

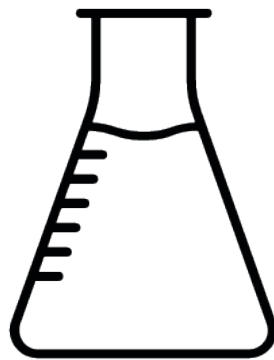


basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

Natural Sciences & Technology



Grade 5 Term 4

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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,

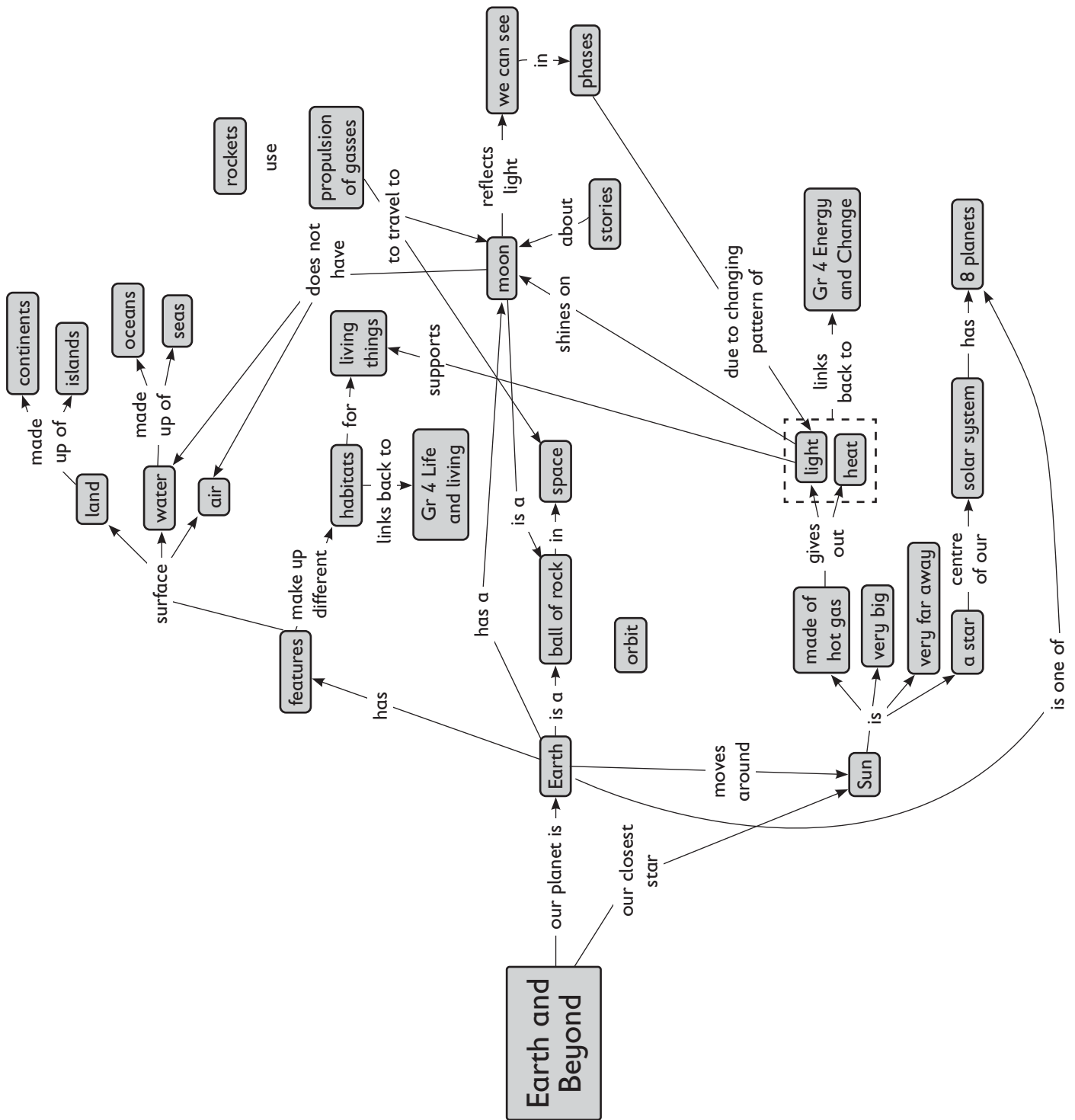
The DBE / NECT Recovery ATP Trackers Team

