2020
NATIONAL CONTENT MAPS
GRADE 4 – 6

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- 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 and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: 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.
- 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.

In addition, the principles below guided the process of curriculum reorganisation and trimming:
- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2.   Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:
- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3.   Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4.   Revised Teaching Plans per Subject

This document presents the content phase plan for Grade 4 – 6

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1.   Life Skills

National Content Map Grade 4 – 6

Annexure A2	Subject: Life Skills		Grade: Intermediate Phase
	Revised Content Map per Phase		
Key Topic	**Grade 4**	**Grade 5**	**Grade 6**
Development of the self	• Personal strengths • Respect for own and others' bodies • Basic hygiene principles (issues of COVID-19) • Emotions: understanding a range of emotions • Personal experience of working in a group • Bullying: appropriate responses to bullying • • Reading for enjoyment	• Positive self-concept formation • Receiving and giving feedback • Coping with emotions • Relationships with peers, older people and strangers • Reading skills: reading with understanding and using a dictionary	• Positive self-esteem: body image • Abilities, interests and potential • Peer pressure • Problem solving skills in conflict situations • Self-management skills (Hands washing, wearing mask, sanitize Social/ Physical distancing, regular cleaning of your work station) • Bullying: getting out of the bullying habit • Reading skills: reading with understanding and fluency
Health and environmental responsibility	Basic hygiene principles (issues of COVID-19) Dangers in and around water: home and public swimming pools, rivers and dams • Traffic rules relevant to road users: pedestrians and cyclists • Personal and household hygiene • Dietary habits of children • Healthy environment and personal health: home, school and community • HIV and AIDS education: basic facts - Risks of COVID -19 on people with chronic diseases - Transmission of the virus- COVID 19	Safety measures at home and the environment • Water as an important basic need • Healthy eating for children • Local environmental health problems • HIV and AIDS education: dealing with stigma • Substance abuse	Basic hygiene principles (issues of COVID-19) Basic first aid in different situations Communicable diseases including COVID-19 • Food hygiene • HIV and AIDS and COVID-19 education: myths and realities
Social responsibility	Basic hygiene principles (issues of COVID-19) • Children's rights and responsibilities • Cultures and moral lessons	• Concepts: discrimination, stereotype and bias • Child abuse • Dealing with violent situations • Issues of age and gender	The dignity of the person in a variety of religions in South Africa • Cultural rites of passage • Caring for animals • Caring for people

	• Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion
	  - Closing of places of worship during lockdown
	  - New norm when places pf worship re-open
		• Festivals and customs of a variety of religions in South Africa	• Nation-building and cultural heritage
			• Gender stereotyping, sexism and abuse

Physical Education	• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control • A variety of modified invasion games • Basic hygiene principles (issues of COVID-19) • Rhythmic movements with focus on posture • Basic field and track athletics or swimming activities • Safety measures	• Movement sequences that require consistency and control in smooth and continuous combinations • A variety of target games • Basic hygiene principles (issues of COVID-19) • Rhythmic movements and steps with attention to posture and style • A variety of field and track athletics or swimming activities • Safety measures	• Physical fitness programme to develop particular aspects of fitness • A variety of striking and fielding games • Basic hygiene principles (issues of COVID-19) • Rhythmic patterns of movement with co-ordination and control • Refined sequences emphasising changes of shape, speed and direction through gymnastic actions or swimming activities • Safety measures

2.   Mathematics

National Content Map Grade 4 – 6

MATHEMATICS _2020 CONTENT MAP FOR THE INTERMEDIATE PHASE _ GRADE 4 - 6

Annexure A2	Subject: Mathematics		Grade: 4, 5 & 6	
	Revised Content Map per Phase			
Key Topic	**Grade 4**	**Grade 5**		**Grade 6**
Whole number Count, order, represent and place value	**Number range for counting, ordering, comparing and representing, and place value of digits** • Count forwards and backwards (in 2s, 3s, 5s, 10s, 25s, 50s, 100s) between 0 and at least 10 000 • Order, compare and represent numbers to at least 4-digit numbers • Represent odd and even numbers to at least 1 000. • Recognize the place value of digits in whole numbers to at least 4-digit numbers • Round off to the nearest 10, 100 and 1 000.	**Number range for counting, ordering, comparing and representing, and place value of digits** • Count forwards and backwards in whole number intervals up to at least 10 000 • Order, compare and represent numbers to at least 6-digit numbers • Represent odd and even numbers to at least 1 000. • Recognize the place value of digits in whole numbers to at least 6-digit numbers • Round off to the nearest 5, 10, 100 and 1 000		**Number range for counting, ordering, comparing, representing and place value of digits** • Order, compare and represent numbers to at least 9-digit numbers • Represent prime numbers to at least 100 • Recognizing the place value of digits in whole numbers to at least 9-digit numbers • Round off to the nearest 5, 10, 100, 1 000, 100 000, and 1 000 000

