



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY
STATEMENT GRADE R-5 FOR LEARNERS WITH
SEVERE INTELLECTUAL DISABILITY**

CONSUMER STUDIES FOOD PRODUCTION

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

2018 Orientation

Learning programme

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1. SECTION 1

INTRODUCTION

2. SECTION 2:

INTRODUCTION TO CONSUMER STUDIES

2.1 What is CONSUMER STUDIES food production?

Food Production teaches learners to be responsible and informed consumers regarding food and food production. Food production aims to teach learners to cook basic nutritional dishes from a variety of food commodities using the correct equipment, measuring techniques, preparation techniques, mixing methods, cooking methods, etc. the subject is underpinned by health, hygiene and safety applications. Learners will also learn how to be entrepreneurs and have an opportunity to produce and market different food products.

Consumer Studies skills and the content embedded in the skills are taught over two years in Grade 4 and three years in grade 5. During each year in each grade all the topics are taught, and the teacher is allowed to adapt the difficulty level of the skills to the ability of the learner.

2.2 Topics to be studied in Consumer Studies

The table below indicates the main topics in the Consumer Studies learning programme.

1	Hygiene and Safety
2	The consumer
3	Entrepreneurship
4	Food production
5	Food and nutrition

2.3 Specific Aims:

In Consumer studies Food Production the learners will study:

- consumer rights and responsibilities
- responsible buying behaviour when purchasing food
- responsible use of resources, such as water and electricity
- nutrition and the impact of food choices on health
- food hygiene and safety
- Small scale production, entrepreneurship and marketing of food products.
- How to prepare and produce food products
- Food terminology, i.e. grating, peeling, chopping

2.4 Requirements for **Consumer studies** as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 1.5 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for Consumer Studies is either

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2,5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration before the learners practise the skills. The learner is required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. A minimum of 9 practical tasks per term utilizing two (2) or two and a half (2,5) hours per week (depending on the number of subjects offered in the school) is required and teaching less than 9 practical tasks per term means that the learners are deprived of the full learning programme. The Consumer Studies periods should be continuous periods, preferably attached to a break.

2.4.2 Resources

2.4.2.1 Human resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Consumer Studies food production.

2.4.2.2 Uniforms

- Learners should wear aprons and disposable caps or chef's hats.

2.4.2.3 Books, magazines and teaching media.

- Each learner should have a recipe book/file with recipes for two persons and a homework book
- The teacher should have several recipe books, flash cards, photos and posters of completed dishes, food commodities and menus available in the classroom.

2.4.2.4 Infrastructure and equipment

The subject may not be offered without the necessary infrastructure and equipment.

Infrastructure

Kitchen

The learners will prepare the recipes in pairs of 2 learners and the following list serves as an indication of the minimum equipment needed to offer the subject to teach 15 learners:

The kitchen should contain:

- 4 stoves to accommodate 15 learners (four learners per stove)
- Four built-in double sinks
- Hot and cold water supply at the sinks
- Cupboards or open shelves
- Electricity supply to the stoves, or gas stoves
- wall plugs at each work station for electrical equipment

- Sufficient electricity supply to allow the stoves and electrical equipment to operate simultaneously
- Electrical plugs at work surfaces and other places, for appliances such as the fridge, microwave oven and kettles
- A lockable storeroom or cupboards for ingredients and equipment
- A fridge and freezer
- Two electrical kettles, two electrical beaters and one microwave oven
- Large working surfaces that are easy to clean
- Burglar bars should be fixed on all windows and doors of the kitchen
- Clothes lines for dishtowels and table cloths
- Rubbish bin
- Trolley for ingredients and equipment
- Kitchen smalls for 15 learners working simultaneously, namely: 16 dinner, soup and side plates, cups and saucers, 8 mixing bowls, 8 salad bowls, 16 teaspoons, spoons, forks and knives, 8 egg lifters, 8 scrapers, 16 pots, 16 cake tins, 16 mini bread tins, 8 rolling pins, 8 cutting boards, 8 oven proof baking dishes, 8 baking sheets, 8 cooling racks, 8 spatulas, 6 cup muffin pan x 8, 8 measuring jugs, 8 sets of measuring cups, 8 sets of measuring spoons, 8 scone/ biscuit cutter sets, 8 draining rack for washing dishes, 2 bread knives, 2 tin openers, 8 colanders, 2 graters, 8 gelatine Moulds, 8 potato mashers, 8 vegetable peelers, 8 whisks, 8 wooden spoons, 2 kitchen scissors, 8 sets of 6 each storage containers.
- Cleaning materials, e.g. abrasive cleaner, dishwashing liquid, dish towels, clothes, pot brushes, serviettes, disposable, bucket and broom.
- One pair of oven gloves for each learner

Classroom

A separate classroom or classroom adjacent to the kitchen equipped with chairs and table for 16 learners to enable learners to dish up and eat their prepared dishes and write their homework down.

