



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

CONSUMER STUDIES NEEDLEWORK

GRADE 4-5

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

Contents

1	SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY	5
1.1	Background	5
1.2	Overview	7
1.3	General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability	8
1.3.1	The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability	9
1.4	Subjects and time allocation	11
2	SECTION 2: INTRODUCTION TO CONSUMER STUDIES NEEDLEWORK	14
2.1	What is Consumer Studies Needlework.....	14
2.2	Topics to be studied in Needlework:	14
2.3	Specific Aims:.....	14
2.4	Requirements for Needlework as a subject	15
2.4.1	Time Allocation	15
2.4.2	Resources.....	15
2.4.3	Infrastructure, equipment and finances	16
2.5	Career opportunities	17
3	SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS	18
3.1	Content overview of topics.....	18
3.2	Content overview of practical lessons / tasks.....	25
3.3	Content outline per term	30

3.3.1	GRADE 4 Term 1	30
3.3.2	GRADE 4 Term 2	43
3.3.3	Grade 4 Term 3	52
3.3.4	GRADE 4 TERM 4	63
3.3.5	Grade 5 Term 1	68
3.3.6	Grade 5 Term 2	80
3.3.7	Grade 5 Term 3	90
3.3.8	Grade 5 Term 4	105
4	SECTION 4: ASSESSMENT	116
4.1.1	Introduction	116
4.2	Assessment principles	117
4.2.1	Definition	117
4.2.2	Informal Assessment or Daily Assessment	117
4.2.3	Formal Assessment	118
4.3	Managing assessment	121
4.3.1	Types of Assessment	121
4.3.2	Planning Assessment	123
4.3.3	Methods of Assessment	123
4.3.4	Assessment tools/instruments to execute assessment	124
4.4	School Assessment Programme	126
4.5	Assessment programme across the five years	127
4.6	Recording and Reporting	135
4.7	Moderation of Assessment	137

4.7.1	Moderation serves five purposes:	137
4.7.2	Internal moderation	137
4.8	General	137

1 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 CONSUMER STUDIES NEEDLEWORK

2.1 What is Consumer Studies Needlework

Consumer Studies Needlework is a craft that requires skilful hands and individuals are afforded the opportunity to discover and develop their creative skills. The subject lays the foundation in the area of machine and hand Needlework and individuals are equipped with knowledge and skills to be trained to use the relevant Needlework materials, tools and equipment. Articles are made and repaired by stitching with a needle and thread or Needlework machine. This subject has been designed to equip learners with basic Needlework skills and an understanding of essential principles necessary to perform simple tasks in the clothing and interior industry.

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 is allowed to adapt the difficulty level of the skills to the ability of the learner.

2.2 Topics to be studied in Needlework:

- Machine and hand Needlework
- Soft Furnishing and Upholstery
- Quilting and Embroidery
- Knitting and Crocheting
- The consumer
- Hygiene and Safety

2.3 Specific Aims:

In Consumer Studies Needlework the learner will acquire knowledge and skills to:

- Work in a neat and safe environment.
- Identify, use, clean and store tools and equipment.
- Identify different parts of the Needlework machine and overlocker, their functions and trouble shooting.
- Interpreting commercial patterns.
- Plan different working procedures in completing articles
- Execute different stitches for a specific purpose.
- Complete quilting and appliqué articles.
- Knit articles.
- Deliver articles for small scale production.

2.4 Requirements for Needlework as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners with a severe intellectual disability 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 **Consumer Studies Needlework** 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 Consumer Studies Needlework periods should preferably be divided into two (2) timeslots.**

The "Consumer" and "Hygiene and safety" topics are theoretical topics embedded in the practical tasks.

2.4.2 Resources

- Human Resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Consumer Studies Needlework

Consumer Studies Needlework teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the Needlework resourcing, budget & safety
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for theory lessons and conduct practical work
- Maintain and service the tools and machines
- Ensure learner safety
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self-motivated to keep herself/himself abreast of the latest technological developments

- Regularly attend skills workshops

- Infrastructure

A classroom with 15 chairs and 15 individual tables (or 4 big tables) to seat 15 learners. The number of learners in a Needlework practical class should not exceed the teacher learner ratio of 1:15.

A large classroom with a storeroom and cupboards are required as tools and equipment should have sufficient storage space and a well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.

Electricity supply and sufficient wall plugs are required. Lighting is also of importance. Large tables for cutting and Needlework are essential.

Chairs for all learners are needed.

Burglar bars on all windows and possibly an alarm system.

Seating arrangement is very important as it enhances the learning environment.

Ensure that the learning environment is conducive and as stimulating as possible.

Classroom organisation may vary according to circumstances. The circumstances may include available resources, space in the classroom, the environment, the number of learners.

2.4.3 Infrastructure, equipment and finances

- Safety

Safety rules must be displayed on posters in the Consumer Studies Centre.

Potentially hazardous chemicals and all machinery and equipment must be stored securely.

- Consumables Resources

Consumer Studies Needlework is a subject that requires sustained support. It requires regular resourcing for the purpose of completion of practical work as well as maintenance.

Needlework equipment such as scissors, needles, pins, measuring tapes, marking pens, seam rippers, tracing wheels and paper, cotton, knitting needles and crocheting hooks etc. are needed

There must be fabric, patterns, haberdashery etc. for all learners.

- Non Consumables Resources

Two Irons and ironing boards are needed

At least 7 electrical Needlework machines and one overlocker are required (two learners share one Needlework machine and six learners share one overlocker)

- Finances

Needlework is a subject that requires sustained support and regular resourcing for the purpose of completing practical work, teaching and support materials, replenishing tools and equipment and to acquire consumable materials.

Maintenance of training equipment on a regular basis as well as provisioning for the inevitable failure of equipment should not be disregarded, and the school should have a plan in place to regularly phase out and replace obsolete equipment and tools.

An amount must be allocated per year per learner for practical tasks according to the budget presented to the School Governing Body

The budget should be revised each year according to the number of learners and the inflation rate.

Should the number of learners in the Needlework class increase during the year, the budget must be adapted to make provision for the practical tasks for the additional learners.

2.5 Career opportunities

The learners are equipped with skills to attempt entrepreneurial opportunities or to work

- In industrial settings in cut and sew factories
- As an assistant tailor/seamstress/sewer or as an assistant to the mentioned occupations
- As an assistant upholster

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 **Consumer Studies Needlework**.

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 **Consumer Studies Needlework** learning programme in Grade 4 and 5.

Content overview of topics

TOPIC	GRADE 4	GRADE 5
Consumer	<u>Term 1</u> <ul style="list-style-type: none"> Describe a consumer 	<u>Term 1</u> <ul style="list-style-type: none"> Describe a consumer List and explain consumer rights Understand and apply information on clothing labels
	<u>Term 2</u> <ul style="list-style-type: none"> List good buying habits 	<u>Term 2</u> <ul style="list-style-type: none"> List factors that influence our buying behaviour
	<u>Term 3</u> <ul style="list-style-type: none"> Provide examples of different types of shopping outlets in South Africa 	<u>Term 3</u> <ul style="list-style-type: none"> Analyse shopping outlets in your area
	<u>Term 4</u> <ul style="list-style-type: none"> Discuss how the packaging of a product influences the selling thereof List the guidelines to purchase readymade clothes 	<u>Term 4</u> <ul style="list-style-type: none"> Describe the factors that influence the clothing choices of young adults Identify, discuss and describe wardrobe planning
Hygiene & Safety	<u>Term 1</u> <ul style="list-style-type: none"> Identify and use electric iron Practise electrical safety Practise personal hygiene 	<u>Term 1</u> <ul style="list-style-type: none"> State the dangers of electricity Explain how to extinguish an electrical fire
	<u>Term 2</u> <ul style="list-style-type: none"> Discuss safety guidelines during ironing and pressing 	<u>Term 2</u> <ul style="list-style-type: none"> Discuss safety guidelines during ironing and pressing
	<u>Term 3</u> <ul style="list-style-type: none"> Discuss how to treat a burn caused by a hot iron 	<u>Term 3</u> <ul style="list-style-type: none"> Discuss the importance of ironing while constructing an article
	<u>Term 4</u>	<u>Term 4</u>

	<ul style="list-style-type: none"> Discuss the importance of good personal hygiene during adulthood 	<ul style="list-style-type: none"> Identify different types hand wash and machine wash washing powders Use the correct technique to wash clothes by hand 												
Machine and hand Needlework	<p><u>Term 1</u></p> <ul style="list-style-type: none"> Identify and practise with equipment and materials – Needlework and knitting Identify parts of Needlework machine Thread a Needlework machine Describe how to care for Needlework machine Operate the different parts of Needlework machine Identify and sew the following stitches: <table border="1"> <tr> <td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr> <tr> <td>zig-zag</td><td></td><td></td></tr> </table> Identify and sew single seam Identify natural fibres and fabrics Find and interpret information on commercial patterns and instruction sheets Lay out patterns, pin and cut fabric Identify creases and test for crease resistance 	overhand/whip stitch	tacking stitch	top stitch	zig-zag			<p><u>Term 1</u></p> <ul style="list-style-type: none"> Identify and practise with more advanced equipment and materials – Needlework and knitting Identify parts of an overlocker Thread a Needlework machine as well as overlocker Describe how to care for an overlocker Operate the different parts of an overlocker Identify and sew the following stitches: <table border="1"> <tr> <td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr> <tr> <td>overlocker</td><td>backstitch</td><td></td></tr> </table> Identify and sew the following seams: <div>single open seam French seam closed seam</div> Identify and sew a rolled hem Identify wool Identify synthetic fabrics, leather and leather substitutes Identify piling and discuss reasons Find, interpret and apply information on commercial patterns and instruction sheets Lay out patterns, pin and cut fabric Discuss the requirements for quality products 	overhand/whip stitch	tacking stitch	top stitch	overlocker	backstitch	
overhand/whip stitch	tacking stitch	top stitch												
zig-zag														
overhand/whip stitch	tacking stitch	top stitch												
overlocker	backstitch													

	<ul style="list-style-type: none">Clip convex and concave curved seamsIdentify suitable packaging material for Needlework articles	<ul style="list-style-type: none">Clip convex and concave curved seamsIdentify and describe suitable packaging material for Needlework articles															
	<p><u>Term 2</u></p> <ul style="list-style-type: none">Identify and discuss household articles produced by NeedleworkIdentify and sew a single and double hemIdentify and describe pattern markingsIdentify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td></td></tr></table>Sew the following seam finishes:<table><tr><td>zig-zag</td></tr></table>Identify and use different types of battingIdentify different types of Vilene and use VileneTrim corners and excess fabricIdentify and name commercially available embellishmentsLay out patterns, pin and cut fabricFind and interpret information on commercial patterns and instruction sheets	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch		zig-zag	<p><u>Term 2</u></p> <ul style="list-style-type: none">Identify, discuss and give examples of household articles produced by NeedleworkIdentify and describe pattern markingsIdentify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td>satin stitch</td></tr></table>Sew the following seam finishes:<table><tr><td>overlocker</td><td>bias binding</td></tr></table>Identify and use different types of battingIdentify different types of Vilene, use Vilene & list functionsTrim corners and excess fabricLay out patterns, pin and cut fabricFind, interpret and apply information on commercial patterns and instruction sheetsDiscuss how to cut bias binding at home and state functionsAppliqué motifs on fabricSew a casing	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch	satin stitch	overlocker	bias binding
overhand/whip stitch	tacking stitch	top stitch															
zig-zag	backstitch																
zig-zag																	
overhand/whip stitch	tacking stitch	top stitch															
zig-zag	backstitch	satin stitch															
overlocker	bias binding																

	<ul style="list-style-type: none">Package completed articles	<ul style="list-style-type: none">Sew lining to main fabricIdentify and sew the following seams:<table><tr><td>Closed seam with overlocker</td><td>French seam with overlocker</td><td>Open seam</td></tr></table>Package completed articles	Closed seam with overlocker	French seam with overlocker	Open seam													
Closed seam with overlocker	French seam with overlocker	Open seam																
	<p><u>Term 3</u></p> <ul style="list-style-type: none">Lay out patterns, pin and cut fabricIdentify and sew the following seams:<table><tr><td>straight seam</td><td>curved seam</td></tr></table>Identify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td></td></tr></table>Identify and sew the following seams with seam finishes: open seam with straight stitching closed seam with bias binding open seam with zig-zag finishIdentify and use different sizes machine and hand Needlework needlesSnip corners and reduce bulkinessSew straight double hemLay out patterns, pin and cut fabricIdentify and practise correct Needlework machine tensionIdentify and name different types of fasteners	straight seam	curved seam	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch		<p><u>Term 3</u></p> <ul style="list-style-type: none">Lay out patterns, pin and cut fabricIdentify and sew the following seams:<table><tr><td>straight seam</td><td>curved seam</td></tr></table>Identify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td>satin</td></tr></table>Identify and sew the following seams with seam finishes: open seam with straight stitching closed seam with bias binding open seam with overlocking finishSnip corners and reduce bulkinessExplain what will happen if curved seams are not clippedLay out patterns, pin and cut fabricIdentify and practise correct Needlework overlocker tensionIdentify and name different types of fasteners and their application in Needlework	straight seam	curved seam	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch	satin
straight seam	curved seam																	
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch																	
straight seam	curved seam																	
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch	satin																