Overview

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

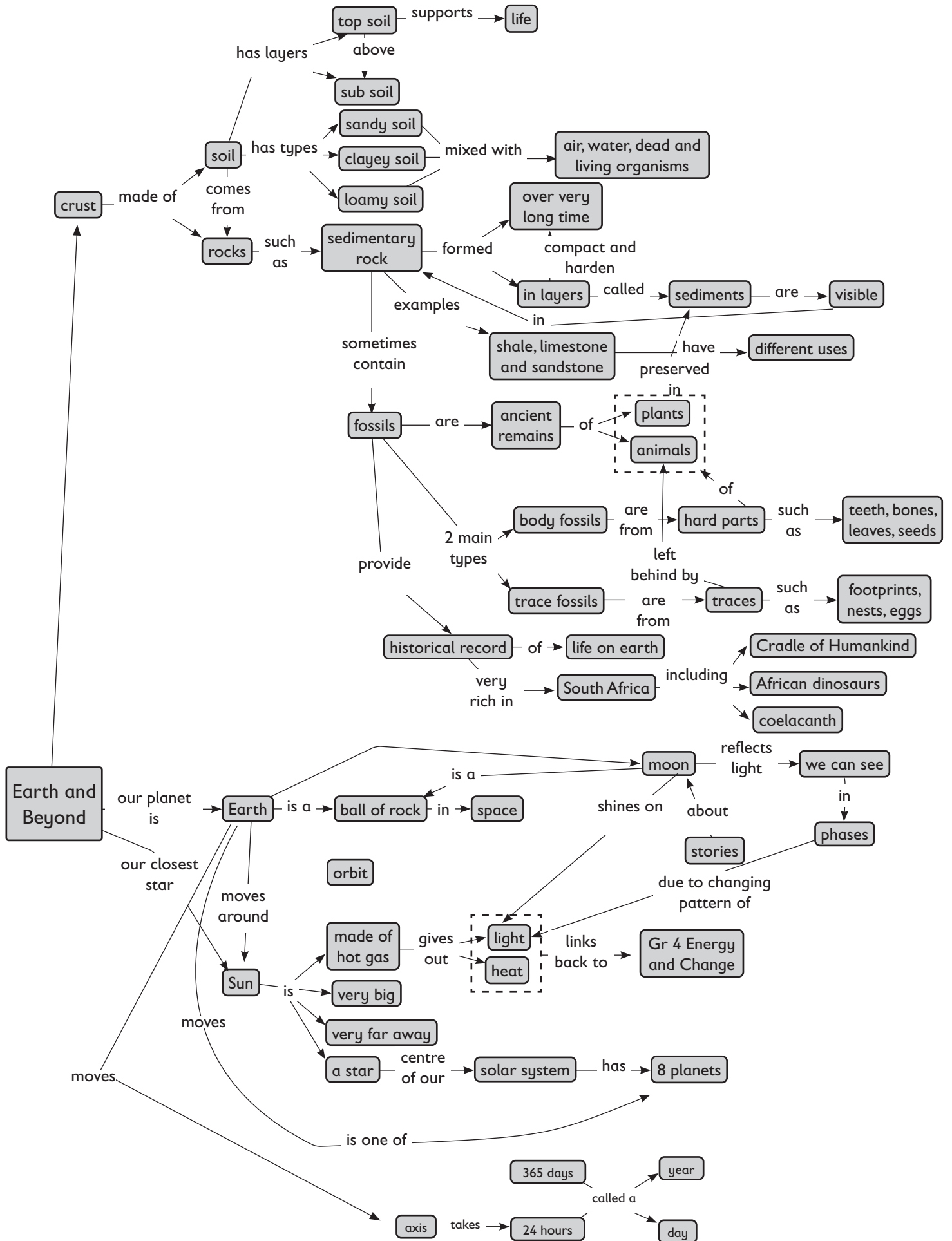
- The development of **Science Process Skills** is key to the teaching and learning of the subject. Focussing on these skills is critical.
- Learners should be given as many opportunities as possible to **write regularly and read for meaning** in Natural Science and Technology, in order to develop **language 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



