

1A

Term 1, Week 1, Lesson A

Lesson Title: Growth and Development

Time for lesson: 1 hour

A POLICY AND OUTCOMES

Sub-Topic	Plants and animals grow and develop	
CAPS Page Number	34	
Lesson Objectives		
By the end of the lesson, learners will be able to:		
<ul style="list-style-type: none"> describe how plants and animals grow and develop explain that this happens throughout their lives. 		
Specific Aims	1. DOING SCIENCE + TECHNOLOGY	✓
	2. UNDERSTANDING + CONNECTING IDEAS	✓
	3. SCIENCE, TECHNOLOGY + SOCIETY	

SCIENCE PROCESS + DESIGN SKILLS

1. Accessing & Recalling Information	✓	7. Raising Questions	✓	13. Interpreting Information	✓
2. Observing	✓	8. Predicting		14. Designing	
3. Comparing		9. Hypothesizing		15. Making/ constructing	
4. Measuring		10. Planning Investigations		16. Evaluating and improving products	
5. Sorting & Classifying		11. Doing Investigations		17. Communicating	
6. Identifying problems & issues		12. Recording Information	✓		

Covid 19 Quiz

1. What causes Covid 19? (Bacteria or Virus) - **Virus**
2. What do Co-, Vi- and 19 mean in the name Covid 19?
-Co means Corona
-Vi means Virus
-19 is for 2019
3. Where was Covid 19 discovered? **Wuhan, China**

TOPIC: Life Cycles

B POSSIBLE RESOURCES

For this lesson, you will need:

IDEAL RESOURCES	IMPROVISED RESOURCES
Resource 5: Lions in the shade of a tree	-

C CLASSROOM MANAGEMENT

1. Make sure that you are ready and prepared.
2. Write the following question onto the chalkboard before the lesson starts:

What is at the start of every food chain?

3. Learners should enter the classroom and answer the question in their workbooks.
4. Discuss the answer with the learners.
5. Write the model answer onto the chalkboard.

A green plant will start every food chain.

D ACCESSING INFORMATION

1. Write the following onto the chalkboard (always try to do this before the lesson starts):

GROWTH AND DEVELOPMENT

1. Plants and animals are living things.
 2. They grow and change throughout their lives.
 3. This process is called development.
 4. A **generation** is a group of plants or animals at a similar **stage** in their development.
 5. One generation of a plant or animal gives rise to the next generation by **reproduction**.
 6. Reproduction is when plants and animals have babies.
 7. Death can occur at any stage in a plant or animal's life.
2. Explain and discuss the following with the learners:
 - a. They learnt in Grade 4 that plants and animals are living things which go through seven life processes.
 - b. The stages (steps) of this process are called development.
 - c. A generation is a group of plants or animals that are at the same stage in their development.
 - d. One generation gives birth to a new generation through reproduction.
 - e. At any stage in a plant or animal's life, death can occur.
 - f. Show learners Resource 5: Lions and cubs in the shade of a tree.

TOPIC: Life Cycles

- g. These cubs will grow into adult lions/lionesses and have cubs themselves.
- h. At any stage in the cubs' lives, as they grow and develop, they might die.
- i. Another male lion might attack them, they might die from disease, or they might die from old age.

3. Give learners some time to copy this information into their workbooks.

Checkpoint 1

Ask the learners the following questions to check their understanding at this point:

- a. What is a 'generation'?
- b. What do we call the growth of plants and animals throughout their lives?

Answers to the checkpoint questions are as follows:

- a. A generation is a group of plants or animals at a similar stage in their development.
- b. We call this development.

