NATURAL SCIENCES GRADE 7 TERM 2 Tracker

	Week 1	l .									
	CARS	Yea	nr:				Yea	ar:			
CAPS Concepts and Activities	Page			Class	5	1		(Class	5	1
	no.									Ļ	
		Da	ate (Com	plete	ed	D	ate (Com	plete	ed
Week 1 Lesson A	22										
Content & Concepts: Physical properties	22										
of materials											
Properties of materials determine their											
suitability for a particular use such as:											
o flexibility											
,											
Week 1 Lesson B											
Topic: Properties of materials	22										
of materials											
Properties of materials determine their											
suitability for a particular use such as:											
 boiling and melting points The boiling point of a substance is the 											
<i>temperature</i> at which the liquid starts											
boiling (boiling is a rapid change in state											
from a liquid state to a gas state)											
Week 1 Lesson C											
Topic: Properties of materials	22										
Content & Concepts: Physical properties											
of materials											
suitability for a particular use such as:											
 electrical conductivity 											
 heat conductivity 											
	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	ie? W	hy?	
well? What did the learners find difficult or easy to u	inderstand o	or do?					-				
what will you do to support or extend learners? Did work set for the week? If not, how will you get back	you cover a on track?	ll the									
			Н	OD:					Da	te:	

Year:		
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?
	HOD:	Date:

	Week 2	2										
	CADE	Yea	r:				Yea	ar:				
CARS Concents and Activities	Dago		(Class	5				Class	S		
CAPS Concepts and Activities	Page											
	110.	Da	nte (Com	plete	ed	D	ate (Com	plete	ed	
Week 2 Lesson A												
Topic: Properties of materials	22											
Content & Concepts: Physical properties												
of materials												
Other factors (such as cost, colour and texture) are also take into account when												
using materials												
Week 2 Lesson B												
Topic: Properties of materials	22											
Content & Concepts: Physical properties												
of materials												
Properties of materials determine their												
suitability for a particular use												
Week 2 Lesson C												
Topic: Properties of materials	22											
Content & Concepts: Impact on the												
• The production and/or use of materials												
such as metals, plastics and fuels has an												
impact on the environment												
Reflection												
Year:												
Think about and make a note of: What went well? W	/hat did not	2 0	W	/hat w	vill voi	ı char	nge ne	xt tim	ie? W	hv?		
well? What did the learners find difficult or easy to u	nderstand o	or do?		nac n	in you		90 110					
What will you do to support or extend learners? Did	you cover a	ll the										
work set for the week? If not, now will you get back	on track?											
				00.						.		
				UD:					Da	te:		
Year:												
Think about and make a note of: What went well? W	/hat did not	go	W	'hat w	ill you	ı char	nge ne	xt tim	ne? W	hy?		
well? What did the learners find difficult or easy to u	nderstand o	or do?										
what will you do to support or extend learners? Did work set for the week? If not, how will you get back	you cover a on track?	li the										
			H	OD:					Da	te:		

Week 3												
	CADS	Yea	r:				Year:					
CAPS Concents and Activities	Page		(Class	5			(Class	5		
	no.											
	-	Da	ite (Com	olete	ed	D	ate C	Com	olete	ed	
Week 3 Lesson A	22											
Content & Concents: Mixtures	22											
 A mixture is made up of two or more 												
substances or materials that have												
different physical properties. Where the												
separated												
Week 3 Lesson B												
Topic: Separating mixtures	22-23											
Content & Concepts: Methods of												
 physical separation The physical properties of the materials 												
in a mixture determine the separating												
method to be used												
 Some methods used to separate materials include hand sorting 												
(separating sheep wool from thorns),												
sieving (separating stones from sand),												
using a magnet (separating iron from sand)												
sand)												
Week 3 Lesson C												
Topic: Separating mixtures	22-23											
Content & Concepts: Methods of												
Additional methods include												
 filtration (separating sand 												
from water)												
 evaporation (retrieving salt from sea water) 												
	Reflectio	n										
Year:												
Think about and make a note of: What went well? W	hat did not	go	W	'hat w	ill you	ı char	ige ne	xt tim	e? W	hy?		
well? What did the learners find difficult or easy to u	nderstand c	or do?					-					
what will you do to support or extend learners? Did work set for the week? If not, how will you get back of	you cover a on track?	li the										
			н	DD:					Da	te:		
			н	OD:					Da	te:		