Whole number
Addition and subtraction
	Number range for calculations
	
	• Addition and subtraction of whole numbers of at least 4 digits
	
	Calculation techniques
	• Using a range of techniques to perform and check written and mental calculations with whole numbers including:
	  – estimation
	  – building up and breaking down numbers
	  – rounding off and compensating
	  – using a number line
	  – using addition and subtraction as inverse operations.
		Number range for calculations
		
		• Addition and subtraction of whole numbers of at least 5-digits
		
		Calculation techniques
		• Using a range of techniques to perform and check written and mental calculations of whole numbers including:
		  – estimation
		  – adding and subtracting in columns
		  – building up and breaking down numbers
		  – using a number line
		  – rounding off and compensating
		  – using addition and subtraction as inverse operations
				Number range for calculations
				
				• Addition and subtraction of whole numbers of at least 6 digits
				
				Calculation techniques
				• Using a range of techniques to perform and check written and mental calculations of whole numbers including:
				  – estimation
				  – adding and subtracting in columns
				  – building up and breaking down numbers
				  – rounding off and compensating
				  – using addition and subtraction as inverse operations
				  – using a calculator

	Properties of whole numbers • Recognize and use the commutative and associative properties of whole numbers • 0 in terms of its additive property **Solving problems** • Solve problems in contexts involving whole numbers, including: – financial contexts – measurement contexts	**Properties of whole numbers** • Recognize and use the commutative and associative properties of whole numbers • 0 in terms of its additive property **Solving problems** • Solve problems involving whole numbers including: – financial contexts – measurement contexts •	**Properties of whole numbers** • Recognize and use the commutative and associative properties of whole numbers • 0 in terms of its additive property **Solving problems** • Solve problems involving whole numbers including: – financial contexts – measurement contexts
Whole number Multiplication	**Number range for calculations** • Multiplication of at least whole 2-digit by 2-digit numbers **Calculation techniques** • Use a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – building up and breaking down numbers – doubling and halving – using multiplication and division as inverse operations. **Number range for multiples and factors** • Multiples of 1-digit numbers to at least 100 **Properties of whole numbers**	**Number range for calculations** • Multiplication of at least whole 3-digit by 2-digit numbers **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – building up and breaking down numbers – doubling and halving – using multiplication and division as inverse operations **Number range for multiples and factors** • Multiples of 2-digits whole numbers to at least 100 • Factors of 2-digit whole numbers to at least 100 **Properties of whole numbers**	**Number range for calculations** • Multiplication of at least whole 4-digit by 3-digit numbers **Calculation techniques** • Using a range of techniques to perform and check written and mental calculations of whole numbers including: – estimation – building up and breaking down numbers – multiplying in columns – using multiplication and division as inverse operations – using a calculator **Number range for multiples and factors** • Multiples of 2-digit and 3-digit numbers • Factors of 2-digit and 3-digit whole numbers • Prime factors of numbers to at least 100 **Properties of whole numbers**

		• Recognize and use the commutative; associative; and distributive properties of whole numbers.	• Recognize and use the commutative; associative and distributive properties with whole numbers. • 1 in terms of its multiplicative property	• Recognize and use the commutative, associative, distributive properties of whole numbers • 1 in terms of its multiplicative property

		Solving problems
		• Solve problems in contexts involving whole numbers, including:
		  – financial contexts
		  – measurement contexts
		  – comparing two or more quantities of the same kind (ratio)
		  – comparing two quantities of different kinds (rate).
			Solving problems
			• Solve problems involving whole numbers, including
			  – financial contexts
			  – measurement contexts
			  – comparing two or more quantities of the same kind (ratio)
			  – comparing two quantities of different kinds (rate)
				Solving problems
				
				• Solve problems involving whole numbers and decimal fractions, including
				  – financial contexts
				  – measurement contexts
				  – comparing two or more quantities of the same kind (ratio)
				  – comparing two quantities of different kinds (rate)

	Whole number Division	**Number range for calculations** • Division of at least whole 3-digit by 1-digit numbers	**Number range for calculations** • Division of at least whole 3-digit by 2-digit numbers	**Number range for calculations** • Division of at least whole 4-digit by 3-digit numbers • Multiple operations on whole numbers with or without brackets