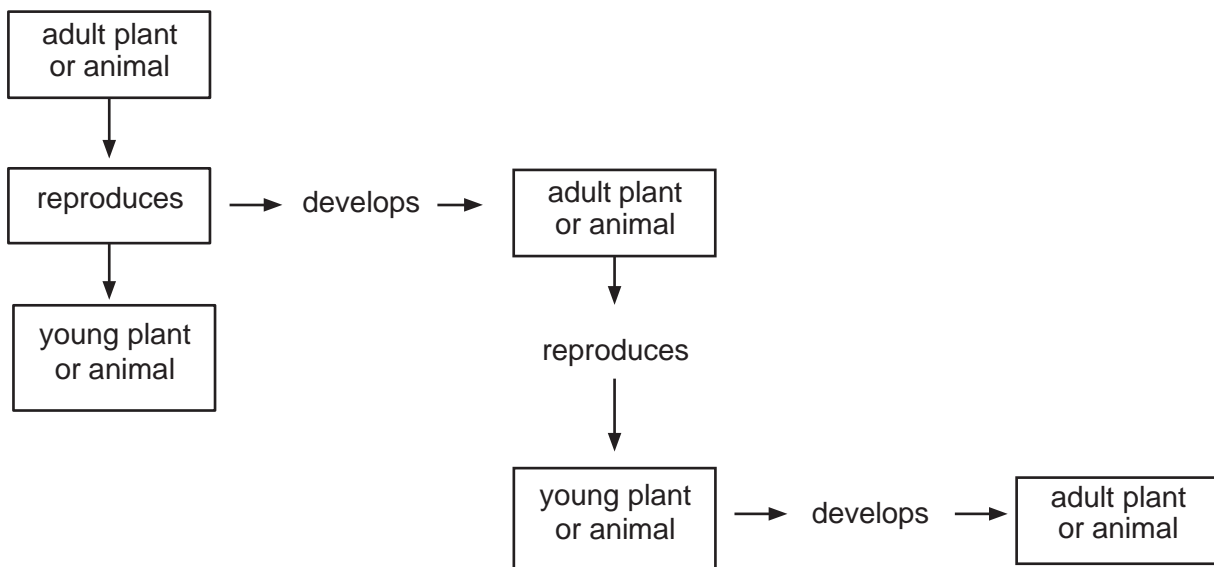
E

CONCEPTUAL DEVELOPMENT

1. Draw the following onto the chalkboard (always try to do this before the lesson starts):

GROWING AND DEVELOPING

1. An adult plant produces new, young plants.
2. These grow into a new generation of plants.
3. They then produce their own new, young plants which grow into the next generation of plants.
4. An adult born at a similar time to another adult would be the same generation.



TOPIC: Life Cycles

2. Explain the following to the learners:
 - a. An adult will reproduce a young plant or animal, which will then reproduce its own young plant or animal.
 - b. This process continues and creates a new generation each time.
3. Give learners some time to complete this information and diagram in their workbooks.

Checkpoint 2

Ask the learners the following questions to check their understanding at this point:

- a. What does it mean when we say a plant or animal reproduces?
- b. What does it mean when we say a plant or animal develops?

Answers to the checkpoint questions are as follows:

- a. To reproduce means to make more of the same thing – for animals and plants this means having babies.
- b. To develop means to grow – plants and animals develop throughout their lives.

4. Ask the learners if they have any questions and provide answers and explanations.

F REFERENCE POINTS FOR FURTHER DEVELOPMENT

If you need additional information or activities on this topic, you can find these in your textbook on the following pages:

NAME OF TEXTBOOK	TOPIC	PAGE NUMBER
Study & Master	Life Cycles	51
Viva	Life Cycles	39
Platinum	Life Cycles	47-48
Solutions for All	Life Cycles	59-60
Day-by-Day	Life Cycles	43
Oxford	Life Cycles	36-37
Spot On	Life Cycles	22
Top Class	Life Cycles	34
Sasol Inzalo Bk A	Life Cycles	98-99

G ADDITIONAL ACTIVITIES/ READING

In addition, further reading, listening or viewing activities related to this sub-topic are available through the following web links: N/A

1B

Term 1, Week 1, Lesson B

Lesson Title: Growth and development

Time for lesson: 1 hour

A POLICY AND OUTCOMES

Sub-Topic	Stages and processes of animals	
CAPS Page Number	34	
Lesson Objectives		
By the end of the lesson, learners will be able to:		
<ul style="list-style-type: none"> describe what a life cycle is give the purpose of a life cycle 		
Specific Aims	1. DOING SCIENCE + TECHNOLOGY	✓
	2. UNDERSTANDING + CONNECTING IDEAS	✓
	3. SCIENCE, TECHNOLOGY + SOCIETY	

SCIENCE PROCESS + DESIGN SKILLS

1. Accessing & Recalling Information	✓	7. Raising Questions	✓	13. Interpreting Information	✓
2. Observing		8. Predicting		14. Designing	
3. Comparing		9. Hypothesizing		15. Making/ constructing	
4. Measuring		10. Planning Investigations		16. Evaluating and improving products	
5. Sorting & Classifying		11. Doing Investigations		17. Communicating	
6. Identifying problems & issues		12. Recording Information	✓		

