

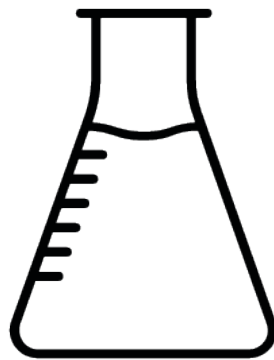


basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

Natural Sciences & Technology



Grade 5 Term 1

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Introduction

Dear Natural Sciences & Technology Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be in terms of NS & Tech.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

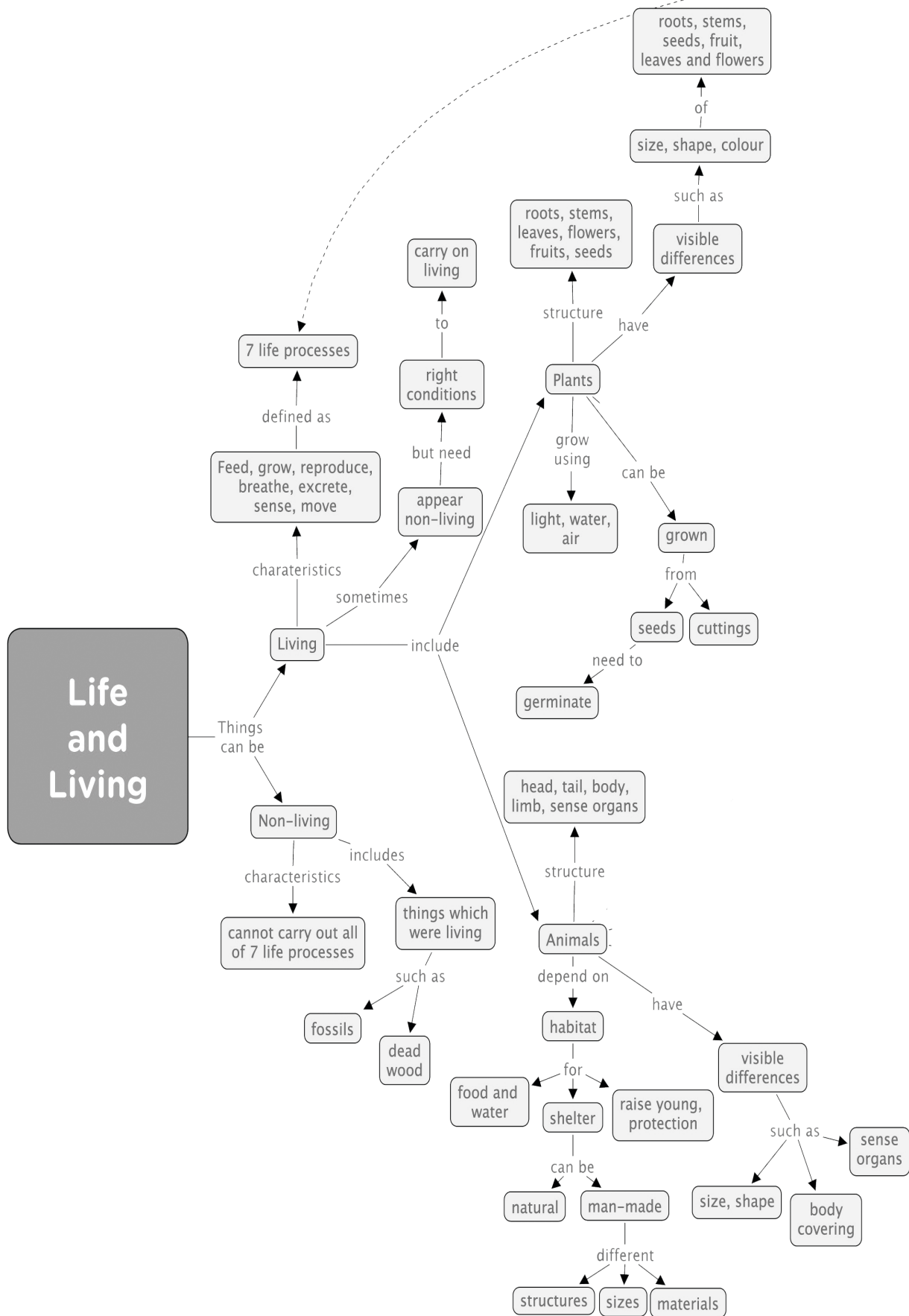
The DBE / NECT Recovery ATP Trackers Team