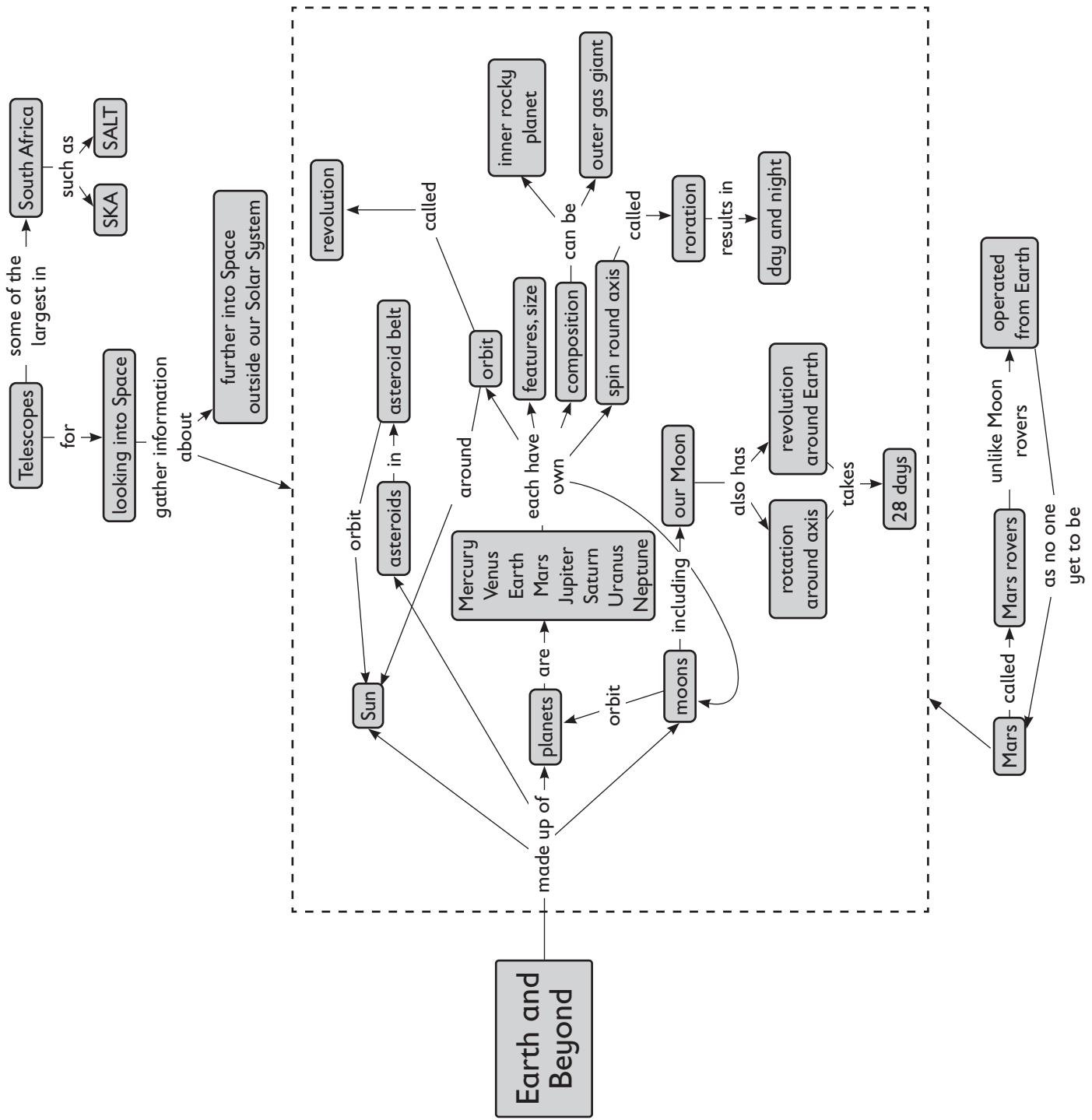
The concept maps in this section have been adapted from **Thunderbolt Kids** resources published by **Siyavula**.

Intermediate Phase Conceptual Chain: Grade 5



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**, however, this content has been arranged as follows for Grade 5 Term 4, in order to ensure key conceptual development, and to address common learning losses:

- **Some topics remain the same:**
 1. The sun (1 week)
 2. The moon (1 week)
- **Some topics have been cut out completely/removed:**
 1. Planet Earth (2 weeks)
- **Some topics from Grade 4 have been included/recovered:**
 1. Surface of the Earth (2 weeks)
 2. Sedimentary rocks (1 week)
 3. Fossils (1 week)

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 2021 formal assessment tasks for Grade 5 are as follows:

	TERM 1	TERM 2	Term 4	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 4 are included in this document.

Notes:

- **Column 1** shows the **time allocation** per topic.
- **Column 2** shows the **Recovery ATP requirements** for Grade 5 Term 4.
- **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 4 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

ATP / NECT Lesson Plan / Textbook Alignment: Grade 5 Term 4

Note: These are the Grade 4 textbook references for the Grade 4 included/recovered topics.