Covid 19 Talk

1. How can we see if we have been infected with Covid 19?

Fever, Cough, shortness of breath, loss of sense of taste or smell, body aches and Tiredness

2. Which three things should we do to protect ourselves and loved ones from Covid 19?

Wear protective clothes like masks, wash and sanitise hands and surfaces regularly, social distance

TOPIC: Life Cycles

B POSSIBLE RESOURCES

For this lesson, you will need:

IDEAL RESOURCES	IMPROVISED RESOURCES
-	-

C CLASSROOM MANAGEMENT

1. Make sure that you are ready and prepared.
2. Write the following question onto the chalkboard before the lesson starts:

If I am born and grow and develop at the same time as you, are we of the same generation?

3. Learners should enter the classroom and answer the question in their workbooks.
4. Discuss the answer with the learners.
5. Write the model answer onto the chalkboard.

Yes, a generation is a group of plants or animals that are at the same stage in their development.

D ACCESSING INFORMATION

1. Write the following onto the chalkboard (always try to do this before the lesson starts):

A LIFE CYCLE

1. All living things have a life cycle.
 2. A cycle is a set of steps that happen one after the other and then the cycle gets **repeated**.
 3. A life cycle describes the stages and processes that take place as a plant or animal grows and develops.
 4. It describes how one generation of a plant or animal gives rise to the next generation.
 5. This is done through reproduction.
 6. Breathe and so it must be kept damp.
2. Explain the following to the learners:
 - a. Remind learners that they planted seeds and watched them grow in Grade 4.
 - b. This is the start of a life cycle.
 - c. Those seeds would grow into adult plants.
 - d. These would then get seeds which would be dispersed.
 - e. These seeds would then start a new life cycle.
 - f. One generation of a plant or animal gives rise to the next generation through reproduction.

TOPIC: Life Cycles

- g. Reproduction is one of the life processes.
 - h. Read through the information on the chalkboard to make sure that the learners understand all the information.
3. Read through the information on the chalkboard to make sure that the learners understand all the information.

Checkpoint 2

Ask the learners the following questions to check their understanding at this point:

- a. Do non-living things have a life cycle?
- b. What is a life cycle?

Answers to the checkpoint questions are as follows:

- a. No, only living things have a life cycle.
- b. A life cycle describes the stages and processes that take place as a plant or animal grows and develops.

E

CONCEPTUAL DEVELOPMENT

1. ACTIVITY: Life Cycle of a Human. Write the following on the chalkboard (always try to do this before the lesson starts):

TASK: LIFE CYCLE OF A HUMAN

adult, **toddler**, teenager, baby, child, old person

2. Explain the following to the learners:
- a. The process of maturing into an adult is called development.
 - b. All living things mature.
 - c. Each living thing has a life cycle.
 - d. Put the above words in order of their life cycle.
 - e. Ask the learners at what stage in the life cycle they think they are? child
 - f. What starts off the life cycle of a human? baby
 - g. What is the last stage in a human's life cycle? old person
3. The model answer is as follows:

LIFE CYCLE OF A HUMAN

baby, toddler, child, teenager, adult, old person

4. Give learners some time to complete this task in their workbooks.

TOPIC: Life Cycles

Checkpoint 2

Ask the learners the following questions to check their understanding at this point:

- a. What stage starts off the life cycle of a human?
- b. What stage ends the life cycle of a human?

Answers to the checkpoint questions are as follows:

- a. A baby starts off the life cycle of a human.
- b. An old person ends the life cycle of a human.

5. Ask the learners if they have any questions and provide answers and explanations.

F REFERENCE POINTS FOR FURTHER DEVELOPMENT

If you need additional information or activities on this topic, you can find these in your textbook on the following pages:

NAME OF TEXTBOOK	TOPIC	PAGE NUMBER
Study & Master	Life Cycles	-
Viva	Life Cycles	-
Platinum	Life Cycles	48
Solutions for All	Life Cycles	59-60
Day-by-Day	Life Cycles	-
Oxford	Life Cycles	37
Spot On	Life Cycles	22
Top Class	Life Cycles	34
Sasol Inzalo Bk A	Life Cycles	-