Overview

Please continue to keep the following key principles in mind throughout the recovery journey:

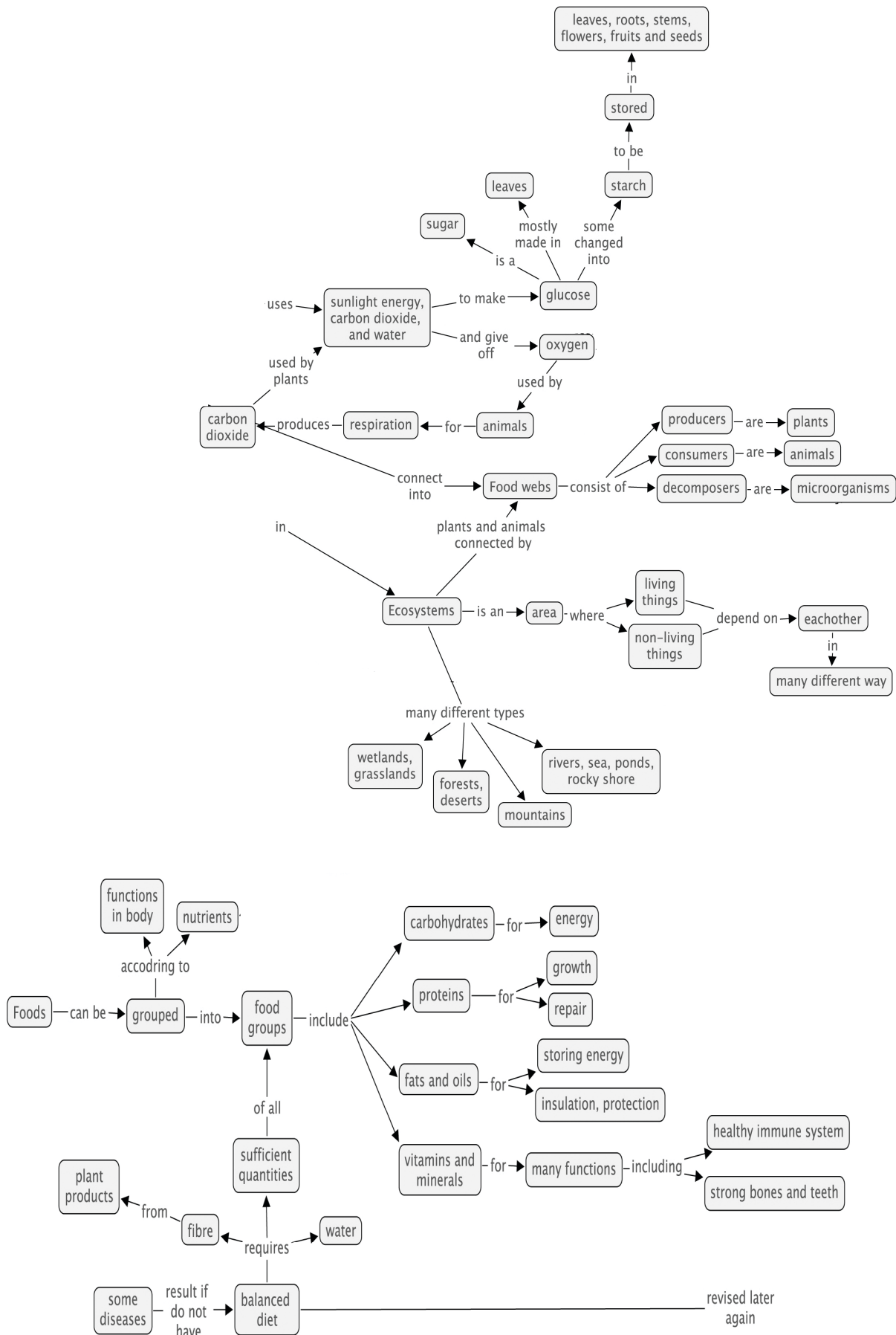
- The development of **Science Process Skills** is key to the teaching and learning of the subject. Focussing on these skills is critical.
- Learners should be given as many opportunities as possible to **write regularly and read for meaning** in Natural Science and Technology, in order to develop **language skills** as well. Due to learning losses, as a result of the Covid pandemic, it is the responsibility of every educator to develop these literacy skills.
- It is very important to give learners a sense of **how science applies to their daily lives**, and of **the value that science adds to their lives**. Hold a brief discussion on this point when introducing a new topic, and invite learners to contribute their ideas on the uses and value that this topic has.
- At the end of every topic, come back to the topic overview, and **reflect on what has been learnt and taught**. In particular, it is important to note your challenges and ideas for future improvement, so that you can improve your teaching the next year.
- At the core of all scientific activities is the need to **ask questions**. These questions help us seek answers through observation and experimental design. The results of these questions should raise more questions. It is this natural curiosity that all teachers, and especially science teachers, should be encouraging in their classrooms. **Encourage curiosity and questions that investigate, inquire and probe.**
- **Build a solid conceptual foundation** for learners. A **conceptual chain** for the phase is provided at the start of this document. It is important for all NS & Tech teachers to work cohesively, to ensure that learners are equipped with a solid understanding of the required concepts, by the time they leave the phase.
- Using the **CONCEPTUAL CHAIN** provided, **work together** as a department to:
 - a. Check that all **concepts for the phase are covered** in your school's recovery plan.
 - b. **Check for overlaps** across the grades.
 - c. **Identify the weak links in the conceptual chain** - points where learners struggle and may be the source of misconceptions or common errors.
 - d. Decide how to **emphasise critical concepts from previous grades**, especially where topics have moved from a different grade in the revised ATP.

