NATURAL SCIENCES GRADE 8 TERM 1 Tracker

	Week 1	l.									
	CAPS	Yea	ir:				Yea	ar:			
CAPS Concepts and Activities	Page	Class						(Class	5	
CAPS Concepts and Activities	no.										
	110.	Da	ate (Com	olete	ed	D	ate (Com	plete	ed
Week 1 Lesson A											
Topic: Photosynthesis and respiration	35										
 Content & Concepts: Photosynthesis Interactions and interdependence in an 											
 Interactions and interdependence in an ecosystem are driven by the need for 											
energy to sustain life											
• The Sun is the most important source											
providing this energy in the form of light											
and heat Week 1 Lesson B											
Topic: Photosynthesis and respiration	35										
Content & Concepts: Photosynthesis											
• Plants use carbon dioxide (from the air),											
water (from the soil) and energy from the											
Sun in a series of chemical reactions to produce glucose (food). This process is											
called photosynthesis											
Week 1 Lesson C											
Topic: Photosynthesis and respiration	35										
Content & Concepts: Photosynthesis											
 Plants change glucose into starch, cellulose and other chemical compounds 											
to enable processes, such as growth and											
reproduction											
	Reflectio	on									
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	ie? 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 the									
			H	OD:					Da	te:	
Year:											
Think about and make a note of: What went well? W	hat did not	go	W	/hat w	ill you	ı char	nge ne	ext tim	ie? 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		li the									
				OD:					D-1	te:	
				00.					Da	ις.	

	Week 2	2									
	6 A D 6	Yea	r:				Yea	ar:			
	CAPS	(Class	5		Clas			ISS		
CAPS Concepts and Activities	Page										
	no.	Da	nte C	Com	plete	ed	D	ate (Com	plete	ed
Week 2 Lesson A											
Topic: Photosynthesis and respiration	35										
Content & Concepts: Respiration											
• Food contains energy (potential energy). This energy can be released from food by											
a series of chemical reactions. This											
process is called respiration											
Week 2 Lesson B											
Topic: Photosynthesis and respiration	35										
Content & Concepts: Respiration											
 Respiration (in all living organisms) is the process by which energy is released from 											
food in a series of chemical reactions											
Week 2 Lesson C											
Topic: Photosynthesis and respiration	35										
 Content & Concepts: Respiration Respiration (in all living organisms) is the 											
process by which energy is released from											
food in a series of chemical reactions											
	Reflectio	on									
Year:											
Think about and make a note of: What went well? W			W	'hat w	ill you	u char	nge ne	ext 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											
			Н	OD:					Da	te:	
Year:			1						1		
Think about and make a note of: What went well? W	hat did not	٥O	W	hat w	vill voi	ı char	nge ne	ext tim	e? W	hv?	
well? What did the learners find difficult or easy to u	nderstand o	or do?		nac w	iii yot		ige ne				
What will you do to support or extend learners? Did work set for the week? If not, how will you get back		ll the									
work set for the week? If not, now will you get back	UN LIACK?										
				0.5					-		
			H	OD:					Da	te:	

	Week 3	}								
		Yea	ar:			Yea	ar:			
	CAPS			Class	\$			Class		
CAPS Concepts and Activities	Page				, 				, 	
	no.	· ח	ato (Com	nloti			L Com	nlota	d d
Week 3 Lesson A			atev		piet				piete	u
Topic: Interactions and	36									
interdependence within the	50									
environment										
Content & Concepts: Introduction to										
ecology										
Ecology is the study of interactions of										
organisms with one another and with the										
 physical and chemical environment Scientists usually classify the study of 										
ecological interactions into four levels,										
populations, communities, ecosystems										
and the biosphere										
Content & Concepts: Ecosystems										
• All ecosystems combine to make up the										
biosphere										
Week 3 Lesson B										
Topic: Interactions and	36									
interdependence within the										
environment										
Content & Concepts: Ecosystems										
An ecosystem consists of an ecological										
community that includes all living										
organisms, such as plants and animals, together with the non-living										
environment, such as temperature, wind,										
water, interacting as a system										
Week 3 Lesson C	26									
Topic: Interactions and interdependence within the	36									
environment										
Content & Concepts: Ecosystems										
 The size of an ecosystem is not 										
specifically defined, and it usually										
encompasses a specific, limited area										
(although it can encompass the entire										
planet)										
• Ecosystems are defined by the network										
of interactions among organisms and										
between organisms and their environment										
 Survival of individual organisms and 										
populations depends on its ability to										
cope with changes (adapt) in its habitat										
(the place where an organism lives) or in										
the ecosystem										