G ADDITIONAL ACTIVITIES/ READING

In addition, further reading, listening or viewing activities related to this sub-topic are available through the following web links:

1. <https://www.exploringnature.org/db/view/680> [Life Cycles: Plants and animals]
2. <http://sciencing.com/animal-plant-life-cycles-6392248.html> [Animal and plant life cycles]

1C

Term 1, Week 1, Lesson C

Lesson Title: Growth and development

Time for lesson: 1½ hours

A POLICY AND OUTCOMES

Sub-Topic	Stages and processes of plants	
CAPS Page Number	34	
Lesson Objectives		
By the end of the lesson, learners will be able to:		
<ul style="list-style-type: none"> describe the different stages of the life cycle of plants put the different stages into an order. 		
Specific Aims	1. DOING SCIENCE + TECHNOLOGY	✓
	2. UNDERSTANDING + CONNECTING IDEAS	✓
	3. SCIENCE, TECHNOLOGY + SOCIETY	

SCIENCE PROCESS + DESIGN SKILLS

1. Accessing & Recalling Information	✓	7. Raising Questions	✓	13. Interpreting Information	✓
2. Observing	✓	8. Predicting		14. Designing	
3. Comparing		9. Hypothesizing		15. Making/ constructing	
4. Measuring		10. Planning Investigations		16. Evaluating and improving products	
5. Sorting & Classifying		11. Doing Investigations		17. Communicating	
6. Identifying problems & issues		12. Recording Information	✓		

Covid 19 Talk – Taking good care of ourselves

It is important that we are in good and stable health to prevent infections. Here are some ways to take good care of our bodies

- Eat well and rest enough
- Exercise regularly
- Talk to friends and family openly about your feelings
- Get accurate and reliable information about Covid

TOPIC: Life Cycles

B POSSIBLE RESOURCES

For this lesson, you will need:

IDEAL RESOURCES	IMPROVISED RESOURCES
Resource 35: The Life Cycle of a plant from seed to fruit	
Resource 36: Life cycle of an apple tree	
Resource 7: Bees pollinating a plant	

C CLASSROOM MANAGEMENT

1. Make sure that you are ready and prepared.
2. Write the following question onto the chalkboard before the lesson starts:

True or False: Life cycles show the different stages and processes of a plant or animal as it grows and develops.

3. Learners should enter the classroom and answer the question in their workbooks.
4. Discuss the answer with the learners.
5. Write the model answer onto the chalkboard.

True.

D ACCESSING INFORMATION

1. Write the following onto the chalkboard (always try to do this before the lesson starts):

STAGES OF THE LIFE CYCLE OF A PLANT

1. Nearly all flowering plants begin their life as seeds.
2. Seeds grow into seedlings.
3. Seedlings grow into adult plants.
4. Adult plants grow flowers.
5. The flower is **pollinated**.
6. After pollination, the flowers turn into fruit with seeds.
7. Fruit falls to the ground or is eaten by birds.
8. The seeds are dispersed.
9. The life cycle starts again.

2. Explain and discuss the following with the learners:
 - a. Flowering plants start their life cycle as seeds.
 - b. When **conditions** are right - warmth, air and water are available - the seeds grow into seedlings.

TOPIC: Life Cycles

- c. Seedlings grow into adult plants.
 - d. Adult plants grow flowers.
 - e. Flowers need to be pollinated so that the flower turns into a fruit.
 - f. Show learners Resource 7: Bees pollinating a plant.
 - g. Pollination is when pollen is moved from one plant to another.
 - h. Show learners Resource 35: Life Cycle of a plant from seed to fruit.
 - i. Point out the different stages of the life cycle of a plant.
 - j. The cycle starts off with a seed, which grows into a seedling, which grows into an adult tree.
 - k. The tree then gets flowers, which are pollinated by bees or other insects, and the flowers turn into fruit with seeds.
 - l. The seeds are dispersed by birds or by fruit falling on the ground.
 - m. The life cycle starts again.
3. Give learners some time to copy this information into their workbooks.
 4. Write the following onto the chalkboard (always try to do this before the lesson starts):

PROCESSES IN THE LIFE CYCLE OF A PLANT

The following processes happen during the life cycle of a plant:

1. Germination occurs when a seed starts growing into a seedling. Seeds need warmth, air and moisture to germinate.
 2. Growing happens throughout the life cycle. The seedling gets stronger and bigger.
 3. Maturing is when a seedling grows into an adult plant.
 4. Flowering happens in an adult plant for it to make fruit and seeds to reproduce.
 5. Pollination happens when pollen is carried by insects from the male part of the plant to the female part.
 6. Dispersing seeds occurs when the seeds from the fruit are spread by birds or animals that eat the fruit.
5. Explain the following to the learners:
 - a. Go through each word at the beginning of each sentence and explain what it means.
 6. Give learners some time to copy this information into their workbooks.

