# NATURAL SCIENCES & TECHNOLOGY GRADE 4 TERM 2

Tracker

Week 1												
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	CAPS			Class	S			(	Class	S		
CAPS Concepts and Activities	Page											
	no.	D	ate (	Com	plete	ed	D	ate (	Com	plete	ed	
Week 1 Lesson A												
Topic: Materials around us	20											
Content & Concepts: Solids, liquids and												
gases												
<ul> <li>Solids, liquids and gases make up all</li> </ul>												
the materials around us												
Week 1 Lesson B	20											
Topic: Materials around us	20											
Content & Concepts: Solids, liquids and gases												
<ul> <li>Some properties of solids, liquids and</li> </ul>												
gases												
<ul> <li>solids keep their shape</li> </ul>												
Week 1 Lesson C												
Topic: Materials around us	20											
Content & Concepts: Solids, liquids and												
gases												
<ul> <li>liquids flow and take the shape of their container</li> </ul>												
container												
	Reflectio	on										
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Think about and make a note of: What went well? W	/hat did not	gO	W	/hat w	/ill voi	ı char	nge ne	ext tim	ie? W	hv?		
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work set for the week? If not, how will you get back	ONTRACKS											
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Week 2 Lesson A202045444
Topic: Materials around us Content & Concepts: Solids, liquids and gases • gases, such as air, tend to spread out, have no definite shape but can be contained (like in a balloon)20Image: Concept and the second and the seco
Content & Concepts: Solids, liquids and gases • gases, such as air, tend to spread out, have no definite shape but can be contained (like in a balloon)Image: Concept is a spectrum of the spread out, have no definite shape but can be contained (like in a balloon)Image: Concept is a spectrum of the spread out, have no definite shape but can be contained (like in a balloon)Image: Concept is a spectrum of the spread out, have no definite shape but can be contained (like in a balloon)Image: Concept is a spectrum of the spread out, have no definite shape but can be contained (like in a balloon)Image: Concept is a spectrum of the spread out, have no definite shape but can be content & Concepts: Change of state • heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept is change of state heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept is change of state heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept is change of state heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept is change of state heating and cooling (removing heat) heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept is change heating and cooling (removing heat) heating a
gases • gases, such as air, tend to spread out, have no definite shape but can be contained (like in a balloon)Image: Content & Concepts: Change of state • heating and cooling (removing heat) cause solids, liquids and gases to change stateImage: Concept of the state of th
<ul> <li>gases, such as air, tend to spread out, have no definite shape but can be contained (like in a balloon)</li> <li>Week 2 Lesson B</li> <li>Topic: Materials around us</li> <li>Content &amp; Concepts: Change of state</li> <li>heating and cooling (removing heat) cause solids, liquids and gases to change state</li> </ul>
have no definite shape but can be contained (like in a balloon)       Image: Contained (like in a balloon)       Image: Contained (like in a balloon)       Image: Contained (like in a balloon)         Week 2 Lesson B       Image: Contained (like in a balloon)       Image: Contained (like balloon)       Image: Contained (l
Week 2 Lesson B       20 </td
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Content & Concepts: Change of state • heating and cooling (removing heat) cause solids, liquids and gases to change state
<ul> <li>heating and cooling (removing heat) cause solids, liquids and gases to change state</li> </ul>
cause solids, liquids and gases to change state
Week 2 Lesson C
WEEK Z LESSON C
Topic: Materials around us   20
Content & Concepts: Change of state
A solid first changes to a liquid (melting)
when heated and the liquid changes to a
gas (evaporating) on further heating
Reflection
Year:
Think about and make a note of: What went well? What did not go What will you change next time? Why?
well? What did the learners find difficult or easy to understand or do?
What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?
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Think about and make a note of: What went well? What did not go What will you change next time? Why?
well? What did the learners find difficult or easy to understand or do?
What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?
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Week 3													
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CAPS Concepts and Activities	Page												
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Week 3 Lesson A													
Topic: Materials around us	20												
Content & Concepts: Change of state													
Gas first changes to a liquid     (condensing) when eacled and the liquid													
(condensing) when cooled and the liquid changes to a solid (freezing/solidifying)													
when cooled further													
Week 3 Lesson B													
Topic: Materials around us	20												
Content & Concepts: The water cycle													
<ul> <li>water evaporates, condenses, freezes and melts in the water cycle</li> </ul>													
Week 3 Lesson C													
Topic: Solid materials	21												
Content & Concepts: Raw and													
manufactured materials													
<ul> <li>Examples of some raw materials we use to make other useful materials</li> </ul>													
	Reflectio	on											
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Think about and make a note of: What went well? W	/hat did not	go	What will you change next time? Why										
well? What did the learners find difficult or easy to u	nderstand o	or do?							,				
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CAPS Concepts and Activities	Page										
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Week 4 Lesson A											
Topic: Solid materials	21										
Content & Concepts: Raw and											
manufactured materials											
Sand is used to make glass											
Clay is used to make ceramics											
Week 4 Lesson B											
Topic: Solid materials	21										
Content & Concepts: Raw and											
manufactured materials											
• Coal and oil are used to make plastics,											
paints and fabrics											
Week 4 Lesson C	24										
Topic: Solid materials	21										
Content & Concepts: Raw and manufactured materials											
Wood and fibre from plants are used to											
make paper											
	Reflectio	on									
Year:											
Think about and make a note of: What went well? W	/hat did not	go	W	/hat w	vill you	ı char	nge ne	ext tim	e? W	hy?	