SFA	Solutions for All Natural Sciences and Technology Grade 4 MacMillan
S&M	Study & Master Natural Science and Technology Grade 4. Cambridge University Press
DbD	Day by Day Natural Sciences and Technology Grade 4 Maskew Miller Longman
PLAT	Platinum Natural Sciences and Technology Grade 4 Maskew Miller Longman
VIVA	Viva Natural Sciences and Technology Grade 4 Vivlia
SO	Spot On Natural Sciences and Technology Grade 4 Pearson
OS	Oxford Successful Natural Sciences and Technology Grade 4 Oxford University Press
TC	Top Class Natural Sciences and Technology Grade 4 Shuter and Shooter
SIBB	Sasol Inzalo Bk B Natural Sciences and Technology Grade 4 Sasol

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 1 3 hours	The Sun 1. Our closest star	<i>This section has been recovered from Grade 4 term 4</i>	<u>Grade 4 Term 4 Lesson Plans</u> Lesson 3A: The Sun Lesson 3B: The Sun and Life Lesson 3C: The Sun and Life	SFA Gr 4 206 S&M Gr 4 146 DbD Gr 4 147 PLAT Gr 4 164 VIVA Gr 4 138 SO Gr 4 87 OS Gr 4 118 SIBB Gr 4 100 TC Gr 4 119	

Scaling down

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key content and concepts:

- The Sun as our closest star. The Earth's position from the Sun. Sizes of Earth and Sun
- Characteristics of the Sun - made of hot gas
- Why we need the Sun - gives off light and heat – vital for life on Earth
- The dangers of the Sun

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 2 3 hours	The moon 1. Features of the moon 2. Phases of the moon 3. moon Stories	<i>This section has been recovered from Grade 4 Term 4</i>	<p><u>Grade 4 Term 4 Lesson Plans</u> <u>Lessons 5A & 5C:</u> Features of the moon (These 2 lessons need to be combined into 1 lesson. Focus must be on Section D & E of 5A, and Section D of 5C. Section E of 5C can be done if time permits. The moon needs to be tracked over a 1 month period)</p> <p><u>Lesson 6A & 6B:</u> Phases of the moon (these 2 lessons need to be combined into 1 lesson. Focus must be on Section D and E of 6A, and Section D of 6B.)</p> <p><u>Lesson 6C:</u> Moon Stories</p>	<p>SFA Gr 4 223 - 231</p> <p>S&M Gr 4 158 - 164</p> <p>DbD Gr 4 163 - 168</p> <p>PLAT Gr 4 176 - 184</p> <p>VIVA Gr 4 153 - 160</p> <p>SO Gr 4 91 - 94</p> <p>OS Gr 4 126 - 132</p> <p>SIBB Gr 4 154 - 164</p> <p>TC Gr 4 125 - 130</p>	

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

- Features on the moon.
- Why life cannot exist on the moon.
- The differences between the Earth and the moon: size, temperature, light, heat, water, air, features
- Size difference between the Sun and the moon.
- The various phases of the moon.
- Why the Moon looks so bright..
- Why we only see part of the Moon. The lunar cycle.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED	
Week 3 - 4 6 hours	Planet Earth 1. Features of the Earth (Grade 4) 2. Earth and space (Grade 4) 3. The Earth moves	<i>This section has been recovered from Grade 4 Term 4 and includes new Grade 5 content</i>	<p><u>Grade 4 Term 4 Lesson Plans and includes new Grade 5 content</u></p> <p><u>Lessons 1A & 1B</u>: Features of the Earth (these 2 lessons need to be combined into 1 lesson. Check the learners' knowledge of what they learnt in Gr4. Focus on the gaps in their knowledge.)</p> <p><u>Lessons 1C & 2A</u>: Features of the Earth seen from space (These 2 lessons need to be combined into 1 lesson. Focus must be on Section D and E of 1C and Section E of 2A.)</p> <p><u>Lessons 2B & 2C</u>: Earth and space (These 2 lessons need to be combined into 1 lesson. Check the learners' knowledge of what they learnt in Gr4. Focus on the gaps in their knowledge.)</p> <p><u>Grade 5 Term 4 Lesson Plans</u></p> <p>Lesson 1A: The Earth moves Lesson 1B: The Earth spins Lesson 1C: Day and Night</p>	<p>S&M Gr 4 Gr 5</p> <p>VIVA Gr 4 Gr 5</p> <p>PLAT Gr 4 Gr 5</p> <p>SFA Gr 4 Gr 5</p> <p>DbD Gr 4 Gr 5</p> <p>OX Gr 4 Gr 5</p> <p>SO Gr 4 Gr 5</p> <p>TC Gr 4 Gr 5</p> <p>SIBB Gr 4 Gr 5</p>	<p>132 – 144 142 – 144</p> <p>125 – 134 166 – 169</p> <p>153 – 161 162 - 165</p> <p>193 – 202 193 – 198</p> <p>137 – 144 139 – 144</p> <p>112 – 117 162 – 165</p> <p>84 – 86 74 - 75</p> <p>112 - 121 111 – 113</p> <p>82 – 98 74 - 84</p>	