TOPIC: Life Cycles

Checkpoint 1

Ask the learners the following questions to check their understanding at this point:

- a. What does 'germination' mean?
- b. What does 'pollination' mean?

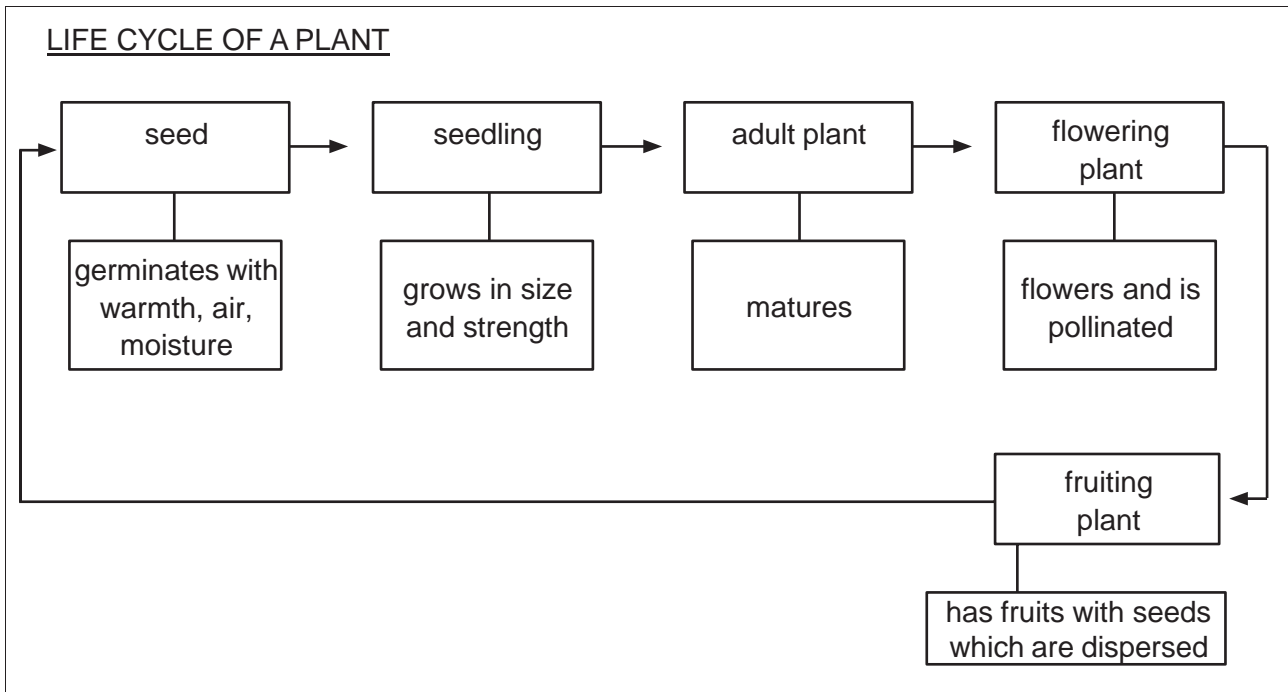
Answers to the checkpoint questions are as follows:

- a. Germination occurs when a seed has enough warmth, moisture and air to start growing into a seedling.
- b. Pollination happens when an insect moves pollen from the male part of a plant to the female part.