		Calculation techniques
		
		• Use a range of techniques to perform and check written and mental calculations of whole numbers including:
		  – estimation
		  – building up and breaking down numbers
		  – using multiplication and division as inverse operations.
			Calculation techniques
			
			• Use a range of techniques to perform and check written and mental calculations with whole numbers including
			  – estimation
			  – building up and breaking down numbers
			  – using multiplication and division as inverse operations
				Calculation techniques
				
				• Using a range of techniques to perform and check
				written and mental calculations of whole numbers
				including:
				  – estimation
				  – long division
				  – building up and breaking down numbers
				  – using multiplication and division as inverse operations
				  – using a calculator

		Properties of whole numbers • Recognize and use the distributive property of whole numbers.	**Properties of whole numbers** • Recognize and use the distributive property of whole numbers	**Properties of whole numbers** • Recognize and use the distributive property of whole numbers

		• 1 in terms of its multiplicative property	• 1 in terms of its multiplicative property

	Solving problems
	
	• Solve problems in contexts involving whole numbers, including:
	  – financial contexts
	  – measurement contexts
	  – comparing two or more quantities of the same kind (ratio)
	  – comparing two quantities of different kinds (rate).
	  – grouping and equal sharing with remainders
		Solving problems
		
		• Solve problems in contexts involving whole numbers, including:
		  – financial contexts
		  – measurement contexts
		  – comparing two or more
		  – quantities of the same kind (ratio)
		  – comparing two quantities of different kinds (rate)
		  – grouping and equal sharing with remainders
			Solving problems
			
			• Solve problems involving whole numbers and decimal fractions, including:
			  – financial contexts
			  – measurement contexts
			  – comparing two or more quantities of the same kind (ratio)
			  – comparing two quantities of different kinds (rate)
			  – grouping and equal sharing with remainders

Common fractions	**Describing and ordering fractions** • Compare and order common fractions of different denominators (halves, thirds, quarters, fifths, sixths, sevenths, eighths) • Describe and compare common fractions in diagram form. **Calculations with fractions** • Addition of common fractions with same denominators. • Fractions of whole numbers • Recognize, describe and use the equivalence of division and fractions **Solving problems** • Solve problems in contexts involving common fractions, including grouping and equal sharing.	**Describing and ordering fractions** • Count forwards and backwards in fractions • Compare and order common fractions to at least twelfths **Calculations with fractions** • Addition and subtraction of common fractions with same denominator • Addition and subtraction of mixed numbers fractions of whole numbers • Fractions of whole numbers which result in whole numbers • Recognise, describe and use the equivalence of division and fractions **Solving problems** • Solve problems in contexts involving common fractions, including grouping and sharing **Equivalent forms**	**Describing and ordering fractions** • Compare and order common fractions, including tenths and hundredths **Calculations with fractions** • Addition and subtraction of common fractions in which one denominator is a multiple of another • Addition and subtraction of mixed numbers • Fractions of whole numbers **Solving problems** • Solve problems in contexts involving common fractions, including grouping and sharing

	Equivalent forms • Recognize and use equivalent forms of common fractions (fractions in which one denominator is a multiple of another	Recognize and use equivalent forms of common fractions (fractions in which one denominator is a multiple of another	
Percentages			**Percentages** • Find percentages of whole numbers **Equivalent forms:** • Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number
Decimal fractions			**Recognising, ordering and place value of decimal fractions** • Count forwards and backwards in decimal fractions to at least two decimal places • Compare and order decimal fractions to at least two decimal places • Place value of digits to at least two decimal places **Calculations with decimal fractions** • Addition and subtraction of decimal fractions with at least two decimal places • Multiply decimal fractions by 10 and 100 **Solving problems** • Solve problems in context involving decimal fractions **Equivalent forms**: • Recognize equivalence between common fraction and decimal fraction forms of the same number

			• Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number

Number sentence	**Number sentences**
	
	• Write number sentences to describe problem situations
	• Solve and complete number sentences by:
	   – inspection
	   – -trial and improvement
	• Check solution by substitution
		Number sentences
		
		• Write number sentences to describe problem situations
		• Solve and complete number sentences by:
		   – inspection
		   – -trial and improvement
		• Check solution by substitution
			Number sentences
			
			• Write number sentences to describe problem situations
			• Solve and complete number sentences by:
			   – inspection
			   – trial and improvement
			• Check solution by substitution