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Planet Earth

- Recognise that the Earth's surface has land masses (continents & islands) and water masses (oceans and seas)
- Explain what Earth's atmosphere is – layer of air with oxygen for life, like a blanket keeping the Earth's surface warm.
- Describe the main differences between the habitats: rivers, seas, grasslands, forests, mountains
- Identify the 7 continents and 5 oceans on a map
- Explain the main differences between oceans, seas and lakes. Distinguish between continents and islands.
- Identify features on the surface of the Earth from pictures
- Identify the shape of the Earth. Identify what Earth looks like from Space.
- Identify what people can see from Earth.
- Name the differences between stars and planets.
- Explain why the sun shines on only one half of the Earth at a time.
- Describe and draw the Earth's orbit around the sun
- Explain how the Earth takes 365 days to orbit the sun
- Draw the Earth and its axis, explain that the Earth takes 24 hours to spin once on its axis
- Demonstrate how day and night occur. Explain that the Earth takes 24 hours to rotate fully

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 5 - 6 6 hours	Surface of the Earth 1. Rocks 2. Soil from rocks 3. Soil types	<i>This topic has been reduced from 2,5 weeks to 2 weeks</i>	<p><u>Grade 5 Term 4 Lesson Plans</u></p> <p><u>Lesson 2A:</u> Rocks</p> <p><u>Lesson 2B:</u> Rocks and change (This lesson is reduced to 1 hour. Section E: 5 & 6 – will be completed over 4 weeks at the beginning of each lesson.)</p> <p><u>Lesson 2C:</u> Soil comes from rocks</p> <p><u>Lesson 3A:</u> Soil types</p> <p><u>Lesson 3B:</u> Soil types (This lesson is reduced to 1 hour. Section E: do as a demonstration activity.)</p> <p><u>Lesson 3C & 4A:</u> Soil types (These 2 lessons must be combined into 1 lesson.)</p>	<p>S&M Gr 5 147 – 151</p> <p>VIVA Gr 5 172 – 184</p> <p>PLAT Gr 5 170 – 179</p> <p>SFA Gr 5 202 – 211</p> <p>DbD Gr 5 148 -154</p> <p>OX Gr 5 126 – 135</p> <p>SO Gr 5 75 – 80</p> <p>TC Gr 5 115 – 125</p> <p>SIBB Gr 5 88 - 128</p>	

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Surface of the Earth

- Draw and label a diagram of the crust of the Earth.
- Describe how rocks and soil make up the crust of the Earth.
- Explain how soil, water, air and sunlight support life on Earth, including plants.
- Explain how soil comes from rocks that are weathered. Describe the 3 different types of soil: sandy, clayey and loamey.
- Explain how to find out how much sand, silt and clay there is in soil, which types of soil hold water better and which type is best for plants to Grow.
- Identify the parts that make up soil, the importance of topsoil. Describe erosion.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 7 3 hours	Sedimentary rocks 1. Formation of sedimentary rocks 2. Uses of sedimentary rocks	<i>This topic has been reduced to 1 week.</i>	<p><u>Grade 5 Term 4 Lesson Plans</u> <u>Lessons 4C, 5A & 5B:</u> Formation of sedimentary rocks (These 3 lessons must be combined into 2 lessons of 1,5 hours in total. Lesson 5A: Section E will need to be omitted.)</p> <p><u>Lessons 5C & 6A:</u> Uses of sedimentary rocks (These 2 lessons must be combined into 2 lessons of 1,5 hours in total.)</p>	S&M Gr 5 156 -158 VIVA Gr 5 187 – 194 PLAT Gr 5 189 – 195 SFA Gr 5 219 – 227 DbD Gr 5 158 - 161 OX Gr 5 SO Gr 5 83 – 88 TC Gr 5 127 – 132 SIBB Gr 5 136 - 146	

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Sedimentary Rocks

- Explain the four main stages of sedimentary rock formation - draw a flowchart.
- Draw a sketch of how the layers are formed.
- Identify sedimentary rock by their layers. Name the different sedimentary rocks and explain their origins.
- Describe the uses of limestone. Explain how cement is made.
- Name some products made from shale and sandstone.
- Explain why they are chosen for certain products.