Intermediate Phase Conceptual Chain: Grade 4



The concept maps in this section have been adapted from **Thunderbolt Kids** resources published by **Siyavula**.

Intermediate Phase Conceptual Chain: Grade 6



The concept maps in this section have been adapted from **Thunderbolt Kids resources** published by **Siyavula**.

Amendments to the Annual Teaching Plan

The Recovery ATP for Natural Sciences & Technology has the **same content as in CAPS**.

It is important to note that all the topics for Grade 5 Term 1, NS and Tech have been **brought back as per CAPS (Grade 5)**. Therefore, there is no change to the topics and time allocation.

- **All topics remain the same:**

1. Plants and animals on Earth (2,5 weeks)
2. Animal skeletons (1,5 weeks)
3. Skeletons as structures (2,5 weeks)
4. Food Chains (1,5 weeks)
5. Life cycles (2 weeks)

Directions on how to cover all required topics are provided in the Tracker that follows.

Amendments To The Programme Of Assessment

- The Programme of Assessment is aligned to the Revised Section 4 of CAPS.
- Both formal and informal assessment should continue as normal.
- Recording of the informal assessment is left to the discretion of the teacher.
- The 2022 formal assessment tasks for Grade 5 are as follows:

	TERM 1	TERM 2	TERM 3	TERM 4
Practical Task/Investigation	20 marks	20 marks	20 marks	-
Test	35 marks	50 marks	35 marks	50 marks

Sample Assessment Tasks and Memoranda / Rubrics for Grade 5 Term 1 are included in this document.

Amendments to the Annual Teaching Plan

Notes:

- **Column 1** shows the **time allocation** per topic.
- **Column 2** shows the **Recovery ATP requirements** for Grade 5 Term 1.
- **Column 3** explains any **changes** that have been made to the teaching plan.
- **Column 4** shows **where in the NECT lesson plans** this is covered.
- **Column 5** shows **where in the approved textbooks** this is covered.
- Finally, if, for any reason, the **Term 1 teaching time** for NS & Tech **is reduced**, please ensure that the **KEY CONCEPTS** listed below each table are thoroughly covered.

