material 2. Know how to erect fences and gates 3. Identify appropriate soil preparation methods for planting of different crops/fruit 4. Apply correct methods for mowing lawn and care for lawn mowers and chainsaws 	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> • Point out safety practices regarding cleaning materials • Identify animal predators and discuss what damage they can cause • Discuss appropriate space to plant crops/fruit • Rake and collect grass not caught by lawn mower • Sort various equipment needed for veterinary practices • Collect wild leafy vegetables from home or school garden and name them • Complete worksheet through ticking next to picture quantity of stock • Name pictures of different outlets available

Grade 5 Term 1

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		5. Identify equipment required to carry out basic veterinary practices 6. Identify different wild and leafy vegetables 7. Apply basic stock inventory taking 8. List different kinds of outlets for produce	<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Point out safety practices regarding fertilizer • Explain reasons for fencing • Prepare soil for planting of different crops/fruit • Appropriate use, care and storage of lawn mover • Name various equipment needed for veterinary practices • Propagate wild leafy plants like spekboom • Take stock on list on worksheet (either with picture or words depending on the ability of learners) • Match names to pictures of different outlets available <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Point out safety practices regarding storage of cleaning materials and fertilizers • Maintain existing fencing • Prepare soil for planting of different crops/fruit • Appropriate care and storage of weed eater and chainsaw • Assist in cleaning equipment needed for veterinary practices • Explain the dangers of eating wild plants that are unknown • Take stock on list and compare with teacher's list • Copy names to pictures of different outlets available

Grade 5 Term 1			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
10	Assessment	<p>The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning. The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on

	<i>Gr 5 : 1st year</i>	<i>Gr 5 : 2nd year</i>	<i>Gr 5 : 3rd year</i>
Week 2	List safety practices regarding cleaning materials	Discuss safety practices regarding fertilizer	Discuss safety practices: cleaning materials/fertilizers
Week 3	Discuss what damage predators can cause	List reasons for fencing	Maintain existing fencing
Week 4	Rake/collect grass not caught by lawn mower	List appropriate use/care/storage of lawn mover	Discuss care and storage of weed eater/chainsaw
Week 5	Sort equipment needed: veterinary practices	Name equipment needed: veterinary practices	Clean equipment needed for veterinary practices
Week 6	Name wild/leafy vegetables from home/school	Propagate wild leafy/plants like spekboom	Discuss dangers of eating wild plants that are unknown
Week 7	Tick next to picture the quantity of stock	Take stock on list on worksheet	Take stock and compare with teacher's list
Week 8	Name different outlets available	Match names to different outlets available	Copy names to different outlets available

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 3	Match veterinary equipment on worksheet	Match picture/names of veterinary equipment	Copy names of veterinary equipment to pictures
Week 7	Practise to take stock by ticking next to picture	Take stock on list of names/pictures on worksheet	Take stock

3.2.6 Grade 5 Term 2

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<p><u>Apply basic and general safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing <p><u>Demonstrate an understanding of and/or explain the properties of soil</u></p> <ol style="list-style-type: none"> 1. Define soil structure and properties 2. Understand the qualities and uses of different soil types 3. Recognise the difference between topsoil and subsoil 	<p><i>Gr 5: 1st year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Learners label different soil types • Practical explanations and discussion; learners dig hole to observe different layers of soil in preparation for trench composting • Poster of different layers of soil types • Learners observe living creatures in soil from an area where soil was neglected to identify the different species with a magnifying glass and compare it with compost rich soil <ul style="list-style-type: none"> • Practical explanation and demonstration of process of composting • Practical participation by learners in completing the processes • Visit sites where different ways of composting is practiced or watch a

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>4. Name life in the soil study to establish the health of soil</p> <p><u>Demonstrate an understanding of soil preparation and composting and the benefits of adding organic enrichment to the soil</u></p> <p>1. Identify the reason for soil sampling and fertilizing of crops</p> <p>2. Demonstrate an understanding of soil preparation</p> <p>3. Explain what stockpiling of topsoil is and why it is important</p> <p>4. Explain why we till and dig before planting</p> <p>5. Use hand held tools and low-technology implements for the effective preparation of soil</p> <p>6. Understand the reason for mulching and composting using different methods</p> <p>7. Understand the process of making of compost</p> <p>8. Understand nutritional needs and deficiencies in plants</p> <p>9. Apply natural or chemical fertilizer and/or nutrient substances under close supervision</p>	<p>video clip</p> <ul style="list-style-type: none"> • Practical explanation while learners observe • Make a sample of each way of composting while learners assist • Learners gather available materials and assist in making compost heaps • Learners make or assist and use hand tool in making compost heaps depending on space available <hr/> <p><i>Gr 5 : 2nd year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Learners explain different ways of composting with the guidance of the teachers • Practical explanations and discussions with the guidance of the teacher; learners dig hole to observe different layers of soil in preparation for trench composting • Learners form groups of four and each group make a poster of different

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<p>layers of soil types, label it and explain the difference to each other</p> <ul style="list-style-type: none"> • Learners observe living creatures in soil from an area where soil was neglected to identify the different species with a magnifying glass and compare it with compost rich soil • Practical explanation and demonstration of process of composting • Practical participation by learners in completing the processes • Visit sites where different ways of composting is practiced • Practical explanation while learners observe • Divide learners in groups of four, each group make a sample of each way of composting while • Learners gather available materials and assist in making compost heaps • Learners use hand tools in making compost heaps in groups depending on space available <p><i>Gr 5 : 3rd year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Importance of protective clothing • Learners explain different ways of composting to each other in small groups • Learners dig hole to observe different layers of soil in preparation for trench composting and explain the difference layers to each other as the process progress • Learners use poster made previous year and explain the difference to each other in their own words • Learners observe living creatures in soil from an area where soil was neglected to identify the different species with a magnifying glass and compare it with compost rich soil, use a simple chart to identify the different species • Practical participation and explanations by learners in completing the processes of composting • Visit sites where different ways of composting is practiced • Practical explanation while learners observe • Divide learners in groups of four, each group make a sample of each way of composting while • Learners gather available materials and assist in making compost heaps

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners use hand tools in making compost heaps in groups depending on space available
2	General Farming	<u>Natural and chemical fertilization of soil</u> <ol style="list-style-type: none"> Identify the reason for soil sampling Understand nutritional needs and deficiencies in plants Identify factors (e.g. soil properties) that influence fertilizing for crop health Identify the reason for fertilizing crops Understand the process of making and mineralisation of natural fertilizers using plant material Explain the need of a worm farm as natural fertilizer Understand the process of using chemical fertilizers Apply fertilizers to a crop Identify the reason for soil sampling, nutritional needs and deficiencies in plants 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> Revisit experimental vegetable plots and explain processes to learners: one plot treated with fertilizer and one only watered no fertilizer Practical sessions of making different kinds of natural fertilizers and applying it to appropriate plants identified and explained by teachers Explain the use of the fluid from worm farm as a natural fertilizer Repack the worm farm Learners set up a simple worm farm using 5litre ice-cream tubs <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> Practical sessions of making different kinds of natural fertilizers and applying it to appropriate plants identified and explained by teachers Explain the use of the fluid from worm farm as a natural fertilizer Repack the worm farm Learners set up a simple worm farm using 5litre ice-cream tubs Visit a commercial farm where application of fertilization is done on a regular basis Explain the needs, benefits and dangers of fertilization Apply chemical fertilizer and nutrient substances under strict

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		that influence the need of fertilizing for efficient crop growth	supervision
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> Learners make different kinds of natural fertilizers and applying it to appropriate plants identified and explained by teachers Explain the use of the fluid from worm farm as a natural fertilizer Repack the worm farm Learners set up a simple worm farm using 5litre ice-cream tubs Visit a commercial farm where application of fertilization is done on a regular basis Explain the needs, benefits and dangers of fertilization Apply chemical fertilizer and nutrient substances under strict supervision
3	Plant Production	<u>Propagate plants from seeds, cuttings and grafting and planting into open ground</u> <ol style="list-style-type: none"> Use tools correctly for every specific crop Use equipment correctly to space plants according to the requirements of specific plants 	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> Prepare for seed growing explaining the use of seedling containers, growth media, plant labels Demonstrate the procedure for growing seeds Explain the procedure and use of correct equipment when transplanting seedlings
		<u>Sustain all agricultural practices needing</u>	<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Learners prepare for seed growing explaining the use of seedling containers, growth media, plant labels to each other with teachers

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>continuous maintenance</u>	<p>observing and helping learners to explain process</p> <ul style="list-style-type: none"> • Demonstrate the procedure for growing seeds while learners assist • Learners partake in the procedure of and use of correct equipment transplanting seedlings • Invite a horticulturist to demonstrate to learners the process of preparing cuttings for new plants <hr/> <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Learners prepare for seed growing explaining the use of seedling containers, growth media, plant labels to each other with teacher observing and helping learners to explain process • Demonstrate the procedure for growing seeds where after learners complete the process on their own • Learners partake in the procedure of and use of correct equipment transplanting seedlings • Demonstrate to learners the process of preparing cuttings for new plants, give learners the opportunity to prepare cuttings on their own • Invite a horticulturist to demonstrate to learners the process of grafting fruit trees
4	Gardening/	<u>Propagate plants from seeds and planting in open ground</u>	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Draw up a chart of which plants can be planted during certain periods of the year for the specific area • Discuss the various seeds available on the market