		<ul style="list-style-type: none"> Explain what is meant with the pile of fabric and provide examples of pile fabrics
	<u>Term 4</u> <ul style="list-style-type: none"> List guidelines to purchase a bag and readymade clothes Lay out patterns, pin and cut fabric Sew stitches, seams and seam finishes as in previous term Sew a single and double hem Sew and insert bag handles Iron and package completed articles Identify different apron styles Identify and describe characteristics of a well-planned wardrobe Iron and package the completed product 	<u>Term 4</u> <ul style="list-style-type: none"> Identify different types of bags, suitable fabric to sew bags and steps to produce a bag Lay out patterns, pin and cut fabric Sew stitches, seams and seam finishes as in previous term Sew a double hem with blind hem stitch Identify alternative materials to use as bag handles, sew and insert Sew lining to main fabric and discuss functions of lining Identify and sew blind hem stitch
Soft Furnishing and Upholstery	<u>Term 2</u> <ul style="list-style-type: none"> Discuss and sew potholders and placemats 	<u>Term 2</u> <ul style="list-style-type: none"> Discuss and sew potholder, oven gloves, pen holder, nesting boxes and covered basket Arrange fabric and batting layers correctly and quilt with the Needlework machine Discuss and sew household storage items
	<u>Term 3</u> <ul style="list-style-type: none"> Understand terminology and identify articles Lay out, pin, cut and sew doorstopper, pillow case and cushions 	<u>Term 3</u> <ul style="list-style-type: none"> Understand and explain the terminology: soft furnishing Lay out, pin, cut and sew bolster cushion and toys

	<ul style="list-style-type: none"> • Maintain and care for cushions • Discuss filling material for soft furnishing articles 	<ul style="list-style-type: none"> • Discuss how to maintain and care for cushions and soft toys • Discuss filling material and how to stuff soft furnishing articles
Quilting and Embroidery	<u>Term 2</u>	<u>Term 2</u> <ul style="list-style-type: none"> • Layout, cut, quilt and sew a potholder, oven mittens and oven gloves • Layout, cut, quilt and sew a pen holder
	<u>Term 3</u>	<u>Term 3</u> <ul style="list-style-type: none"> • Hand stitch facial details on stuffed toys
Knitting and Crocheting	<u>Term 1</u> <ul style="list-style-type: none"> • Cast on stitches • Knit garter stitch and stocking stitch 	<u>Term 1</u> <ul style="list-style-type: none"> • Cast on stitches • Knit garter stitch
	<u>Term 2</u> <ul style="list-style-type: none"> • Knit garter stitch and stocking stitch • Cast off stitches • Weave knitted article pieces together 	<u>Term 2</u> <ul style="list-style-type: none"> • Knit garter stitch and stocking stitch • Cast off stitches • Weave knitted article pieces together • Identify commercial knitting pattern
	<u>Term 3</u> <ul style="list-style-type: none"> • Knit garter stitch and stocking stitch 	<u>Term 3</u> <ul style="list-style-type: none"> • Knit garter stitch, stocking stitch, ribbing and moss stitch
	<u>Term 4</u> <ul style="list-style-type: none"> • Knit garter stitch and stocking stitch • Cast off stitches • Weave knitted article pieces together 	<u>Term 4</u> <ul style="list-style-type: none"> • Knit garter stitch, stocking stitch, ribbing and moss stitch • Cast off stitches • Weave knitted article pieces together

3.2 Content overview of practical lessons / tasks

The theory is embedded in the practical tasks in Consumer Studies. Omitting one or more of the practical tasks implies that learners are deprived of the full learning programme. The learners spend two years in GRADE 4 and three years in GRADE 5. Learners should practise more advanced skills during the second year in GRADE 4, thus not repeat the same articles again. This principle also applies to GRADE 5. More advanced articles should be completed during the second and third years in GRADE 5. Depending on the size of the school, this may result in learners being in Grade 4 for the first as well as the second year in one class. The teacher should ensure that these learners sew different articles as indicated in the table below. Teachers may choose similar or more advanced patterns, according to current trends.

Overview of practical articles

Note: Refer to the teacher's guide for all grade 4 and 5 addenda.

First term – Learners sew one articles, and start with knitting article (refer to second last row in this table)				
Grade 4 1 st year	Grade 4 2 nd year	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
Double sided cotton head band with elastic 	Head band made with stretch fabric 	Infinity scarf 	Baby bib 	Slippers 
ADDENDUM 1 B	ADDENDUM 2	ADDENDUM 3	ADDENDUM 4	ADDENDUM 5
Second term - Learners sew 2 articles and continue with knitting article started during the first term				
Napkins 	Pot holder 	Pot holder 	Oven mitten 	Oven glove 
ADDENDUM 6	ADDENDUM 7	ADDENDUM 8	ADDENDUM 9	ADDENDUM 10
Party banner 	Double sided placemat 	School house pen holder 	Nesting boxes 	Fabric covered basket 
ADDENDUM 11	ADDENDUM 12	ADDENDUM 13	ADDENDUM 14	ADDENDUM 15

Third term – Learners sew two articles (select one article from each row) and commence with second knitting article – last row in this column

Door stopper



ADDENDUM 16

Cushion cover



ADDENDUM 17

Shaped cushion



ADDENDUM 18

Easy stuffed toy



ADDENDUM 19

Stuffed toy with limited hand embroidery



ADDENDUM 20

Pillow case



ADDENDUM 21

Cushion with insert



ADDENDUM 22

Shaped cushion



ADDENDUM 23

Easy stuffed toy



ADDENDUM 24

Stuffed toy with limited hand embroidery



ADDENDUM 25

Criss cross card holder



ADDENDUM 26

Accessory bag with bias binding



ADDENDUM 27

Lace zippered case



ADDENDUM 29

Cosmetics bag








ADDENDUM 30

Zippered case



ADDENDUM 28

Fourth term – Learners sew 2 articles and complete knitted article				
<p>Simple bag</p>  <p>ADDENDUM 31</p>	<p>Bag</p>  <p>ADDENDUM 32</p>	<p>Lined bag with handles and base</p>  <p>ADDENDUM 33</p>	<p>Hand bag</p>  <p>ADDENDUM 34</p>	<p>Hand bag</p>  <p>ADDENDUM 35</p>
<p>Hobby apron</p>  <p>ADDENDUM 36</p>	<p>Shaped apron</p>  <p>ADDENDUM 37</p>	<p>Skirt with elastic</p>  <p>ADDENDUM 38</p>	<p>A line skirt</p>  <p>ADDENDUM 39</p>	<p>Skirt</p>  <p>ADDENDUM 40</p>
Two knitted articles should be completed during each grade each year. The knitted articles may be replaced by crocheting articles, depending on the resources.				
<p>Knitted squares - garter stitch</p>  <p>ADDENDUM 41</p>	<p>Coffee cosy - garter stitch</p>  <p>ADDENDUM 42</p>	<p>Baby booties</p>  <p>ADDENDUM 43</p>	<p>Gloves</p>  <p>ADDENDUM 44</p>	<p>Clothing article - decreasing stitches</p>  <p>ADDENDUM 45</p>

<p>Bangles</p>  <p>ADDENDUM 46</p>	<p>Knitted head band - garter</p>  <p>stitch</p> <p>ADDENDUM 47</p>	<p>Card holder</p>  <p>ADDENDUM 48</p>	<p>Hat</p>  <p>ADDENDUM 49</p>	<p>Slippers</p> 
---	--	--	---	---

The above mentioned images show suggested articles and the teacher may substitute these provided that:

- Two Needlework articles are produced during the second and fourth term
- Three Needlework articles are produced during the third term
- The skills in the substitute articles are similar to the skills in the suggested articles

The addenda serves to assist the teacher in providing the pattern as well as a tutorial with images, indicating the detailed steps to follow. The teacher may adapt the pattern instructions to suit the needs of a particular learner.

3.3 Content outline per term

The content is embedded in the skills and the learners should execute the skills in a simulated working environment re-created in the classroom.

Teaching plans

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 different **articles** are suggested to allow the learners to perform the second suggested **article** during their second year in Grade 4. It is not advisable to repeat the same **articles** more than once as this will not provide the learner the opportunity of learn additional skills.







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 Consumer Studies Needlework instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with 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.

3.3.1 GRADE 4 Term 1










GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
1	The consumer	<ul style="list-style-type: none">Understand the concept of Consumer Studies NeedleworkList suggestions for classroom rules and repeat rules with prompting	GRADE 4 first year as well as second year: Learner activities: <ul style="list-style-type: none">List suggestions for classroom rulesRepeat the rules with promptingRole play to wash and dry hands

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Machine and hand Needlework	<ul style="list-style-type: none"> Understand the concept: Consumer Identify the following equipment: <ul style="list-style-type: none"> Tape measure Dressmaker's scissors Pins and pin cushion Needlework thread Needlework needles – hand Machine Needlework needles Needlework machine 	<p>The teacher:</p> <ul style="list-style-type: none"> Provides the learners with either flip files or files with plastic sleeves (or books) to file their samplers. The files are kept at school. Orientates the learners towards: <ul style="list-style-type: none"> the classroom layout their individual work spaces the articles that they will sew during the year by showing examples of completed articles the articles that they will knit and crochet during the year by showing examples of completed articles
	Hygiene and safety	<ul style="list-style-type: none"> Ironing board Understand the concept of personal hygiene Conform to personal hygiene practises in the Consumer Studies Needlework centre Understand the danger of using electric wall plugs Demonstrate how to plug and unplug electric 	<p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to safely handle the following equipment: Tape measure, dressmaker's scissors, pins and pin cushion and Needlework needles Demonstrate how to plug and unplug an iron Allocates working spaces to each learner <p>The learners:</p> <ul style="list-style-type: none"> Practise to wash and dry their hands Practise to safely handle the mentioned equipment Practise to plug and unplug an electric iron







GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		equipment e.g. Needlework machine and iron	
2 -3	Machine Needlework	<ul style="list-style-type: none"> Practise correct posture in front of Needlework machine Describe the primary function of a Needlework machine Identify the parts of a Needlework machine, namely the Needlework light spool pin bobbin and bobbin case bobbin winder thread guides needle bar and needle pressure foot feeder plate seam guide stitch length control foot holder foot Identify equipment to knit with, namely 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> how to cover and uncover the Needlework machine before and after use the posture in front of a Needlework machine <p>The teacher:</p> <ul style="list-style-type: none"> identifies and names the parts of a Needlework machine stitches on paper to demonstrate the foot mechanism and hand positions during Needlework demonstrates how to hold the needles and yarn knits garter stitch (use a pair of knitting needles with 10 stitches cast on before the demonstration) <p>The teacher divides the class into two groups:</p> <p>GRADE 4 first year</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Practise the correct posture in front of a Needlework machine Practise to sew on paper – grade exercises from easy to difficult <p>Group 2 learners:</p>

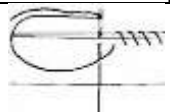
GRADE 4 Term 1							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
		<div>knitting needles</div> <div>row counter</div> <div>tapestry needle</div> <ul style="list-style-type: none">Identify material to knit with, namely:<div>4 ply yarn</div><div>bulky yarn</div>Describe the difference in various knitting material	<ul style="list-style-type: none">practise to knit garter stitch and knit a square. The teacher provides each learner with a pair of knitting needles with 10 stitches already cast on. The square is filed in the learners' sampler files <p>After 45 minutes the groups rotate and the teacher repeats the knitting demonstration to group 1. Group 1 practises to knit while group 2 completes Needlework exercises on paper</p> <p>GRADE 4 second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">Practise to sew on paper – exercises should be more difficult than the first year and include many curves <p>Group 2 learners:</p> <ul style="list-style-type: none">Cast stitches on and commence with knitting their coffee cosies. This project will continue and be completed by the end of the second term. <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr></table>	GRADE 4 first year	GRADE 4 second year		
GRADE 4 first year	GRADE 4 second year						
							

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<p>After 45 minutes the groups rotate to ensure that both groups sew on paper and knit.</p> <p>The Needlework machine exercises are filed in the learners' sampler files.</p>
4	Machine Needlework	<ul style="list-style-type: none"> • Locate an image in the Needlework machine's manual that illustrates how to thread the Needlework machine • Thread the Needlework machine's upper thread • Describe how to care for the Needlework machine • Handle the Needlework machine with care • Dust the Needlework machine before and after use 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates how to thread the upper thread in a Needlework machine • Demonstrates how to sew with thread on a sampler • Shows the learners how to cover and uncover the Needlework machines • Demonstrates how to dust the Needlework machine <p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Practise to thread the upper thread of a Needlework machine with the assistance of the teacher • Practise to sew with thread on a sampler <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Continue to knit garter stitch with the teacher's assistance <p>After 45 minutes the groups rotate and group 1 continues to knit while group 2 practises to thread a Needlework machine and sew straight lines on a cotton fabric sampler with the assistance of the teacher. The learners complete their garter stitch squares, however the teacher ends the squares off. The learners file their garter stitch squares in their sampler files.</p>