Reflection		
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	? Why?
	HOD:	Date:
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	
	HOD:	Date:

	Week 4										
		Yea	ar:				Yea	ar:			
	CAPS			Class	5				Class	5	
CAPS Concepts and Activities	Page										
	no.	D	ate (Com	plete	ed	D	ate (Com	plete	ed
Week 4 Lesson A											
Topic: Interactions an interdependence	37										
within the environment											
Content & Concepts: Feeding											
 relationships Plants are producers. They make their 											
own food											
• Animals are consumers. They obtain											
food from plants either directly (such as herbivores) or indirectly (such as											
carnivores)											
Week 4 Lesson B											
Topic: Interactions and interdependence	37										
within the environment											
Content & Concepts: Feeding relationships											
Herbivores: feed on plant material											
• Carnivores: feed on other animals. The											
group includes											
 those that hunt other animals (prey) are predators (for example 											
leopards)											
\circ those that eat dead animals are											
scavengers (for example hyenas, vultures)											
 insectivores feed mainly on insects 											
and other smaller invertebrates,											
such as worms (for example											
earthworms)Omnivores: feed on plants and											
animals (for example humans)											
Week 4 Lesson C											
Topic: Interactions and	37										
interdependence within the											
environment											
Content & Concepts: Feeding											
relationships											
 Decomposers: breakdown (decompose) the remains of dead plants and animals. 											
They recycle important nutrients in the											
environment (for example bacteria,											
fungi, earthworms)											

Reflection		
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	?? Why?
	HOD:	Date:
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	
	HOD:	Date:

	Week 5											
	CADC	ar:	:				Year:					
CARS Concents and Activities	CAPS	Class				(Class	5				
CAPS Concepts and Activities	Page no.											
	110.	D	ate (Com	plete	ed	D	ate C	Com	plete	ed	
Week 5 Lesson A												
Topic: Interactions and	38											
interdependence within the												
environment												
Content & Concepts: Energy Flow – food												
chains and food webs												
• Plants and algae play an important role in the ecosystem, as they capture energy												
from the Sun by the process of												
photosynthesis												
• Each stage of a food chain is called a												
trophic level												
• Energy transfer and energy loss occur at												
each trophic level									-			
Week 5 Lesson B Topic: Interactions and	38											
interdependence within the	50											
environment												
Content & Concepts: Energy Flow – food												
chains and food webs												
• This energy is passed along a food chain												
from producers to consumers;												
decomposers are the last link in this												
transfer of energy and release energy as heat to the environment												
Week 5 Lesson C												
Topic: Interactions and	38											
interdependence within the												
environment												
Content & Concepts: Energy Flow – food												
chains and food webs												
Interlinked food chains together form												
food webs												
Year:	Reflectio	on										
Think about and make a note of: What went well? W		-		/hat w	ill you	u char	ige ne	ext 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 the										
			Н	OD:					Da	te:		

Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	? Why?
	HOD:	Date:

	Week 6	5									
		Yea	ar:				Yea	ar:			
	CAPS			Class	S				Class	5	
CAPS Concepts and Activities	Page										
	no.	D	ate (Com	plete	ed	D	ate (Com	plete	ed
Week 6 Lesson A											
Topic: Interactions and	38										
interdependence within the											
environment											
Content & Concepts: Balance in an											
ecosystem											
 An ecosystem can only accommodate as many organisms as its resources (food, 											
water and shelter) can carry and it will											
fail if it does not remain in balance											
• This balance can be disrupted by natural											
and human factors											
 Natural factors include extreme 											
changes in patterns of weather and climate, such as floods,											
drought, extreme and sudden											
changes in temperature											
 Human factors include removing 											
organisms from the ecosystem											
(such as poaching), human induced pollution											
Week 6 Lesson B											
Topic: Interactions and	38										
interdependence within the											
environment											
Content & Concepts: Balance in an											
 ecosystem These factors can contribute to an 											
imbalance in an ecosystem, seriously											
impacting on its components and altering											
its nature											
Week 6 Lesson C											
Topic: Interactions and interdependence	38										
within the environment											
Content & Concepts: Adaptations											
 Adaptation is the change in the 											
structural, functional and behavioural											
characteristics of an organism											
	L	I	I	I	I	I	I	I	I	I	