Numeric and Geometric patterns	**Investigate and extend patterns**
	
	• Investigate and extend numeric patterns looking for relationships or rules of patterns:
	   – sequences involving a constant difference or
	   – ratio
	   – of learner's own creation
	• Describe observed relationships or rules in learner's own words
	
	Input and output values
	
	• Determine input values, output values and rules for patterns and relationships using
	   – flow diagrams
	   – tables
	
	Equivalent forms
	• Determine equivalence of different descriptions of the same relationship or rule presented:
	   – verbally
	   – in a flow diagram
	   – by a number sentence
		Investigate and extend patterns
		
		• Investigate and extend numeric and geometric patterns looking for relationships or rules of patterns:
		   – represented in physical or diagram form
		   – sequences not limited to constant difference or ratio
		   – of learner's own creation
		• Describe observed relationships or rules for sequences involving constant ratio in learner's own words
		
		Input and output values
		
		• Determine input values, output values and rules for patterns and relationships using:
		   – flow diagrams
		   – tables
		
		Equivalent forms
		• Determine equivalence of different descriptions of the same relationship or rule presented:
		   – verbally
		   – in a flow diagram
		   – by a number sentence
			Investigate and extend patterns
			
			• Investigate and extend numeric and geometric patterns looking for relationships between patterns:
			   – represented in physical or diagram form
			   – not limited to sequences involving a constant difference or ratio
			   – of learner's own creation
			   – represented in tables
			• Describe the general rules for the observed relationships
			
			Input and output values
			
			• Determine input values, output values and rules for patterns and relationships using
			   – flow diagrams
			   – tables
			
			Equivalent forms
			• Determine equivalence of different descriptions of the same relationship or rule presented
			   – verbally
			   – in a flow diagram
			   – in a table
			   – by a number sentence

Properties of 2D shapes	• **Range of shapes** • **Characteristics of shapes** • **Further activities**	• **Range of shapes** • **Characteristics of shapes** • **Further activities** • **Angles**	**Further activities** • Draw 2-D shapes on grid paper • Draw circles, patterns in circles and patterns with circles using pair of compasses

Properties of 3D objects	**Range of objects**
	
	• Recognize, visualize and name 3-D objects in the environment and geometric settings, focusing on:
	  – rectangular prisms
	  – spheres
	  – cylinders
	  – cones
	  – square-based pyramids
	
	Characteristics of objects
	
	• Describe, sort and compare 3-D objects in terms of:
	  – shapes of faces
	  – flat and curved surfaces
	
	Further activities
	
	• Make 3-D models using cut out polygons
		Range of objects
		
		• Extend recognising, visualising and naming 3-D objects in the environment and geometric settings, focusing on similarities and differences between cubes and rectangular prisms
		
		Characteristics of objects
		
		• Extend describing, sorting and comparing 3-D objects in terms of shape of faces to include:
		  – number of faces
		  – flat and curved surfaces
		
		Further activities
		
		• Extend making 3-D models using cut out polygons to include cutting open boxes to trace and describe their nets
			Range of objects
			
			• Extend recognising, visualising and naming 3-D objects in the environment and geometric settings, focusing on similarities and differences between tetrahedrons and other pyramids
			
			Characteristics of objects
			
			• Extend describing, sorting and comparing 3-D objects in terms of number and shape of faces including:
			  – number of vertices
			  – number of edges
			
			Further activities
			
			• Make 3-D models using:
			  – drinking straws, toothpicks etc
			  – nets

Symmetry	**Excluded**	**Excluded**	**Excluded**
Transformations	**Excluded**	**Build composite shapes** • Make composite 2-D shapes including shapes with line symmetry by tracing and	

		moving a 2-D shape in one or more of the following ways: – by rotation – by translation – by reflection **Tessellations** • Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D in one or more of the following ways: – by rotation – by translation – by reflection **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns – in nature – from modern everyday life. – from our cultural heritage	**Enlargement and reductions** • Draw enlargement and reductions of 2-D shapes to compare size and shape of – triangles – quadrilaterals **Describe patterns** • Refer to lines, 2-D shapes, 3-D objects, lines of symmetry, rotations, reflections and translations when describing patterns: – in nature – from modern everyday life. – from our cultural heritage
Viewing of objects	**Excluded**	**Position and views** • Link the position of viewer to views of single everyday objects, collections of everyday objects or scenes from everyday life	**Excluded**
Position and movement	**Excluded**	**Excluded**	**Excluded**
Mass	**Practical measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – bathroom scales – kitchen scales – balances	**Practical measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – bathroom scales – kitchen scales – balances	**Practical measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – bathroom scales (analogue and digital); – kitchen scales (analogue and digital) – balances

