## NATURAL SCIENCES & TECHNOLOGY

GRADE 4 TERM 3
Tracker

Week 1												
	CARC	Yea	r:				Yea	ar:				
CARC Company to and Astinities	CAPS		(	Class	6			(	Class	5		
CAPS Concepts and Activities	Page											
	no.	Da	ite (	Comp	plete	ed	D	ate (	Com	olete	ed	
Week 1 Lesson A												
Topic: Energy and energy transfer	23											
Content & Concepts: Energy for life												
We use energy for everything we do												
Week 1 Lesson B												
Topic: Energy and energy transfer	23											
Content & Concepts: Energy for life												
We get our energy from food												
Week 1 Lesson C	22											
Topic: Energy and energy transfer Content & Concepts: Energy for life	23											
Energy in our food comes from the Sun												
(plants use the energy from the Sun to												
make food for themselves and for												
animals and people)												
	Reflection	n										
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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 change next time? Why?									
What will you do to support or extend learners? Did	you cover a											
work set for the week? If not, how will you get back	on track?											
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Week 2											
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CAPS Concepts and Activities	Page										
	no.	Da	te (	Comp	olete	ed	D	ate (	Com	olete	ed
Week 2 Lesson A											
Topic: Energy and energy transfer Content & Concepts: Energy from the	23										
Sun											
Energy is transferred from the Sun, to plants, to animals in a sequence known											
as an energy chain/ food chain											
Week 2 Lesson B											
Topic: Energy and energy transfer	23										
Content & Concepts: Energy from the											
<ul><li>Sun</li><li>Energy is transferred from the Sun to</li></ul>											
plants, to animals in a sequence known											
as an energy chain/ food chain											
Week 2 Lesson C											
Topic: Energy around us	23										
<ul><li>Content &amp; Concepts: Energy</li><li>We are aware of energy around us,</li></ul>											
including movement, heat, light, sound											
	Reflection	n									
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	nderstand o	or do?	W	/hat w	ill you	ı char	nge ne	ext tim	ie? W	hy?	
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	Week 3										
	CAPS	Yea	r:				Yea	ar:			
CAPS Concepts and Activities	Page		(	Class	5			(	Class	5	
CAPS Concepts and Activities	no.										
	110.	Da	ite (	Com	plete	ed	D	ate (	Com	olete	ed
Week 3 Lesson A											
Topic: Energy around us	23										
<ul><li>Content &amp; Concepts: Energy</li><li>We are aware of energy around us,</li></ul>											
including movement, heat, light, sound											
Week 3 Lesson B											
Topic: Energy around us	23										
<ul> <li>Content &amp; Concepts: Energy</li> <li>Energy is also stored in sources such as</li> </ul>											
food, wood, coal, oil products, natural											
gas											
Week 3 Lesson C	22										
Topic: Energy around us Content & Concepts: Energy	23										
Energy can be transferred from a source											
to where it is needed											
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Year:	Reflection	on									
Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u			W	/hat w	ill you	u char	nge ne	xt tim	ne? W	hy?	
What will you do to support or extend learners? Did	you cover a										
work set for the week? If not, how will you get back	on track?										
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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		II the									
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Week 4											
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CAPS Concepts and Activities	Page										
	no.	Da	ate C	Comp	olete	ed	D	ate C	om	olete	d
Week 4 Lesson A											
Topic: Energy around us	23										
Content & Concepts: Energy											
<ul> <li>Energy can be transferred from a source to where it is needed</li> </ul>											
Week 4 Lesson B											
Topic: Energy around us	23										
Content & Concepts: Input and output of											
energy											
Machines and appliances need an input											
of energy to make them work  Machines and appliances provide an											
<ul> <li>Machines and appliances provide an output of energy (work) useful to us</li> </ul>											
Week 4 Lesson C											
Topic: Energy around us	23										
Content & Concepts: Input and output of											
energy											
Machines and appliances need an input											
of energy to make them work											
<ul> <li>Machines and appliances provide an output of energy (work) useful to us</li> </ul>											
	Reflectio	n									
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Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u		-	W	nat w	ılı you	ı cnar	ige ne	xt tim	e? W	ny?	
What will you do to support or extend learners? Did	you cover a										
work set for the week? If not, how will you get back of	on track?										
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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											
What will you do to support or extend learners? Did work set for the week? If not, how will you get back or	-	ii the	the								
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	Week 5										
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CAPS Concepts and Activities			(	Class	5			(	Class	5	
CAPS Concepts and Activities	Page no.										
	110.	Da	ate (	Comp	olete	ed	D	ate C	Com	plete	ed
Week 5 Lesson A											
Topic: Energy around us	23										
Content & Concepts: Input and output of											
energy											
<ul> <li>Machines and appliances need an input of energy to make them work</li> </ul>											
<ul> <li>Machines and appliances provide an</li> </ul>											
output of energy (work) useful to us											
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Week 5 Lesson B											
Topic: Movement and energy in a	24										
system											
Content & Concepts: Movement and											
musical instruments											
Many musical instruments (systems) use											
movement input energy (such as blowing,											
beating and plucking) to make them work											
Week 5 Lesson C											
Topic: Movement and energy in a	24										
system											
Content & Concepts: Movement and											
musical instruments											
Many musical instruments (systems) use											
movement input energy (such as blowing,											
beating and plucking) to make them work											
Year:	Reflection	n									
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## NECT LEARNING PROGRAMME: NATURAL SCIENCES & TECHNOLOGY GRADE 4 TERM 3 TRACKER