Reflection		
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	? Why?
	HOD:	Date:
Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	
	HOD:	Date:

CAPS Concepts and Activities Year: Year: Year: CAPS Concepts and Activities Page no. Image		Week 7	7										
CLass Class Class Week 7 Lesson A Image: Class		CADS	ar:					Year:					
no. Date Completed Date Completed Topic: Interactions and interdependence within the environment 38 Content & Concepts: Adaptations 38 • Adaptation allows the organism to survive as it adapts to changes within the environment 9 • Organisms that are unable to adapt to changes within the environment die out (become extinct) 9 • Week 7 Lesson B 9 Topic: Interactions and interdependence within the environment die out (become extinct) 38 • Week 7 Lesson C 38 • Environmentalists and others work towards managing ecosystems, such as control of allen vegetation and preservation of the ecosystem 38 • Individuals can contribute to conservation of the ecosystem 38 • Individuals can contribute to conservation in various ways, such as aparporiate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners? Did you cover all the work set for the week? If not, how will you get back on track?	CARS Concents and Activities				Class	5				Class	5		
Week 7 Lesson A Jate Completed Date Completed Topic: Interactions and interdependence within the environment Content & Concepts: Adaptations 38 Image: Imag	CAPS Concepts and Activities	-											
Topic: Interactions and interdependence within the environment 38 38 38 Adaptation allows the organism to survive as it adapts to changing conditions within the environment 38 4 4 Organisms that are unable to adapt to changes within the environment 38 4 4 4 Week 7 Lesson B 38 4 4 4 4 Topic: Interactions and interdependence within the environment 38 4 4 4 4 Content & Concepts: Conservation of the ecosystem 38 4 4 4 4 4 Content & Concepts: Conservation of the ecosystem 5 5 4 <td< td=""><td></td><td>110.</td><td>D</td><td>ate (</td><td>Com</td><td>plete</td><td>ed</td><td>D</td><td>ate (</td><td>Com</td><td>plete</td><td>ed</td></td<>		110.	D	ate (Com	plete	ed	D	ate (Com	plete	ed	
within the environment Concepts: Adaptations Image: Concepts: Adaptations • Adaptation allows the organism to survive as it adapts to changing conditions within the environment Image: Concepts: Conservation of the environment die out (become extinct) • Week 7 Lesson B Image: Concepts: Conservation of the ecosystem • Topic: Interactions and interdependence within the environment 38 • Content & Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem • Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Image: Concepts: Conservation of the ecosystem • Content & Concepts: Conservation of the ecosystem 38 Image: Concepts: Conservation of the ecosystem • Content & Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 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 change next time? Why? What will you do to support or eatend learners? Did you coare all the work set for the week? If not, how will you get back on track? HOD: Date:													
Content & Concepts: Adaptations Adaptation allows the organism to survive as it adapts to changing conditions within the environment Image: Concepts: Conservation of the ecosystem survive as the adapt to changes within the environment die out (become extinct) Image: Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem survive as the adapt to changes within the environment Image: Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem survive as the adapt to concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem survive as the adapt to concepts: Conservation and a preservation of wetlands Image: Concepts: Conservation of the ecosystem survive as the adapt to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Conservation of the ecosystem survive as the anote of: What well? What did not go well? What did the learners? Did you cover all the work set for the week? If not, how will you get back on track? Image: What will you change next time? Why? HOD: Date: Image: Content survive as the adapt to contract? Image: Content survive as the adapt to contract? HOD: Date: Image: Content survive as the adapt to contract? Image: Content survive as the adapt to contract?		38											
Adaptation allows the organism to survive as it adapts to changing conditions within the environment Organisms that are unable to adapt to changes within the environment die out (become extinct) Week 7 Lesson B Job Job Job Job Job Job Job Job Job													
survive as it adapts to changing conditions within the environment Organisms that are unable to adapt to changes within the environment die out (become extinct) Week 7 Lesson B Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem • Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Week 7 Lesson C Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem • Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Week 7 Lesson C Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What wett 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? HOD: Date:													
Organisms that are unable to adapt to changes within the environment die out (become extinct) Week 7 Lesson B Topic: Interactions and interdependence 38 Within the environment Content & Concepts: Conservation of the ecosystem Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Week 7 Lesson C Topic: Interactions and interdependence 38 Week 7 Lesson C Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Week 7 Lesson C Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 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?													