Year:		
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?
	HOD:	Date:

	Week 4	ļ									
		Yea	ar:				Yea	ar:			
	CAPS			Class	5			(Class	5	
CAPS Concepts and Activities	Page										
	no.	D	ate (Com	plete	ed	D	ate (Com	olete	ed
Week 4 Lesson A											
Topic: Separating mixtures	23										
Content & Concepts: Methods of											
physical separation											
Additional methods include: Distillation (retriaving pure water											
from sea water). Distillation always											
involves boiling and condensation											
[change from gas to a liquid]											
 Chromatography (separating 											
different colour pigments from											
one colour pigment, such as black											
Week 4 Lesson B											
Topic: Separating mixtures	23										
Content & Concepts: Methods of											
physical separation											
 Some methods used to separate 											
(separating sheen wool from thorns)											
sieving (separating stones from sand),											
using a magnet (separating iron from											
sand)											
Additional methods include filtration (concentring could from											
 mitration (separating sand from water) 											
 evaporation (retrieving salt from 											
sea water)											
 Distillation (retrieving pure water 											
from sea water). Distillation always											
[change from gas to a liquid]											
 Chromatography (separating 											
different colour pigments from											
one colour pigment, such as black											

Topic: Separating mixtures	23										
Content & Concepts: Sorting and											
recycling materials											
• It is every person's responsibility to											
dispose of waste in a proper way											
Only certain materials are suitable for											
recycling, such as metals, plastics and											
glass. Organic waste can be made into											
compost. Material which cannot be											
recycled has to be dumped											
• Local authorities have systems for sorting											
and disposing of waste materials											
There are negative consequences											
associated with poor waste management											
such as pollution of water, soil and the											
environment; health hazards and											
diseases; blockage of sewage and water											
drainage systems; waste of land used for											
landfills; wastage of valuable materials											
which could be recycled											
	Reflectio	n									
Year:											
Think about and make a note of: What went well? V	/hat did not	go w da 2	W	hat w	ill you	ı char	ige ne	ext tim	e? W	hy?	
What will you do to support or extend learners? Did	vou cover a	or ao : Il tha									
work set for the week? If not, how will you get back	on track?	ii the									
			H	OD:					Da	te:	
			H	OD:					Da	te:	
			H	OD:					Da	te:	
Year:			H	OD:					Da	te:	
Year:	/hat did not	2 0	H	OD:	ill voi	uchar	ige ne	ext tim	Pa	te:	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to b	/hat did not inderstand c	go or do?	W	OD: /hat w	ill you	ı char	ige ne	ext tim	e? W	te: hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to o What will you do to support or extend learners? Did	/hat did not inderstand c you cover a	go or do? Il the	W	OD: /hat w	ill you	ı char	ge ne	xt tim	Da e? W	te: hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to a What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ige ne	ext tim	Da e? W	te: hy?	
Year: Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ge ne	ext tim	Da e? W	te:	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ige ne	ext tim	Da	hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to a What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: 'hat w	ill γοι	ı char	ige ne	xt tim	Da	hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to t What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ige ne	ext tim	e? W	hy?	
Year: Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ge ne	ext tim	e? W	hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: /hat w	ill you	ı char	ge ne	ext tim	e? W	hy?	
Year: Think about and make a note of: What went well? V well? What did the learners find difficult or easy to a What will you do to support or extend learners? Did work set for the week? If not, how will you get back	/hat did not inderstand c you cover a on track?	go or do? Il the	W	OD: That w	ill you	ı char	ge ne	ext tim	Da e? W	te:	