TIME ALLOCATION	DBE RECOVERY ATP REQUIREMENTS	NOTES	NECT LESSON PLANS: LESSONS	APPROVED TEXTBOOKS	DATE COMPLETED
Week 8 3 hours	Fossils 1. Fossils in rock 2. Body and trace fossils 3. Importance of South African fossils	<i>This topic has been reduced to 1 week.</i>	<p><u>Grade 5 Term 4 Lesson Plans</u></p> <p><u>Lesson 6B</u>: Fossils in rock (This lesson must be reduced to 1 hour. Section E must be omitted.)</p> <p><u>Lessons 6C & 7A</u>: Body and Trace fossils (These 2 lessons must be combined into 1 lesson.)</p> <p><u>Lessons 7C, 8A, 8B & 8C</u>: Importance of South African fossils (These 4 lessons must be combined into 1 lesson of 1,5 hours.)</p> <p>The focus must be on:</p> <p>The sites where the fossils were found</p> <p>The types of fossils found in these areas.</p>	<p>S&M Gr 5 159 – 169</p> <p>VIVA Gr 5 195 – 207</p> <p>PLAT Gr 5 197 – 209</p> <p>SFA Gr 5 231 – 246</p> <p>DbD Gr 5 165 – 174</p> <p>OX Gr 5</p> <p>SO Gr 5 89 – 97</p> <p>TC Gr 5 133 – 140</p> <p>SIBB Gr 5 152 -173</p>	

If the Term 4 teaching time is reduced, ensure that learners have a thorough understanding of the following key concepts:

Fossils

- How fossils are made up of the remains of ancient plants and animals – and provide evidence of the environment at that time.
- Defining and categorising of fossils into trace and body fossils – assumptions that can be made from each.
- The importance of South African fossils – important fossil areas and the types of fossils found in those areas.
- i.e. Karoo, Sterkfontein Caves, Cradle of Humankind, Swartberg mountains, West Coast Fossil Park., Golden Gate National Park.
- Coelacanth, dinosaurs, hominids, fossil skulls - Taung child and Mrs Ples, fossil skeleton – Little Foot, Sediba.

Grade 5 Natural Sciences & Technology Term 4 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 4 Marks: 50

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.
5. Write your answers in the spaces provided.
6. Write neatly.

PRACTICE QUESTION

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

1. Which of the following is an example of a liquid fuel?
 - a. gas
 - b. petrol
 - c. wood
 - d. coal

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

SECTION A

QUESTION 1: MULTIPLE CHOICE

[5]

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

1a. For fuel to keep burning it needs _____ and _____.

- a. Heat and oxygen
- b. Fuel and fire
- c. Carbon dioxide and oxygen
- d. Oxygen and fuel

1b. Stored energy in cells and batteries ...

- a. is always the same
- b. can be changed into potential energy
- c. can be changed into electrical energy
- d. cannot be changed

1c. To give stored energy to a spring, you must...

- a. Stretch it
- b. Leave it as is
- c. Compress it
- d. Pull it

1d. When we burn wood, the energy in the wood is transferred into:

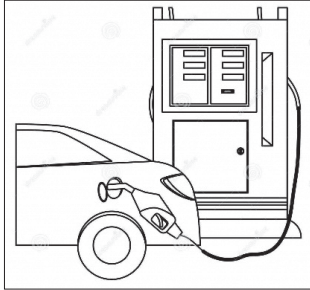
- a. light and heat
- b. ash and coal
- c. heat and smoke
- d. smoke and steam

QUESTION 2

[4]

Refer to the pictures below.

- 2a. What type of fuel is being used in each of the pictures below?
- 2b. What is the fuel being used for in each of the pictures? (How is the fuel being used?)