changes within the environment die out (become extinct) 38 39 38 39 39 39 39 39 39 39 39 39 39 38 39 39	conditions within the environment												
(become extinct) Image: Construct of the environment Content & Concepts: Conservation of the ecosystem 38 • Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Image: Content & Concepts: Conservation of the ecosystem • Topic: Interactions and interdependence within the environment 38 Image: Content & Concepts: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 38 Image: Conservation of the ecosystem Year: Think about and make a note of: What went well? What did not go well? What did the 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 7 Lesson B 38 39 38 38 39 38 39 38 39 </th <th></th>													
Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem 38 38 1 <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>													
within the environment Content & Concepts: Conservation of the ecosystem Image: Concepts: Conservation of the ecosystem • Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Image: Concepts: Conservation and preservation of wetlands • Universe the environment Content & Concepts: Conservation of the ecosystem 38 Image: Concepts: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go 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:		38											
ecosystem Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Image: Control of alien vegetation and preservation of wetlands Week 7 Lesson C Image: Control of alien vegetation and preservation of wetlands Image: Control of alien vegetation and preservation of wetlands Content & Concepts: Conservation of the ecosystem Image: Conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Concepts: Conservation of the ecosystem Vear: Think about and make a note of: What went well? What did not go well? What did the 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:	-												
Environmentalists and others work towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Week 7 Lesson C Topic: Interactions and interdependence within the environment Content & Concepts: Conservation of the ecosystem Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 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? HOD: Date: HOD: Date:	Content & Concepts: Conservation of the												
towards managing ecosystems, such as control of alien vegetation and preservation of wetlands Image: Control of alien vegetation and preservation of wetlands Week 7 Lesson C Image: Content alien vegetation and within the environment Content & Concepts: Conservation of the ecosystem 38 Image: Content alien vegetation and preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation in various ways, such as appropriate waste disposal (including recycling, reusing) Image: Content alien vegetation preservation of content alien vegetation preservation of content alien vegetation of content alien vegetation vegetatio	ecosystem												
control of alien vegetation and preservation of wetlands Image: Control of alien vegetation of wetlands Week 7 Lesson C Image: Control of alien vegetation and interdependence within the environment Content & Concepts: Conservation of the ecosystem 38 Image: Content & Concepts: Conservation of the ecosystem Image: Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:													
preservation of wetlands Week 7 Lesson C Image: Comparison of the service of the													
Week 7 Lesson C Image: Content Content Content & Concepts: Conservation of the ecosystem Image: Content & Concepts: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:													
within the environment Content & Concepts: Conservation of the ecosystem Image: Conservation of the ecosystem • Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Image: Conservation 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:	•												
Content & Concepts: Conservation of the ecosystem Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:	Topic: Interactions and interdependence	38											
ecosystem Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:													
Individuals can contribute to conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 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? HOD: Date:	-												
conservation in various ways, such as appropriate waste disposal (including recycling, reusing) 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 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? What will out change next time? Why? HOD: Date:	-												
appropriate waste disposal (including recycling, reusing) Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:													
Reflection Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:													
Year: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? What will you change next time? Why? HOD: Date:	recycling, reusing)												
Think about and make a note of: What went well? What did not go What will you change next time? Why? well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track? HOD: Date:		Reflectio	on										
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? HOD: Date:	Year:												
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:	Think about and make a note of: What went well? W	'hat did not	go	W	/hat w	vill you	u char	ige ne	ext tim	ie? W	hy?		
work set for the week? If not, how will you get back on track? HOD: Date:													
HOD: Date:			ll the										
Year:				H	OD:					Da	te:		
Year:													
	Year:												