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
	Horticulture	<ol style="list-style-type: none"> 1. Prepare for various methods of seed sowing 2. Sow seeds manually 3. Apply the correct method of watering and maintain the ideal environment for germination to take place 4. Select plants from stock pile or nursery and prepare for planting 5. Identify the best time of the day for transplanting 6. Arrange plants in area where they are to be planted 7. Follow correct procedure of planting, backfilling and watering <p><u>Care for ornamental seedlings</u></p> <ol style="list-style-type: none"> 1. Explain the importance of humidity in the seedling environment 2. Explain how to care for seedlings once they have been planted out 3. Explain why the frequency of water must be decreased, and light must be increased 4. Explain the effect of the heat on transplanted 	<ul style="list-style-type: none"> • Explain and demonstrate to learners how to harvest seeds from plants • Demonstrate to learners how to prepare a plot for sowing seeds directly • Plant ornamental seedlings from seed trays on already prepared plots • Invite a landscaper or visit a nursery to observe how plants are spaced and planted • Use drawings, pictures or clips from internet to discuss environmental conditions appropriate for planting seedlings • Use experiment to explain what needs are important for seedlings to survive (one set of plants getting too much water, one too little, one no sunlight and one set in area with correct conditions) • Demonstrate and practise how to apply appropriate watering of seedlings <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Draw up a chart of which plants can be planted during certain periods of the year for the specific area, learners work in groups of four to make groups posters • Discuss the various seeds available on the market • Learners explain how to harvest seeds from plants • Demonstrate to learners how to prepare a plot for sowing seeds directly while learners assist

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		seedlings 5. Explain what pricking out is <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Plant ornamental seedlings from seed trays on already prepared plots Invite a landscaper or visit a nursery to observe how plants are spaced and planted Use drawings, pictures or clips from internet to discuss environmental conditions appropriate for planting seedlings Use experiment to explain what needs are important for seedlings to survive (one set of plants getting too much water, one too little, one no sunlight and one set in area with correct conditions) Learners practise how to apply appropriate watering of seedlings <hr/> <i>Gr 5: 3rd year</i> <ul style="list-style-type: none"> Learners draw up individual charts of which plants can be planted during certain periods of the year for the specific area to be used in future at their homes Discuss the various seeds available on the market Harvest seeds from plants Prepare a plot for sowing seeds directly while teacher observe Plant ornamental seedlings from seed trays on already prepared plots Invite a landscaper or visit a nursery to observe how plants are spaced and planted <hr/> <ul style="list-style-type: none"> Use drawings, pictures or clips from internet to discuss environmental

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>conditions appropriate for planting seedlings</p> <ul style="list-style-type: none"> • Use experiment to explain what needs are important for seedlings to survive (one set of plants getting too much water, one too little, one no sunlight and one set in area with correct conditions) • Learners explain to each other how to apply appropriate watering of seedlings
5	Gardening/ Horticulture	<u>Propagate, plant and establish ornamental plants and trees from containers into open ground</u> <ol style="list-style-type: none"> 1. Explain the criteria to be used when selecting plants for planting out 2. Select plants from stockpile or nursery and prepare for planting of plants/shrubs or trees 3. Arrange plants in the areas where they are to be transplanted 4. Prepare a suitable hole to plant in 5. Explain the reason for soaking plants before transplanting 6. Follow correct procedure of planting, backfilling and watering <u>Sustain all agricultural practices needing</u>	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Identify an appropriate area as well as plants to be propagated or planted, i.e. shade or full sun • Demonstrate how to prepare area where plants or trees are to be transplanted • Explain importance of soil preparation and watering to ensure plants to survive transplant process • Give instructions to learners on how to prepare the soil and what procedures to be followed before, during and after plants are planted
			<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Make use of questions and answers to explain to learners on how to prepare the soil and what procedures to be followed before, during and after plants are planted • Explain and demonstrate to learners how to transplant and irrigate plants to have a better chance of survival • Learners follow instructions and transplant plants under supervision
			<p><i>Gr 5 : 3rd year</i></p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>continuous maintenance</u>	<ul style="list-style-type: none"> Learners explain to younger learners and assist in how to prepare the soil and what procedures to be followed before, during and after plants are planted Learners transplant plants guiding one another on correct procedures
6	Animal Production	<p><u>Demonstrate an understanding of healthy farm animals and their purpose on a farm</u></p> <ol style="list-style-type: none"> Identify the visual differences in farm animal species and describe using own words Identify the visual differences in farm animal breeds within species and describe using own words Explain the functional purpose of farm animal species Recognise external sign of good health in farm animals Report the presence of ecto-parasites Record the growth and production rate of farm animals <p><u>Recognise basic breeding behaviour of farm animals</u></p>	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> Identify the different farm animals found within the area as well as the difference within a species – e.g. layers or braai chickens/dairy and beef or dairy cattle Discuss the functional purpose of the different animals on a farm (use a chart with different products as visual resource) Explain the negative effects of endo/ecto-parasites on the health of animals and the causes of slow growth and disease on hand of visual clips from internet Learners observe and discuss reasons for mating behaviour in male and female animals in a group, using a dvd or clips from the internet Learners observe and discuss reasons for abnormal mating behaviour in male and female animals in a group, using a dvd or clips from the internet Explain to learners the importance of reporting behaviour to supervisor Discuss successful mating amongst breeding animals

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<ol style="list-style-type: none"> 1. Observe normal and abnormal mating behaviour 2. Identify successful mating amongst breeding animals 3. Observe breeding animals for post breeding behaviour 4. Report observation of mating and post breeding behaviour to supervisor <p><u>Apply basic animal husbandry practices</u></p> <ol style="list-style-type: none"> 1. Describe procedures to follow and prepare for the build of animal housing 2. Apply appropriate bedding material and temperature control to the animal housing 3. Demonstrate how to care for young animals 4. Apply appropriate feeding methods for different stages of animal production <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<ul style="list-style-type: none"> • Use visual resources while discussing the importance, reasons and structures used for shelter/housing structures • Name the different structures used for housing and complete a worksheet linking animal to their appropriate housing structures • Learners demonstrate the application of appropriate bedding materials to each other, while teacher is coaching them through questioning <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Identify and name the different farm animals found within the area as well as the difference within a species – e.g. layers or braai chickens/dairy and beef or dairy cattle • Explain the functional purpose of the different animals on a farm (use a chart with different products as visual resource) • Discuss the negative effects of endo/ecto-parasites on the health of animals and the causes of slow growth and disease on hand of visual clips from internet • Observe and discuss reasons for mating behaviour in male and female animals in a group, using a dvd or clips from the internet • Observe and discuss reasons for abnormal mating behaviour in male and female animals in a group, using a dvd or clips from the internet • Explain to learners the importance of reporting behaviour to supervisor • Discuss successful mating amongst breeding animals

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Use visual resources while discussing the importance, reasons and structures used for shelter/housing structures • Name the different structures used for housing and complete a worksheet linking animal to their appropriate housing structures • Learners demonstrate the application of appropriate bedding materials to each other, while teacher is coaching them through questioning
			<p><i>Gr 5: 3rd year</i></p> <ul style="list-style-type: none"> • Identify and name the different farm animals found within the area as well as the difference within a species – e.g. layers or braai chickens/dairy and beef or dairy cattle • Explain the functional purpose of the different animals on a farm (use a chart with different products as visual resource) • Discuss the negative effects of endo/ecto-parasites on the health of animals and the causes of slow growth and disease on hand of visual clips from internet • Observe and discuss reasons for mating behaviour in male and female animals in a group, using a dvd or clips from the internet • Observe and discuss reasons for abnormal mating behaviour in male and female animals in a group, using a dvd or clips from the internet • Explain to learners the importance of reporting behaviour to supervisor

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Discuss successful mating amongst breeding animals • Use visual resources while discussing the importance, reasons and structures used for shelter/housing structures • Name the different structures used for housing and complete a worksheet linking animal to their appropriate housing structures • Explain drawing of a chicken run on a worksheet. Learners measure/list materials needed to build the structure (measurements scaled down on worksheet) • Assist in building a simple structure for i.e. chickens • Demonstrate the application of appropriate bedding materials to each other, while teacher is coaching them through questioning
7	Environmental Practises	<u>Nature and Biodiversity: soil conservation</u> 1. Understand types and physical processes of soil degradation, i.e. soil erosion, soil compaction, soil pollution 2. List the causes of soil degradation 3. Explain the importance of soil conservation for agricultural productivity <u>Sustain all agricultural practices needing</u>	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> • Describe the different types of soil degradation with the use of visual resources (pictures, videos, clips from internet) • Discuss the causes of soil degradation • Explain soil erosion using experiment (search internet/pinterest for example)
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> • Describe the different types of soil degradation with the use of visual resources (pictures, videos, clips from internet) • Discuss the causes of soil degradation

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>continuous maintenance</u>	<ul style="list-style-type: none"> Learners set up experiment on soil erosion (search internet/pinterest for example) while teacher explain the process to them <i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> Learners describe the different types of soil degradation with the use of visual resources (pictures, videos, clips from internet) Discuss the causes of soil degradation Learners set up experiment on soil erosion (search internet/pinterest for example) explaining the process to the teacher
8	Business Practises	<ol style="list-style-type: none"> <u>Apply basic skills in storage management and stocktaking</u> Prepare storage space to receive stock through cleaning and disinfecting Identify appropriate space for storage of different products and equipment Understand the prevention of contamination Apply basic stock inventory taking, issuing and receiving of stock Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering <u>Understand basic costing (income/expenditure)</u>	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> Discuss and explain how storage space should be organised to ensure easy access to equipment needed Assist in organising storage space After harvesting of produce, learners assist in making a list of all products roughly on an empty page Discuss and compare quality of products with products available in retail Discussions and learners assist in practical application of activities regarding packaging and display of products Explain to learners how to draw up a basic budget reflecting expenditure and income Use simple spreadsheet/journal to explain the concept