2.4.2.5 Infrastructure and equipment

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase ingredients for weekly practical tasks
- Maintenance and purchasing of new equipment/appliances should be added to the budget

An example of a budget for Consumer studies weekly practical lessons

Grade	Cost per task	Number of learners	Number of recipes to be made per year	Cost
4	R 15.00 per pair	15	36	R 15.00 X 7 pairs X 36 = R 3780.00
5	R 15.00 per pair	15	36	R 15.00 X 7 pairs X 36 =R 3780.00
TOTAL PER YEAR				
Maintenance and/or upgrading of stoves, fridges. E.g. Servicing of 4 stoves @ R 400.00 each				R 1600.00
Purchasing new equipment, replacing broken equipment: E.g. 2 electric kettles @ R200.00 each				R 400.00

2.4.3 Stock control

- The teacher is responsible for the stock, and will keep the kitchen and equipment locked at all times when not present.
- Annual stock control is essential. This should be undertaken during the school's annual stock take.

Example of a stock book

	Name and description of item (alphabetical order)	Stock on hand 2015	Number received 2016	Date received	Supplier	Invoice number	Stock on hand 2016	Number received 2017	Date received	Supplier	Invoice number	Stock on hand 2017	Number received 2018	Date received	Supplier	Invoice number	Stock on hand 2018
1	Bowl, mixing, stainless steel, 20cm diameter																

2																	
3																	
4																	

2.5 Career opportunities

- The learners will be able to assist kitchen staff in hostels, restaurants, bed and breakfast, centre for the aged, protective work places etc.
- Setting up of own stalls
- Nutrition programme assistants

3. SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2,5 hours (depending on the number of vocational subjects offered at the school) for the subject Consumer Studies.

3.1 Content overview of topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the Consumer Studies learning programme in Grade 4 and 5.

	Topic	Grade 4	Grade 5
1	Hygiene and Safety	Food safety Personal hygiene General safety practices in the kitchen Kitchen pests Appropriate dress code	Personal hygiene, food poisoning, food spoilage, food contamination, food borne diseases and temperature control General safety practices in the kitchen Kitchen pests, waste control and recycling Appropriate dress code
2	The consumer	Introduction to Consumer Studies food production What is a consumer? What is sustainable consumption? Types of outlets in South Africa	What is a consumer? Sustainable consumption of electricity and water Credit transactions Technology used for payment
3	Entrepreneurship	What is an entrepreneur? Choice of items for small-scale production	Production costs How to determine the selling price
4	Food production	Food storage Food contamination	Food labelling Food borne diseases

	Topic	Grade 4	Grade 5
		Flour mixtures Jelly Coffee Eggs Dairy Sauces Cereal and porridge Salad, salad dressing and vegetables Fruit Red meat and sausages Sandwiches Sugar cookery Cooking methods Recipes	Cakes, biscuits and rusks Jelly and gelatine Coffee and tea Eggs and egg based desserts Choux pastry Dairy Sauces Soups Quiches and pastry Cereal, porridge and rice Pasta and sauces Vegetables Fruit Chicken and fish Yeast products Cooking methods Recipes
5	Food and nutrition	Terminology in nutrition SA Food Pyramid and the number of portions to eat Nutrients: Protein, starch, fat, vitamins, minerals (calcium) and water Menu planning for breakfast, light lunch and dinner	Nutritional and food-related health conditions SA Food Pyramid and the number of portions to eat Nutrients and their functions: protein, starch, fat, vitamins, minerals (calcium) and water Principles of menu and meal planning

3.2 Content overview of practical lessons / tasks

The theory is embedded in the practical tasks in Consumer Studies. Omitting one or more of the practical tasks imply that learners are deprived of the full learning programme. The learners are two years in Grade 4 and three years in Grade 5. Learners should practise more advanced skills during the second year in Grade 4, thus not repeat the recipes completed during the first year in Grade 4. This principle also applies to Grade 5. More advanced recipes should be completed during the second and third years in Grade 5. Depending on the size of the school, this may result in learners being in Grade 4 for the first as well as the second year in one class. The teacher should ensure that these learners prepare different recipes as indicated in the table with suggested recipes below. Teachers may choose similar or more advanced recipes, according to current culinary trends.