GRADE 4 Term 1									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
			<p>GRADE 4 second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">Practise to independently thread the upper thread of a Needlework machine <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue to knit the coffee cosies <p>After 45 minutes the groups rotate to ensure that both groups sew as well as knit.</p>						
5	Machine Needlework	<ul style="list-style-type: none">Wind a spoolInsert the bobbin in the bobbin caseThread lower thread of the machineInsert a needleIdentify different types of Needlework machine feetInsert different Needlework machine feetIdentify one hand stitch, namely tacking stitchIdentify a single seamIdentify a curved seamUse the seam guide	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">wind a spoolinsert the bobbin in the bobbin casesew with thread on a sampler (100mm X 100mm) and use the seam guide when Needleworkinsert a needle and different Needlework machine feetsew tacking stitch evenlysew a single straight and curved seam on cotton fabric <table><tr><td>Tacking stitch</td><td>Single straight seam</td><td>Convex and concave single seam</td></tr><tr><td></td><td></td><td></td></tr></table>	Tacking stitch	Single straight seam	Convex and concave single seam			
Tacking stitch	Single straight seam	Convex and concave single seam							
									

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Knitting	<ul style="list-style-type: none"> Identify non-stretch and stretch fabric Cast on stitches to knit 	<p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> With the assistance of the teacher practise to insert the bobbin in the bobbin case Practise to sew straight with thread on a sampler using the seam guide when Needlework Sew a single straight seam sampler on cotton fabric with the Needlework machine Sew a single convex and concaved curved seam sampler on cotton fabric with the Needlework machine <p>Group 2 learners:</p> <ul style="list-style-type: none"> With the teacher's assistance practise to cast on stitches. The learners start to knit squares. Learners that master the skill quickly may attach the squares and knit a blanket. They continue to knit squares until the end of the second term. <p>GRADE 4 second year:</p> <ul style="list-style-type: none"> sew a single straight seam sampler on stretch fabric sew a single curved seam sampler on stretch fabric assist the teacher with the first year learners to acquire the skills <p>Group 2 learners:</p> <ul style="list-style-type: none"> Practise to cast on stitches to knit their coffee cosies. They continue to knit their coffee cosies until the end of the second term.

GRADE 4 Term 1									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
			<p>GRADE 4 second year:</p> <p>Group 1 and 2 learners:</p> <p>These learners practise similar skills to the first year learners and may assist the teacher with the first year learners to acquire the skills. They continue to knit their coffee cosies</p>						
7	Machine Needlework	<ul style="list-style-type: none">Describe how to lay out a patternPin pattern pieces perpendicular to seam lineCut pattern pieces on cutting lineUnderstand the information on pattern pieces, e.g. place on fold pattern piece numbersUnderstand a simple instruction sheet, e.g. follow step numbers on instruction sheet from top to bottom and then left to right make clips in fabric right and wrong side view of fabric on instruction sheet	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Explains the cutting line, name of the pattern piece, seamline, direction of cutting and Needlework, fabric line and “on fold” information on the pattern piecesShows the learners that a suggested cutting layout appears on the pattern instruction sheet, as well as a step by step guide to sew the pattern piecesDemonstrates how to place the pattern pieces on the fabric, pin the pattern pieces and cut the pieces out <div><table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 1</td><td>ADDENDUM 2</td></tr></table></div> <p>GRADE 4 first year:</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 1	ADDENDUM 2
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 1	ADDENDUM 2								

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		sew one pattern piece to another	<p>Group 1 and 2 learners:</p> <ul style="list-style-type: none"> Lay out and pin pattern pieces with the assistance of the teacher, however the teacher cuts out the pattern pieces <p>GRADE 4 second year:</p> <p>Group 1 and 2 learners:</p> <ul style="list-style-type: none"> Use stretch cotton fabric With the assistance of the teacher lay out and pin pattern pieces Cut the pattern pieces out <p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners sew the head band while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate.</p>
8-9	Machine Needlework Fibres and fabrics	<ul style="list-style-type: none"> Identify overhand stitch Sew overhand stitch Describe one function of overhand stitch Identify different elastic widths Identify and know how to test for crease resistance Describe the words: crease resistance 	<p>GRADE 4 first and second year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to test fabric for crease resistance by cruching the fabric Demonstrates how to sew the head band and turn the head band right side out Shows examples of different colour and widths of elastic Demonstrates with overhand stitch how to stitch the opening after the elastic has been inserted Demonstrates how to iron the cotton head band <div data-bbox="1310 1236 1675 1388"> <p>Overhand stitch / whip stitch</p>  </div>

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Describe the difference between overhand and tacking stitch 	<p>Group 1 learners sew their head bands while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate until both groups have completed their head bands</p> <p>GRADE 4 second year: Group 1 learners sew the head band while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate.</p>
10			

Grade 4 Term 1 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.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Practise the correct posture in front of a Needlework machine	Names the parts of a Needlework machine
Week 3:	Identify tools and materials to knit	Cast on stitches to knit garter stitch
Week 4:	Dust and clean the Needlework machine	Thread the Needlework machine's upper thread correctly
Week 5:	Sew tacking stitch evenly Sew a single straight seam on the Needlework machine	Thread the Needlework machine's lower thread correctly Sew a single curved seam on the Needlework machine
Week 6:	Distinguish between the right and wrong side of fabric	Knit garter stitch with even tension
Week 7:	Pin pattern pieces perpendicular to seam line	Cut pattern pieces on cutting line
Week 8:	Test fabric for crease resistance	Iron fabric safely
Week 9:	Sew cotton headband according to pattern instructions	Sew headband with stretch according to pattern instructions

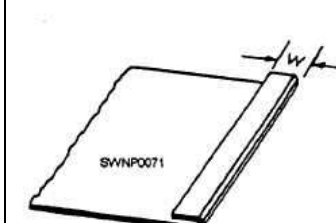
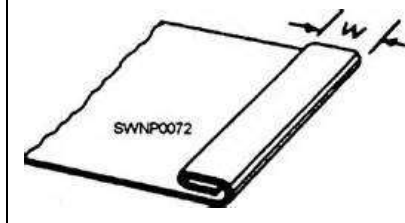
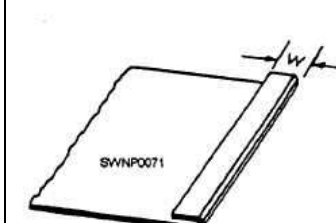
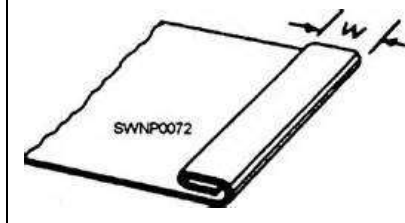
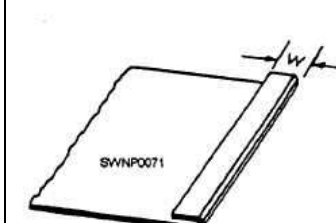
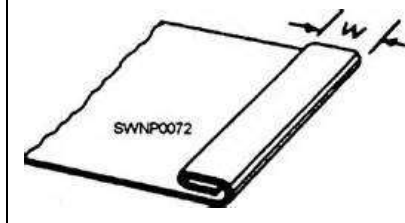
Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify the parts of a Needlework machine	Describe the primary function of a Needlework machine
Week 3:	Identify equipment to knit with	Identify material to knit with
Week 4:	Describe how to handle the Needlework machine with care	Describe the difference in various knitting material
Week 5:	Identify non-stretch and stretch fabric	Identify different types of Needlework machine feet
Week 6:	Identify the pattern number and sizes available on the pattern envelope	Describe a commercial pattern
Week 7:	Understand the information on pattern pieces, e.g. place on fold	Understand a simple instruction sheet







Week 8:	Describe how to test for crease resistance	Describe the words: crease resistance
Week 9:	Describe one function of overhand stitch	Describe the difference between overhand and tacking stitch




3.3.2 GRADE 4 Term 2

GRADE 4 Term 2									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
1	Machine Needlework	<ul style="list-style-type: none">List good buying habitsExplain the terminology: household articlesIdentify a variety of household articles that can be produced by NeedleworkKnow how to take the measurements for napkins and pot holdersUnderstand the layout of simple patterns on fabricIdentify a single hemIdentify a double hemDescribe the difference between a single and double hem	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of household articles that are produced by Needlework, e.g. a curtain, duvet cover, oven mittens, cushions, place mats and explains the terminologyDemonstrates how to measure the actual size of a household article and then how to add the seam allowancesDemonstrates how to lay out the commercial pattern on the fabric, cut napkins and a square pot holderDemonstrates how to sew a double hem <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 6</td><td>ADDENDUM 7</td></tr></table> <p>GRADE 4 first and second year:</p> <p>Group 1 learners:</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 6	ADDENDUM 7
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 6	ADDENDUM 7								

GRADE 4 Term 2							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
	Knitting		<ul style="list-style-type: none">• Lay out and pin the pattern pieces to the fabric (ADDENDUM 5 &6)• Practise to sew a double hem and file the sampler in sampler files <table><tr><th>Single hem</th><th>Double hem</th></tr><tr><td></td><td></td></tr></table> <p>Group 2 learners: Continue to knit the squares for their blankets and coffee cosies</p> <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>	Single hem	Double hem		
Single hem	Double hem						
							
2-3	Machine Needlework	<ul style="list-style-type: none">• Know commercial pattern terminology• Identify and describe pattern markings, namely grain line cutting line seam allowance stitching line	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">• Press fabric with a steam iron• Lay out of a commercial pattern and hand the already cut out pattern pieces to Grade 4 first year learners• Fold and sew double seams• Use backstitching in all seams• Reduce bulkiness in seam corners				

GRADE 4 Term 2							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
			After 45 minutes the groups rotate in order to ensure that both groups sew on the Needlework machines as well as continue to knit.				
4	Machine Needlework Safety	<ul style="list-style-type: none">State the reasons for pressing and ironingIdentify the characteristics of effective pressingUse batting to produce neat articlesIdentify and name commercially available trim or embellishments/decorations, namely lace braid monograms tassels piping cordDiscuss the reasons for using trim or embellishments in NeedleworkIdentify top stitching	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">shows examples of different types of commercially available trim or embellishment/decorationsdemonstrates how to attach the trim to the napkinsdemonstrates how to sew top stitching all along the outside edge of the potholder <div><table><tr><td>Double top stitching</td><td>Single top stitching</td></tr><tr><td></td><td></td></tr></table></div> <p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">attach the trim to the napkins <p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners:</p>	Double top stitching	Single top stitching		
			Double top stitching	Single top stitching			
							

GRADE 4 Term 2									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
	Knitting	<ul style="list-style-type: none">Describe how to do top stitchingProvide examples of different uses for top stitching	<ul style="list-style-type: none">Sew top stitching all along the outside edge to give the potholder a neat finish <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue to knit suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups complete their Needlework articles as well as continue to knit</p>						
5	Machine Needlework Knitting	<ul style="list-style-type: none">Identify correct Needlework machine tensionDistinguish between upper and lower tensionIdentify reasons for incorrect Needlework machine tensionIdentify pattern markings on pattern piecesTransfer pattern markings accurately	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">lay out, pin and cut the pattern on the fabrictransfer the pattern markingsfinish raw seam edges with zig-zag stitch <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 11</td><td>ADDENDUM 12</td></tr></table> <p>Group 1 learners:</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 11	ADDENDUM 12
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 11	ADDENDUM 12								

GRADE 4 Term 2					
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes		
			<ul style="list-style-type: none">Lay out, pin and cut the pattern pieces (ADDENDUM 11 & 12) and transfer the pattern markings <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue to knit the suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>		
6-7	Machine Needlework	<ul style="list-style-type: none">Explain the reasons for utilising topstitchingDiscuss a reason for trimming excess fabric in NeedleworkIdentify single closed seam finishesList the advantages of place mats	GRADE 4 first year: The teacher demonstrates how to: <ul style="list-style-type: none">Sew the pattern pieces together and leave small openingTrim excess fabric at the tip of the triangleFinish raw seam edges with zig-zag stitchTurn the right side out and close openings with overhand / whip stitchFold the ribbon lengthwiseInsert the flags in the ribbon and pin in positionSew knitted squares together for a blanket and how to sew the seam for the coffee cosy		
	Knitting		Single closed seam with zig-zag seam finish	Single closed seam with overlocking stitch	Single closed seam with bias binding
					
			Group 1 learners:		

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Sew the pattern pieces together • Trim excess fabric at the tip of the triangle • Turn the right side out and push corners out • Fold and iron the ribbon lengthwise • Insert the flag in the ribbon and pin in position <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Weave knitted squares together to produce a blanket <p>GRADE 4 second year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Stitch the seams, turn the right side out and topstitch 10 mm from the edge <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Stitch the seams and leave an opening to turn the right side out • Turn, close opening with overhand/whip stitch, press and topstitch 10 mm from the edge <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Cast off coffee cosies <p>After 45 minutes the groups rotate in order to ensure that both groups to sew as well as complete their knitted articles</p>

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
8-9	Hand Needlework Knitting	<ul style="list-style-type: none"> List examples for suitable packaging materials for Needlework articles Discuss how to package Needlework articles 	GRADE 4 first and second year Group 1 and 2 learners <ul style="list-style-type: none"> Complete Needlework and knitted articles Package articles using suitable as well as creative packaging materials
10			