Key To Approved Textbook Abbreviations:

S&M	Study & Master Natural Science and Technology Grade 5 Cambridge University Press
VIVA	Viva Natural Sciences and Technology Grade 5 Vivlia
PLAT	Platinum Natural Sciences and Technology Grade 5 Maskew Miller Longman
SFA	Solutions for All Natural Sciences and Technology Grade 5 MacMillan
DbD	Day by Day Natural Sciences and Technology Grade 5 Maskew Miller Longman
OX	Oxford Successful Natural Sciences and Technology Grade 5 Oxford University Press
SO	Spot On Natural Sciences and Technology Grade 5 Pearson
TC	Top Class Natural Sciences and Technology Grade 5 Shuter and Shooter
SIBB	Sasol Inzalo Bk B Natural Sciences and Technology Grade 5 Sasol

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Weeks 1 - 3	Plants and animals on Earth 1. Different plants and animals 2. Inter-dependence 3. Animal types	Grade 5 Term 1 <u>Lesson Plans</u> Lesson 1A: Different plants and animals Lesson 1B: Plants and animals in their habitats Lesson 1C: Plants and animals living in different habitats on Earth Lesson 2A: Plants and animals depend on each other Lesson 2B: Interdependence between living things and the resources available Lesson 2C: Invertebrates Lesson 3A: Vertebrates	SFA Gr5 S&M Gr5 DbD Gr5 PLAT Gr5 VIVA Gr5 SO Gr5 OS Gr5 SIBB Gr5 TC Gr5	2 -11 12 – 23 1 - 13 2 - 13 1 - 12 2 - 7 10 - 19 2 - 39 1 - 10

Scaling down

If the Term 1 teaching time is reduced, ensure that learners have a thorough understanding of the following key content and concepts:

Plants and animals on Earth

- Identify different plants and animals and their habitats. Indigenous: occur naturally in an area. Biodiversity: all the different types of animals and plants in an area.
- Identify 4 different habitats and the animals and plants living in these habitats.
- How plants and animals depend on each other and the resources available for food, shelter and reproduction.
- Living and non-living resources needed to survive. i.e. air, water, soil and sunlight. Food
- Different animal types – invertebrates: animals with no bones and vertebrates: animals with bones.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 3 - 4	Animal Skeletons 1. Skeletons of vertebrates 2. Movement	Grade 5 Term 1 <u>Lesson Plans</u> Lesson 3B: Bones and joints Lesson 3C: Bones and frame structure Lesson 4A: Functions of a skeleton Lesson 4B: Skeletons support and protect Lesson 4C: Movement of vertebrates	SFA Gr5 S&M Gr5 DbD Gr5 PLAT Gr5 VIVA Gr5 SO Gr5 OS Gr5 SIBB Gr5 TC Gr5	16 - 28 24 - 35 15 - 21 15 - 24 13 - 18 8 - 12 20 - 25 44 - 58 13 - 19

If the term 1 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Animal skeletons

- Skeletons of vertebrates are endoskeletons. All vertebrate animals have a back bone.
- Bones are very hard. They give shape and support to the body.
- Joints enable the body to move. They are in the places where 2 or more bones meet.
- Parts of skeletons: skull, jawbone, backbone, ribs, shoulder and hip girdles, leg and foot bones, arm and hand bones.
- Know differences between different skeletons.
- Describe functions of skeletons and parts of the body protected by the skeleton .
- Understand how vertebrates move using joints and muscles.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 5 - 7	Skeletons as structures 1. Frame and shell structures	Grade 5 Term 1 <u>Lesson Plans</u> Lesson 5A: Vertebrate skeletons as frame structures Lesson 5B: Vertebrate skeletons as frame structures Lesson 5C: Vertebrate skeletons as frame structures Lesson 6A: Vertebrate skeletons as frame structures Lesson 6B: Vertebrate skeletons as frame structures Lesson 6C: Invertebrate skeletons as frame structures Lesson 7A: Invertebrate skeletons as frame structures	S&M Gr5 VIVA Gr5 PLAT Gr5 SFA Gr5 DbD Gr5 OX Gr5 SO Gr5 TC Gr5 SIBB Gr5	36 - 43 21 - 29 28 - 41 31 - 44 25 - 29 26 - 29 13 - 17 20 - 25 62 - 73

If the Term 1 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts: The Sun is the centre of