Pages 19 - 68 provide an overview of the suggested practical tasks as well as the teaching plans to be instructed in schools with a 2 hour allocation for the vocational subjects. Pages 69 - 121 provide an overview of the suggested practical tasks as well as teaching plans to be delivered in 2.5 hour time allocations for schools instructing Consumer Studies plus two other vocational subjects.

week	GRADE 4 1st year (2 hour periods)	GRADE 4 2nd year (2 hour periods)	GRADE 5 1st year (2 hour periods)	GRADE 5 2nd year (2 hour periods)	GRADE 5 3rd year (2 hour periods)
	TERM 1				
1	The learners role play how to dress in their aprons and disposable caps, wash and dry their hands, select utensils, matching the flash card shown by the teacher with the kitchen utensils from allocated kitchen cabinets, cook food on allocated stoves and wash dishes in their allocated sinks as well as dry and put dishes away. Learners practise to take their aprons off and put aprons and hats in an allocated area.				
2	Glass of fruit juice practising safety rules in the kitchen	Cup of instant coffee with milk practising safety rules in the kitchen	Cup of filter coffee served with milk practising safety rules in the kitchen	Cup of tea served with milk practising safety rules in the kitchen	Cafe Latte practising safety rules in the kitchen
3	Fruit salad	Fruit kebabs (4 types of fruit)	Banana split bites	Fresh fruit popsicle sticks	Striped fruit popsicles
4	Breakfast banana split	Fresh fruit trifle	Marmalade	Any fruit jam, e.g. peach	Any fruit jelly e.g. apple
5	Baked apples/pears	Stewed dried fruit	Lemon berry quick bread	Baked fruit and nut bars	Mini fruit cakes
6	Hard boiled eggs and served in egg cup with a slice of bread	Baked eggs with a slice of toast	French toast	Window eggs	Baked egg and bread dish
7	Scrambled eggs with grated cheese	Omelette with cheese filling	Baked custard	Lemon meringue pie	Crème brûlée
8	Meringues (use 2 teaspoons to shape)	Meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's	Cream puffs filled with whipped cream	Éclairs filled with whipped cream and dusted with icing sugar	Cream puffs filled with whipped cream and decorated with melted chocolate
9	Poached eggs	Eggs benedict	Bread pudding	Queen bread pudding	Baked alaska
10	Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery		Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery.		

	Learners dispose of waste		Learners recycle waste material		
	TERM 2				
1	Instant mabella meal pap and serve with milk and honey	Layered muesli and cornflakes in glass served with fruit juice	Layered muesli, cornflakes and fruit served with yogurt and tea	Layered muesli, cornflakes and fruit served with yogurt and café au lait	Layered muesli, cornflakes and fruit served with yogurt and café mocha
2	Tasty Wheat and serve with milk and sugar	Maize pap with milk and sugar	Oats porridge with milk and sugar	Maltabella porridge milk and sugar	Couscous with milk
3	Crumpets with syrup	Waffles with syrup	Boiled white rice	Rice salad	Rice timbales
4	Pancakes and serve with cinnamon and sugar	Crepes and serve with honey/syrup	Vanilla cup cakes dusted with icing sugar	Vanilla cup cakes decorate with butter icing	Fudge cup cakes decorate with butter icing
5	Muffins served with margarine	Sweet corn muffins served with margarine and grated cheese	Vanilla single layer cakes dusted with icing sugar	Chocolate single layer cakes decorated with butter icing	Fudge single layer cakes, cut into slices and decorated with butter icing
6	Breakfast scones and serve with margarine and jam	Individual scones and serve with margarine and jam	Crunchies cut into squares	Vanilla biscuits (rolled and shaped).	Chocolate biscuits (rolled and shape)
7	Cinnamon and raisin breakfast scones	Cinnamon and raisin individual scones and serve with margarine and jam	Shortbread	Shortbread with strawberry jam centres	Chocolate pinwheel cookies (rolled and sliced)
8	Cheese bread	Honey oat bread	Buttermilk rusks	Seed rusks	Health rusks
9	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell
10	The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores glassware dispose of waste		The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Recycle recyclables		
	TERM 3				