Grade 4 Term 2 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.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Use backstitching in all seam Needlework	Reduce bulkiness in seam corners
Week 3:	Plug and unplug an iron safely	Iron fabric safely
Week 4:	Sew napkins according to pattern instructions	Sew pot holders according to pattern instructions
Week 5:	Transfer the pattern markings	finish raw seam edges with zig-zag stitch
Week 6:	Trim excess fabric to reduce bulkiness	Cast off knitted articles
Week 7:	Finish raw seam edges with zig-zag stitch	Sew overhand/whip stitch evenly
Week 8:	Turn the right side out and push corners out	Turn the right side out and push corners out
Week 9:	Sew a banner according to pattern instructions	Sew place mats according to pattern instructions

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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify a single hem	Describe the difference between a single and double hem
Week 3:	Identify the safety precautions to take during ironing	Describe the difference between ironing and pressing
Week 4:	State the reasons for pressing and ironing	Identify the characteristics of effective pressing
Week 5:	Distinguish between upper and lower tension	Identify reasons for incorrect Needlework machine tension
Week 6:	Identify seam finishes – single closed seam	Discuss a reason for trimming excess fabric in Needlework
Week 7:	List the advantages of place mats	Explain the reasons for utilising topstitching
Week 8:	List examples for suitable packaging materials for Needlework articles	Discuss how to package Needlework articles
Week 9:	Describe one function of overhand stitch	Describe the difference between overhand and tacking stitch



3.3.3 Grade 4 Term 3

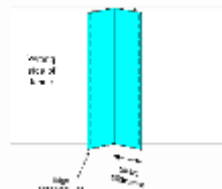

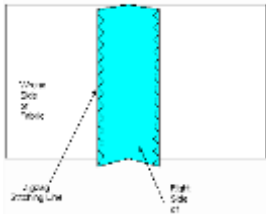
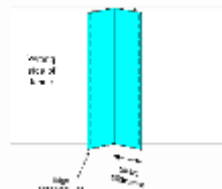

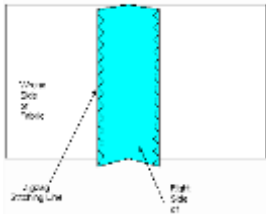
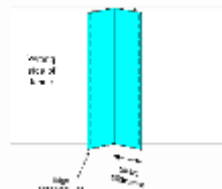

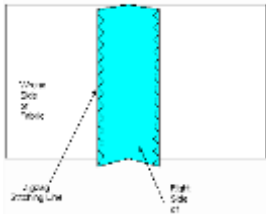
Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
1-2	Machine Needlework Soft furnishing	<ul style="list-style-type: none">Provide examples of different types of shopping outlets in South AfricaUnderstand and explain the terminology: soft furnishingIdentify soft furnishing articlesIdentify suitable fabric for cushionsList a variety of cushion styles and sizes, e.g. Square Round Bolster BoxIdentify uses for cushionsKnow how to prepare cotton fabric before layout	<p>GRADE 4 first year and second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of different cushion styles made from various fabric typesDemonstrates how to measure the actual size of a cushion and then how to add the seam allowancesDemonstrates how to prepare cotton fabric before layoutDemonstrates how to lay out, pin and cut pattern pieces on the fabric (ADDENDUM 16 & 17) <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 16</td><td>ADDENDUM 17</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 16	ADDENDUM 17
	GRADE 4 first year	GRADE 4 second year							
									
ADDENDUM 16	ADDENDUM 17								
Knitting			<p>GRADE 4 first year</p> <p>The teacher</p> <ul style="list-style-type: none">Pins and sews doorstopper fabric piece lengthwise, leaving an openingPins and sews the circles on each end of the tube, right sides together to form a single curved seam						

Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
			<p>Group 1 learners:</p> <ul style="list-style-type: none">Pin and sew doorstopper fabric piece lengthwise, leaving an opening and sew the circles on each end of the tube <p>Group 2 learners:</p> <p>Cast on stitches for the second suggested knitted articles and start to knit the head band in garter stitch</p> <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 46</td><td>ADDENDUM 47</td></tr></table> <p>GRADE 4 second year:</p> <p>The teacher</p> <ul style="list-style-type: none">Sews a double hem on both short sides of the long fabric panelFolds the fabric in the shape of a cushion right sides facing with the two end sections overlappingPins and sews the seams	GRADE 4 first year	GRADE 4 second year			ADDENDUM 46	ADDENDUM 47
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 46	ADDENDUM 47								







Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew a double hem on both short sides of the long fabric panel, fold the fabric correctly, pin and sew the seams <p>Group 2 learners:</p> <ul style="list-style-type: none"> Cast on stitches to knit suggested knitted articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
3	Machine Needlework Soft furnishing Safety Knitting	<ul style="list-style-type: none"> Discuss how to maintain and care for cushions Identify a cushion pad Compare the advantages and disadvantages a cushion pad with polyester filling Discuss other filling material used in commercial cushions, e.g. duck down and feathers Identify different needle sizes used in hand Needlework, e.g. 12, 14, 16 	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Turn doorstopper tube inside out Fill the tube with sand/rice using a funnel or small bowl <p>Group 1 learners</p> <ul style="list-style-type: none"> Turn doorstopper tube right side out, and fill the tube with sand/rice using a funnel or small bowl <p>GRADE 4 second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Use zig-zag stitch to finish the raw edges Snip corners to prevent bulkiness

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none">Identify different types of needles e.g. Sharp point Rounded point	<ul style="list-style-type: none">Turn cushion right side outIron cushion <p>Group 1 learners:</p> <ul style="list-style-type: none">Use zig-zag stitch to finish the raw edges, snip corners to prevent bulkiness, turn cushion right side out and iron cushion <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue to knit suggested knitted articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
4-5	Machine Needlework Soft furnishing Knitting	<ul style="list-style-type: none">Identify a straight double hemSew a straight double hemExplain the difference between a single and double hem	GRADE 4 first year: The teacher demonstrates how to <ul style="list-style-type: none">measure a pillow caselay out the pattern pieces (ADDENDUM 21 & 22)cut and sew the pillow case's double hems on both short endsfold the overlapping flap in position and pin
			GRADE 4 first year

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<div>  </div> <div>  </div> <div> ADDENDUM 21 </div> <div> ADDENDUM 22 </div> <p>Group 1 learners:</p> <ul style="list-style-type: none"> lay out the pattern pieces, cut and stitch the pillow case's double hems on both short ends and fold the overlapping flap in position and pin <p>GRADE 4 second year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces Pin one insert to the centre section and stitch Pin the second insert to the centre section and continue until all four inserts have been stitched to the centre section <p>Group 1 learners:</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces, pin one insert to the centre section and stitch and continue until all four inserts have been stitched to the centre section

Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
			<p>Group 2 learners:</p> <ul style="list-style-type: none">Continue with knitting <p>After 45 minutes the groups rotate and group 1 continues to knit whilst group 2 continues to sew</p>						
6	Machine Needlework Soft furnishing	<ul style="list-style-type: none">Identify open seam finishes, e.g. single open seam with straight stitching single open seam with pinked edge single open seam with zig-zag finishSew an open seam with straight stitching	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none">stitch the pillow case's side seamsfinish of the seam allowances with straight stitchingiron the pillow case <table><tr><td>Seam finish with straight stitching</td><td>Seam finish with pinked edge</td><td>Seam finish with zig-zag stitches</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">stitch the pillow case's side seams, finish of the seam allowances with straight stitching and iron the pillow case <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue with their knitting	Seam finish with straight stitching	Seam finish with pinked edge	Seam finish with zig-zag stitches			
Seam finish with straight stitching	Seam finish with pinked edge	Seam finish with zig-zag stitches							
									

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<p>GRADE 4 second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Sew seams in the two back pattern pieces • Pin the two back pattern pieces (seams overlapping each other) to the front panel and stitch together • finish off the seam allowances with straight stitching • iron the cushion <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Sew seams in the two back pattern pieces, pin the two back pattern pieces (seams overlapping each other) to the front panel and stitch together, finish off the seam allowances with straight stitching and iron the cushion <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Continue with their knitting <p>After 45 minutes the groups rotate and group 1 continues to knit whilst group 2 continues to sew</p>
7-8	Machine Needlework Knitting	<ul style="list-style-type: none"> • Identify correct Needlework machine tension • Distinguish between upper and lower tension • Identify reasons for incorrect Needlework machine tension 	<p>GRADE 4 first and second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces <p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p>

Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
		<ul style="list-style-type: none">Identify single closed seam finishes, e.g. Zig-zag stitch Overlocker stitch Bias bindingIdentify and name different types of fasteners, e.g. Buttons and buttonholes Zippers Press studs	<ul style="list-style-type: none">Fuse vilene on the inner fabric piecesStitch the batting to the exterior fabric piecesPosition, pin and stitch the inner fabric pieces to the inner liningAttach the flap fabric piece <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 26</td><td>ADDENDUM 27</td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out, pin and cut the pattern piecesFuse the vilene on the inner fabric pieces and stitch the batting to the exterior fabric piecesPosition, pin and stitch the inner fabric pieces to the inner lining and attach the flap fabric piece <p>GRADE 4 second year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">Sew a double seam in the pocket section of the bagAssemble and pin the layers together	GRADE 4 first year	GRADE 4 second year			ADDENDUM 26	ADDENDUM 27
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 26	ADDENDUM 27								

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Sew the pockets with contrasting thread <p>Group 1 learners:</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces Sew a double seam in the pocket section of the bag Assemble and pin the layers together and stitch the pockets with contrasting thread <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
9	Machine Needlework	<ul style="list-style-type: none"> Discuss how to treat a burn caused by a hot iron Revision 	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the criss cross card holder's inner section to the exterior fabric piece Turn right sides out Close the opening with overhand/whip stitch Insert press studs <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the criss cross card holder's inner section to the exterior fabric piece Turn right sides out, close the opening with whip stitch and insert the press studs <p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Stitch ribbons (to tie the accessory bag) in place Finish the raw edges with bias binding <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew ribbons (to tie the accessory bag) in place and finish the raw edges with bias binding <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit the suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
10			

Grade 4 Term 3 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.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Sew a single curved seam on the Needlework machine	Sew a double hem
Week 3:	Sew a doorstopper according to pattern instructions	Sew a cushion according to pattern instructions
Week 4:	lay out pattern pieces using minimum fabric	Cut out pattern pieces on the seam line
Week 5:	Sew a straight double hem	Sew an insert to a central fabric piece
Week 6:	Sew a pillow case according to pattern instructions	Sew a cushion with an insert according to pattern instructions
Week 7:	Fuse vilene on fabric pieces	Sew a double seam
Week 8:	Stitch batting to fabric pieces	Sew fabric pockets
Week 9:	Sew a card holder according to pattern instructions	Sew a makeup bag according to pattern instructions

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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify soft furnishing articles	Explain the terminology: soft furnishing
Week 3:	Discuss how to maintain and care for cushions	Discuss other filling material used in commercial cushions
Week 4:	Identify 1 type of hem	Name 1 type of hem
Week 5:	Discuss how to sew a double hem	Explain the difference between a single and double hem
Week 6:	Identify 3 different seam finishes	Name 3 different seam finishes
Week 7:	Distinguish between upper and lower tension	Identify reasons for incorrect Needlework machine tension
Week 8:	Identify single closed seam finishes	Name single closed seam finishes
Week 9:	Identify different types of fasteners	Name different types of fasteners

3.3.4 GRADE 4 TERM 4

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes						
1	Machine Needlework	<ul style="list-style-type: none">Take measurements for a bagList guidelines to purchase a bagDiscuss how the packaging of a product influences the selling thereof	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of a variety of bags that are produced by NeedleworkDemonstrates how to measure the actual size of a bag and then how to add the seam allowances to the measurementsDemonstrates how to lay out and pin the commercial pattern on the fabric and cut the bag (ADDENDUM 31 & 32) <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 31</td><td>ADDENDUM 32</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 31	ADDENDUM 32
	GRADE 4 first year	GRADE 4 second year							
									
ADDENDUM 31	ADDENDUM 32								
	Knitting		<p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out and pin the pattern to the fabricCut the pattern pieces out <p>Group 2 learners:e</p>						

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes						
5 - 6	Machine Needlework	<ul style="list-style-type: none">Identify different apron styles, e.g. waist apron apron with a bib pinafore style apronState the advantages of each apron styleList the factors to take into consideration when purchasing fabricIdentify and sew a single and double hem (revision)Describe the difference between a single and double hemSew a single hem	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows examples of different apron styles and discusses the advantages of the different stylesDemonstrates how to lay out and pin the pattern to the fabricCut the pattern piecesZig-zag the raw edges and stitch a single hemSew the waistband/apron ties and neck band <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 36</td><td>ADDENDUM 37</td></tr></table> <p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out, pin the pattern to the fabric and cut the pattern piecesOverlock the raw edges and stitch a single hemSew the waistband/apron ties and neck band <p>Group 2 learners:</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 36	ADDENDUM 37
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 36	ADDENDUM 37								

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes
	Knitting		<ul style="list-style-type: none"> Continue to knit their articles <p>After 45 minutes the groups rotate in order to ensure that both groups work on the Needlework machines as well as continue to knit</p>
7-9	Machine Needlework Knitting	<ul style="list-style-type: none"> Identify the characteristics of a well-planned wardrobe Describe a well-planned wardrobe List the steps to take into consideration when planning a wardrobe Identify and describe reasons for planning a wardrobe Discuss the importance of good personal hygiene during adulthood 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Attach the waistband /apron ties and neck band to the apron Iron and package the completed product <p>GRADE 4 first year as well as second year:</p> <p>Group 1 and 2 learners</p> <ul style="list-style-type: none"> Complete their Needlework articles as well as knitted items Package articles
10			

Grade 4 Term 4 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.