well? What did the learners find difficult or easy to u											
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	Week 5	5									
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CAPS Concepts and Activities	Page										
	no.	Da	ate (	Com	plete	ed	D	ate (	Com	plete	ed
Week 5 Lesson A											
Topic: Solid materials	21										
Content & Concepts: Raw and											
<ul> <li>manufactured materials</li> <li>Animal wool and hide are used to make</li> </ul>											
fabrics and leather											
Week 5 Lesson B											
Topic: Solid materials	21										
Content & Concepts: Properties of materials											
Raw and manufactured materials have											
specific properties. These properties can											
include being hard or soft, stiff or flexible, strong or weak, light or heavy,											
waterproof or absorbent											
Week 5 Lesson C	22										
Topic: Strengthening materials	22										
Content & Concepts: Ways to strengthen materials											
There are different ways to strengthen											
materials (such as paper) to build a											
strong structure											
<ul> <li>We can fold paper into hollow pillars which are circular, triangular or square</li> </ul>											
when are creatal, thangalar of square											
Year:	Reflectio	on									
Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u				/hat w	vill you	u char	nge ne	ext tin	ne? W	hy?	
What will you do to support or extend learners? Did											
work set for the week? If not, how will you get back	on track?										
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Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	? Why?
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Week 6												
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CAPS Concepts and Activities	Page											
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Week 6 Lesson A												
Topic: Strengthening materials	22											
Content & Concepts: Ways to strengthen												
materials												
We can fold paper into hollow pillars												
which are circular, triangular or square												
Week 6 Lesson B	22											
Topic: Strengthening materials	22											
Content & Concepts: Ways to strengthen												
materials												
<ul> <li>We can roll paper into long thin tubes (struts)</li> </ul>												
Week 6 Lesson C												
Topic: Strong frame structures	22											
Content & concepts: Strut and frame												
structures												
<ul> <li>Struts are joined into triangular shapes making a strong stable structure, such as</li> </ul>												
in roof trusses, bridges, cranes, pylons												
and skeletons (limb bones are struts)												
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Week 7											
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CAPS Concepts and Activities	Page no.										
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Week 7 Lesson A											
Topic: Strong frame structures Content & concepts: Strut and frame	22										
structures											
• Struts are joined into triangular shapes											
making a strong stable structure, such as											
in roof trusses, bridges, cranes, pylons and skeletons (limb bones are struts)											
Week 7 Lesson B	22										
Topic: Strong frame structures Content & Concepts: Indigenous	22										
structures											
• Indigenous, traditional homes such as a											
Zulu hut (uguqa), Xhosa (rontabile and											
ungqu-phantsi) and Nama (matjieshuis) make use of a framework of struts (such											
as branches											
Week 7 Lesson C											
Topic: Strong frame structures	22										
Content & concepts: Strut and frame											
structures											
<ul> <li>Struts are joined into triangular shapes making a strong stable structure, such as</li> </ul>											
in roof trusses, bridges, cranes, pylons											
and skeletons (limb bones are struts)											
	Reflectio	n									
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Week 8											
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CAPS Concepts and Activities	Page no.										
	110.	D	ate (	Com	plete	ed	D	ate (	Com	plete	ed
Week 8 Lesson A											
Topic: Strong frame structures	22										
Content & concepts: Strut and frame											
structures											
<ul> <li>Struts are joined into triangular shapes making a strong stable structure, such as</li> </ul>											
in roof trusses, bridges, cranes, pylons											
and skeletons (limb bones are struts)											
Week 8 Lesson B											
Topic: Strong frame structures	22										
Content & concepts: Strut and frame											
structures											
Struts are joined into triangular shapes											
making a strong stable structure, such as in roof trusses, bridges, cranes, pylons											
and skeletons (limb bones are struts)											
Week 8 Lesson C											
Topic: Strong frame structures	22										
Content & concepts: Strut and frame											
structures											
• Struts are joined into triangular shapes											
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and skeletons (limb bones are struts)											
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work set for the week? If not, how will you get back of	on track?										
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Week 9														
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Week 9 Lesson A														
Topic: Revision	20-22													
Week 9 Lesson B														
Topic: Revision	20-22													
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Week 9 Lesson C														
Topic: Revision	20-22													
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Week 10								
		Year:			Year:			
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CAPS Concepts and Activities	Page							
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Week 10 Lesson A								
Examination								
Reflection								
Year:								
Think about and make a note of: What went well? well? What did the learners find difficult or easy to What will you do to support or extend learners? Di work set for the week? If not, how will you get bac	o understand o id you cover a	or do?	What w	ill you cha	nge next	time? W	hy?	
			HOD:			Da	te:	
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