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		1. Demonstrate how to draw up a basic budget reflecting expenditure and income <u>Understand entrepreneurship in agriculture</u> 1. Be familiar with opportunities, outlets and basic requirements of local markets 2. Understand the differences in quality of products and be aware of local preferences 3. Compare prices of various outlet to price a product 4. Understand the importance of packaging and display of products 5. Set up and man a stall at an outlet in the immediate community <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> • Make use of produce to practically discuss and compare the quality of products • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss the importance of packaging using samples from the industry. • Point out what materials are available through implementing recycling to reduce cost • Learners assist in the setting up of a stall
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> • Learners practically explain how to organise storage space to ensure easy access to equipment needed • Learners organise storage space on instruction of teacher • After harvesting of produce, learners make a list of all products roughly on an empty page • Learners discuss and compare quality of products with products available in retail • Learners practically pack produces in appropriate way and display produce correctly while teacher supervise • Explain to learners how to draw up a basic budget reflecting expenditure and income • Learners use simple spreadsheet/journal to implement the concept by

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>following the teacher's instructions</p> <ul style="list-style-type: none"> • Make use of produce to practically discuss and compare the quality of products • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss marketing skills needed • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Learners set up a stall at school for teachers and parents to support by buying their produce <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Learners practically organise storage space to ensure easy access to equipment needed while teacher observe • After harvesting of produce, learners make a list of all products roughly on an empty page, transfer the list to a more formal worksheet or to a simple spreadsheet on the computer • Learners discuss/compare quality of products with products available in retail and price produce • Learners practically pack produces in appropriate way and display

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>produce correctly while teacher supervise</p> <ul style="list-style-type: none"> Learners draw up a basic budget reflecting expenditure and income Learners use simple spreadsheet/journal to implement the concept by following the teacher's instructions Make use of produce to practically discuss and compare the quality of products Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product Discuss the importance of packaging using samples from the industry Point out what materials are available through implementing recycling to reduce cost Learners practise marketing skills at school and in the community Learners set up a stall at school for teachers and parents to support by buying their produce
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> 1. Understand soil preparation	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> Identify and name different methods of composting Make different kinds of natural fertiliser Prepare for seed growing Identify appropriate area to plant

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		2. Process of making natural fertilisers 3. Propagate plants from seeds/cutting and grafting 4. Prepare for planting of plants/shrubs/trees 5. Procedure to follow and preparation for the building of animal housing 6. Soil degradation i.e. soil erosion, soil compaction and soil pollution 7. Importance of packaging and display of products	<ul style="list-style-type: none"> Name and identify the different structures used for housing of animals Describe the different types of soil degradation Explain the importance and appropriateness of packaging in the industry
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Explain different methods of composting with guidance of teacher Repack worm farm Transplant seedlings Prepare soil for planting and explain procedures to be followed Explain the importance and reasons for animal housing Discuss the causes of soil degradation Practically pack produce
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> Learners explain different methods of composting to each other Explain the use of the fluid from worm farm as a natural fertiliser Prepare cuttings for new plants Transplant plants/shrubs/trees according to correct procedure Explain the process of building a simple structure for animal housing Discuss process of experiment on soil erosion Set up a stall for selling produce
10	Assessment	The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning.	

Grade 5 Term 2			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

	<i>Gr 5 : 1st year</i>	<i>Gr 5 : 2nd year</i>	<i>Gr 5 : 3rd year</i>
Week 2	Make different kinds of natural fertilizer	Repack the worm farm	Use fluid from worm farm as natural fertilizer
Week 3	Prepare for seed growing	Transplant seedlings	Prepare cuttings for new plants
Week 4	Plant ornamental seedlings from seed trays	Apply appropriate watering of seedlings	Apply appropriate watering of seedlings
Week 5	Prepare area where plants or trees are to be transplanted	Prepare soil and use procedures before, during and after plants are planted	Prepare soil and use procedures before, during and after plants are planted
Week 6	Identify and name different structures used for shelter/housing	Discuss the importance and reasons used for shelter/housing	Assist in building simple structure for i.e. chickens
Week 7	Describe the different types of soil degradation	Explain the causes of soil degradation	Set up an experiment on soil erosion
Week 8	Explain the importance of appropriate packaging	Practically pack produce	Display packed produce in appropriate way

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 6	Link animals to appropriate shelter/housing structures on a worksheet	Link animals and their names to appropriate shelter/housing structure on a worksheet	Measure the material needed to build a shelter/structure scaled down on a worksheet
Week 8	Complete simple spreadsheet/journal to explain a basic budget reflecting expenditure and income using a completed worksheet as reference	Complete simple spreadsheet/journal to explain a basic budget reflecting expenditure and income	Draw up simple spreadsheet/journal to explain a basic budget reflecting expenditure and income

3.2.7 Grade 5 Term 3

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<p><u>Apply basic and general safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing <p><u>Describe and recognise the roles and requirements of water in plants</u></p> <ol style="list-style-type: none"> 1. Explain how the amount of water and frequency of watering influences the growth of a plant 2. Identify the water requirements of different plants 	<p><i>Gr 5: 1st year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing • Discuss the water requirements of different plants using the garden and pot plants as examples • Explain reasons for the correct time of day to water plants using pictures as resources • Discuss effects of watering as well as amount of watering during different seasons • Water plants during different times of the day as an experiment to observe how plants react and how long soil will stay moist (take a sequence of photos to display if possible) • Irrigate the crops which were planted with appropriate watering method. Turns are made so as to give all a chance

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>3. Select the right method of watering and the correct time of day to water plants</p> <p>4. Explain how climatic conditions affect watering</p> <p>5. Analyse how different types of soil affect watering of plants</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 5: 2nd year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Learners discuss and explain the water requirements of different plants to each other, using the garden and pot plants as examples • Explain reasons for the correct time of day to water plants using pictures as resources • Discuss effects of watering as well as amount of watering during different seasons • Water plants during different times of the day as an experiment to observe how plants react and how long soil will stay moist (take a sequence of photos to display if possible) • Learners record the reaction of plants through drawing their own sequence of observation • Irrigate the crops which were planted with appropriate watering method. Turns are made so as to give all a chance

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p><i>Gr 5: 3^d year</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Learners discuss and explain the water requirements of different plants to each other, using the garden and pot plants as examples • Learners explain to teacher the reasons for the correct time of day to water plants using pictures as resources • Discuss effects of watering as well as amount of watering during different seasons • Water plants during different times of the day as an experiment to observe how plants react and how long soil will stay moist (take a sequence of photos to display if possible) • Learners record the reaction of plants through drawing their own sequence of observation and write words/short sentence underneath (according to their ability) • Learners irrigate the crops which were planted with appropriate

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			watering method. Turns are made to give all a chance
2	General Farming	<u>Identify different methods of irrigation appropriate to environmental circumstances and installing of irrigation if appropriate</u> 1. Identify an irrigation system for a specific area 2. Explain an understanding of irrigation w.r.t crop yield 3. Design a layout for the most effective use of piping for an area 4. Explain how water pressure and friction affect the piping used for irrigation 5. Explain why certain fittings are used in different cases 6. Install an irrigation system for a specific area 7. Irrigate a crop to maintain standard moisture content	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> Discuss different forms of irrigation that can be used in specific areas <ul style="list-style-type: none"> - hose pipes - sprayers - industrial irrigation Show learners samples of the different components used in industrial irrigation Discuss which irrigation system would be suitable and affordable to the schools needs Irrigate crops according to specific needs <p>*Activity for enrichment - visit a farm where industrial irrigation is used or a garden where different irrigation methods are used</p>
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Discuss different forms of irrigation that can be used in specific areas <ul style="list-style-type: none"> - hose pipes - sprayers - industrial irrigation Show learners samples of the different components used in industrial

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Sustain all agricultural practices needing continuous maintenance</u>	<p>irrigation</p> <ul style="list-style-type: none"> • Discuss which irrigation system would be suitable and affordable to the schools needs • Design a small layout explaining the effective use of piping for irrigation in an area, explain to learners as the process progress • Irrigate crops according to specific needs <p>*Activity for enrichment - visit a farm where industrial irrigation is used or a garden where different irrigation methods are used</p>
			<p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Discuss different forms of irrigation that can be used in specific areas <ul style="list-style-type: none"> - hose pipes - sprayers - industrial irrigation • Show learners samples of the different components used in industrial irrigation • Discuss which irrigation system would be suitable and affordable to the schools needs • Design a small layout explaining the effective use of piping for irrigation in an area, explain to learners as the process progress • Irrigate crops according to specific needs