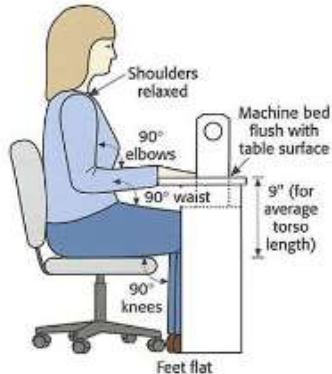
	GRADE 4 first year	GRADE 4 second year
Week 2:	Iron fabric before cutting the pattern	Press the completed article
Week 3:	Sew handles for a bag	Insert bag handles in seam
Week 4:	Sew a bag according to pattern instructions	Sew a bag with a base according to pattern instructions
Week 5:	Sew a waistband	Sew a neckband for an apron
Week 6:	Pin pattern pieces perpendicular to the seam line	Cut pattern pieces on cutting line
Week 7:	Attach a waistband to an apron	Attach a neckband to an apron
Week 8:	Use backstitch to start Needlework	Use backstitch to end off Needlework
Week 9:	Sew a waist apron according to pattern instructions	Sew an apron with a bib according to pattern instructions










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.




	GRADE 4 first year	GRADE 4 second year
Week 2:	List 2 guidelines to purchase readymade clothes	List 4 guidelines to purchase readymade clothes
Week 3:	Choose suitable fabric to make a garment	Choose suitable fabric to make an apron
Week 4:	Identify 2 seam types	Name to seam types
Week 5:	Identify different apron styles	State the advantages of an apron with a bib
Week 6:	Identify a single and double hem	Describe the difference between a single and double hem
Week 7:	Identify the characteristics of a well-planned wardrobe	Describe 2 characteristics of a well-planned wardrobe
Week 8:	List 2 criteria to take into consideration when planning a wardrobe	List 4 criteria to take into consideration when planning a wardrobe
Week 9:	Identify 2 reasons for planning a wardrobe	Describe 2 reasons for planning a wardrobe

3.3.5 Grade 5 Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
1	The consumer	<ul style="list-style-type: none"> Understand the concept of Consumer Studies Needlework List suggestions for classroom rules and repeat rules with prompting Understand and describe the concept: Consumer List and explain consumer rights Identify and state one function of the following equipment: Tape measure Dressmaker's scissors Pins and pin cushion Needlework thread Needlework needles – hand Machine Needlework needles Needlework machine Electric iron Ironing board Tailor's chalk 	<p>Grade 5 first year as well as second year:</p> <p>Learner activities:</p> <ul style="list-style-type: none"> List suggestions for classroom rules Repeat the rules with prompting Role play to wash and dry their hands <p>The teacher:</p> <ul style="list-style-type: none"> Provides the learners with either flip files or files with plastic sleeves (or books) to file their samplers. The learners may continue in their Grade 4 files / books The files are kept at school. Orientates the learners towards: <ul style="list-style-type: none"> the class room layout their individual work spaces the articles that they will sew during the year by showing examples of completed articles the articles that they will knit during the year by showing examples of completed articles <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to safely use the following equipment: Tailor's chalk, tracing wheel, metal measure, homemade measuring card, seam ripper / quick unpick Shows a video of how to extinguish an electrical fire

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Hygiene and safety	Tracing wheel Metal measure Homemade measuring card Seam ripper / quick unpick <ul style="list-style-type: none"> Describe the meaning of personal hygiene Conform to personal hygiene practises in the Consumer Studies Needlework centre State the dangers of electricity Explain how to extinguish an electrical fire 	<ul style="list-style-type: none"> Allocates working spaces to each learner The learners: <ul style="list-style-type: none"> Practise to wash and dry their hands Practise to safely use the mentioned equipment Practise to plug and unplug electric equipment
2 -3	Machine Needlework	<ul style="list-style-type: none"> Use correct posture in front of an overlocker Provide reasons why it is necessary to use the correct posture during Needlework Understand the primary function of an overlocker Identify the difference between a two, three and four spool overlocker Identify a needle threader 	<p>Grade 5 first year as well as second year:</p> <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> how to cover and uncover the overlocker before and after use the posture in front of an overlocker <p>The teacher:</p> <ul style="list-style-type: none"> Identifies the parts of an overlocker Stitches on fabric strips to demonstrate the function of the cutter, the speed of an overlocker as well as the correct stitch tension. Use different colours for the upper and lower looper to distinguish between the functions of each part of the overlocker 

Grade 5 Term 1												
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes									
		The learner must able to:										
	Knitting	<ul style="list-style-type: none">Identify the parts of a overlocker, namely the: Needlework light waste collector cutter spool holder tension dials needle bar and needle pressure foot feeder plate / feed dog stitch length control foot control hand wheelDescribe the function of the parts aboveDescribe how to care for an overlockerIdentify tools and material to knit, namely: a pair of double-pointed knitting needles round needles double knit and four ply yarn	<p>The teacher divides the class into two groups: Grade 5 first , second and third year Group 1 learners:</p> <ul style="list-style-type: none">Practise the correct posture in front of an overlockerPractise to overlock different textured fabric <p>Group 2 The teacher:</p> <ul style="list-style-type: none">Shows examples of completed knitted articles that the learners will knit during Grade 5The teacher provides the learners each with a pair of knitting needlesDemonstrates how to cast on stitches if necessary <table><tr><td>Grade 5 with diff 1st year</td><td>Grade 5 with diff 1st year</td><td>Grade 5 with diff 1st year</td></tr><tr><td></td><td></td><td></td></tr><tr><td>ADDENDUM 43</td><td>ADDENDUM 44</td><td>ADDENDUM 45</td></tr></table> <p>After 45 minutes the groups rotate and the teacher shows examples of completed knitted articles that the learners will knit during Grade 5. Grade 5 first year learners knit baby boots, second year learners mittens and third year learners knit a scarf during the first six months</p>	Grade 5 with diff 1 st year	Grade 5 with diff 1 st year	Grade 5 with diff 1 st year				ADDENDUM 43	ADDENDUM 44	ADDENDUM 45
Grade 5 with diff 1 st year		Grade 5 with diff 1 st year	Grade 5 with diff 1 st year									
												
ADDENDUM 43		ADDENDUM 44	ADDENDUM 45									

Grade 5 Term 1					
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes		
			Grade 5second and third year The teacher <ul style="list-style-type: none">Demonstrates how to place the pattern pieces on the fabric, pin the pattern pieces and cut the pieces out. Grade 52nd year learners sew a baby bib (addendum 4) and 3rd year learners sew slippers (ADDENDUM 5)		
			Grade 5 with diff 1 st year	Grade 5 with diff 1 st year	Grade 5 with diff 1 st year
					
			ADDENDUM 3	ADDENDUM 4	ADDENDUM 5
			Group 1 and 2 learners: <ul style="list-style-type: none">Lay out, pin and cut pattern piecesContinue to knit the suggested articles <p>After 45 minutes the groups rotate and group 1 continues to knit while group 2 learners continue with Needlework articles</p>		
7	Machine Needlework	<ul style="list-style-type: none">Know the difference in the quality of different fabrics	Grade 5 first year The teacher demonstrates how to:		

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Discuss the requirements for quality products Identify and describe suitable packaging material for Needlework articles 	<ul style="list-style-type: none"> Place the pattern pieces on the fabric, pin the pattern pieces and cut the pieces out (ADDENDUM 3) Sew closed seams, overlock and turn right side out Decorate the completed article with top stitching <p>Group 1 learners</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces Sew and overlock the seams <p>Group 2 learners</p> <ul style="list-style-type: none"> Continue to knit the suggested article until the end of the second term. <p>Grade 5second year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to sew the baby bibs Clip the curved seams and trim the corners Turn the bib right side out <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the bibs Clip curved seams and trim corners Turn bib right side out <p>Group 2 learners</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Continue to knit the suggested article until the end of the second term <p>Grade 5third year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Sew the fabric sole pieces over the shoe insert Sew the back seam of the slipper upper sections and stitch to sole Clip inside curves Overlock the seam edges and turn the slipper sirght-side out <p>Group 1 learners sew the suggested slippers while group 2 learners continue to knit their scarves. After 45 minutes the groups rotate.</p>
8-9	Machine Needlework Fibres and fabrics	<ul style="list-style-type: none"> Understand the information on clothing labels Apply the information on labels Identify piling Discuss the reasons for piling 	<p>Grade 5 first , second and third year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Shows the learners different information labels on clothing Discuss the information on the labels Show examples of piling <p>Grade 5 first year</p> <p>Group 1 learners complete their infinity scarves while group 2 learners continue to knit. After 45 minutes the groups rotate until both groups have completed their head bands</p> <p>Grade 5second year</p> <p>Group 1 learners complete their baby bibs, iron the completed article and round off with top stitching. Group 2 learners continue to knit mittens/hats. After 45 minutes the groups rotate until both groups have completed their baby bibs</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			Grade 5third year Group 1 learners complete their slippers while group 2 learners continue to knit scarves. After 45 minutes the groups rotate until both groups have completed their slippers
10			

Grade 5 Term 1 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.

	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	Identify 4 parts of an overlocker	Name 4 parts of an overlocker	Name 8 parts of an overlocker
Week 3:	Use the correct posture in front of the overlocker	Use the correct posture in front of the overlocker and Needlework machine	Identify posture mistakes of other learners in front of the overlocker and state how to rectify these
Week 4:	Understand how to thread the overlocker	Thread the overlocker with assistance	Thread the overlocker independently
Week 5:	Disable the overlocker cutter	Sew a French seam with the overlocker	Sew a roller hem with the overlocker
Week 6:	Safely test for synthetic fabric	Identify the right and wrong side of synthetic fabric	Identify the right and wrong side of natural as well as synthetic fabric
Week 7:	Overlock a closed seam	Clip convex seams	Sew closed seam and overlock raw edges
Week 8:	Turn right sides out and top stitch on the edge of article	Clip concave seams	Follow pattern instructions to sew slippers
Week 9:	Sew an infinity scarf according to pattern instructions	Sew a baby bib according to pattern instructions	Sew slipper according to pattern instructions




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.

	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	Describe the function of 2 parts of the overlocker	Describe the function of 4 parts of the overlocker	Describe the function of 6 parts of the overlocker
Week 3:	Identify a 2, 3 and 4 spool overlocker	Describe the difference between a 2 and 3 spool overlocker	Describe the difference between a 3 and 4 spool overlocker










Week 4:	Provide 1 reason to explain why it is necessary to handle the overlocker with care	Provide 2 reasons to explain why it is necessary to handle the overlocker with care	Provide 3 reasons to explain why it is necessary to handle the overlocker with care
Week 5:	Identify a roller hem produced by an overlocker	Describe the difference between a roller hem and French seam when using the overlocker	Describe the advantage of disabling the cutter
Week 6:	Identify synthetic fabrics	Name 2 synthetic fabrics	Distinguish between cotton, wool and synthetic fabrics
Week 7:	Discuss one requirement for a quality product	Discuss two requirements for a quality product	Discuss three requirements for a quality product
Week 8:	Understand the information on clothing labels	Describe the information on labels	Identify piling
Week 9:	Name the symbols on clothing labels	Apply the information on labels	Discuss the reasons for piling

3.3.6 Grade 5 Term 2

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes
1	Machine Needlework	<ul style="list-style-type: none"> List factors that influence our buying behaviour Understand the terminology: household articles List a variety of household articles produced by Needlework Revise how to take measurements for household articles Revise the different types of batting and how to use batting in household articles Identify satin stitch 	<p>Grade 5 first year, second year as well as third year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Shows the learners examples of household items that are produced by Needlework, e.g. curtain, duvet cover, oven mittens, cushions, place mats and explains the terminology Demonstrates how to measure the actual size of a household article and then how to add the seam allowances Demonstrates on a sampler how to sandwich fabric and batting together and secure with pins Tack the layers in place and quilt the sampler with the Needlework machine <p>Grade 5 first year, second year as well as third year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sandwich sampler fabric and batting together and secure with pins Secure the layers in place with tacking stitch and sew the sampler File the sampler in sampler files <p>Group 2 learners:</p> <p>Continue to knit the squares for their baby booties, gloves and scarves</p> <p>Grade 5 first year</p> <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> How to trace templates onto Vilene How to iron Vilene onto fabric Satin stitch on a sampler










WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes		
	Knitting		Grade 5 first year The learners: <ul style="list-style-type: none">• Sew satin stitch on a sampler and file the samplers in their sampler files• Trace the templates onto Vilene• Iron Vilene onto fabric After 45 minutes the groups rotate in order to ensure that both sandwich the fabric and batting together, pin, tack as well as continue to knit		
2-3	Machine Needlework	<ul style="list-style-type: none">• Interpret commercial pattern terminology correctly• Identify lengthwise yarns• Identify crosswise yarns• Transfer motive outlines onto Vilene• Iron Vilene onto fabric• List the main function for using Vilene in Needlework	Grade 5 first , second and third year The teacher: <ul style="list-style-type: none">• Demonstrates how to sandwich fabric layers together and quilt with the Needlework machine• Demonstrates how to cut the pattern pieces on the quilted fabric (ADDENDA 8 & 9 & 10)		
	Safety				
	Knitting				
			Grade 5 with diff 1st year	Grade 5 with diff 2nd year	Grade 5 with diff 3rd year
					
			ADDENDUM 8	ADDENDUM 9	ADDENDUM 10

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes
			Grade 5 first , second and third year Group 1 learners: <ul style="list-style-type: none"> • Arrange fabric and batting layers correctly and quilt with the Needlework machine • Cut the pattern pieces using quilted fabric Group 2 learners: <ul style="list-style-type: none"> • Continue to knit articles After 45 minutes the groups rotate in order to ensure that both groups do Needlework as well as continue to knit
4	Machine Needlework Safety Knitting	<ul style="list-style-type: none"> • Discuss how to cut bias binding at home • Encase raw seams with bias binding • Tell the function of bias binding • List the advantages of using bias binding to finish raw edges 	Grade 5 first , second and third year The teacher: <ul style="list-style-type: none"> • Demonstrates how to sew the pattern pieces together • Shows examples of different commercially available bias binding and demonstrates how to sew bias binding onto articles • Demonstrates how to encase the raw edges of the potholder and oven mittens with bias binding Grade 5 first and second year The learners: <ul style="list-style-type: none"> • Sew the pattern pieces together • Encase the raw edges of the potholder and oven mittens with bias binding Grade 5 first and second year The learners: <ul style="list-style-type: none"> • Sew the pattern pieces together

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes								
			<ul style="list-style-type: none">• Attach a band around the lower, inner edge of the glove• Turn the oven glove inside out and sew the band along the outer edge <p>Group 2 learners:</p> <ul style="list-style-type: none">• Continue to knit articles <p>After 45 minutes the groups rotate in order to ensure that both groups do Needlework as well as continue to knit</p>								
5	Machine Needlework Knitting	<ul style="list-style-type: none">• Provide examples of household storage items produced by Needlework• Describe the function of storage items• State one advantage of producing sewn household storage items• Discuss safety guidelines during ironing and pressing	<p>Grade 5 first year, second year as well as third year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">• Lay and pin the pattern on the fabric• Cut the pattern pieces• Transfer the pattern markings <p>Group 1 learners:</p> <ul style="list-style-type: none">• Lay out and pin the pattern to the fabric (ADDENDUM 13 - 15)• Cut the pattern pieces• Transfer the pattern markings <table><tr><th>Grade 5 with diff 1st year</th><th>Grade 5 with diff 2nd year</th><th>Grade 5 with diff 3rd year</th></tr><tr><td></td><td></td><td></td></tr></table>			Grade 5 with diff 1 st year	Grade 5 with diff 2 nd year	Grade 5 with diff 3 rd year			
Grade 5 with diff 1 st year	Grade 5 with diff 2 nd year	Grade 5 with diff 3 rd year									
											

WEEK	TOPIC	CONTENT	Grade 5 Term 2			
			Techniques, activities, resources and process notes			
			ADDENDUM 13	ADDENDUM 14	ADDENDUM 15	
			<p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>			
6-7	Machine Needlework	<ul style="list-style-type: none"> Identify incorrect Needlework machine tension, e.g. loosened top and too tight top tension 	<p>Grade 5 first year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to place the appliqué motifs on the fabric and secure with magic tape Secure the motifs with satin stitch to the background fabric Sew the batting to the wrong side of the fabric <p>Group 1 learners:</p> <ul style="list-style-type: none"> Secure the applique motives with magic tape on the background fabric and use satin stitch to applique the motifs on the background fabric <p>Group 2 learners:</p> <ul style="list-style-type: none"> Start to cast off stitches and sew the baby booties together 			
	Knitting	<ul style="list-style-type: none"> Identify incorrect overlocker tension Identify the tension plate responsible for incorrect tension Identify direction to turn tension knob to correct tension Identify darts Identify the steps to sew darts 	<p>Grade 5second year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to place 2 layers of fabric pattern pieces and one layer batting together and pin Stitcharound the edges 			

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes
			<p>Group 1 learners:</p> <ul style="list-style-type: none"> Pin fabric layers and batting together and stitch around the edges <p>Group 2 learners:</p> <ul style="list-style-type: none"> Start to cast off stitches and weave the mittens' side seams <p>Grade 5 third year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Pin and sew the four darts Pin all layers of the four flaps together and sew the bias tape around the edges, but not at the bottom <p>Group 1 learners:</p> <ul style="list-style-type: none"> Pin and sew the four darts Pin all layers of the four flaps together and sew the bias tape around the edges, but not at the bottom <p>Group 2 learners:</p> <ul style="list-style-type: none"> Start to cast off stitches and make the tassles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
8-9	Hand Needlework Knitting	<ul style="list-style-type: none"> Identify seam finishes – single closed seam with overlocker seam finish 	<p>Grade 5 first year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Overlock the raw edges and cut corners to reduce bulkiness Fold seams and stitch seams

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes								
		<ul style="list-style-type: none">Identify seam finishes – single open seam with overlocker seam finishIdentify fabrics suitable for a French seamDescribe the difference between a closed seam and French seam	<ul style="list-style-type: none">Stitch the four sides of the schoolhouse using whip stitch <table><tr><td>Single open seam - overlocker</td><td>Closed seam - overlocker</td><td>French seam - overlocker</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">Overlock the raw edges and cut corners to reduce bulkinessFold seams, stitch seams and sew the four sides of the schoolhouse using whip stitch and package <p>Group 2 learners:</p> <ul style="list-style-type: none">Package baby booties <p>Grade 5second year</p> <p>The teacher:</p> <ul style="list-style-type: none">Cut corners to reduce bulkinessTurn right sides outStitch the four sides <p>Group 1 learners:</p> <ul style="list-style-type: none">Cut corners to reduce bulkiness, turn right sides out, sew the four sides and package			Single open seam - overlocker	Closed seam - overlocker	French seam - overlocker			
Single open seam - overlocker	Closed seam - overlocker	French seam - overlocker									
											

WEEK	TOPIC	CONTENT	Grade 5 Term 2 Techniques, activities, resources and process notes
			<p>Group 2 learners:</p> <ul style="list-style-type: none"> • Package mittens <p>Grade 5third year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Pin the four flaps to the circular base • Pin and sew the basket lining onto a band • Overlock the raw edges • Sew a casing in the lining and insert elastic <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Pin the four flaps to the circular base • Pin and sew the basket lining onto a band and overlock the raw edges • Sew a casing in the lining and insert elastic <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Package Needlework articles
10	Assessment		

Grade 5 Term 2 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.










	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	Transfer motive outlines onto Vilene	Iron Vilene onto fabric	Arrange fabric and batting correctly before quilting with the Needlework machine
Week 3:	Cut pattern pieces on quilted fabric	Quilt with the Needlework machine with assistance	Quilt with the Needlework machine
Week 4:	Sew a potholder according to pattern instructions	Sew oven gloves according to pattern instructions	Sew quilted oven gloves according to pattern instructions
Week 5:	Lay out pattern on batting	Pin pattern on batting with pins perpendicular to seam line	Transfer pattern markings on batting
Week 6:	Secure the applique motives with magic tape on the background fabric	Pin fabric layers and batting before Needlework	Pin darts
Week 7:	Secure appliqué motifs with magic tape	Cast off knitting	Sew darts
Week 8:	Sew satin stitch	Sew knitted articles side seams	Insert elastic in lining
Week 9:	Package knitted article	Choose suitable packaging material to package Needlework article	Package Needlework article

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.

	Grade 5 first year	Grade 5second year	Grade 5third year
--	--------------------	--------------------	-------------------










Week 2:	List a variety of household articles produced by Needlework	Identify different types of batting	Describe how to use batting to produce Needlework items
Week 3:	Identify lengthwise yarns	Identify crosswise yarns	List the main function for using Vilene in Needlework
Week 4:	Identify bias binding	Tell the function of bias binding	List the advantages of using bias binding to finish raw edges
Week 5:	Provide examples of household storage items produced by Needlework	Provide examples of household storage items produced by Needlework	State one advantage of producing sewn household storage items
Week 6:	Identify incorrect Needlework machine tension, e.g. loosened top	Identify incorrect overlocker tension	Identify a dart
Week 7:	Identify incorrect Needlework machine tension, e.g. too tight top tension	Identify the tension plate responsible for incorrect tension	Identify direction to turn tension knob to correct tension
Week 8:	Identify single closed seam with overlocker seam finish	Identify single open seam with overlocker seam finish	Identify fabrics suitable for a French seam
Week 9:	Identify single closed seam finished with overlocking stitch	Identify single open seam finished with overlocking stitch	Describe the difference between a closed seam and French seam


3.3.7 Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes										
1 -2	Machine Needlework	<ul style="list-style-type: none">Analyse shopping outlets in their areaUnderstand and explain the terminology: soft furnishingIdentify suitable fabric for cushions and soft toysList a variety of soft toys to sewIdentify uses for soft toysKnow how to straighten the grain of fabricPractise how to straighten the grain of fabric	Grade 5 first , second and third year: The teacher: <ul style="list-style-type: none">Shows the learners examples of various soft toys made from different fabric typesDemonstrates how to straighten the grain of fabric before layoutDemonstrates how to lay out, pin and cut a commercial pattern on the fabric										
	Knitting		<table><tr><td>Grade 5 1st year with diff</td><td>Grade 5 2nd year with diff</td><td>Grade 5 3rd year with diff</td></tr><tr><td></td><td></td><td></td></tr><tr><td>ADDENDUM 18</td><td>ADDENDUM 19</td><td>ADDENDUM 20</td></tr></table>	Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff				ADDENDUM 18	ADDENDUM 19	ADDENDUM 20	Grade 5 first year: The teacher demonstrates how to: <ul style="list-style-type: none">Pin ribbon to fabric piece and sews in place
Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff											
													
ADDENDUM 18	ADDENDUM 19	ADDENDUM 20											




WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Pin and stitch a double hem on both sides of the long fabric piece <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut pattern on the fabric • Pin and sew ribbon in place and stitch a double hem on both sides of the long fabric piece <p>Grade 5second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Stitch the fish's dorsal fin with right sides facing • Trim excess seam allowance • Turn the fin right side out • Position and pin the fin onto the side pattern piece • Sew the two sides together • Sew the side fins • Position and pin the side fins onto the bottom pattern piece <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut a commercial pattern on the fabric • Stitch the fish's dorsal fin with right sides facing • Trim excess seam allowance, turn the fin right side out, position and pin the fin onto the side pattern piece

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Sew the two sides together, sew the side fins, position and pin the side fins onto the bottom pattern piece <p>Grade 5 third year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Position the hair on the face, pins and sew Place the face on the dress, right sides together, pin and stitch Match leg pattern and arm pieces and stitch around Clip seam allowance Turn right side out, press and stuff the limbs Pin and sew arms and legs in position <p>Group 1 learners:</p> <ul style="list-style-type: none"> Lay out, pin and cut a commercial pattern on the fabric Position the hair on the face, pin and sew Place the face on the dress, right sides together, pin and stitch Match leg pattern and arm pieces and stitch around, clip seam allowance Turn right side out, press and stuff the limbs, pin and stitch arms and legs in position <p>Grade 5 first , second and third year:</p> <p>Group 2 learners:</p>

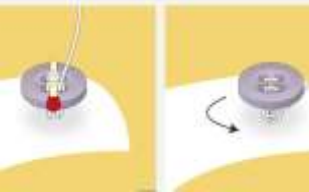
WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes									
			<p>Cast on stitches and knit articles in garter stitch. Learners should complete the knitted articles by the end of the year</p> <table><tr><th>Grade 5 1st year with diff</th><th>Grade 5 2nd year with diff</th><th>Grade 5 3rd year with diff</th></tr><tr><td></td><td></td><td></td></tr><tr><td>ADDENDUM 48</td><td>ADDENDUM 49</td><td>ADDENDUM 50</td></tr></table> <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>	Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff				ADDENDUM 48	ADDENDUM 49	ADDENDUM 50
Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff										
												
ADDENDUM 48	ADDENDUM 49	ADDENDUM 50										
3	Machine Needlework	<ul style="list-style-type: none">Discuss how to maintain and care for cushions and soft toysIdentify different machine needle sizes, e.g. 12, 14, 16Identify different types of fasteners, e.g. Press studs	<p>Grade 5 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">Insert press studs as fasteners for bolster cushionPin and stitch a double hem on both short ends of the fabricInsert a string and pull tight <p>Group 1 learners</p> <ul style="list-style-type: none">Insert press studs as fasteners for bolster cushionPin and stitch a double hem on both short ends of the fabric, insert a string and pull tight									