E

CONCEPTUAL DEVELOPMENT

1. Draw the following onto the chalkboard: (always try to do this before the lesson starts):



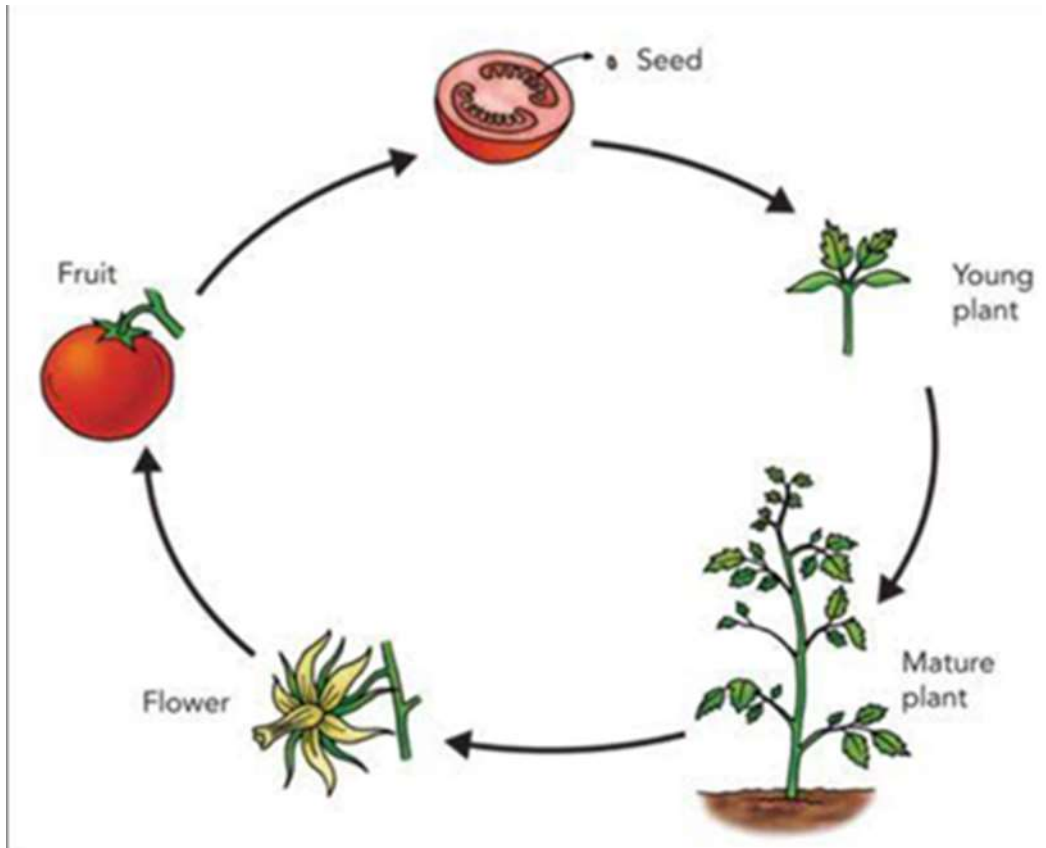
2. Explain the following to the learners:

- a. Show learners Resource 35: The Life Cycle of a plant from seed to fruit.
- b. The life cycle starts with a seed.
- c. Go through each stage with the learners explaining the processes that occur at each stage.
- d. Make sure that learners understand the meaning of the words which were written down at the beginning of the lesson.
- e. When seeds are dispersed, it means that they are carried to other places by birds, animals, wind or water.

TOPIC: Life Cycles

- f. Learners must be reminded that 'death' can occur at any time in the life cycle. Plants can be eaten by animals or not get enough water, sunlight or carbon dioxide.
 - g. Show learners Resource 36: Life cycle of an apple tree.
 - h. The life cycle starts with a seed, grows into a 'sprout' (seedling), which grows into a tree, which has flowers, which turn into fruit, which have seeds.
3. Give learners some time to copy this diagram into their workbooks.
 4. Draw the following on the chalkboard.

LIFE CYCLE OF A TOMATO PLANT



5. Give learners some time to copy this diagram into their workbooks.

Checkpoint 2

Ask the learners the following questions to check their understanding at this point:

- a. Give the five stages in the life cycle of a tomato plant.
- b. What does it mean when seeds are dispersed?

Answers to the checkpoint questions are as follows:

- a. Seed, seedling, adult plant, flowering plant, fruit plant.
- b. It means that the seeds are carried to other places either by birds, animals, wind or water.