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			*Activity for enrichment - visit a farm where industrial irrigation is used or a garden where different irrigation methods are used
3	General Farming	<u>Identify and understand manual and chemical weed control</u> <ol style="list-style-type: none"> 1. Identify different types of weeds in designated pieces of land according to weed types and weed growth periods 2. Identify factors (i.e. soil dampness, weed size and reestablishment of weeds) affecting successful weed control to ensure best use of effort, cost and time 3. Explain the reason for hand or manual control of weeds 4. Explain the reason for hand or manual control of weeds in relation to other weed control methods 5. Observe chemical weed control methods 6. Understand the safety precaution when chemical weeding is selected (wearing of 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Identify and name common types of weeds in garden (either in general garden, or gardens to be, or in gardens neglected over a holiday period) • Learners demonstrate and explain manual weeding • Perform manual weeding according to workplace procedures i.e. hand pull, hoe and slash to required height • Practically participation in weeding of individual plots in group garden • Handle and dispatch waste from weeding process according to workplace procedures <p>*Teacher's tip: each learner chooses 5 weeds, dry the weeds in old telephone directories, visit a herbarium for assistance in identifying the names and write the names next to the weed</p> <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Identify and name common types of weeds in garden and discuss alternative ways to manual weeding to eradicating it (use photos, pictures from magazines or internet clips) • Discuss and identify safety equipment as well as safety precautions

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		masks and goggles) 7. Prepare equipment to be used for weeding according to workplace procedures, leave equipment in a safe and ready to use condition and report defaults i.e. sharpening or minor repairs 8. Handle and dispatch waste from weeding process according to workplace procedures <u>Sustain all agricultural practices needing continuous maintenance</u>	when chemical weeding is selected (wearing of masks and goggles) <ul style="list-style-type: none"> • Demonstrate the use of equipment • Handle and dispatch waste from weeding process according to workplace procedures *Teacher's tip: encourage learners to find out what the traditional uses for some weeds are in their communities *Activity for enrichment – visit a farm where chemical weeding is used to observe the process
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> • Identify and name common types of weeds in garden and discuss alternative ways to manual weeding to eradicating it (use photos, pictures from magazines or internet clips) • Discuss and identify safety equipment as well as safety precautions when chemical weeding is selected (wearing of masks and goggles) • Learners observe and assist in chemical weeding where needed • Explain and demonstrate the importance of leaving equipment in a safe and ready to use condition and report defaults i.e. sharpening or minor repairs • Handle and dispatch waste from weeding process according to workplace procedures

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>*Teacher's tip: encourage learners to find out what the traditional uses for some weed are in their communities or invite a member of the community who is knowledgeable about the uses of weeds for medicinal or gardening purposes</p> <p>*Activity for enrichment – visit a farm where chemical weeding is used to observe the process</p>
4	Plant Production	<p><u>Planting a range of crops according to correct planning, spacing and depth of the plant material</u></p> <ol style="list-style-type: none"> 1. Use tools correctly for every specific crop 2. Use equipment correctly in order to space plants according to the requirements of the specific crop 3. Explain intercropping and companion planting when planting in a small area 4. Understand the necessity to space, place and regulate planting depth for every specific crop planted to ensure optimum yield and quantity of crops 5. Explain differences in process of sowing 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Poster with illustrations of tools to be used • Demonstrate how to use equipment correctly • Use available tools and a plant line for process of planting Crops suitable to be planted are identified – either seeds or seedlings • Demonstrate differences in process of sowing seeds and planting seedlings • Demonstrate suitable (companion/intercropping) planting where after learners individually plant crops according to specific instructions • Explain rotation planting of crops on hand of an illustration • Explain to pupils the effect if spacing of crops is not done correctly • Plant different crops • Learners water plants with different equipment available

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		seeds and planting seedlings 6. Understand the basic effect of temperature on plant material 7. Identify plants suffering from root shock and explain the cause <u>Handle planting material correctly for the successful establishment of a specific crop</u> 1. Explain why plant material ready for planting is kept moist and sheltered 2. Provide newly planted material with sufficient water shortly after planting 3. Remove and replace newly planted material that will not survive 4. Remove diseased plants from the planting area to prevent contact with healthy plants <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Explain reason for keeping plant material ready for planting moist and sheltered with experiment Show learners how to handle seedlings correctly Provide newly planted material with sufficient water shortly after planting Remove and replace newly planted material that will not survive Remove diseased plants from the planting area to prevent contact with healthy plants <i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Poster with illustrations of tools to be used Learners demonstrate to each other on how to use equipment correctly Learners use available tools and a plant line for process of planting Crops suitable to be planted are identified – either seeds or seedlings Demonstrate differences in process of sowing seeds and planting seedlings Practical demonstration of suitable (companion/intercropping) planting where after learners individually plant crops according to specific instructions Prepare a small area to be used for rotation planting of crops after discussing rotation planting on hand of an illustration Explain to pupils the effect if spacing of crops is not done correctly Plant different crops

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Water plants with different equipment available Explain reason for keeping plant material ready for planting moist and sheltered with experiment Show learners how to handle seedlings correctly Provide newly planted material with sufficient water shortly after planting Remove and replace newly planted material that will not survive Remove diseased plants from the planting area to prevent contact with healthy plants
			<p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> Learners demonstrate to each other on how to use equipment correctly Use available tools and a plant line for process of planting Crops suitable to be planted are identified – either seeds or seedlings Demonstrate differences in process of sowing seeds and planting seedlings Practical demonstration of suitable (companion/intercropping/rotation) planting where after learners individually plant crops according to specific instructions Explain the effect if spacing of crops is not done correctly Plant different crops Water plants with different equipment available

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		2. List the resources available on the site i.e. <ul style="list-style-type: none"> - grey water harvesting system - permaculture method of planting - compost heaps - rainwater harvesting - ecological pest control 3. Explain the importance of permaculture in ensuring food security 4. Apply ecological pest control through planting certain plants to repel insects <u>Sustain all agricultural practices needing continuous maintenance</u>	permaculture planting (dig plot over, add manure, cover with wet newspaper and then cover it with dry grass) with the guidance of the teacher <ul style="list-style-type: none"> • Plant seedlings while younger learners and teacher observe
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> • Discuss water requirements of different plants/crops on school grounds • Identify and explain irrigation methods used on school ground • Maintain irrigation according to needs of plants/crops on a regular basis • Prepare a plot in a small garden for permaculture planting (dig plot over, add manure, cover with wet newspaper and then cover it with dry grass) with the guidance of the teacher • Plant seedlings while teacher guide and observe • Explain the advantages of permaculture regarding food security within communities • Demonstrate how to plan and make a garden only using the available materials • Prepare an area where the permaculture principles are used • Describe and name plants that repel insects
			<i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> • Discuss water requirements of different plants/crops on school grounds

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Identify and explain irrigation methods used on school ground Maintain irrigation according to needs of plants/crops on a regular basis Explain what their understanding is of permaculture gardening Plant plants/seedling using permaculture principles Describe pests and ecological ways to combat them – naming and planting certain plants to repel insects
6	Animal Production	<u>Observe, handle and move of farm animals</u> <ol style="list-style-type: none"> Demonstrate and observe animal behaviour and physical attributes Demonstrate the ability to move animals in a controlled manner Explain the use and purpose of a restraining facility Demonstrate the handling and restraint of an animal Identify the equipment needed to restrain animals – immobiliser or neck clamp Discuss the effect of incorrect handling on farm animals (harm and effect) 	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> Practical demonstrations using video clips of animal behaviour Learners partake in practical activities in handling and moving of small breeds of farm animals Demonstrate and practise how to walk between animals so that they remain calm. He/she explains how he positions himself so that animals can start moving in a controlled manner Watch a video of defensive behaviour in animals or visit a farm where the defensive behaviour of animals is shown to them Select pictures or videos of injuries caused by animals to highlight the importance of safety when working with animals Demonstrate the handling of relevant equipment to manage animals allowing learners to practice working with equipment under supervision

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<u>Recognise defensive behaviour in animals</u> <ol style="list-style-type: none"> Describe anatomical features that are used in defensive behaviour e.g. hooves, fangs Identify symptoms and causes of defensive behaviour in animals Describe the methods used to reduce the manifestation of defensive behaviour in animals Describe and handle relevant equipment to manage animals 	<ul style="list-style-type: none"> Label different types of feed Explain reasons for reporting feed levels and irregularities Assist in selecting suitable feed type and quantity for specific animals Assist in preparing and filling feeding/drinking troughs Practical session where learners feed the animals while teacher is guiding them Describe how to maintain water, feed supplies and feeding equipment <p>*Activity for enrichment – a visit by an animal feed consultant/agent is advised and will benefit the teaching process</p>
		<u>Apply standard animal feeding procedures</u> <ol style="list-style-type: none"> Demonstrate the ability to report of feed levels Identify and report on irregularities Select appropriate feed type and quantity Demonstrate the ability to identify spoilage in feed Apply correct feeding practices under supervision Maintain water, feed supplies and feeding 	<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> Practical demonstrations using video clips of animal behaviour Learners partake in practical activities in handling and moving of small breeds of farm animals Demonstrate and practise how to walk between animals so that they remain calm. He/she explains how he positions himself so that animals can start moving in a controlled manner Learners watch a video of defensive behaviour in animals or visit a farm where the defensive behaviour of animals is shown to them Select pictures or videos of injuries caused by animals to highlight the

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>equipment</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>importance of safety when working with animals</p> <ul style="list-style-type: none"> • Demonstrate the handling of relevant equipment to manage animals allowing learners to practice working with equipment under supervision • Label different types of feed • Explain reasons for reporting feed levels and irregularities • Learners select suitable feed type and quantity for specific animals under supervision • Learners prepare and fill feeding/drinking troughs • Practical session where learners feed the animals while teacher is guiding them • Report and assist in maintaining water, feed supplies and feeding equipment <p>*Activity for enrichment – a visit by an animal feed consultant/agent is advised and will benefit the teaching process</p> <p><i>Gr 5 : 3^d year</i></p> <ul style="list-style-type: none"> • Practical demonstrations using video clips of animal behaviour • Learners partake in practical activities in handling and moving of small breeds of farm animals • Demonstrate and practise how to walk between animals so that they remain calm. He/she explains how he positions himself so that animals