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
	Knitting	button and buttonhole/loop zip velcro hook and eye <ul style="list-style-type: none"> List one suitable Needlework example for each type of fastener Know the technique to stuff toys Practise the stuffing of toys 	<p>Grade 5second year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Position and pin the dolphin's side fins onto the bottom pattern piece Sew the bottom pattern piece to the side pattern pieces Trim outer corners and clips inner corners Turn inside out Stuff the dolphin Close the opening with whip stitch Sew eyes in place <p>Group 1 learners:</p> <ul style="list-style-type: none"> Position and pin the dolphin's side fins onto the bottom pattern piece and sew the bottom pattern piece to the side pattern pieces Trim outer corners and clips inner corners, turn inside out and stuff the dolphin Close the opening with whip stitch and sew eyes in place <p>Grade 5third year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Pin and stitch front pattern pieces to doll's back pattern pieces Turn right side out 










WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes					
			<ul style="list-style-type: none">• Stuff the doll• Close the opening with whip stitch• Embroider eyelashes, eyes, nose and mouth using back stitch• Sew buttons in position <p>Group 1 learners:</p> <ul style="list-style-type: none">• Pin and stitch front pattern pieces to doll's back pattern pieces, turn right side out and stuff the doll• Close the opening with whip stitch, embroider eyelashes, eyes, nose and mouth using back stitch• Sew buttons in position <p>Group 2 learners:</p> <p>Continue to knit their articles</p> <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>					
4-5	Machine Needlework Knitting	<ul style="list-style-type: none">• Explain the terminology: pile of fabric• Provide examples of suitable articles to make with fur and fleece	Grade 5 first , second and third year: The teacher demonstrates how to <ul style="list-style-type: none">• Lay out, pin and cut the pattern pieces <table><tr><td>Grade 5 1st year with diff.</td><td>Grade 5 2nd year with diff.</td><td>Grade 5 3rd year with diff.</td></tr></table>			Grade 5 1 st year with diff.	Grade 5 2 nd year with diff.	Grade 5 3 rd year with diff.
Grade 5 1 st year with diff.	Grade 5 2 nd year with diff.	Grade 5 3 rd year with diff.						

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes		
		<ul style="list-style-type: none">• Provide a reason for using pile fabric to produce soft toys• Provide a reason for not ironing pile fabrics• Explain the reason for clipping convex and concave seams• Discuss what will happen if curved seams are not clipped	<div></div> <div>ADDENDUM 23</div>	<div></div> <div>ADDENDUM 24</div>	<div></div> <div>ADDENDUM 25</div>
<p>Grade 5 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">• Pin two adjoining diamond fabric pieces either side with the points meeting in the middle• Machine stitch the pieces together and repeat with the remaining three star shapes• Press the seams open• Overlock the raw seam edges• Pin the front and back fabric pieces together <p>Group 1 learners:</p> <ul style="list-style-type: none">• Lay out, pin and cut the pattern pieces• Pin adjoining fabric pieces and machine stitch the pieces together• Press the seams open, overlock the raw seam edges and pin the front and back fabric pieces together					

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<p>Grade 5second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Transfer pattern markings to fabric pieces • Applique the face panel on the front fabric piece • Applique the remaining details <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces • Transfer pattern markings to fabric pieces, applique the face panel on the front fabric piece and the remaining details <p>Grade 5third year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> • Transfer pattern markings to fabric pieces • Stitch the body and leave opening to stuff the body • Stitch the legs, tail and ears • Clip inside curves <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces and transfer pattern markings to fabric pieces • Stitch the body and leave opening to stuff the body

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Stitch the legs, tail, ears and clip inside curves <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit.</p>
6		<ul style="list-style-type: none"> Revise how to stuff toys Revise the different types of fasteners Sew buttons to fabric Discuss the importance of ironing while constructing an article 	<p>Grade 5 first year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew and snip into the inner points of the star shaped cushion Turn the right side out Stuff the cushion Hand stitch (overhand/whip stitch) the opening closed Secure a button in the centre of the cushion  <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew and snip into the inner points of the star shaped cushion, turn the right side out Stuff the cushion and hand stitch the opening closed Secure a button in the centre of the cushion <p>Grade 5second year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the bunny's front fabric piece onto the back Stuff the bunny

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Hand stitch the opening with whip stitch <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the bunny's front fabric piece onto the back, stuff the bunny and hand stitch the opening with whip stitch <p>Grade 5third year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> Stuff the dog's body and hand stitch the opening closed Attach the tail, ears and legs Secure the eyes with whip stitch Stitch the nose by hand <p>Group 1 learners:</p> <ul style="list-style-type: none"> Stuff the dog's body and hand stitch the opening closed Attach the tail, ears and legs, secure the eyes and stitch the nose by hand <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue with their knitting <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit.</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes												
7-8	Machine Needlework	<ul style="list-style-type: none">Identify correct overlocker tensionDistinguish between upper and lower tension	<p>Grade 5 first , second and third year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none">to lay out, pin and cut the pattern piecesiron vilene onto the allocated pattern piecesInsert the zippers with a zipper footSew the side seams <table><tr><td>Grade 5 1st year with diff</td><td>Grade 5 2nd year with diff</td><td>Grade 5 3rd year with diff</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>ADDENDUM 28</td><td>ADDENDUM 29</td><td>ADDENDUM 30</td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">Insert a zipper on a sampler and file the sampler in their filesLay out, pin and cut the pattern piecesIron vilene onto the allocated pattern piecesInsert the zippers with a zipper foot	Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff							ADDENDUM 28	ADDENDUM 29	ADDENDUM 30
	Grade 5 1 st year with diff	Grade 5 2 nd year with diff		Grade 5 3 rd year with diff											
															
			ADDENDUM 28	ADDENDUM 29	ADDENDUM 30										
	Knitting	<ul style="list-style-type: none">Identify reasons for incorrect overlocker tensionIdentify a zipperIdentify different types of zippersIdentify the Needlework machine foot to sew a zipperChange the Needlework machine needle to the correct position to sew a zipperStitch a zipper with even widthPractise to sew a zipper in placeState the reason for using Vilene in NeedleworkChoose a suitable type of Vilene for a specific article													

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Sew the side seams <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue with their knitting <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit.</p>
9	Machine Needlework	<ul style="list-style-type: none"> Revision 	<p>Grade 5 first , second and third year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the side seams <p>Grade 5 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Finish the raw edges with bias binding Package the completed article <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the zipper case's side seams, finish the raw edges with bias binding and package the completed article <p>Grade 5second and third year:</p> <p>The teacher demonstrates how to:</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 3 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Sew the side seams • Overlock the raw seam edges • Turn the right sides out • Package the completed article <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Sew, overlock the raw seam edges and turn the right sides out • Package the completed article <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Continue to knit their articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
10	Assessment		

Grade 5 Term 3 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.










	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	Sew a double hem	Distinguish between pattern pieces that look alike and sew according to pattern instructions	Pin and sew doll limbs' in correct position according to pattern instructions
Week 3:	Sew a bolster cushion according to pattern instructions	Sew a toy dolphin according to pattern instructions	Sew a toy doll according to pattern instructions
Week 4:	Press seams to flat position	Transfer pattern markings to fabric pieces	Transfer pattern markings onto fabric pieces
Week 5:	Overlock raw seam edges	Applique design details	Clip convex curved seams
Week 6:	Sew a star cushion according to pattern instructions	Sew a toy rabbit according to pattern instructions	Sew a toy dog according to pattern instructions
Week 7:	Iron Vilene onto fabric pieces	Set the iron to the correct setting to iron Vilene onto fabric pieces	Set the iron to the correct setting to iron Vilene onto fabric pieces
Week 8:	Use a zipper foot to sew a zipper	Change Needlework machine feet with confidence	Insert a zipper neatly
Week 9:	Sew a purse with a zipper according to pattern instructions	Sew a toiletry bag with a zipper according to pattern instructions	Sew a small bag with a zipper according to pattern instructions

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.

	Grade 5 first year	Grade 5second year	Grade 5third year
--	--------------------	--------------------	-------------------

Week 2:	Understand the terminology: soft furnishing	List a variety of soft toys to sew	Identify suitable fabric for cushions and soft toys
Week 3:	Identify different machine needle sizes	Identify different types of fasteners	List one suitable Needlework example for each type of fastener
Week 4:	Explain the terminology: pile of fabric	Provide examples of suitable articles to make with fur and fleece	Explain the reason for clipping convex and concave seams
Week 5:	Provide a reason for not ironing pile fabrics	Provide a reason for using pile fabric to produce soft toys	Discuss what will happen when curved seams are not clipped
Week 6:	Name material suitable to stuff hand made toys	Name different types of fasteners	Describe how to sew a button on fabric
Week 7:	Identify a zipper	Distinguish between upper and lower overlocker tension	Identify reasons for incorrect overlocker tension
Week 8:	Identify the Needlework machine foot to sew a zipper	Change the Needlework machine needle to the correct position to sew a zipper	Identify different types of zippers
Week 9:	Identify different types of seam	Identify different hem types	Identify different types of fasteners




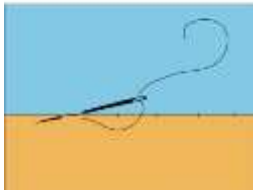
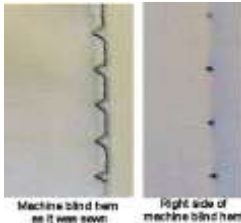

3.3.8 Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes									
1	Machine Needlework	<ul style="list-style-type: none">Identify different types of bagsName fabrics that are suitable to produce bags	<p>Grade 5 first , second and third year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of a variety of bags that are produced by NeedleworkDemonstrates how to measure the actual size of a bag and then how to add the seam allowances to the measurementsDemonstrates how to lay out and pin the commercial pattern on the fabric and cut the pattern pieces out <table><tr><td>Grade 5 1st year with diff.</td><td>Grade 5 2nd year with diff.</td><td>Grade 5 3rd year with diff.</td></tr><tr><td></td><td></td><td></td></tr><tr><td>ADDENDUM 33</td><td>ADDENDUM 34</td><td>ADDENDUM 35</td></tr></table>	Grade 5 1 st year with diff.	Grade 5 2 nd year with diff.	Grade 5 3 rd year with diff.				ADDENDUM 33	ADDENDUM 34	ADDENDUM 35
	Grade 5 1 st year with diff.	Grade 5 2 nd year with diff.	Grade 5 3 rd year with diff.									
												
ADDENDUM 33	ADDENDUM 34	ADDENDUM 35										
	Knitting		<p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out and pin the commercial pattern onto the fabric and cut the pattern pieces out									

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
			<p>Group 2 learners:</p> <p>Continue to knit their articles</p> <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
2-4	Machine Needlework Knitting	<ul style="list-style-type: none"> List the factors to consider when deciding on the size of the bag List factors to consider when deciding on the fabric colour to make a bag Describe the steps to produce a bag Identify different techniques to attach handles to bags Describe the advantages of the different techniques Identify alternative materials to produce handles for bags Identify different fasteners that are suitable to close bags 	<p>Grade 5 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Pin and sew the handles onto the exterior panel Pin and sew the exterior front bottom fabric piece on the upper piece with right sides together Sew the exterior fabric pieces Pin and sew the corners Sew the lining Sew the lining to the exterior fabric Trim the corners Turn the right side out through the opening and sew it closed Press and topstitch around the top opening <p>Group 1 learners:</p> <ul style="list-style-type: none"> Execute the steps demonstrated by the teacher <p>Grade 5second year:</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> List the advantages of the different types of fasteners to close bags Discuss the function a lining serves in a bag 	<p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the handle Sew the front and back pattern pieces together Turn right side out and secure the handle to the bag Sew the flap and attach to the bag Sew the lining using the same method as for the bag Pin and sew the lining to the exterior fabric Topstitch around the top of the bag <p>Group 1 learners:</p> <ul style="list-style-type: none"> Execute the steps demonstrated by the teacher <p>Grade 5third year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the handles Sew the side panels Sew bias binding to top of side panels Attach the handles Sew lining panel to exterior panel Attach the side panels Attach bias binding to side panels Insert zipper into top panel

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Top stitch top zipper panel • Sew bias binding to top edge <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Execute the steps demonstrated by the teacher <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
5-6	Machine Needlework Knitting	<ul style="list-style-type: none"> • Identify blind hem stitch by hand • List a number of suitable stitches to hem a garment • Sew blind hem stitch by hand • Provide the reasons why hem stitches should not be visible on the outside of the garment • Identify machine basting stitch • Sew machine basting stitch • Provide reasons for wearing clothes • Identify clothes that are suitable for: 	<p>Grade 5 first , second and third year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • lay out, pin and cut the pattern pieces • sew blind hem stitch by hand • gather fabric using machine basting stitch

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes			
			Grade 5 1 st year with diff	Grade 5 2 nd year with diff	Grade 5 3 rd year with diff	
		School Sport activities Leisure Events <ul style="list-style-type: none"> Describe the reasons for school uniforms being the most suitable to wear to school 	 ADDENDUM 38	 ADDENDUM 39	 ADDENDUM 40	
			Blind hem stitch by hand 	Needlework machine blind hem stitch  Machine blind hem as it was sewn Right side of machine blind hem	Machine basting stitch 	
			Group 1 learners: <ul style="list-style-type: none"> Sew a double hem sampler with hem stitch and file in sampler files Gather fabric using machine basting stitch and make a sampler to file in sampler files 			