	• Record, compare and order mass of objects in grams (g) and kilograms (kg). **Calculations and problem-solving** • Solve problems in contexts involving mass • Convert between grams and kilograms limited to examples with whole numbers and fractions.	• Record, compare and order mass of objects in grams (g) and kilograms (kg). **Calculations and problem-solving** • Solve problems in contexts involving mass Convert between grams and kilograms limited to examples with whole numbers and fractions	• Record, compare and order mass of objects in grams (g) and kilograms (kg). **Calculations and problem-solving** • Solve problems in contexts involving mass • Extend converting between grams and kilograms to include fraction and decimal forms (to 2 decimal places)

Length	**Practical measuring**
	
	• Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as:
	  – rulers
	  – metre sticks
	  – tape measures
	  – trundle wheels
	• Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km)
	
	Calculations and problem-solving
	
	• Solve problems in contexts involving length
	• Convert between
	  – millimetres (mm) and centimetres (cm),
	  – centimetres (cm) and metres (m)
	  – metres (m) and kilometres (km)
	• Conversions limited to whole numbers and common fractions
		Practical measuring
		
		• Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as:
		  – rulers
		  – metre sticks
		  – tape measures
		  – trundle wheels
		• Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km)
		
		Calculations and problem-solving
		
		• Solve problems in contexts involving length
		• Convert between any of the following units.
		  – millimetres (mm),
		  – centimetres (cm),
		  – metres (m) and
		  – kilometres (km)
		• Conversions limited to whole numbers and common fractions
			Practical measuring
			
			• Estimate and practically measure 2-D shapes and 3-D objects using measuring instruments such as:
			  – rulers
			  – metre sticks
			  – tape measures
			  – trundle wheels
			• Record, compare and order lengths of shapes and objects in millimetres (mm), centimetres (cm), metres (m), kilometres (km)
			
			Calculations and problem-solving
			
			• Solve problems in contexts involving length
			• Extend converting between millimetres (mm), centimetres (cm), metres (m) and kilometres (km) to include fraction and decimal forms (to 2 decimal places)

Capacity/Volume	**Practical Measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – measuring spoons – measuring cups, – measuring jugs • Record, compare and order capacity and volume of 3-D objects in millilitres (ml) and litres (l) **Calculations and problem- solving** • Solve problems in contexts involving capacity/volume • Convert between millilitres and litres limited to examples with whole numbers and fractions	**Practical Measuring** • **Calculations and problem- solving**	**Practical Measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – measuring spoons – measuring cups, – measuring jugs • Extend recording, comparing and ordering capacity and volume of 3-D objects in millilitres (ml), litres (l) to include kilolitres (*kl*) **Calculations and problem- solving** • Extend converting between kilolitres, litres and millilitres to include fraction and decimal forms (to 2 decimal places)
Temperature		**Practical measuring** • Estimate and practically measure temperature using measuring instruments such as thermometers • Record, compare and order temperatures in degrees Celsius (˚C) **Calculations and problem-solving** • Solve problems in context problems in contexts related to temperature • Calculate temperature differences limited to positive whole numbers	• Excluded
Area and perimeter and Volume	**Perimeter** Measure perimeter using rulers or measuring tapes **Measurement of Area**	**Perimeter** Measure perimeter using rulers or measuring tapes **Measurement of Area**	**Perimeter** Measure perimeter using rulers or measuring tapes **Measurement of Area**

	• Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	• Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	• Extend finding areas of regular and irregular shapes to include developing rules for calculating the areas of squares and rectangles
	Measurement of Volume • Find volume/capacity of objects by packing or filling them in order to develop an understanding of cubic units	**Measurement of Area** • Find volume/capacity of objects by packing or filling them in order to develop an understanding of cubic units	**Measurement of Area** • Extend finding volume/capacity of objects to include developing an understanding of why the volume of rectangular prisms is given by length multiplied by width multiplied by height. **Investigate**: • the relationship between perimeter and area of rectangles and squares. • relationship between surface area and volume of rectangular prisms
Collect, organize, represent, summarise and interpret data	• Complete data cycle with bar and pictographs (one-to-one correspondence)	• Extend completion of data cycle with graphs to include double bar graphs and pictographs (many-to-one correspondence) to include ordering data from smallest group to largest group	Extend completion of data cycle to include using simple questionnaires (yes/no type response) • Order data from smallest group to largest group
Analyse data	• Analyse data by answering questions related to data categories	• Extend analysis of data to include: – data sources and contexts – measures of central tendencies – (mode)	• Extend analysis of data to include: – data categories, including data intervals – measures of central tendencies – (mode and median)
Report data	• Summarise data verbally and in short written paragraphs	• Summarise data verbally and in short written paragraphs that include – drawing conclusions about the data – making predictions based on the data	• Summarise data verbally and in short written paragraphs that include – drawing conclusions about the data – making predictions based on the data
Probability	Excluded	• Perform simple repeated events and list possible outcomes for experiments such as: – tossing a coin – rolling a die – spinning a spinner • Count and compare the frequency of actual outcomes for a series of trials up to 20 trials	Excluded