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										
	CARC	Yea	ar:				Yea	ar:			
	CAPS		(	Class	5				Class	5	
CAPS Concepts and Activities	Page										
	no.	Di	ate (	Com	plete	ed	D	ate (	Com	plete	ed
Week 6 Lesson A											
Topic: Movement and energy in a	24										
system											
Content & Concepts: Movement and											
musical instruments											
Many instruments have parts that can											
move or vibrate											
Musical instruments produce sound as											
the main output energy											
Week 6 Lesson B											
Topic: Movement and energy in a	24										
system											
Content & Concepts: Movement and											
musical instruments											
Many musical instruments (systems) use											
movement input energy (such as blowing,											
beating and plucking) to make them work											
Many instruments have parts that can											
<ul><li>move or vibrate</li><li>Musical instruments produce sound as</li></ul>											
the main output energy											
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Week 6 Lesson C	24										
Topic: Movement and energy in a	24										
system											
Content & Concepts: Movement and											
musical instruments											
Many musical instruments (systems) use     movement input energy (such as blowing											
movement input energy (such as blowing, beating and plucking) to make them work											
Many instruments have parts that can											
move or vibrate											
Musical instruments produce sound as											
the main output energy											

## NECT LEARNING PROGRAMME: NATURAL SCIENCES & TECHNOLOGY GRADE 4 TERM 3 TRACKER

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?						
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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 7												
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	CAPS Concepts and Activities	Page										
		no.	Di	ate (	Comi	olete	d	D	ate (	Com	olete	ed
	Week 7 Lesson A											
Top	pic: Movement and energy in a	24										
-	tem											
-	ntent & Concepts: Movement and											
	sical instruments											
•	Many musical instruments (systems) use											
	movement input energy (such as blowing,											
	beating and plucking) to make them work											
•	Many instruments have parts that can											
	move or vibrate											
•	Musical instruments produce sound as											
	the main output energy											
	Week 7 Lesson B											
-	pic: Movement and energy in a	24										
sys	tem											
Co	ntent & Concepts: Movement and											
mu	sical instruments											
•	Many musical instruments (systems) use											
	movement input energy (such as blowing,											
	beating and plucking) to make them work											
•	Many instruments have parts that can											
	move or vibrate											
•	Musical instruments produce sound as the main output energy											
	Week 7 Lesson C											
To	pic: Energy and sound	25										
	ntent & Concepts: Vibrations and											
sou	-											
•	Musical instruments make sounds											
	through vibrations											
•	The sound always moves outwards from											
	the part that is vibrating	Daflastia										
Yea		Reflectio	n									
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	ik about and make a note of: What went well? W		-	W	hat w	ill you	ı char	ige ne	xt tim	ne? W	hy?	
	? What did the learners find difficult or easy to u at will you do to support or extend learners? Did											
	k set for the week? If not, how will you get back of	-	ii tiic									
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## NECT LEARNING PROGRAMME: NATURAL SCIENCES & TECHNOLOGY GRADE 4 TERM 3 TRACKER

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	e? Why?
	HOD:	Date:

	Week 8	3											
	CAPS	Yea	ır:				Yea	ar:					
CAPS Concepts and Activities	Page		(	Class	5			(	Class	5			
CAPS Concepts and Activities	no.												
	110.	Da	ate (	Com	olete	ed	D	ate C	Com	olete	ed		
Week 8 Lesson A													
Topic: Energy and sound	25												
Content & Concepts: Vibrations and													
We can feel or hear vibrations													
We can reer or riear vibrations													
Week 8 Lesson B													
Topic: Energy and sound	25												
Content & Concepts: Vibrations and													
sound													
Vibrations travel through materials such as air, water, plastic, metal and wood													
as an, water, plastic, metal and wood													
Week 8 Lesson C													
Topic: Energy and sound	25												
Content & Concepts: Making sounds     Sounds can be made loud or soft													
(volume)													
(voidine)													
Reflection													
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	e? W	hy?			
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	-	ii tiie											
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Think about and make a note of: What went well? W		-	W	hat w	ill you	ı char	nge ne	xt tim	e? W	hy?			
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	Week 9										
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CARC Concents and Activities			(	Class	6			(	Class	5	
CAPS Concepts and Activities	Page										
	no.	Da	ate (	Comp	olete	ed	D	ate (	Com	plete	ed
Week 9 Lesson A											
Topic: Energy and sound	25										
Content & Concepts: Making sounds											
Sounds can be made high or low (pitch)											
Week 9 Lesson B											
Topic: Energy and sound	25										
Content & Concepts: Noise pollution											
Sound that is loud, unpleasant or harmful											
to our ears and continues for a long time, is described as noise pollution											
Noise pollution can cause permanent											
damage to hearing (hearing aids can help											
people who are hearing-impaired)											
Week 9 Lesson C											
Topic: Energy and sound	25										
Content & Concepts: Noise pollution											
Sound that is loud, unpleasant or harmful											
to our ears and continues for a long time,											
<ul><li>is described as noise pollution</li><li>Noise pollution can cause permanent</li></ul>											
damage to hearing (hearing aids can help											
people who are hearing-impaired)											
	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	nge ne	xt tim	e? 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		ll the									
work set for the week? If not, how will you get back of	on track?										
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Think about and make a note of: What went well? W	hat did not	go	W	hat w	ill voi	u char	nge ne	xt tim	ie? W	hy?	
well? What did the learners find difficult or easy to u	nderstand c	or do?			, -		0-			,	
What will you do to support or extend learners? Did		ll the									
work set for the week? If not, how will you get back of	on track?	.kr									
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Week 10											
	CAPS Page no.	Year:				Year:					
CARS Concents and Activities		Class				Class					
CAPS Concepts and Activities											
		Date Completed			Date Completed						
Week 10 Lesson A											
Revision	23-25										
Reflection											
Year:											
Think about and make a note of: What went well?	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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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 change next time? Why?							
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?											
		HOD:				Date:					