Skeletons as structures

- Vertebrates have frame structures
- Invertebrates have shell structures
- Structures support or contain and protect something. Structures can be natural or man-made.
- Shell structures are hard but hollow inside, to protect things inside. Invertebrate skeletons are natural structures called exoskeletons e.g. egg shell
- Human-made shell structures e.g. a house, a garage, a box
- Frame structures are made up of many hard parts that are joined together. Vertebrates have an endoskeleton which is found inside the body.
- The endoskeleton consists of bones that are joined together by joints. The endoskeleton is a frame structure.
- Identify the main parts of the skeleton: skull, backbone, ribs, shoulder girdle, hands, arms, hip girdle, legs, feet.
- Identify the main parts of the joints: shoulder, elbow, wrist, hip, knee, ankle.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Weeks 7 - 8	Food chains 1. Food and feeding	Grade 5 Term 1 <u>Lesson Plans</u> Lesson 7B: Green plants make their own food Lesson 7C: Animals need food / food and life processes Lesson 8A: Food chains Lesson 8B: Food chains continued	S&M Gr5 VIVA Gr5 PLAT Gr5 SFA Gr5 DbD Gr5 OX Gr5 SO Gr5 TC Gr5 SIBB Gr5	44 - 50 30 - 37 38 - 43 47 - 53 33 - 42 30 - 35 18 - 21 28 - 33 78 - 94

If the Term 1 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Food chains

- know what plants need to make food: sunlight (energy), water, nutrients from the soil, carbon dioxide from the air.
- Understand the process of photosynthesis. Plants give off oxygen when they make food – living things need oxygen to breathe.
- Compare the need for animals to eat, with the need for plants to make their own food.
- Explain how animals need food to carry out the life processes.
- Categorise animals into carnivores, herbivores and omnivores and how all animals depend on plants for food.
- Understand and draw food chains with correct sequences and order.
- Understand energy transformation in the food chain.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Weeks 9 - 10	Life Cycles 1. Growth and development	Grade 5 Term 1 <u>Lesson Plans</u> Lesson 8C: Plants and animals grow and develop Lesson 9A: Stages and processes of animals Lesson 9B: Stages and processes of plants Lesson 9C: Life cycle of a vertebrate	S&M Gr5 51 - 64 VIVA Gr5 39 - 46 PLAT Gr5 47 - 55 SFA Gr5 59 - 67 DbD Gr5 43 - 52 OX Gr5 36 - 43 SO Gr5 22 - 28 TC Gr5 34 - 41 SIBB Gr5 98 - 115	

if the Term 1 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Life cycles

- Describe the processes and stages of the growth and development throughout a plant or animal's life.
- Describe reproduction, death, and caring for young animals.
- Describe what a life cycle is and understand the purpose of a life cycle.
- Describe the different stages in the life cycle of plants, from seeds to fruit, and put the stages into the correct order.
- Describe the different stages in the life cycle of vertebrates, from birth to death, and put the stages into the correct order.

Grade 5 Natural Sciences & Technology Term 1 Assessment

Below is a sample assessment test and memorandum. Please feel free to use this task as is, or to adapt for your context. It is important to ensure that learners are only assessed on work that has been taught.

PRACTICAL TASK - INTRODUCTION

GRADE 5 Natural Sciences & Technology Term 1 Practical Task 20 marks

Time allocation: 60 minutes (30 minutes preparation, 30 minutes task time)

NOTE TO THE TEACHER

1. This practical activity will be completed as part of Section E of lesson 1B.
2. This practical will take place during the lesson after the teaching component in Section D, "Accessing Information".
3. The first 30 minutes will be used to teach section D and prepare learners for the practical task.
4. The second 30 minutes will be used to complete the practical activity as outlined in Section E.
5. The instructions and content of the practical task should be written on the chalkboard for the learners.
6. The rubric for assessing the practical task is provided.
7. The learners will work in groups of 4-6.
8. This practical task needs to be conducted outside.
9. The learners should complete the drawings with a sharp pencil and the written answers should be completed in pen.

1. To do this activity, each group will need the following:
 - 30m of string or wool
 - our short sticks
 - ruler or tape measure
2. Ensure you have these materials prepared for each group before the lesson starts.
3. Divide the learners into groups of four or six.
4. Write the following onto the chalkboard (always try to do this before the lesson starts):

PRACTICAL TASK

METHOD

- a. Measure out a square area 6 metres by 6 metres somewhere on the school grounds. (6 big steps by 6 big steps)
 - b. Put a stick in each corner of the square.
 - c. Tie the wool or string around these sticks to mark out you area.
 - d. Complete the task as outlined below: (Draw the table into your workbook)
 - e. Each learner should complete the task individually.
5. Make sure the learners understand what they have to do.
 6. Explain that they must try to choose an area that has plants, soil and rocks in it.
 7. Ensure that the learners understand what a “bird’s-eye” view is. (A bird’s eye view is the view from the top, as if a bird was looking down. You only see the shape of the top of the object.)
 8. Now ask the learners to copy the questions for the task into their workbooks.
 9. This will need to be written onto the chalkboard:

Task 1: (4 marks)

- 1a. Use half a page to draw a bird’s-eye view of the area. In the diagram draw and label all the natural features you can see.
- 1b. Give a suitable name to this habitat.