	Week 5	5									
		Yea	ar:				Yea	ar:			
	CAPS		(Class	5			(Class	5	
CAPS Concepts and Activities	Page										
	no.	D	ate (Com	plete	ed	D	ate (Com	plete	ed
Week 5 Lesson A											
Topic: Acids, bases and neutrals	23										
Content & Concepts: Tastes of											
substances											
The human tongue can sense four											
different tastes, salty, sweet, sour and											
There is a survival advantage to being											
able to distinguish these tastes, such as											
selecting a ripe apple which usually tastes											
sweet, but discarding an unripe one											
which tastes sour]											
tastel											
Week 5 Lesson B											
Topic: Acids, bases and neutrals	23-24										
Content & Concepts: Properties of acids,											
bases and neutrals											
Acids and bases are an important group of chamicals											
Many foods and household chemicals											
can be classified as acids bases or											
neutrals depending on their properties											
 Acids (such as lemon and other fruit 											
juices, vinegar, tartaric acid, swimming											
pool acid) have the following properties:											
• Taste sour											
 Feel rough on the skin 											
• Many are dangerous to taste or											
feel (are corrosive)											
Week 5 Lesson C											
Topic: Acids, bases and neutrals	24										
Content & Concepts: Properties of acids,											
bases and neutrals											
 Bases (such as bicarbonate of soda, washing nowder most soans bleach and 											
household cleaners) have the following											
properties											
 Taste bitter 											
 Feel slippery on the skin Many are dangerous to taste or 											
feel (are corrosive)											
[soluble bases are called											
alkaline/s]											

Reflection						
Year:						
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?				
	HOD:	Date:				
Year:						
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?				
	HOD: Date					

	Week 6	5									
		Yea	ar:				Yea	ar:			
	CAPS			Class	5				Class	5	
CAPS Concepts and Activities	Page										
	no.	D	ate (Com	olete	ed	D	ate (Com	olete	ed
Week 6 Lesson A											
Topic: Acids, bases and neutrals	24										
Content & Concepts: Properties of acids,											
bases and neutrals											
Neutrals (such as pure water, salt											
solution, sugar solution, cooking oil) are											
neither acids nor bases											
Week 6 Losson R											
Topic: Acids, bases and poutrals	24										
Content & Concents: Acid-base	27										
indicators											
Red and blue litmus paper can be used to											
test/indicate whether a substance is an											
acid, a base or a neutral:											
 red litmus paper remains red in an acid and a neutral, but turns 											
blue in a base											
 blue litmus paper remains blue 											
in a base and a neutral, but											
turns red in an acid											
 We always use <i>both</i> red and blue litmus to test a substance 											
Week 6 Lesson C	25										
of Elements	25										
Content & Concepts: Arrangement of											
elements on the Periodic Table											
• The Periodic Table of Elements is a											
classification system for the elements											
which make up matter and materials in											
the world [an element is a pure substance which cannot be broken down											
further]											
• The Periodic Table was devised by Dmitri											
Mendeleev in the 1860s. He arranged the											
elements according to their properties in											

Reflection		
Year:		
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?
	HOD:	Date:
Year:		
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?
	HOD:	Date:

	7											
	64.06	Yea	r:				Year:					
	CAPS		(Class	5			(Class	5		
CAPS Concepts and Activities	Page											
	no.	Da	ite (Com	plete	ed	D	ate (Com	plete	ed	
Week 7 Lesson A												
Topic: Introduction to the Periodic Table	25											
of Elements												
Content & Concepts: Arrangement of												
elements on the Periodic Table												
• Each element has its own name, symbol,												
atomic number and position on the Periodic Table												
Week 7 Lesson B												
Topic: Introduction to the Periodic Table	25											
of Elements												
Content & Concepts: Arrangement of												
elements on the Periodic Table												
• The elements of the Periodic Table are												
arranged into three main categories;												
\circ Metals are arranged on the left-												
hand side of the table												
\circ Non-metals are found on the												
far-right hand side of the table												
 Semi-metals are found in the region between metals 												
and non-metals												
Week 7 Lesson C												
Topic: Introduction to the Periodic Table	25											
of Elements												
Content & Concepts: Some properties of												
metals, semi-metals and non-metals												
• Metals are usually shiny, ductile and												
malleable, solid (except mercury) and												
have high melting and boiling points	Poflectic											
Year:	Reflectio											
Think about and make a note of: What went well? W	hat did not	go vr do 2	W	/hat w	vill you	u char	nge ne	xt tim	e? W	hy?		
What will you do to support or extend learners? Did	you cover a	ll the										
work set for the week? If not, how will you get back of	on track?											
			Н	OD:					Da	te:		

Year:		
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?
	HOD:	Date:

Week 8											
		Year:				Year:					
		Class				Class					
		Da	ate (Com	plete	ed	D	ate C	Com	olete	ed
Week 8 Lesson A											
Topic: Introduction to the Periodic Table	25										
Of Elements Content & Concents: Some properties of											
metals semi-metals and non-metals											
Non-metals have a variety of different											
properties (depending on whether they											
are solids or gases)											
Mook & Losson P											
Topic: Introduction to the Periodic Toble	25										
of Elements	2.5										
Content & Concepts: Some properties of											
metals, semi-metals and non-metals											
Semi-metals are solids and have some											
properties of metals and some properties											
of non-metals											
Week 8 Lesson C											
Topic: Introduction to the Periodic Table	25										
of Elements											
Content & Concepts: Some properties of											
metals, semi-metals and non-metals											
 Metals are usually shiny, ductile and 											
malleable, solid (except mercury) and											
Non-metals have a variety of different											
properties (depending on whether they											
are solids or gases											
Semi-metals are solids and have some											
properties of metals and some properties											
or non-metals											
	Ref <u>lectio</u>	on									
Year:											
Think about and make a note of: What went well? W	hat did not	go	W	/hat w	rill voi	u char	nge ne	xt tim	e? W	hv?	
well? What did the learners find difficult or easy to u	nderstand o	or do?			,					,.	
What will you do to support or extend learners? Did	you cover a	ll the									
work set for the week? If not, now will you get back of	UNUTACK										
		HOD: Da					Da	te:			

Year:		
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?
	HOD:	Date:

Week 9											
	CAPS Page no.	Yea				Year:					
CAPS Concepts and Activities			(Class	5		Class				
		Da	ate (Com	plete	ed	Date Comple				ed
Week 9 Lesson A											
Topic: Revision	22-25										
Week 9 Losson B											
Topic: Revision	22-25										
	22 25										
Week 9 Lesson C											
Topic: Revision	22-25										
Voor	Reflectio	on									
well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	nderstand o you cover a on track?	or do? Il the	What will you change next time? Why?								
			H	HOD: Date:							
Year:											
Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u What will you do to support or extend learners? Did work set for the week? If not, how will you get back	rent well? What did not go or easy to understand or do? arners? Did you cover all the ou get back on track?				What will you change next time? Wh?						
			HOD: Date:								

Week 10														
		Year:			Year: Yea				ar:	· ·				
	CAPS		Class					5						
CAPS Concepts and Activities Page no. Da														
		te Completed			1	Date Complete								
Examination														
Reflection														
Year:														
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	d you cover a k on track?	go vr do? Il the		at wii	i you c	.11.611	se ne		er vv	1191				
			НО	D:					Da	te:				
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	What did not understand c d you cover a k on track?	go ır do? II the	Wh	at wil	ll you c	han	ge ne	xt tim	e? W	hy?				
			НО	D:										