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Sew a double hem sampler with hem stitch and file in sampler files <p>Group 2 learners: Continue to knit the suggested articles</p> <p>Grade 5 first year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Sew the back seam and finish the raw edges with overlocking stitch <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces • Sew the back seam and finish the raw edges with overlocking stitch <p>Grade 5second year: The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Sew the front and back skirt panels together <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces • Sew the front and back skirt panels together <p>Grade 5third year:</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
			<p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> • Sew a casing for the elastic in the top panel • Use machine basting stitch and gather the center panel <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin and cut the pattern pieces • Sew a casing for the elastic in the top panel • Use machine basting stitch and gather the center panel <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit.</p>
7-9		<ul style="list-style-type: none"> • Identify different types hand wash and machine wash washing powders • Sort clothes according to colour before washing • Explain the reasons for sorting clothes before washing • Use the correct technique to wash clothes by hand 	<p>Grade 5 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Attach the bias binding to the raw edge of the skirt fabric to produce a hem • Sew a casing to insert the elastic on the opposite side of the hem • Insert the elastic, sew the ends together and close the opening • Iron the completed skirt <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Execute the steps demonstrated by the teacher <p>Grade 5second year:</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Use the correct technique to hang clothes on the washing line • Load a washing machine correctly • Explain the reasons for hanging clothes immediately after being washed • Describe the factors that influence the clothing choices of young adults 	<p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Finish the raw seam edges with the overlocker • Attach the waistband onto the skirt panels • Insert elastic in the waistband, sew the ends together and close the opening • Sew the hem with blind hem stitch <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Execute the steps demonstrated by the teacher <p>Grade 5third year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> • Pull the threads and match the center and top skirt panel with right sides together • Gather the bottom panel in the same manner and attach the bottom panel and center panel with right sides together • Sew a double fold hem at the bottom and stitch • Insert the elastic and sew the elastic together • Stitch the opening closed <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Execute the steps demonstrated by the teacher <p>Group 2 learners:</p>

WEEK	TOPIC	CONTENT The learner must able to:	Grade 5 Term 4 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Cast off knitted articles and sew seams • Package knitted articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit.</p>
10	Assessment		

Grade 5 Term 4 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.

	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	Lay out pattern pieces onto fabric	Pin pattern pieces onto fabric	Sew bias binding onto fabric panels
Week 3:	Sew handles onto fabric	Turn bag handles right side out	Insert zipper into fabric panel
Week 4:	Sew a bag with handles and insert	Sew a bag with handles and a flap to close bag	Sew a bag with handles, inserts and a zipper
Week 5:	Sew a double hem with blind hem stitch	Sew a double hem with blind hem stitch	Sew a casing to insert elastic in
Week 6:	Gather fabric using machine basting stitch	Sew front and back skirt panels together	Gather fabric using machine basting stitch
Week 7:	Sew bias binding to produce a skirt hem	Sew a skirt waistband onto fabric panels	Gather skirt panels using machine basting stitch
Week 8:	Iron a skirt	Insert elastic in a skirt waistband	Sew a double hem with blind hem stitch
Week 9:	Sew a simple skirt	Sew an A line skirt	Sew a skirt with 3 panels

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.

	Grade 5 first year	Grade 5second year	Grade 5third year
Week 2:	List the factors to consider when deciding on the size of the bag	List factors to consider when deciding on the fabric colour to make a bag	Describe the steps to produce a bag
Week 3:	Identify different techniques to attach handles to bags	Identify alternative materials to produce handles for bags	Describe the advantages of the different techniques to attach handles to bags
Week 4:	Identify different fasteners that are suitable to close bags	List the advantages of the different types of fasteners to close bags	Discuss the function a lining serves in a bag
Week 5:	Identify blind hem stitch by hand	List a number of suitable stitches to hem a garment	Provide the reasons why hem stitches should not be visible on the outside of the garment
Week 6:	Provide reasons for wearing clothes	Identify clothes that are suitable for: school, sport activities, leisure & events	Describe the reasons for school uniforms being the most suitable to wear to school
Week 7:	Identify different types hand wash and machine wash washing powders	Explain the reasons for sorting clothes before washing	Explain the reasons for hanging clothes immediately after being washed
Week 8:	Describe the technique to wash clothes by hand	Describe how to hang clothes on the washing line	Describe how to load a washing machine
Week 9:	Describe how culture influences clothing choices	Describe how family income influences clothing choices	Describe how peer preferences influences clothing choices

4 SECTION 4: ASSESSMENT

4.1.1 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.
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 and 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

The following tables are the assessment tasks for Consumer Studies Needlework

TASK	TERM 1		
		Grade 4 first year	Grade 4 second year
1	Week 2 & 3	Practise the correct posture in front of a Needlework machine Identify tools and materials to knit	Names the parts of a Needlework machine Cast on stitches to knit garter stitch
2	Week 4 & 5	Dust and clean the Needlework machine Sew tacking stitch evenly	Thread the Needlework machine's upper thread correctly Thread the Needlework machine's lower thread correctly

		Sew a single straight seam on the Needlework machine	Sew a single curved seam on the Needlework machine
3	Week 6 & 7	Distinguish between the right and wrong side of fabric Pin pattern pieces perpendicular to seam line	Knit garter stitch with even tension Cut pattern pieces on cutting line
4	Week 8 & 9	Test fabric for crease resistance Sew cotton headband according to pattern instructions	Iron fabric safely Sew headband with stretch according to pattern instructions
TASK	TERM 2		
		Grade 4 first year	Grade 4 second year
1	Week 2 & 3	Use backstitching in all seam Needlework Plug and unplug an iron safely	Reduce bulkiness in seam corners Iron fabric safely
2	Week 4 & 5	Sew napkins according to pattern instructions Transfer the pattern markings	Sew pot holders according to pattern instructions finish raw seam edges with zig-zag stitch
3	Week 6 & 7	Trim excess fabric to reduce bulkiness	Cast off knitted articles Sew overhand/whip stitch evenly

		Finish raw seam edges with zig-zag stitch	
4	Week 8 & 9	Turn the right side out and push corners out Sew a banner according to pattern instructions	Turn the right side out and push corners out Sew place mats according to pattern instructions
TASK	TERM 3		
		Grade 4 first year	Grade 4 second year
1	Week 2 & 3	Sew a single curved seam on the Needlework machine Sew a doorstopper according to pattern instructions	Sew a double hem Sew a cushion according to pattern instructions
2	Week 4 & 5	lay out pattern pieces using minimum fabric Sew a straight double hem	Cut out pattern pieces on the seam line Sew an insert to a central fabric piece
3	Week 6 & 7	Sew a pillow case according to pattern instructions Fuse vilene on fabric pieces	Sew a cushion with an insert according to pattern instructions
4	Week 8 & 9	Stitch batting to fabric pieces Sew a card holder according to pattern instructions	Sew a makeup bag according to pattern instructions

TASK	TERM 4		
		Grade 4 first year	Grade 4 second year
1	Week 2 & 3	Iron fabric before cutting the pattern Sew handles for a bag	Press the completed article Insert bag handles in seam
2	Week 4 & 5	Sew a bag according to pattern instructions Sew a waistband	Sew a bag with a base according to pattern instructions Sew a neckband for an apron
3	Week 6 & 7	Pin pattern pieces perpendicular to the seam line Attach a waistband to an apron	Cut pattern pieces on cutting line Attach a neckband to an apron
4	Week 8 & 9	Use backstitch to start Needlework Sew a waist apron according to pattern instructions	Use backstitch to end off Needlework Sew an apron with a bib according to pattern instructions

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.

Grade 5 Practical Assessment tasks

TASK	TERM 1			
		Grade 5 first year	Grade 5 second year	Grade 5 third year
1	Week 2 & 3	<p>Identify 4 parts of an overlocker</p> <p>Use the correct posture in front of the overlocker</p>	<p>Name 4 parts of an overlocker</p> <p>Use the correct posture in front of the overlocker and Needlework machine</p>	<p>Name 8 parts of an overlocker</p> <p>Identify posture mistakes of other learners in front of the overlocker and state how to rectify these</p>
2	Week 4 & 5	<p>Understand how to thread the overlocker</p> <p>Disable the overlocker cutter</p>	<p>Thread the overlocker with assistance</p> <p>Sew a French seam with the overlocker</p>	<p>Thread the overlocker independently</p> <p>Sew a roller hem with the overlocker</p>
3	Week 6 & 7	<p>Safely test for synthetic fabric</p> <p>Overlock a closed seam</p>	<p>Identify the right and wrong side of synthetic fabric</p> <p>Clip convex seams</p>	<p>Identify the right and wrong side of natural as well as synthetic fabric</p> <p>Sew closed seam and overlock raw edges</p>
4	Week 8 & 9	<p>Turn right sides out and top stitch on the edge of article</p> <p>Sew an infinity scarf according to pattern instructions</p>	<p>Clip concave seams</p> <p>Sew a baby bib according to pattern instructions</p>	<p>Follow pattern instructions to sew slippers</p> <p>Sew slipper according to pattern instructions</p>

TASK	TERM 2			
		Grade 5 first year	Grade 5 second year	Grade 5 third year
1	Week 2 & 3	<p>Transfer motive outlines onto Vilene</p> <p>Cut pattern pieces on quilted fabric</p>	<p>Iron Vilene onto fabric</p> <p>Quilt with the Needlework machine with assistance</p>	<p>Arrange fabric and batting correctly before quilting with the Needlework machine</p> <p>Quilt with the Needlework machine</p>
2	Week 4 & 5	<p>Sew a potholder according to pattern instructions</p> <p>Lay out pattern on batting</p>	<p>Sew oven gloves according to pattern instructions</p> <p>Pin pattern on batting with pins perpendicular to seam line</p>	<p>Sew quilted oven gloves according to pattern instructions</p> <p>Transfer pattern markings on batting</p>
3	Week 6 & 7	<p>Secure the applique motives with magic tape on the background fabric</p> <p>Secure appliqué motifs with magic tape</p>	<p>Pin fabric layers and batting before Needlework</p> <p>Cast off knitting</p>	<p>Pin darts</p> <p>Sew darts</p>
4	Week 8 & 9	<p>Sew satin stitch</p> <p>Package knitted article</p>	<p>Sew knitted articles side seams</p> <p>Choose suitable packaging material to</p>	<p>Insert elastic in lining</p> <p>Package Needlework article</p>

			package Needlework article	
TASK	TERM 3			
		Grade 5 first year	Grade 5 second year	Grade 5 third year
1	Week 2 & 3	<p>Sew a double hem</p> <p>Sew a bolster cushion according to pattern instructions</p>	<p>Distinguish between pattern pieces that look alike and sew according to pattern instructions</p> <p>Sew a toy dolphin according to pattern instructions</p>	<p>Pin and sew doll limbs' in correct position according to pattern instructions</p> <p>Sew a toy doll according to pattern instructions</p>
2	Week 4 & 5	<p>Press seams to flat position</p> <p>Overlock raw seam edges</p>	<p>Transfer pattern markings to fabric pieces</p> <p>Applique design details</p>	<p>Transfer pattern markings onto fabric pieces</p> <p>Clip convex curved seams</p>
3	Week 6 & 7	<p>Sew a star cushion according to pattern instructions</p> <p>Iron Vilene onto fabric pieces</p>	<p>Sew a toy rabbit according to pattern instructions</p> <p>Set the iron to the correct setting to iron Vilene onto fabric pieces</p>	<p>Sew a toy dog according to pattern instructions</p> <p>Set the iron to the correct setting to iron Vilene onto fabric pieces</p>
4	Week 8:	<p>Use a zipper foot to sew a zipper</p>	<p>Change Needlework machine feet with confidence</p>	<p>Insert a zipper neatly</p> <p>Sew a small bag with a zipper according to pattern instructions</p>

		Sew a purse with a zipper according to pattern instructions	Sew a toiletry bag with a zipper according to pattern instructions	
TASK	TERM 4			
		Grade 5 first year	Grade 5 second year	Grade 5 third year
1	Week 2 & 3	Lay out pattern pieces onto fabric Sew handles onto fabric	Pin pattern pieces onto fabric Turn bag handles right side out	Sew bias binding onto fabric panels Insert zipper into fabric panel
2	Week 4 & 5	Sew a bag with handles and insert Sew a double hem with blind hem stitch	Sew a bag with handles and a flap to close bag Sew a double hem with blind hem stitch	Sew a bag with handles, inserts and a zipper Sew a casing to insert elastic in
3	Week 6 & 7	Gather fabric using machine basting stitch Sew bias binding to produce a skirt hem	Sew front and back skirt panels together Sew a skirt waistband onto fabric panels	Gather fabric using machine basting stitch Gather skirt panels using machine basting stitch
4	Week 8 & 9	Iron a skirt Sew a simple skirt	Insert elastic in a skirt waistband Sew an A line skirt	Sew a double hem with blind hem stitch Sew a skirt with 3 panels

Grade 5 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.

4.6 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.

4.7 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.

4.7.1 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.

4.7.2 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.

4.8 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).