Task 2: (4 marks)

- 2a. Draw a front view of the plants you can see in your marked off area.
- 2b. Do you see any flowers, fruits or seeds in this habitat? Draw what you observe.

Task 3: (4marks)

- 3a. Choose one leaf from a plant in your area and sketch it in detail. 3b. Label the following:
 - Leaf edge
 - Leaf surface
 - Veins
 - Leaf stem

Task 4: (4 marks)

- 4a. Look under any stones, on tree bark, in plants and in the soil. Draw and name any creatures you can see.
- 4b. What other living creatures could live in this habitat?

Task 5: (4 marks)

- 5a. Name 3 animals that could not live in this habitat. Give reasons why.

TOTAL: 20 marks

10. After the learners have copied down the task, ask them if they have any questions.
11. Explain any terminology they may not understand.
12. Allow learners out of the class to complete the activity.
13. Supervise them and assist whilst they are completing the activity.
14. Mark the learners' work using the rubric.

PRACTICAL TASK - RUBRIC

**Grade 5 Natural Sciences & Technology
Term 1
Practical Task
20 MARKS**

Task	Excellent 4 marks	Very good 3 marks	Achieved 2 marks	Not achieved 1 mark	Mark
1	<ul style="list-style-type: none"> • A neat and accurate sketch of the area has been done • The area has been sketched accurately from a bird's eye perspective • All the relevant features have been correctly labelled • A suitable name for this habitat has been given 	<ul style="list-style-type: none"> • A neat sketch of the area has been done • The area has been sketched from a bird's eye perspective • Most of the relevant features have been correctly labelled • A name for this habitat has been given 	<ul style="list-style-type: none"> • A neat sketch of the area has been done • An attempt to sketch from a bird's eye perspective has been made • Some of the relevant features have been labelled • A name for this habitat has been given 	<ul style="list-style-type: none"> • A sketch has been done but is untidy and inaccurate • The sketch is not from a bird's eye view • The relevant features have not been labelled • The name for this habitat is unsuitable 	
2	<ul style="list-style-type: none"> • All the plants in the area have been drawn • The drawings are neat and accurate • Any fruits or seeds that have been observed have been drawn neatly and accurately 	<ul style="list-style-type: none"> • Most of the plants in the area have been drawn • The drawings are neat • Any fruits or seeds that have been observed have been drawn 	<ul style="list-style-type: none"> • Some of the plants in the area have been drawn • The drawings are neat • Some fruits or seeds that have been observed have been drawn 	<ul style="list-style-type: none"> • Few of the plants in the area have been drawn • The drawings are careless • No fruits or seeds that have been observed have been drawn 	

Grade 5 Natural Sciences & Technology Term 1 Assessment

3	<ul style="list-style-type: none"> • Leaf is neatly and accurately drawn showing clear: • Shape • Defined edges • Vein patterns • Stem • Possible texture 	<ul style="list-style-type: none"> • Leaf is neatly drawn showing clear: • Shape • Defined edges • Vein patterns 	<ul style="list-style-type: none"> • Leaf is neatly drawn showing clear: • Shape • Defined edges • Some vein patterns 	<ul style="list-style-type: none"> • Leaf is not neatly drawn and has little detail 	
4	<ul style="list-style-type: none"> • Living creatures were found and listed in area • At least 4 of the following are listed: ants, bees, butterflies, worms, birds, wasps, hornets, ladybirds, spiders, snails, lizards, flies 	<ul style="list-style-type: none"> • An attempt was made to find living creatures in area • At least 2 of the following are listed: ants, bees, butterflies, worms, birds, wasps, hornets, ladybirds, spiders, snails, lizards, flies 	<ul style="list-style-type: none"> • An attempt was made to find living creatures in area • At least 1 of the following is listed: ants, bees, butterflies, worms, birds, wasps, hornets, ladybirds, spiders, snails, lizards, flies 	<ul style="list-style-type: none"> • No attempt was made to find living creatures in area • No suitable creature is listed 	
5	<ul style="list-style-type: none"> • 3 suitable examples with two reasons are given 	<ul style="list-style-type: none"> • 2-3 suitable examples with a good reason are given 	<ul style="list-style-type: none"> • One suitable example with a reason are given 	<ul style="list-style-type: none"> • No suitable examples and reason are given 	
TOTAL: 20					