N.B. The highlighted parts were done in Term 1

3.   Natural Sciences and Technology

National Content Map Grade 4 – 6

Matter and Materials

Annexure A2		Subject: Natural Sciences and Technology			Grades: 4 – 6	
		Revised Content Map per Phase				
Key Topic	**Grade**	**Key Topic**	**Grade**	**Key Topic**	**Grade**	
• Materials around us	4	• Metals and non-metals • Uses of metals • Processing materials	5	• Solids, Liquids and gases • Solutions as special mixtures • Dissolving • Mixtures and water resources • Processes to purify water	6	
• Solid materials	4	• Uses of metals • Processing materials	5	• Mixtures	6	
• Strengthening materials	4	• Processed materials	5	• Mixtures	6	

Energy and Change

Annexure A2		Subject: Natural Sciences and Technology			Grades: 4 – 6	
		Revised Content Map per Phase				
Key Topic	**Grade**	**Key Topic**	**Grade**	**Key Topic**	**Grade**	
• Energy and Energy transfer	4	• Stored energy in fuels • Energy and electricity • Energy and movement	5	• Electric circuits • Electric conductors and insulators • Systems to solve problems • Mains Electricity	6	
• Energy around us	4	• Systems for moving things	5	• Mains Electricity	6	
• Energy and Sound	4	• Energy and movement	5	• Systems to solve problems	6	

4. Social Sciences

National Content Map Grade 4 – 6

4.1 Geography

Annexure A2: Content Mapping

Subject: SOCIAL SCIENCES GEOGRAPHY)	Intermediate Phase	
Revised Content Map per Phase		
Grade 4	**Grade 5**	**Grade 6**
Map skills **Symbols and Keys** Symbols as simple pictures or letters • Symbols on a simple large scale map • Reading a map of a farm, village or part of town using symbols and a key. **Grid references** • Concept of alpha-numeric grid references • Grid references for symbols on a simple grid • Reading and giving grid references on a simple, large scale map **Compass Directions** • north (N), south (S), east (E) and west (W) in local area - Compass directions (N, S, E and W) on a map **A map of South Africa** • Sea and land on a map –how this is shown • Names of oceans along South Africa's coastline • Provinces – names and locations on a map of South Africa - Main cities or towns of own province - Approximate location of own settlement on a map of South Africa.	**Physical features of South Africa** **South Africa from above (physical map)** • Coastal plain, escarpment, plateau (concepts and location of features in South Africa) • Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand **Physical features** • Mountains, mountain ranges, valleys and hills, rivers, waterfalls, coastlines – capes and bays • Location of selected physical features in South Africa such as Table • Mountain, uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Augrabies Falls, Cape Point, Algoa Bay (map) • Place names- how a selection of three places/areas in South Africa got their names **Rivers** • Where rivers begin and end • Directions of flow from high areas to the sea • Concept of river systems - tributaries and catchment areas • Main rivers of South Africa identifying the sources, major tributaries and directions of flow (map)	**Trade (Focus: South Africa and World)** **Introduction of key concepts on trade, example:** • Exchange, export and import of goods, primary goods, services, raw materials, etc. **What people trade** **Trade as the exchange of goods** • Trade as buying and selling of goods for money. **Why people trade** • Concepts raw materials, primary goods, manufactured goods, secondary products, skills and services, the export and import of goods as well as skills and services e.g. Cuban doctors in SA. **Why people trade** • Labelling of pictures showing a variety of primary goods and secondary products. Classification into primary and secondary goods and products. • Classification of renewable and non-renewable resources. **Resources and their value** • Goods – Raw materials (primary goods) • Manufactured goods (secondary products) • Skills and services • Exports and imports between South Africa and the world. **Resources and their value** • Increasing the values of selected raw materials and manufactured goods. **Case study** such as:

		• A locally produced agricultural product e.g. oranges or apples for example, to a value enhanced product such as fruit juice, jam, canned fruit, etc. • From gold to jewellery. **Concepts of 'unfair trade' and 'fair trade'** • The human cost of unfair trade – work and exploitation **Concepts of 'unfair trade' and 'fair trade'** • Fair trade – case study of a positive project.
Food and farming in South Africa **People and food** o Food people eat – from plants and animals o Ways people get their food buying; growing; collecting, fishing, hunting. **People and food** o Farming for self and family (subsistence farming) o Farming crops and animals to sell (commercial farming). **Ways of farming** **Crop and stock farming** o Crop farming – important crops of South Africa o Case study of fruit farming in South Africa **Crop and stock farming** o Stock farming – large stock, small stock and poultry - Case study of stock farming in South Africa o Location of main crop and stock farming areas in South Africa (symbols on a map)	**Weather, climate and vegetation of South Africa** **Weather** • Elements of weather, temperature, wind, cloud cover, rainfall • Precipitation- rain, hail and snow • How temperature and rain can be measured (instruments and units of measurement) • Determining and describing wind direction • Weather maps in the media (newspaper and television) • How weather affects the daily lives of people **Observing and Recording the Weather** **(Independent project)** • Observe and record the daily weather over a two-week period • Report on temperatures, cloud cover, precipitation and wind, using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet and windy. **Observing and Recording the Weather** • Include observations of wind direction and weather patterns over the period of observation • Observe and comment on how weather affects the daily lives of people **Rainfall** • Rainfall in South Africa (distribution map) • Rainfall patterns- summer/winter/ all year (maps; bar graphs for selected places **Climate** • Difference between weather and climate • Different kinds of climate in South Africa (hot, warm, cold, cool dry, wet, humid) **Climate & Natural Vegetation** • Climate of own area- summer and winter	**Climate and vegetation around the world)** **Climate and vegetation of South Africa learnt in Grade 5.** • Explain how we calculate average monthly temperature. • Interpret line graphs for average monthly temperature. **Climate around the world** • The difference between weather and climate • Hot, mild and cold climates – including January and July temperature maps • Wet and dry areas around the world. • Hot, mild and cold climates of the world - including annual rainfall map. **Climate around the world** • January and July temperature maps - Wet and dry areas of the world **Tropical rain forests** • Climate: temperature and rainfall patterns (monthly averages) - Natural vegetation and wildlife in a rainforest - Deforestation – reasons, consequences with a case study **Hot deserts** • Location on earth • Climate: temperature and rainfall patterns • Natural vegetation and wildlife • How people in a desert live – examples of lifestyles. **Coniferous forests** • Location on earth • Climate • Natural vegetation and wildlife in a coniferous forest. **Coniferous forests** Human activities – examples to illustrate links between the natural environment and ways people make a living.

	Introduction of concept of 'natural vegetation' • Links between natural vegetation and climate	
Water in South Africa **Uses of water** • Daily uses in personal lives • Other uses – such as farming, factories, mines, electricity generation, gardens and recreation **Water as a resource** • Salt water and fresh water on earth • The natural water cycle: from sea to land and back to sea • Fresh water in nature: rain, rivers, streams, wetlands, lakes and underground • Storing water: - Why people need to store water • Ways of storing water – such as in dams, water tanks, buckets and pots **How people get their water (access)** • Rivers, streams and springs – people collecting and carrying water directly from natural sources • Boreholes and wells – getting water from underground • Trucks with water containers for places that do not have other sources • Taps – water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings. **Pollution and wastewater** • Personal, daily practices that pollute water • Factory and farming waste • Wastewater and sewage recycling	**Minerals and mining in South Africa** • Minerals as non-renewable resources • Main minerals mined in South Africa and their uses- including gold, platinum, diamonds, iron ore, chrome, copper, silver and manganese • Mineral and Coal Resources of South Africa • Coal as a non-renewable resource • How coal is formed • Uses of coal • Location of mineral and coal mines and links to settlement patterns (map) • Mining and the environment • Concept of mining • Ways of mining • Open pit/ surface mining Shaft and deep level • Mining and the environment. • -Impact of mining on the environment- examples to include: • Pollution (water and air) • Mining and the environment. • Destruction of vegetation and wildlife • Waste and waste disposal • Human activities change physical landscapes • Ways in which human activities change physical landscapes- case studies to include: • Impact of dams on the physical environment • Road building • Mining and people • Challenges of working in a deep gold mine- such as ventilation, heat, rock falls, dust	**Population - why people live where they do (focus: South Africa and world)** **This topic has been omitted.**

4.2   History

Annexure A2: Content Mapping:

Subject: SOCIAL SCIENCES (HISTORY)	Grade: Intermediate Phase	
Revised Content Map per Phase		
Grade 4	**Grade 5**	**Grade 6**
Learning from leaders	**The first farmers in southern Africa**	**Explorers from Europe find southern Africa**
A good leader Select examples of qualities of a good leader and link them with EITHER Nelson Mandela OR Mahatma Gandhi.	**When, why and where the first African farmers settled in Southern Africa** • Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies). **How early African farmers lived in settled chiefdoms** • Homesteads and villages • Agriculture : crops and livestock • Social, political and economic structures • The roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities) The role of the chief The role of cattle	**Reasons for European exploration** The European Renaissance 15th and 16th centuries: a turning point in European history **Case studies: The contributions of:** Leonardo da Vinci Galileo **New ideas and knowledge (including influence on Europe from elsewhere)** **Inventions:** gunpowder, magnetic compass, caravel (including influence on Europe from elsewhere) Spreading the Christian religion Trade and making a profit **European trade route to the East via southern Africa** Dias and his crew encounter the Khoikhoi in Mossel Bay 1488**.**
Transport through time	**An ancient African society: Egypt**	**Democracy and citizenship**
Transport on land carts, wagons and coaches The bicycle and the motor car **Transport on land (rail)** The steam engine and the train Case study: Environmental damage: exhaust fumes in a big city **Transport on land** o Common forms transport and goods on land today **Transport on water** o Rafts, canoes and reed boats	**The Nile River and how it influenced settlement** **Way of life in ancient Egypt** Social structure in ancient Egypt Beliefs and religion Pharaohs Sphinx, pyramids and temples Hieroglyphics Mathematics and astrology Medicine and physicians: diseases, anatomy, physiology and clinical examinations	**How people govern themselves in a democracy:** **Our national government** - The first democratic government in South Africa 1994 - Political parties and voting in national elections - The purpose of the Constitution - The role of Parliament - The importance of rules and laws - The justice system and equality under the law **Rights and responsibilities of citizens in a democracy** - Case study: Pius Langa - Chief Justice and Head of the Constitutional Court: 2005 – 2009

Some of the first sailing ships The first steamships and modern forms of water transport **Transport in the air** Wright brothers and the invention of the first aeroplane Balloons, airships and modern forms of air transport	**Case study : The tomb of Tutankhamen** Discovery of the tomb, who, when, why. What the discovery revealed about ancient Egyptian society	- Case study: Fatima Meer: a leader in building democracy **–** - The Constitutional Court **National symbols since 1994** - Coat of Arms; - National flag; and - National anthem
Communication through time	**A heritage trail through the provinces of South Africa**	**Medicine through time**
Oldest forms of communication Language, symbols, songs, art and dance **Change in modern forms of communication** Postal system **Change in modern forms of communication** Radio and television Early typewriters before electricity Telegraph Telephone and cell phone Computer Internet	• **Different examples of heritage in Provinces:** Heritage in objects: Golden objects at Mapungubwe: Limpopo **OR** Heritage in Heritage in people's achievements: Example: Frances Baard: Northern Cape. **NB:** Teachers can choose between heritage in objects **OR** heritage in people's achievements • **Different examples of heritage in Provinces:** Heritage in names of places: Example: Names of rivers, dams and towns: Free State **OR** Heritage and changing identities: Example: The Castle: Western Cape **NB:** Teachers can choose between heritage in names of rivers, dams and towns **OR** Heritage and changing identities. • **Different examples of heritage in Provinces:** Heritage and indigenous medicine: Example: The healing properties of the aloe: Eastern Cape **OR** Heritage in architecture: Example: Stone-walled town of Kaditshwene: North West **NB:** Teachers can choose between heritage in indigenous medicine **OR** heritage in architecture • **Different examples of heritage in Provinces:**	**Indigenous healing in South Africa:** - Physical causes of illness - Spiritual healing - Use of indigenous plants to cure diseases **Some modern Western scientific** **Medical discoveries** - The fight against infectious disease: - Vaccination against smallpox and the role of Edward Jenner - The connection between germs and disease and the role of Louis Pasteur Case study: A breakthrough in surgery: the first heart transplant

	Natural heritage and indigenous knowledge systems (IKS): Example: Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS: Mpumalanga - Heritage in art: Example: San Rock art in the Drakensberg: KwaZulu- Natal **NB:** Teachers can choose between natural heritage and indigenous knowledge systems (Makhonjwa Mountains) OR heritage in art (San Rock art in the Drakensberg)	