1	Vanilla milk shake	Vanilla ice cream	Strawberry and almond smoothie made with ice cream	Chocolate and banana smoothie made with yogurt and ice cream	Health smoothie made with yogurt
2	Toast with cheese sauce	Custard with bananas	Corn and ham soup	Potato and bacon cream soup	Butternut and orange cream soup
3	Milk food (melkkos)	Milk noodle (melksnysels)	Quiche Lorraine	Bacon and onion quiche	Salami and mushroom cheese quiche
4	Baked sago pudding	Baked sago pudding with meringue topping	Milk tartlets – custard filling – pre prepared crust	Milk tartlets with crust	Milk tart
5	Fried beef sausages	Fried pork sausages	Poached hake with lemon butter sauce	Fried fish cakes (made with pilchards) with lemon	Hake pie
6	Grilled beef kebabs using 2 different vegetables	Grilled mutton kebabs using 2 different vegetables	Chicken stir fry	Chicken burger	Chicken stew
7	Baked meat balls	Beef burgers	Curried chicken	Creamy paprika chicken	Chicken a’la King
8	Beef stew	Beef stew with dumplings	Sweet and sour chicken	Sweet and sour chicken with boiled rice	Sweet and sour chicken pie
9	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell
10	Learners clean different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste		Learners clean different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste		
TERM 4					
1	Mixed vegetable salad served with uncooked salad dressing	Vegetable (with one additional vegetable) salad and serve with uncooked	Boiled pasta with instant pasta sauce	Boiled pasta with cheese sauce	Macaroni and cheese

		salad dressing			
2	Coleslaw with mayonnaise	Broccoli, cauliflower and onion salad	Apple pasta salad (use mayonnaise)	Banana and macaroni salad (use mayonnaise and cream cheese)	Pasta and leek stir fry
3	Potato and egg salad (use mayonnaise)	Potato and egg salad (add 1 additional ingredient and use mayonnaise and condensed milk mixture)	Mashed potatoes	Baked fantail potatoes	Jacket potatoes with fried mushrooms and cherry tomatoes
4	Triple egg and cheese toasted sandwich	Boiled egg and cheese Tramezzini	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
5	Wrap with mixed vegetable and cheese filling	Wrap with mixed vegetable, chicken slivers and cheese filling	Brown bread rolls (teacher prepare dough)	Cinnamon bread (teacher prepare dough)	Braided bread (teacher prepare dough)
6	Jelly in a bowl served with readymade custard	Jelly with fruit in a pudding bowl served readymade custard	Banana and orange jelly served with custard	Carrot and pineapple moulded salad	Trifle (use 2 different jelly flavours)
7	Sponge jelly	Ideal milk jelly	Caramel peppermint tart	Cheese cake in round mini pie plate	Strawberry cheese cake in round mini pie plate
8	Yogurt jelly in mould and serve	Condensed milk jelly in mould and serve	Granadilla mouse	Chocolate mousse	Vanilla and chocolate layered mousse
9	Vanilla fudge and package	Chocolate fudge	Marshmallows (teacher cut and roll marshmallows in coconut)	Rainbow jelly sweets (2 jelly flavours)	Rainbow jelly sweets (3 jelly flavours)
10	The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards		The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores linen		

	Washes, dries and stores linen Dispose of waste	Dispose of waste
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3.3 Content outline per term

During every Consumer studies lesson the following skills should be practised by the learner, namely to

- dress independently in apron and disposable cap
- wash and dry hands independently
- read the recipe (either “Boardmaker” or adapted word recipes) step by step (refer to addendum 8 in Participant’s manual)
- follow excellent hygiene practises
- set the table according to dishes prepared
- prepare and eat dishes independently in groups of 2 learners (or with teacher assistance) with appropriate table manners
- wash and dry dishes and put away in specified place
- fold apron and put disposable cap away independently

During each Consumer studies lesson the teacher should:

- Demonstrate the recipe during the first ten minutes of the period and share completed dish between learners that wish to enjoy a second portion after they have eaten the dish prepared by themselves, or send the dish to the class’ register teacher to enjoy
- Stand next to the learner when pouring boiling water, putting dishes in the oven and take dishes out
- Move between the learners and assist them should they need help. The teacher may at no circumstances leave the class during a practical session.