6. Ask the learners if they have any questions and provide answers and explanations.

TOPIC: Life Cycles

F REFERENCE POINTS FOR FURTHER DEVELOPMENT

If you need additional information or activities on this topic, you can find these in your textbook on the following pages:

NAME OF TEXTBOOK	TOPIC	PAGE NUMBER
Study & Master	Life Cycles	52-56
Viva	Life Cycles	39-41
Platinum	Life Cycles	49-51
Solutions for All	Life Cycles	60-63
Day-by-Day	Life Cycles	43-48
Oxford	Life Cycles	38-39
Spot On	Life Cycles	23-25
Top Class	Life Cycles	34-37
Sasol Inzalo Bk A	Life Cycles	99-105

G ADDITIONAL ACTIVITIES/ READING

In addition, further reading, listening or viewing activities related to this sub-topic are available through the following web links:

1. <https://goo.gl/TbZK2F> (3min 46sec) [How does a seed become a plant?]
2. <https://goo.gl/ow4PyL> (3min 34sec) [Life Cycle of a Plant Video]
3. <https://goo.gl/he7ame> (2min 11sec) [How does a seed grow?]
4. <https://goo.gl/ZhYSnm> (3min 55sec) [Parts of a flower and pollination]
5. <https://goo.gl/669w2x> (1min 21sec) [The Life Cycle of a Flower]

2A

Term 1, Week 2, Lesson A

Lesson Title: Growth and development

Time for lesson: 1 hour

A POLICY AND OUTCOMES

Sub-Topic	Life cycle of a vertebrate	
CAPS Page Number	34	
Lesson Objectives		
By the end of the lesson, learners will be able to:		
<ul style="list-style-type: none"> describe the different stages of the life cycle of vertebrates put into order the different stages 		
Specific Aims	1. DOING SCIENCE + TECHNOLOGY	✓
	2. UNDERSTANDING + CONNECTING IDEAS	✓
	3. SCIENCE, TECHNOLOGY + SOCIETY	

SCIENCE PROCESS + DESIGN SKILLS

1. Accessing & Recalling Information	✓	7. Raising Questions	✓	13. Interpreting Information	✓
2. Observing		8. Predicting		14. Designing	
3. Comparing		9. Hypothesizing		15. Making/ constructing	
4. Measuring		10. Planning Investigations		16. Evaluating and improving products	
5. Sorting & Classifying	✓	11. Doing Investigations		17. Communicating	✓
6. Identifying problems & issues		12. Recording Information	✓		

Covid 19 Talk - Stigma

A stigma is a negative attitude or feeling towards a person because of a condition or illness. Many people have suffered due to stigmas. Some have lost their friends, family, and jobs and loved ones due to this stigma. As young Scientists we should understand that anyone can be infected or affected by a disease. We need to show care and love for our loved ones at a time of difficulty by encouraging them to open up and feel free about their health and conditions.

TOPIC: Life Cycles

B POSSIBLE RESOURCES

For this lesson, you will need:

IDEAL RESOURCES	IMPROVISED RESOURCES
Resource 37: Life cycle of a chicken	
Resource 38: Life cycle of a frog	
Resource 39: A python hatching from an egg	
Resource 5: Lions in shade of tree	

C CLASSROOM MANAGEMENT

1. Make sure that you are ready and prepared.
2. Write the following question onto the chalkboard before the lesson starts:

What does it mean when we say that a living thing 'matures'?

3. Learners should enter the classroom and answer the question in their workbooks.
4. Discuss the answer with the learners.
5. Write the model answer onto the chalkboard.

To mature means to grow and develop into an adult.

D ACCESSING INFORMATION

1. Write the following onto the chalkboard (always try to do this before the lesson starts):

STAGES OF THE LIFE CYCLE OF VERTEBRATES

1. Most vertebrates have a simple life cycle.
2. The cycle is: baby, young animal, mature adult.

PROCESSES IN THE LIFE CYCLE OF VERTEBRATES

1. During the three stages of the life cycle, the following processes happen:
 - growing
 - maturing
 - mating**
 - reproducing
 - dying

TOPIC: Life Cycles

2. Explain the following to the learners:
 - a. Show learners Resource 5: Lions in the shade of a tree.
 - b. A cub is the name for a baby lion.
 - c. These cubs are young animals.
 - d. The cubs have grown from baby cubs into young lions or lionesses.
 - e. The lioness has grown and matured from a young lioness into a mature adult.
 - f. The lioness will have mated with a male lion to produce baby lions or lionesses.
 - g. In the wild, lions and lionesses live for about 15 years.
 - h. Lions and lionesses might die from old age, a shortage of food or water, fighting or disease.
 - i. Read through what is written on the chalkboard and make sure the learners understand all the words.
3. Give learners some time to copy this information into their workbooks.
4. Write the following on the chalkboard (always try to do this before the lesson starts):