2a _____
2b _____

2a _____
2b _____

QUESTION 3

[6]

- 3a. Where does an animal, like a dog for example, get energy from? (1)

- 3b. What is a fuel? (1)

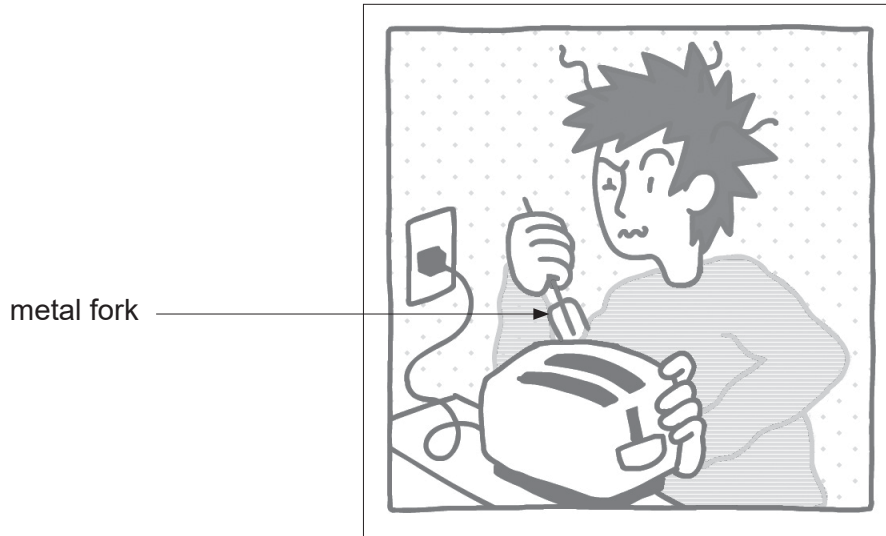
- 3c. "I burned my paper by mistake," said Sarah. (2)
What two forms of energy can Sarah see when this happens?

- 3d. Explain the difference between input and output energy. (2)

QUESTION 4

[11]

Study the picture below and answer the questions that follow.



4a.1. Why is this situation considered a possible fire hazard? (2)

4a.2. How can we prevent a fire from breaking out? (1)

4b. A house is connected to mains electricity. Explain the process of electricity flow from the local substation to the use of a stove in the house. (4)

4c. Name TWO disadvantages of fuel-burning power stations. (2)

4d. Give TWO examples of how stored energy in an elastic band or spring can be used. (2)

SECTION A: 25

SECTION B

QUESTION 1: MULTIPLE CHOICE

[5]

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

1a. Which of the following term is used to describe Earth's journey around the Sun?

- a. Eclipse
- b. Rotate
- c. Revolve
- d. Pathway





1b. What occurrence takes place when the Earth spins on its own axis?

- a. Lunar eclipse
- b. Solar eclipse
- c. Different seasons
- d. Day and night

1c. Which one of the following statements is **not** true?

- a. The Sun is made of hot gasses
- b. The Sun is Earth's closest star
- c. Planets provide their own light
- d. Planets get their energy from the Sun

1d. Which of the following shapes of the moon shows the first quarter?

- a. 
- b. 
- c. 
- d. 

1e. Which one of the following **is not** a feature of the Earth?

- a. It has 5 oceans .
- b. Most of the surface is covered by land.
- c. The small pieces of land are called islands
- d. Habitats are the homes of animals and plant only.

QUESTION 2

[2]

2a. Fill in the missing words to complete the sentences below.

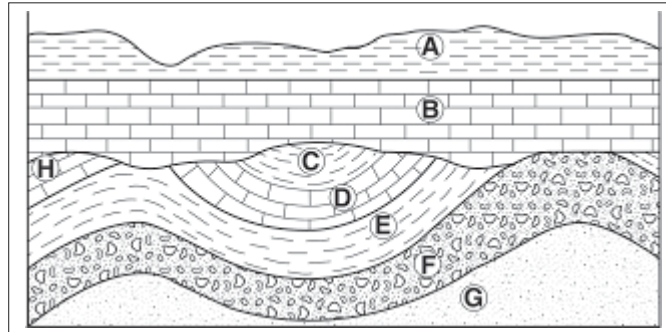
Earth is one of eight _____ that move around the Sun.

In Space there are gasses and dust but no _____.

Refer to the picture below.

2b. Which layer of rock/soil (A – G) is the oldest?

2c. Which layer of rock/soil (A – G) is the newest?

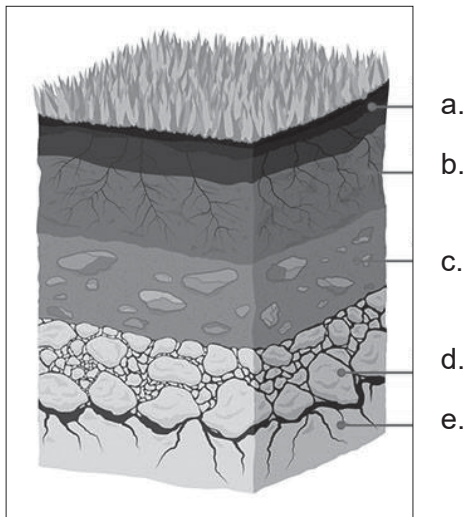


QUESTION 3

[6]

3a. Provide labels for the soil profile below.