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>can start moving in a controlled manner where after learners interact with the animals in the same way</p> <ul style="list-style-type: none"> Learners watch a video of defensive behaviour in animals or visit a farm where the defensive behaviour of animals is shown to them Select pictures or videos of injuries caused by animals to highlight the importance of safety when working with animals Demonstrate the handling of relevant equipment to manage animals allowing learners to practice working with equipment under supervision Label different types of feed Explain reasons for reporting feed levels and irregularities Learners select suitable feed type and quantity for specific animals under supervision Learners prepare and fill feeding/drinking troughs Practical session where learners feed the animals while teacher is guiding them Report and assist in maintaining water, feed supplies and feeding equipment <p>*Activity for enrichment – a visit by an animal feed consultant/agent is advised and will benefit the teaching process</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
7	Environmental Education	<u>Community and Heritage: effect of natural disasters</u> 1. Identify natural disaster that can have an effect on agriculture 2. Discuss the effect of natural disasters on agriculture 3. Explain safety measures needed to prevent disasters 4. Know what safety measures to be taken during events of disasters <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> List and name natural disasters using pictures or video/internet clips (i.e., droughts, flooding, fires, wind damage) Complete worksheet by sorting pictures into appropriate categories (i.e. drought, floods, fire and wind damage) Explain the effect of natural disaster on hand of pictures or video/internet clips Explain safety measures needed to prevent disasters Discuss safety measures
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> List and name natural disasters using pictures or video/internet clips (i.e., droughts, flooding, fires, wind damage) after teacher briefly revised the disasters Discuss the effect of natural disaster on hand of pictures or video/internet clips Find names of appropriate disaster and glue under picture Answer coaching questions on safety measures to prevent a disaster Discuss safety measures to be taken during events of disasters
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> Complete a worksheet with pictures, matching the names of natural disasters with words (i.e., droughts, flooding, fires, wind damage) after teacher briefly revised the disasters

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Discuss the effect of natural disaster on hand of pictures or video/internet clips Choose correct pictures from magazine and glue it under the name of the disaster Explain safety measures to prevent a disaster Discuss safety measures to be taken during events of disasters
8	Business Practises	<p><u>Apply basic skills in storage management and stocktaking</u></p> <ol style="list-style-type: none"> 1. Prepare storage space to receive stock through cleaning and disinfecting 2. Identify appropriate space for storage of different products and equipment 3. Understand the prevention of contamination 4. Apply basic stock inventory taking, issuing and receiving of stock 5. Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering <p><u>Understand basic costing (income/expenditure)</u></p> <ol style="list-style-type: none"> 1. Demonstrate how to draw up a basic budget 	<p><i>Gr 5: 1st year</i></p> <ul style="list-style-type: none"> Explain how to organise storage space to ensure easy access to equipment needed Organise storage space on instruction of teacher After harvesting of produce, learners make a list of all products roughly on an empty page Complete worksheet: list products, with drawings/selecting picture from magazines, etc., harvested Discuss and compare quality of products with products available in retail Pack produces in appropriate way and display produce correctly while teacher supervise Explain to learners how to draw up a basic budget reflecting expenditure and income Use simple spreadsheet/journal to implement the concept by following

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>reflecting expenditure and income</p> <p><u>Understand entrepreneurship in agriculture</u></p> <ol style="list-style-type: none"> 1. List and describe opportunities, outlets and basic requirements of local markets 2. Understand the differences in quality of products and be aware of local preferences 3. Compare prices of various outlet to price a product 4. Understand the importance of packaging and display of products 5. Set up and man a stall at an outlet in the immediate community <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>the teacher's instructions</p> <ul style="list-style-type: none"> • Discuss and compare the quality of products • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss marketing skills needed • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Set up a stall at school for teachers and parents to support by buying their produce
			<p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Organise storage space to ensure easy access to equipment needed while teacher observe • After harvesting of produce, learners make a list of all products roughly on an empty page • Transfer the list to a more formal worksheet or to a simple spreadsheet on the computer copying a sample given • Discuss/compare quality of products with products available in retail and price produce

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Pack produce in appropriate way and display produce correctly while teacher supervise • Draw up a basic budget reflecting expenditure and income • Use simple spreadsheet/journal to implement the concept by following the teacher's instructions • Make use of produce to practically discuss and compare the quality of products • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Learners practise marketing skills at school and in the community • Learners set up a stall at school for teachers and parents to support by buying their produce
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> • Learners practically organise storage space to ensure easy access to equipment needed, call teacher when completed so that teacher can do a check

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • After harvesting of produce, learners make a list of all products roughly on an empty page • Transfer the list to a more formal worksheet or to a simple spreadsheet on the computer • Discuss/compare quality of products with products available in retail and price produce • Pack produces in appropriate way and display produce correctly, teacher do quality check • Draw up a basic budget reflecting expenditure and income • Use simple spreadsheet/journal to implement the concept by following the teacher's instructions • Make use of produce to practically discuss and compare the quality of products • Avail products and pricelist from an outlet in the community to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating products • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Practise marketing skills at school and in the community

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Set up a stall at school for teachers and parents to support by buying their produce
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> <ol style="list-style-type: none"> Select right method of watering and correct time of day to water plants Identify an irrigation system for a specific area Weed control methods Understand the necessity to space, place and regulate planting depth Explain basic principles of permaculture Animal feeding procedures Identify natural disasters that can have an effect on agriculture Selecting, pricing and packaging of products 	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> Irrigate crops with appropriate watering method Name different forms of irrigation Weed individual plot in garden with appropriate method Use correct tools for process of planting (correct space, place and depth) Prepare a plot for permaculture planting Label different types of feed List and name natural disasters Compare the quality of products
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Indicate correct time of day to water plants and water plants Explain which irrigation system would be suitable where Select appropriate safety precautions when chemical weeding is selected Demonstrate process of sowing seeds or planting seedlings Explain the advantages of permaculture Select suitable feed types and quantity for specific animals Explain the effects of natural disaster List expenses in the process of cultivating products

Grade 5 Term 3			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<i>Gr 5: 3^d year</i> <ul style="list-style-type: none"> • Irrigate crop correctly and at appropriate time of day • Choose correct irrigation system for a specific area indicated with pictures • Assist in chemical weeding where needed • Choose suitable planting method – companion or intercropping or rotation • Plant plants/seedlings using permaculture principles • Report feed levels and irregularities • Explain safety measures during a disaster • List expenses in process of cultivating a product
10	Assessment	<p>The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning. The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

	<i>Gr 5 : 1st year</i>	<i>Gr 5 : 2nd year</i>	<i>Gr 5 : 3rd year</i>
Week 2	Name different forms of irrigation	Explain irrigation system suitable	Irrigate crop correctly at appropriate time of day
Week 3	Weed plot in garden with appropriate method	Explain safety precautions for chemical weeding	Assist in chemical weeding where needed
Week 4	Use correct tools for process of planting	Execute the process of sowing seeds or planting seedlings	Choose suitable planting method
Week 5	Prepare plot for permaculture planting	Explain advantages of permaculture	Plants seedlings using permaculture principles
Week 6	Label different types of feed	Select feed types/quantity for specific animals	Report feed levels and irregularities
Week 7	List and name natural disasters	Explain the effects of natural disaster	Explain safety measures during a disaster
Week 8	Compare the quality of products	Explain expenses in the process of cultivating products	List expenses in process of cultivating a product

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 7	Sort pictures in categories on worksheet	Glue names of disaster under picture	Find and describe correct pictures to each disaster
Week 8	List products with pictures/drawings, etc	Transfer list to worksheet from sample	Transfer list to worksheet/spreadsheet

3.2.6 Grade 5 Term 4

All objectives must be achieved but the order of lesson presentation may differ according to agricultural circumstances.