REPRODUCING

1. Some vertebrates called mammals give birth to live young.
 2. Other vertebrates such as birds and reptiles lay eggs.
 3. The eggs are covered by a hard shell.
 4. The babies **hatch** out of eggs.
 5. Parents need to feed and protect their babies.
 6. Some babies can walk or move straight away, like a giraffe or a horse.
 7. Other babies take longer to do this, like humans and birds.
5. Explain the following to the learners:
 - a. In mammals, the **embryo** develops inside the mother's body.
 - b. Most mammals give birth to live young.
 - c. Parents feed and protect their young.
 - d. Their young will grow into mature adults and carry on the cycle.
 - e. Birds and reptiles lay eggs.
 - f. The embryo develops inside the egg.
 - g. The egg has a hard shell to protect it.
 - h. The bird or reptile hatches out of the egg.
 - i. Show learners Resource 39: A python hatching from an egg.
 - j. A python is a reptile which lays eggs.

TOPIC: Life Cycles

Checkpoint 1

Ask the learners the following questions to check their understanding at this point:

- a. What are the three main stages of the life cycle of animals?
- b. How do reptiles reproduce?

Answers to the checkpoint questions are as follows:

- a. The three stages are: baby, young animal, mature adult.
- b. Reptiles lay eggs.

E

CONCEPTUAL DEVELOPMENT

1. Show learners Resource 37: The Life Cycle of a chicken.
2. Go through the life cycle with the learners from chicken to egg, to embryo growing and developing in an egg, to hatching to chick and back to chicken.
3. Show learners Resource 38: The Life Cycle of a frog.
4. Point out the life cycle of a frog from adult frog, to eggs, to embryos, to tadpoles, to young adult.
5. Write the following task onto the chalkboard:

TASK: THE LIFE CYCLE OF A DOG

The order of these sentences is mixed up. Write them in the correct order in your workbook.

1. The puppies grow until they are mature.
 2. The female dog is pregnant for 58 - 65 days.
 3. The female dog feeds her puppies with milk.
 4. The male and female dogs mate.
 5. The mature dog can reproduce and the life cycle starts again.
 6. The female dog gives birth to her puppies.
6. Explain the following to the learners:
 - a. The sentences describe the life cycle of a dog.
 - b. The sentences are not in the correct order.
 - c. Write the heading in their workbook.
 - d. Write the sentences in the correct order in their workbooks.

TOPIC: Life Cycles

7. Give learners some time to complete this task in their workbooks.
8. The model answer is:

TASK: THE LIFE CYCLE OF A DOG

1. *The male and female dogs mate.*
2. *The female dog is pregnant for 58 - 65 days.*
3. *The female dog gives birth to her puppies.*
4. *The female dog feeds her puppies with milk.*
5. *The puppies grow until they are mature.*
6. *The mature dog can reproduce and the life cycle starts again.*

Checkpoint 2

Ask the learners the following questions to check their understanding at this point:

- a. What type of vertebrates lay eggs to reproduce?
- b. What type of vertebrates give birth to live young?

Answers to the checkpoint questions are as follows:

- a. Birds and reptiles lay eggs to reproduce.
- b. Most mammals give birth to live young.

9. Ask the learners if they have any questions and provide answers and explanations.

TOPIC: Life Cycles

F REFERENCE POINTS FOR FURTHER DEVELOPMENT

If you need additional information or activities on this topic, you can find these in your textbook on the following pages:

NAME OF TEXTBOOK	TOPIC	PAGE NUMBER
Study & Master	Life Cycles	57-64
Viva	Life Cycles	42-46
Platinum	Life Cycles	51-55
Solutions for All	Life Cycles	64-67
Day-by-Day	Life Cycles	49-52
Oxford	Life Cycles	39-43
Spot On	Life Cycles	26-28
Top Class	Life Cycles	38-41
Sasol Inzalo Bk A	Life Cycles	105-115

G ADDITIONAL ACTIVITIES/ READING

In addition, further reading, listening or viewing activities related to this sub-topic are available through the following web links:

1. <https://goo.gl/E99FyL> (4min 26sec) [Life cycle Video for Kids]
2. <https://goo.gl/A18V8U> (9min 30sec) [Animal Life Cycles]