NECT LEARNING PROGRAMME: NATURAL SCIENCES

GRADE	8 TERM	1 TRACKER
-------	--------	-----------

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					
		Data				
	HOD:	Date:				

	Week 8	3											
		Year:					Year:						
		Class						Class					
		D	ate (Com	plete	ed	D	ate (Com	plete	d		
Week 8 Lesson A													
 Topic: Micro-organisms Content & Concepts: Types of micro-organisms Micro-organisms are living things They are too small to see with the naked eye (they can only be seen under a microscope) 	39												
Week 8 Lesson B													
 Topic: Micro-organisms Content & Concepts: Types of micro-organisms There is a variety of micro-organisms, including viruses, bacteria, protista and fungi 	39												
Week 8 Lesson C													
 Topic: Micro-organisms Content & Concepts: Harmful micro- organisms Some micro-organisms cause diseases, such as TB (caused by bacteria), AIDS (caused by the HI virus) and malaria (caused by a protest) Disease causing organisms are found almost everywhere, such as at ATM's, handrails of staircases and toilets 	39												
	Reflectio	on											
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?				/hat w	rill you	u char	nge ne	ext tim					
			H	OD:					Da	te:			

Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	? Why?
	HOD:	Date:

Week 9											
	CAPS	ar:				Year:					
CARS Concents and Activities				Class	5		Class				
CAPS Concepts and Activities	Page										
	no.	Da	ate (Com	plete	ed	D	ate C	Com	plete	ed
Week 9 Lesson A											
Topic: Micro-organisms	39										
Content & Concepts: Harmful micro-											
organisms											
Waterborne diseases (such as cholera											
and diarrhoea) account for many child deaths											
 Effective methods of preventing the 											
spread of diseases caused by micro-											
organisms include washing hands and											
sterilising											
modern scientists such as Louis Pasteur											
play an important role in identifying and											
developing cures for some diseases Week 9 Lesson B											
Topic: Micro-organisms	39										
Content & Concepts: Useful micro-											
organisms											
• Some micro-organisms play an essential											
role in ecosystems, such as decomposing											
dead plants and animal matter, thereby											
recycling nutrients in the soil											
 Some micro-organisms are used by people for making certain foods (such as 											
yoghurt) and medicines (such as											
penicillin)											
Week 9 Lesson C											
Topic: Micro-organisms	39										
Content & Concepts: Harmful micro-											
organisms											
Some micro-organisms are used by											
people for making certain foods (such as yoghurt) and medicines (such as											
penicillin)											
- · · ·	Reflectio	on									
Year:											
	(hat alial a at		1.4	(h .					- 7 \ \ \	<u></u> 2	
Think about and make a note of: What went well? W well? What did the learners find difficult or easy to u			vv	nat w	/III you	u char	ige ne	ext tim	e?w	nyr	
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 of	on track?										
			H	OD:	_	_	_		Da	te:	_

Year:		
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you cover all the work set for the week? If not, how will you get back on track?	What will you change next time	?? Why?
	HOD:	Date:

Week 10													
		ar:				Year:							
CARS Concerts and Activities	CAPS			Class					Class	ass			
CAPS Concepts and Activities	Page no.												
	110.	D	ate (Com	plet	ed	D	ate (Com	plete	ed		
Week 10 Lesson A													
Topic: Revision	47-63												
Week 10 Lesson B													
Topic: Revision	47-63												
Week 10 Lesson C													
Topic: Revision	47-63												
	Reflectio	n											
Year:	Keneeuk												
Think shout and make a note of What want wall?	What did not	~~	14	/hat u				ext tim	NO 14/	h./2			
Think about and make a note of: What went well? well? What did the learners find difficult or easy to				mat w	/iii yo	u chai	ige ne	ext tin	ler w	ny :			
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 bac	ick on track?												
			H	OD:					Da	Date:			
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 What will you do to support or extend learners? Di													
work set for the week? If not, how will you get bac		in enc											
			H	OD:					Da	te:			