Grade 5 Natural Sciences & Technology Term 1 Assessment

Below is a sample assessment test and memorandum. Please feel free to use this task as is, or to adapt for your context. It is important to ensure that learners are only assessed on work that has been taught.

Natural Sciences & Technology Grade 5 Test Term 1 35 Marks - 60 Minutes

NOTE TO THE TEACHER:

If possible, photocopy this test for each learner. If this is not possible, write the test on the chalkboard.

INSTRUCTIONS TO THE LEARNERS

1. Answer all questions in blue or black ink.
2. Read each question carefully before answering it.
3. Pay attention to the mark allocations.
4. Plan your time carefully.

PRACTICE QUESTION

Read the question and circle the letter that shows the correct answer.

1. Which of the following is not a living thing?
 - a. fly
 - b. fern
 - c. bee
 - d. butterfly

You have answered correctly if you have circled **b**

**Ns & Tech Grade 5
Term 1
Test**

QUESTION 1: MULTIPLE CHOICE

[4]

Read each question and circle the letter that shows the correct answer.

1a. Which stage is the third stage of the human life cycle? (1)

- a. toddler
- b. teenager
- c. baby
- d. adult

1b. Which stage is the at the start of the life cycle of a plant? (1)

- a. fruit
- b. flower
- c. seed
- d. photosynthesis

1c. Which of these statements is FALSE? (1)

- a. Giraffes need oxpeckers to get rid of ticks
- b. Flowers need bees for pollination
- c. Bees need flowers to collect honey
- d. The giraffe and oxpecker are inter-dependent

1d. Which of the following is an example of 3 life processes (1)

- a. feeding, talking, breathing
- b. breathing, growing, learning
- c. reproducing, feeding, breathing
- d. breathing, feeding, thinking

QUESTION 2: Match the columns

[4]

Instructions:

Match the sentences in COLUMN A with the words in COLUMN B.

Draw a line to join the sentence in COLUMN A with the correct word in COLUMN B.

Do this as shown in the example below.

COLUMN A		COLUMN B
example	One of the life processes	A. Herbivores
2a.	Animals that only eat plants.	B. Producers
2b.	Animals that only eat meat	C. Carnivores
2c.	Animals that eat both plants and meat	D. Omnivores
2d.	Living organisms that make their own food	E. Breathing

QUESTION 3

[5]

Complete the following sentences using words in the block below.

webbed, soil, transferred, food, inter-dependence, water, sunlight, energy

Rewrite the sentences and underline your answers.

3a. Frogs live in _____ so they have _____ fingers and toes to swim.

3b. We call it _____ when two or more things need each other to live.

3c. All the _____ in a food chain starts with the Sun.

3d. When a cat eats a mouse, the energy is _____ from the mouse to the cat.

QUESTION 4

[6]

Write the word that is described in the sentence. Only write the answer.

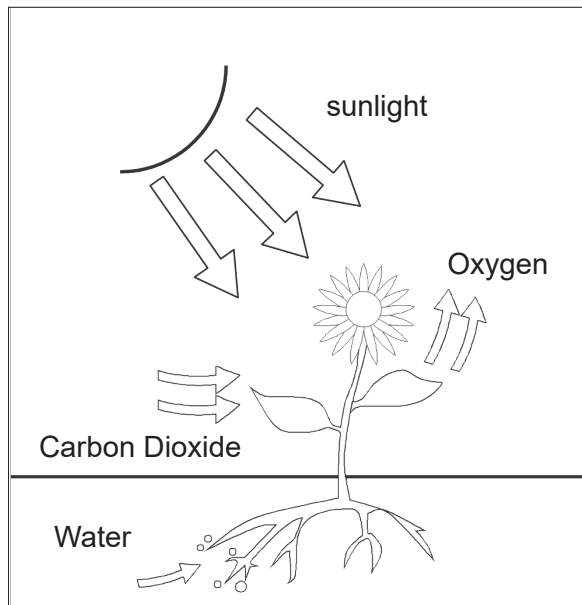
- 4a. Plants that live naturally in a place. _____
- 4b. Animals that have no backbones _____
- 4c. Animals that have bones inside their body _____
- 4d. Tough stretchy cells in animals that pull bones so that they can move