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
1	General Farming	<p><u>Apply basic and general safety practices</u></p> <ol style="list-style-type: none"> 1. Apply personal hygiene 2. Understand what basic food safety practices are 3. Identify and apply the safety measure regarding the use of basic agricultural tools and equipment 4. Understand the basic hygienic requirements of organic food 5. Understand the importance of protective clothing <p><u>Identify limitation factors like insects, pests and diseases and the damage it can cause</u></p> <ol style="list-style-type: none"> 1. Recognise different insects and establish the harmful ones for specific crops 2. Understand that all insects have a purpose in 	<p><i>Gr 5 : 1st year</i></p> <p>Discuss</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Collect insect from garden with a net • Investigate the insects through a magnifying glass and separate the harmful ones from the beneficial ones • Identify which insects have which effect on crops/plants in the area • Learners produce their own chart, using agriculture magazines (i.e. Farmers Weekly of the Landbou Weekblad) for examples of different insects <ul style="list-style-type: none"> • Identify which pests are to be controlled • Discuss best way to rid garden of said pests – depending on severity of

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>an ecosystem</p> <p>3. Establish eco-friendly means to diminish the harmful effects of certain insects</p> <p>4. Recognize insects that can assist in controlling harmful ones (beneficial garden creatures), i.e. ladybirds controlling aphids</p> <p>5. Understand measures taken to prevent the killing of friendly insects</p> <p>6. Explain the reason for having bees in the garden</p> <p><u>Understand the application of natural and agrochemical products in a safe, effective and responsible manner with consideration of the environment</u></p> <p>1. Identify pests to be removed with natural products or chemically</p> <p>2. Prepare equipment and natural/chemical products to control pests</p> <p>3. Minimized use of chemicals to control insects</p> <p>4. Apply products according to safety</p>	<p>occurrence – eco-friendly/natural ways or through using agrochemical products</p> <ul style="list-style-type: none"> Explain to learners the advantages and disadvantages of manual, natural or chemical control Demonstrate the different ways of controlling pests where after pupils continue on their own <hr/> <p><i>Gr 5 : 2nd year</i></p> <p>Briefly remind learners re;</p> <ul style="list-style-type: none"> Reasons for personal hygiene Basic food safety practices and hand wash techniques Safety measures regarding the use of basic agricultural tools and equipment Hygienic requirement when dealing with organic food Importance of protective clothing <ul style="list-style-type: none"> Identify and collect insects that have a negative effect on crops/plants in the area Investigate the insects through a magnifying glass List insects as harmful or eco-friendly on a worksheet Explain how certain insect (ecological pest control) can be implemented in and integrated program

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>procedures</p> <p>5. Explain the application of ecological pest control and implement an integrated control program</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<ul style="list-style-type: none"> • Explain to learners how certain insect should be protected, i.e., bees, ladybirds, etc • List these insects on a poster and display it prominently • Explain plant diseases to learners with pictures • Demonstrate the different ways of controlling pests and diseases while learners assist <p><i>Gr 5 : 3rd year</i></p> <p>Briefly remind learners re;</p> <ul style="list-style-type: none"> • Reasons for personal hygiene • Basic food safety practices and hand wash techniques • Safety measures regarding the use of basic agricultural tools and equipment • Hygienic requirement when dealing with organic food • Importance of protective clothing <ul style="list-style-type: none"> • Identify and name insects that have a negative effect on crops/plants in the area • Circle harmful insects on a worksheet • Learners explain how certain insect (ecological pest control) can be implemented in and integrated program and why certain insects should be protected

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Learners make individual poster listing eco-friendly insects on and display it prominently Explain plant diseases to learners with pictures and make learners aware of the negative impact it can have on production Demonstrate the different ways of controlling pests and diseases while learners assist
2	Plant Production	<u>Harvest agricultural crops by using basic harvesting tools</u> <ol style="list-style-type: none"> Analyse vegetable or fruit appearance Establish internal requirements for good quality vegetables/fruit, i.e. flavour, colour, insect damage Understand methods of testing for the 	<i>Gr 5: 1st year</i> <ul style="list-style-type: none"> Establish if crops/fruit are ready to be harvested Demonstration with examples of different crops Poster showing stages of crops Use of sensory cues; sight, smell and touch to be developed Discuss importance of harvesting area being clean from waste material Demonstrate with appropriate tools, i.e. machete to harvest cabbage or scissors to harvest chillies Learners actively partake in all the processes after discussions

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		maturity and ripeness of the crop 4. Identify changes that take place during the ripening process 5. Understand the correct handling of crop/fruit as a factor producing a superior product, ensuring no or minimum damage 6. Recognise inferior quality products 7. Understanding of means to separate inferior quality products i.e. separate bins or containers to prevent them from rotting 8. Use basic harvesting tools to harvest specific crops 9. Understand the use, cleaning and storage of basic harvesting tools before and after use <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Report when crops/fruit are ready to be harvested Demonstration with examples of different crops Use of sensory cues; sight, smell and touch to be developed Explain importance of harvesting area being clean from waste material Select and demonstrate correct methods of harvesting with appropriate tools, i.e. machete to harvest cabbage or scissors to harvest chillies Partake in harvesting crops Discuss where crops/fruit will be stored after harvesting
			<i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> Establish and report when crops/fruit are ready to be harvested Explain importance of harvesting area being clean from waste material Select and demonstrate correct methods of harvesting with appropriate tools, i.e. machete to harvest cabbage or scissors to harvest chillies Partake in harvesting crops Explanation by learners where crops/fruit will be stored after harvesting where after the take part in the process of storing the produce

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
3	Plant Production	<u>Demonstrate an understanding of crop preservation</u> 1. Understand procedures in food or beverage manufacturing environment 2. Understand health and safety aspects relevant to the food or beverage manufacturing environment 3. Know how to clean, sanitise/sterilise food manufacturing equipment and surfaces manually 4. Sterilise bottles/containers 5. Determine the quality of food products using sensory evaluation <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 5 : 1st year</i> <ul style="list-style-type: none"> Visit a food or beverage manufacturing environment to explain procedures/health and safety aspects Demonstrate how to clean, sanitise/sterilise equipment Explain how to determine the quality of food products using sensory evaluation
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> Visit a food or beverage manufacturing environment to explain procedures/health and safety aspects Demonstrate how to clean, sanitise/sterilise equipment while learners assist Determine the quality of food products using sensory evaluation comparing appropriate food to spoilt food products Demonstrate how to prepare a product for the market, i.e., jam, chutney, etc and bottle produce explaining the above processes practically
			<i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> Visit a food or beverage manufacturing environment to explain procedures/health and safety aspects Demonstrate how to clean, sanitise/sterilise equipment while learners assist Determine the quality of food products using sensory evaluation

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>comparing appropriate food to spoilt food products</p> <ul style="list-style-type: none"> Demonstrate how to prepare a product for the market, i.e., jam, chutney, etc and bottle produce explaining the above processes practically
4	Gardening/Horticulture	<p><u>Manipulate plants using pre-determined methods and techniques</u></p> <ol style="list-style-type: none"> Use the correct procedures of manipulating plants Prepare pruning equipment according to workplace procedures Apply the correct methods of pruning hedges, trees and ornamental plants Treat pruned wounds according to workplace procedures Explain reason for treating of wounds of trees (fruit trees) and shrubs (roses) Understand why it is important to remove pruning material and waste from garden according to workplace Solve common problems associated with 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> Invite a horticulturist or pruner or visit a farm during pruning seasons to give a demonstration on the correct pruning methods for the different plants Demonstrate to learners on how to prepare pruning equipment while learners assist Explain to learners reasons for treating wounds on trees/shrubs while demonstrating the method Remove pruning material and waste whilst explaining to learners Clean and store pruning equipment and protective clothing according to workplace procedures <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> Invite a horticulturist or pruner or visit a farm during pruning seasons to give a demonstration on the correct pruning methods for the different plants Assist with pruning and explain on how to prepare pruning equipment Explain reasons for treating wounds on trees/shrubs and assist while teacher demonstrate the method

Grade 5 Term 4

WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		pruning within scope of work 8. Design a frame to manipulate the shape of a shrub 9. Clean and store pruning equipment and protective clothing according to workplace procedures <u>Sustain all agricultural practices needing continuous maintenance</u>	<ul style="list-style-type: none"> Remove pruning material and waste whilst explaining to learners Describe whilst showing learner pictures the different ways of manipulating plants through frames and pruning Design a frame explaining to learners the important features of such a frame Clean and store pruning equipment and protective clothing according to workplace procedures
			<i>Gr 5 : 3rd year</i> <ul style="list-style-type: none"> Invite a horticulturist or pruner or visit a farm during pruning seasons to give a demonstration on the correct pruning methods for the different plants Prepare pruning equipment whilst teacher observe Prune and explain reasons for treating wounds on trees/shrubs and treat wounds under strict supervision Remove pruning material and waste whilst explaining to learners Describe and demonstrate the different ways of manipulating plants through frames and pruning Design own frames on the instruction of the teacher Clean and store pruning equipment and protective clothing according to workplace procedures
5	Animal Production		<ul style="list-style-type: none"> <i>Gr 5 : 1st year</i> Make use of a poster for description of which animal

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p><u>Harvesting and processing of animal products</u></p> <ol style="list-style-type: none"> 1. Describe the animal products used by man i.e. milk, manure, eggs 2. Describe various procedures of harvesting different animal products 3. Prepare equipment for milking and shearing animals 4. Milk cows and goats, and shear farm animals 5. Collect, grade, sort and handle eggs 6. Store and transport animal products <p><u>Demonstrate an understanding of preparing animals for slaughtering and observe the processing of products from slaughtered farm animals</u></p> <ol style="list-style-type: none"> 1. Explain the importance of the pre-slaughter health status 2. Explain the economical age for slaughtering 3. Observe the need for strict health and hygiene with handling products 	<p>products come from which animals</p> <ul style="list-style-type: none"> • Visit farm to observe different procedures of harvesting products, i.e. a dairy farm to observe milking of cows or shearing of sheep • Explain preparation of equipment for milking or shearing animals • Practically engage in harvesting eggs or milking a cow whilst visiting a dairy farm • Demonstrate the shearing of a sheep • After collecting eggs, explain to learners how to handle, sort/grade and package eggs • Make use of a roster for taking turns to harvest school's own products on a regular basis whilst making sure that process complies with health standards • Explain the importance of the pre-slaughter health status and the economical age of slaughtering • Visit a farm where animals are ready to be sent to an abattoir • Visit a butchery to observe and explain to learners the different equipment used in the butchery • Learners practically clean and pack meat of an animal for freezing purposes • Make use of a poster for description of which animal products come