(5)



3b. What is important about topsoil?

(1)

Grade 5 Natural Sciences & Technology Term 4 Assessment

QUESTION 4	[10]
4.a. Explain how fossils are formed	(3)
<hr/> <hr/> <hr/>	
4.b. Describe the difference between body fossils and trace fossils.	(2)
<hr/> <hr/> <hr/>	
4.c. What type of fossil would dinosaur droppings be?	(1)
<hr/>	
4.d. What sedimentary rock is used to make cement?	(1)
<hr/>	
4.e. What natural force moves mud and sand?	(1)
<hr/>	
4.f. Name TWO uses of sandstone in your home.	(2)
<hr/> <hr/>	
SECTION B: 25	
TOTAL: 50 MARKS	

Grade 4 Natural Sciences & Technology Term 4 Assessment

Test Memorandum			
CAPS Topic	Questions	Expected answer(s)	Marks
SECTION A (25 Marks)			
Stored energy in fuels	1a.	A ✓	1
Cells and batteries	1b.	C ✓	1
Stored energy	1c.	C ✓	1
Energy transfer	1d.	A ✓	1
2			
Fuels	2a.	petrol ✓(fuel) used to make a car move ✓	2
	2b.	gas ✓(fuel) in stove used to boil water ✓	2
3			
Stored energy in fuels	3a.	The food it eats. ✓	1
Stored energy in fuels	3b.	A substance that can be eaten or burned to produce ✓ energy.	1
Burning fuels	3c.	Light energy ✓ and heat energy can be witnessed. ✓	2
Fuels	3d.	Input energy is the energy we need to 'put in' to start a fuel burning. ✓ Output energy is the energy (like heat and light) that is produced when a fuel burns. ✓	2
4			
Safety with electricity	4a.1.	Metal conducts electricity ✓ so the fork will conduct electricity from the toaster to the man who will get electrocuted. ✓	2
Safety with electricity	4a.2.	Unplug the toaster before the fork conducts electricity. Use an insulator instead of a conductor. ✓	1
Mains electricity	4b.	National grid → ✓power station → ✓substation/ transmission lines → ✓your home/ where electricity is needed ✓	4
Mains electricity	4c.	Burning coal- releases gases→ affects peoples' health ✓ Nuclear- no gas or smoke→ although it does produce dangerous nuclear waste (must be kept away from people and environment) ✓	2
Stored energy	4d	Springs→ mattress/ bike/ pogo stick/ rat trap/ jack in the box (any one for one mark) ✓ Elastic→ hand-held catapult/ elastic powered aeroplane (one for one mark) ✓	2

Grade 5 Natural Sciences & Technology Term 4 Assessment

CAPS Topic	Questions	Expected answer(s)	Marks
SECTION B (25 Marks)			
The earth moves	1a.	D ✓	1
The earth moves	1b.	D ✓	1
Formation of sedimentary rock	1c.	C ✓	1
The Moon	1d.	D ✓	1
The Moon	1e.	A ✓	1
2			
Planet Earth	2a.	plants ✓ air ✓	2
Formation of sedimentary rock	2b.	G ✓	1
Formation of sedimentary rock	2c.	A ✓	1
3			
Soil comes from rocks	3a.	A - topsoil ✓ B - subsoil ✓ C - smaller pieces of rock ✓ D - larger pieces of rock ✓ E - solid rock/ bedrock ✓	5
		} C and D "also accept just pieces of rock"	
Soil comes from rocks	3b.	It contains rich, nutrient, organic (decaying) matter which is good for plants to grow healthily. ✓	1
4			
Fossils in rock	4a.	Fossils form when an animal dies and sediments settle on it in layers. ✓ When living things get trapped ✓ in these layers and become compressed they become preserved in the rock as fossils. ✓	3
Body and trace fossils	4b.	Body fossils- actual preserved part of the body ✓ Trace fossils- preserved signs of animals ✓	2
Body and trace fossils	4c.	Trace fossils ✓	1
Uses of sedimentary rock	4d.	Limestone ✓	1
Formation of sedimentary rock	4e.	wind ✓	1

Grade 5 Natural Sciences & Technology Term 4 Assessment

CAPS Topic	Questions	Expected answer(s)	Marks
Uses of sedimentary rock	4f.	Sandstone blocks for building; ✓ and sandstone tiles ✓	2
			TOTAL: 50 MARKS