- 4e. The hard bone covering the brain _____
- 4f. When seeds are carried to other places by birds, animals, water or wind

QUESTION 5

[5]

We know that plants make (or produce) their own food.



energy, sunlight/sun, water, nutrients, soil, air, carbon dioxide, oxygen, photosynthesis, food, leaves, breathe,

Use the diagram and the words above, and write 5 sentences to explain how plants make their own food.

QUESTION 6

[6]

Look at the names of the animals in the block below:

snail, earthworm, cow, fish, crab, jellyfish

Think about the type of skeleton each animal has.

Write the name of each of the 6 animals in the correct place in the table below.

exoskeleton	endoskeleton	hydroskeleton

QUESTION 7

[2]

Draw two food chains ,with arrows, showing the relationship between the living organisms listed below:

7a. kudu, grass, lion

7b. rat, eagle, mielie, leopard, snake

QUESTION 8

[3]

Read the following statements about the life cycle of a dog..

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

Put the statements into the correct order to show you understand the life cycle of a dog.

Write the numbers, only, in the correct order

TOTAL: 35

Grade 5 Natural Sciences & Technology Term 1 Assessment

**Grade 5
Natural Sciences & Technology
Term 1
Test
Memorandum 35 Marks 60 Minutes**

CAPS Topic	Questions	Expected answer(s)	Marks
PART A: Energy and Change & Systems and Control			
	1		
Life Cycles	1a	B ✓	1
Life Cycles	1b	C ✓	1
Plants and animals on Earth	1c	C ✓	1
Plants and animals on Earth	1d	C ✓	1
	2		
Plants and animals on Earth	2a	A ✓	1
Plants and animals on Earth	2b	C ✓	1
Plants and animals on Earth	2c	D ✓	1
Plants and animals on Earth	2d	B ✓	1
	3		
Animal skeletons	3a	water ✓ webbed ✓	2
Plants and animals on Earth	3b	Inter-dependence ✓	1
Food chains	3c	energy ✓	1
Food chains	3d	transferred ✓	1
	4		
Plants and animals on Earth	4a	indigenous ✓	1
Plants and animals on Earth	4b	invertebrates ✓	1
Plants and animals on Earth	4c	vertebrates ✓	1
Animal skeletons	4d	muscles ✓	1
Animal skeletons	4e	skull ✓	1
Food chains	4f	dispersed/dispersal ✓	1

Grade 5 Natural Sciences & Technology Term 1 Assessment

		5													
Food chains	5	Any 5 sentences correctly explaining the process. e.g. Plants need water and energy from the sun to grow. ✓ Plants take in the carbon dioxide from the air to make its own food. ✓ Food is made in the leaves. ✓ This is called photosynthesis. ✓ Plants breathe out oxygen. ✓				5									
		6													
Animal skeletons	6	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">exoskeleton</th> <th style="text-align: left;">endoskeleton</th> <th style="text-align: left;">hydroskeleton</th> </tr> </thead> <tbody> <tr> <td>snail✓</td> <td>cow✓</td> <td>earthworm✓</td> </tr> <tr> <td>crab✓</td> <td>fish✓</td> <td>jellyfish✓</td> </tr> </tbody> </table>	exoskeleton	endoskeleton	hydroskeleton	snail✓	cow✓	earthworm✓	crab✓	fish✓	jellyfish✓				6
exoskeleton	endoskeleton	hydroskeleton													
snail✓	cow✓	earthworm✓													
crab✓	fish✓	jellyfish✓													
		7													
Food chains	7a	Grass → kudu → lion✓				1									
Food chains	7b	Mielie → rat → snake → eagle → leopard✓				1									
		8													
Food chains	8	3,✓ 2,✓ 6,✓ 4,✓ 1,✓ 5✓ (half mark for each correct answer)✓				3									
TOTAL 35															