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
		<p>4. Explain the equipment used in a butchery</p> <p>5. Explain reasons for various methods of storage of slaughtered animals</p> <p>6. Explain how different parts of an animal (lamb, beef, pork, chicken, fish, etc.) is cut and processed into different products for consumption such as mince, chops, steaks, fillets, wings, thighs, biltong, etc.</p> <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p>from which animals</p> <ul style="list-style-type: none"> • Learners complete a worksheet connecting products to the correct animals • Visit farm to observe different procedures of harvesting products, i.e. a dairy farm to observe milking of cows or shearing of sheep • Learners assist in preparation of equipment for milking or shearing animals • Practically engage in harvesting eggs or milking a cow whilst visiting a dairy farm • Demonstrate the shearing of a sheep while learners assist • After collecting eggs, explain to learners how to handle, sort/grade and package eggs • Make use of a roster for taking turns to harvest school's own products on a regular basis whilst making sure that process complies with health standards • Explain the importance of the pre-slaughter health status and the economical age of slaughtering • Visit a farm where animals are ready to be sent to an abattoir • Visit a butchery to observe and explain to learners the different equipment used in the butchery

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>Learners practically clean and pack meat of an animal for freezing purposes</p> <p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Make use of a poster for description of which animal products come from which animals • Learners complete a worksheet connecting products to the correct animals • Visit farm to observe different procedures of harvesting products, i.e. a dairy farm to observe milking of cows or shearing of sheep • Learners assist in preparation of equipment for milking or shearing animals • Practically engage in harvesting eggs or milking a cow whilst visiting a dairy farm • Demonstrate the shearing of a sheep while learners assist • After collecting eggs, explain to learners how to handle, sort/grade and package eggs • Make use of a roster for taking turns to harvest school's own products on a regular basis whilst making sure that process complies with health standards • Explain the importance of the pre-slaughter health status and the

Grade 5 Term 4			
WEEK	TOPIC	CONTENT <i>The learner must be able to</i>	Techniques, activities, resources and process notes
			<p>economical age of slaughtering</p> <ul style="list-style-type: none"> Visit a farm where animals are ready to be sent to an abattoir Visit a butchery to observe and explain to learners the different equipment used in the butchery Learners practically clean and pack meat of an animal for freezing purposes
6	<u>Environmental Practices</u>	<u>Resource Use: Indigenous knowledge about water harvesting</u> 1. Describe Nguni water collection practices; sweet water 2. Practise how to carry water home 3. Understand scarcity of water <u>Sustain all agricultural practices needing continuous maintenance</u>	<p><i>Gr 5: 1st year</i></p> <ul style="list-style-type: none"> Discuss availability of water in area where learners live Describe traditional ways of harvesting water from a river using visual material (dvd or youtube) List different ways of preserving water
			<p><i>Gr 5: 2nd year</i></p> <ul style="list-style-type: none"> Discuss availability of water in area where learners live, encourage learners to bring visual examples Learners explain traditional ways of harvesting water from a river using visual material (dvd or youtube) Discuss different ways of carrying and storing water in the past and now List different ways of preserving water on a farm

			<p><i>Gr 5: 3^d year</i></p> <ul style="list-style-type: none"> • Discuss availability of water in area where learners live, encourage learners to bring visual examples • Learners explain traditional ways of harvesting water from a river using visual material (dvd or youtube) • Discuss different ways of carrying and storing water in the past and now • Make a pot from clay in which water can be kept
7	Business Practices	<p><u>Apply basic skills in storage management and stocktaking</u></p> <ol style="list-style-type: none"> 1. Prepare storage space to receive stock through cleaning and disinfecting 2. Identify appropriate space for storage of different products and equipment 3. Understand the prevention of contamination 4. Apply basic stock inventory taking, issuing and receiving of stock 5. Identify the appropriate re-order level and reporting on stock levels for prompt re-ordering 	<p><i>Gr 5: 1st year</i></p> <ul style="list-style-type: none"> • Organise storage space to ensure easy access to equipment needed, call teacher when completed so that teacher can do a check • After harvesting of produce, learners make a list of all products roughly on an empty page, transfer the list to a more formal worksheet or to a simple spreadsheet on the computer • Discuss/compare quality of products with products available in retail and price produce • Pack produces in appropriate way and display produce correctly, teacher do quality check • Draw up a basic budget reflecting expenditure and income • Use simple spreadsheet/journal to implement the concept by following

			the teacher's instructions
		<u>Understand basic costing (income/expenditure)</u> 1. Demonstrate how to draw up a basic budget reflecting expenditure and income <u>Sustain all agricultural practices needing continuous maintenance</u>	<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> • Organise storage space to ensure easy access to equipment needed, call teacher when completed so that teacher can do a check • After harvesting of produce, learners make a list of all products roughly on an empty page, transfer the list to a more formal worksheet or to a simple spreadsheet on the computer • Discuss/compare quality of products with products available in retail and price produce • Pack produces in appropriate way and display produce correctly, teacher do quality check • Draw up a basic budget reflecting expenditure and income • Use simple spreadsheet/journal to implement the concept by following the teacher's instructions
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> • Organise storage space to ensure easy access to equipment needed, call teacher when completed so that teacher can do a check • After harvesting of produce, learners make a list of all products roughly on an empty page, transfer the list to a more formal worksheet or to a simple spreadsheet on the computer • Discuss/compare quality of products with products available in retail and price produce • Pack produces in appropriate way and display produce correctly,

			<p>teacher do quality check</p> <ul style="list-style-type: none"> • Draw up a basic budget reflecting expenditure and income • Use simple spreadsheet/journal to implement the concept by following the teacher's instructions
8	Business Practices	<p><u>Understand entrepreneurship in agriculture</u></p> <ol style="list-style-type: none"> 1. List opportunities, outlets and basic requirements of local markets 2. Understand the differences in quality of products and be aware of local preferences 3. Compare prices of various outlet to price a product 4. Understand the importance of packaging and display of products 5. Set up and man a stall at an outlet in the immediate community <p><u>Sustain all agricultural practices needing continuous maintenance</u></p>	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Make use of produce to practically discuss and compare the quality of products deciding which produce is sub-standard and which is appropriate to be marketed • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Learners practise marketing skills at school and in the community • Learners set up a stall at school for teachers, parents and community to support by buying their produce <p><i>Gr 5 : 2nd year</i></p> <ul style="list-style-type: none"> • Make use of produce to practically discuss and compare the quality of products deciding which produce is sub-standard and which is appropriate to be marketed • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product

			<ul style="list-style-type: none"> • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Learners practise marketing skills at school and in the community • Learners set up a stall at school for teachers, parents and community to support by buying their produce
			<p><i>Gr 5 : 3rd year</i></p> <ul style="list-style-type: none"> • Make use of produce to practically discuss and compare the quality of products deciding which produce is sub-standard and which is appropriate to be marketed • Have products and pricelist from an outlet in the community available to discuss pricing of a product. Make learners aware of the cost of expenses in the process of cultivating product • Discuss the importance of packaging using samples from the industry • Point out what materials are available through implementing recycling to reduce cost • Learners practise marketing skills at school and in the community • Learners set up a stall at school for teachers, parents and community to support by buying their produce
9		<u>Revise and sustain activities taught in previous weeks and agricultural practices needing continuous maintenance</u> <ol style="list-style-type: none"> 1. Recognise different insects 2. Correct handling of crop/fruit 	<p><i>Gr 5 : 1st year</i></p> <ul style="list-style-type: none"> • Select appropriate tools for harvesting • Clean and sanitise equipment for preservation • Prepare pruning equipment • Identify different equipment used in a butchery • Describe traditional ways of harvesting water

		3. Crop preservation 4. Manipulating/pruning plants 5. Processing of products in a butchery 6. Indigenous knowledge on water harvesting 7. Understand basic costing 8. Set up and man a stall	<ul style="list-style-type: none"> • Use simple spreadsheet/journal to record basic income and expenditure • Set up stall and practice marketing skills at school
			<i>Gr 5 : 2nd year</i> <ul style="list-style-type: none"> • Select and demonstrate correct methods of harvesting • Prepare a preserved product for market • Explain reasons for treating wound on trees/shrubs • Clean and pack meat for freezing purposes • Demonstrate different ways of carrying water • Draw up a basic budget • Set up stall and practice marketing skills in community
			<i>Gr 5 : 3^d year</i> <ul style="list-style-type: none"> • Harvest crops • Prepare a preserved product for market • Remove pruning material correctly • Clean and pack meat for freezing purposes • Explain availability of water in area • Draw up a basic budget and use simple spreadsheet/journal to record income and expenditure • Set up stall and practice marketing skills in community
10	Assessment	The week allocated to formal assessment should be integrated across the nine (9) weeks planned for teaching and learning. The assessment will consist of practical tasks with 80% weighting and informal theoretical assessment with 20% weighting. <u>Sustain all agricultural practices needing continuous maintenance</u>	

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

	<i>Gr 5 : 1st year</i>	<i>Gr 5 : 2nd year</i>	<i>Gr 5 : 3rd year</i>
Week 2	Select appropriate tools for harvesting	Select correct methods of harvesting	Harvest of crops
Week 3	Clean and sanitise equipment for preservation	Prepare preserved product for market	Prepare preserved product for market
Week 4	Prepare pruning equipment	Reasons for treating wound on trees/shrubs	Remove pruning material correctly
Week 5	Identify different equipment used in a butchery	Clean/pack meat for freezing purposes	Clean/pack meat for freezing purposes
Week 6	Describe traditional ways of harvesting water	Demonstrate different ways of carrying water	Explain availability of water in area
Week 7	Use simple spreadsheet/journal to record	Draw up a basic budget	Draw up a basic budget and record income and expenditure
Week 8	Set up stall, practice marketing skills at school	Set up stall/practice marketing in community	Set up stall/practice marketing in community

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 1	Produce chart with examples of insects	List insects as harmful/eco-friendly on worksheet	Circle harmful insects on a worksheet
Week 5	Match pictures of products to animals	Label and match products and animals	Connect products to correct animals

4 SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the

learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

4.2 Assessment principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations,

learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all

the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;

- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing assessment

4.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?

- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.

- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
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SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learners must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5 Assessment programme across the five years

5 The generic assessment section will be copied after the public comment changes have been made.

The following section is subject specific.

Assessment across the 5 years

Grade 4 – Practical assessment tasks

		<i>Gr 4 : 1st year</i>	<i>Gr 4 : 2nd year</i>
Task	Term 1		
1	Week 2 or 3	Use basic hand tools – spade & fork Identify parts of plants	Use basic hand tools – spade, fork & rake Identify parts of plants
2	Week 4 or 5	Dress in protective clothing Identify and assist with feeding of smaller farm animals	Dress in protective clothing Feed smaller farm animals
3	Week 6 or 7	Identify and assist with handling of poultry Assist in applying appropriate bedding material	Feed and care for poultry Apply bedding material on own
4	Week	Name medicinal plants	Harvest medicinal plants

	8		
Task	Term 2		
1	Week 2 or 3	Observe and report fencing where maintenance is needed Separate topsoil from subsoil	Assist in practical activities maintaining fencing where needed Name samples of different soil types
2	Week 4 or 5	Dig over bed Place composting material with correct composting process	Prepare bed for permaculture process Dig over composting material in correct way
3	Week 6 or 7	Name different cultivars/crops Prepare area for mowing	Connect cultivars/crops to plant or tree Rake and collect grass after mowing

4	Week 8	Name different farm animals discussed	Apply bedding materials for animals correctly
Task	Term 3		
1	Week 1 or 2	Re-pack worm farm with assistance Water garden	Prepare natural fertilizer Water garden choosing correct equipment
2	Week 3 or 4	Plant seedlings (companion planting) Plant ornamental seedlings with assistance	Plant seedlings (intercropping) Plant ornamental seedlings
3	Week 6 or 7	Prepare permaculture plot with assistance Assist in handle and move animals	Prepare permaculture plot Handle and move animals
4	Week 8	Tidy storeroom with assistance	Tidy storeroom
Task	Term 4		
1	Week 2 or 3	Label different insects using a chart Use sensory cues to indicate maturity of fruit	Identify which insect have which effect (harmful or eco-friendly) Active participation in processes of harvesting
2	Week 4 or 5	Assist to prune hedge Describe different types of feed with examples	Prune hedge while teacher give advice Assist in selecting suitable feed for specific animals
3	Week 6 or 7	Describe which animal products come from which animals Identify sources of natural/manmade structures for storage of water	Describe which products come from which animals Explain the water cycle
4	Week 8	Assist in organising storage space	Assist in organising storage space

Grade 4 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 9 as in the annual teaching plan must be available for quality assurance. The following table indicates two assessment tasks from which the teacher may choose one.

		<i>Gr 4 : 1st year</i>	<i>Gr 4 : 2nd year</i>
Task	Term 1		
1	Week 3	Worksheet naming three parts of plants	Worksheet naming different parts of plants
2	Week 5	Label three small breeds of farm animals on a worksheet	Label six small breeds of farm animals on a worksheet
Task	Term 2		
1	Week 2	Tick off creatures found, on worksheet	Label different kinds of soil
2	Week 5	Complete worksheet grouping vegetables and fruit separately	Complete worksheet labelling different crops or fruit cultivars
Task	Term 3		
1	Week 4	Worksheet: match different watering equipment	Worksheet: name different watering equipment
2	Week 6	Worksheet: sequence of process of permaculture planting	Worksheet: sort pictures in sequence of life cycle of soil organisms
Task	Term 4		
1	Week 1	Match and glue weeds next to drawing on worksheet	Name common types of weeds in garden
2	Week 2	Identify and name circle eco-friendly insects	Categorise harmful or eco-friendly insects

Grade 5 – Practical assessment tasks

		Gr 5 : 1 st year	Gr 5 :2 nd year	Gr 5 : 3 rd year
Task	Term 1			
1	Week 2 or 3	List safety practices regarding cleaning materials Discuss what damage predators can cause	Discuss safety practices regarding fertilizer List reasons for fencing	Discuss safety practices: cleaning materials/fertilizers Maintain existing fencing
2	Week 4 or 5	Rake/collect grass not caught by lawn mower Sort equipment needed: veterinary practices	List appropriate use/care/storage of lawn mover Name equipment needed: veterinary practices	Discuss care and storage of weed eater/chainsaw Clean equipment needed for veterinary practices
3	Week 6 or 7	Name wild/leafy vegetables from home/school Tick next to picture the quantity of stock	Propagate wild leafy/plants like spekboom Take stock on list on worksheet	Discuss dangers of eating wild plants that are unknown Take stock and compare with teacher's list
4	Week 8	Name different outlets available	Match names to different outlets available	Copy names to different outlets available
Task	Term 2			
1	Week 2 or 3	Make different kinds of natural fertilizer Prepare for seed growing	Repack the worm farm Transplant seedlings	Use fluid from worm farm as natural fertilizer Prepare cuttings for new plants
2	Week 4 or 5	Plant ornamental seedlings from seed trays Prepare area where plants or trees are to be transplanted	Apply appropriate watering of seedlings Prepare soil and use procedures before, during and after plants are planted	Apply appropriate watering of seedlings Prepare soil and use procedures before, during and after plants are planted
3	Week 6 or 7	Identify and name different structures used for shelter/housing Describe the different	Discuss the importance and reasons used for shelter/housing Explain the causes of	Assist in building simple structure for i.e. chickens Set up an experiment on

		types of soil degradation	soil degradation	soil erosion
4	Week 8	Explain the importance of appropriate packaging	Practically pack produce	Display packed produce in appropriate way
Task	Term 3			
1	Week 2 or 3	Name different forms of irrigation Weed plot in garden with appropriate method	Explain irrigation system suitable Explain safety precautions for chemical weeding	Irrigate crop correctly at appropriate time of day Assist in chemical weeding where needed
2	Week 4 or 5	Use correct tools for process of planting Prepare plot for permaculture planting	Execute the process of sowing seeds or planting seedlings Explain advantages of permaculture	Choose suitable planting method Plant seedlings using permaculture principles
3	Week 6 or 7	Label different types of feed List and name natural disasters	Select feed types/quantity for specific animals Explain the effects of natural disaster	Report feed levels and irregularities Explain safety measures during a disaster
4	Week 8	Compare the quality of products	Explain expenses in the process of cultivating products	List expenses in process of cultivating a product
Task	Term 4			
1	Week 2 or 3	Select appropriate tools for harvesting Clean and sanitise equipment for preservation	Select correct methods of harvesting Prepare preserved product for market	Harvest of crops Prepare preserved product for market
2	Week 4 or 5	Prepare pruning equipment Identify different equipment used in a butchery	Reasons for treating wound on trees/shrubs Clean/pack meat for freezing purposes	Remove pruning material correctly Clean/pack meat for freezing purposes

3	Week 6 or 7	Describe traditional ways of harvesting water Use simple spreadsheet/journal to record	Demonstrate different ways of carrying water Draw up a basic budget	Explain availability of water in area Draw up a basic budget and record income and expenditure
4	Week 8	Set up stall, practice marketing skills at school	Set up stall/practice marketing in community	Set up stall/practice marketing in community

Evidence of one theoretical task of formal assessment between week 2 – 9 as in the annual teaching plan must be available for quality assurance. The following table indicates two assessment tasks from which the teacher may choose one.

Grade 5 term 1 – 4: Theoretical assessment tasks

		<i>Gr 5 : 1st year</i>	<i>Gr 5 :2nd year</i>	<i>Gr 5 : 3rd year</i>
Task	Term 1			
1	Week 3	Match veterinary equipment on worksheet	Match picture/names of veterinary equipment	Copy names of veterinary equipment to pictures
2	Week 7	Practise to take stock by ticking next to picture	Take stock on list of names/pictures on worksheet	Take stock
Task	Term 2			
1	Week 6	Link animals to appropriate shelter/housing structures on a worksheet	Link animals and their names to appropriate shelter/housing structure on a worksheet	Measure the material needed to build a shelter/structure scaled down on a worksheet
2	Week 8	Complete simple spreadsheet/journal to explain a basic budget reflecting expenditure and income using a completed worksheet as reference	Complete simple spreadsheet/journal to explain a basic budget reflecting expenditure and income	Draw up simple spreadsheet/journal to explain a basic budget reflecting expenditure and income

Task	Term 3			
1	Week 7	Sort pictures in categories on worksheet	Glue names of disaster under picture	Find and describe correct pictures to each disaster
2	Week 8	List products with pictures/drawings, etc	Transfer list to worksheet from sample	Transfer list to worksheet/spreadsheet
Task	Term 4			
1	Week 1	Produce chart with examples of insects	List insects as harmful/eco-friendly on worksheet	Circle harmful insects on a worksheet
2	Week 5	Match pictures of products to animals	Label and match products and animals	Connect products to correct animals

5.1 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

5.2 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

5.2.1 Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.
- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

5.2.2 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

5.3 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