It **is advisable that the teacher do not use deep frying as cooking** method with learners with a severe intellectual disability due to the safety risk involved with this cooking method.

3.4 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical sessions is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are two years in Grade 4 , and therefore 2 suggested recipes are provided for each week to allow the learners to perform the second suggested recipe during their second year in grade 4. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.4.1 Grade 4 Term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	The consumer	<p>Understand the concept of Consumer Studies food production</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the kitchen.</p> <p>Understand what a consumer is.</p>	<p>The learners choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Covered homework books</p> <p>Recipe books</p> <p>Aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Consumer Studies food production, and repeat the classroom rules with prompting</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils, matching the flash card shown by the teacher with the utensils from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p> <p>Take their aprons off and put aprons and hats in designated place</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Consumer Studies centre	GRADE 4 1 st year (2 hour periods) Learners prepare and enjoy a glass of fruit juice practising safety rules in the kitchen
			GRADE 4 2 nd year (2 hour periods) Learners prepare and enjoy a cup of instant coffee with milk practising safety rules in the kitchen
3	Food and nutrition Food production	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size"	GRADE 4 1 st year (2 hour periods) Learners prepare fruit salad
			GRADE 4 2 nd year (2 hour periods) Learners prepare fruit kebabs using a variety of 4 types of fruit
4	Food and nutrition Food production	Understand the meaning of the word "nutrient" and why nutrients are important to us Name the nutrient in fruit such as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu	GRADE 4 1 st year (2 hour periods) Learners prepare a breakfast banana split
			GRADE 4 2 nd year (2 hour periods) Learners prepare fresh fruit trifle

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Food and nutrition Food production	<p>Explain why it is important to wash fruit under running water</p> <p>List the characteristics to look out for when purchasing fruit</p> <p>Understand the meaning of the words “blemish, seasonal fruit”</p> <p>Explain how fruit is packaged in the shop</p> <p>Explain how fruit should be stored at home</p> <p>List the cooking methods used to prepare fruit</p>	<p>GRADE 4</p> <p>1st year (2 hour periods)</p> <p>Learners prepare baked apples/pears</p>
			<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare stewed dried fruit</p>
6	Food and nutrition Food production	<p>Identify eggs on the SA Food Pyramid</p> <p>Identify egg portion size and the suggested number of portions to eat daily</p> <p>Identify and name the sizes of eggs as jumbo, extra large, large, medium and small</p> <p>Identify and list the birds as well as their eggs consumed by humans</p>	<p>GRADE 4</p> <p>1st year (2 hour periods)</p> <p>Learners prepare hard boiled eggs and serve in egg cup with a slice of bread</p>
			<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare baked eggs with a slice of toast</p>
7	Food and nutrition Food production	<p>List the most important nutrient in eggs, namely protein</p> <p>Describe the difference between quail, ostrich, chicken and goose eggs</p>	<p>GRADE 4</p> <p>1st year (2 hour periods)</p> <p>Learners prepare scrambled eggs with grated cheese</p>
			<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare omelette with cheese filling</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
8	Food and nutrition	Identify and name the purchase units as half a dozen, dozen, and 2,5 dozen List the cooking methods used to prepare eggs	GRADE 4 1 st year (2 hour periods) Learners prepare and bake meringues (use 2 teaspoons to shape)
	Food production		GRADE 4 2 nd year (2 hour periods) Learners prepare and bake meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's
9	Food production	List three characteristics of a good quality egg Name the size of eggs that we usually use in recipes Know the volume of a whole egg	GRADE 4 1 st year (2 hour periods) Learners prepare and serve poached eggs
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve eggs benedict
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Know safety precautions when working with heat, knives and electricity Handle and dispose of waste	The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Cover hair with disposable cap
Week 3:	Identify correct equipment to use	Cut fruit in bite size portions
Week 4:	Peel fruit correctly	Wash fruit correctly
Week 5:	Eat fruit with fork and spoon	Serve prepared fruit correctly
Week 6:	Switch a stove plate off before removing a pot.	Neatness of hands and nails
Week 7:	Use frying pan safely	Wash dishes thoroughly
Week 8:	Use oven safely	Measure small quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write how to dress in the Consumer Studies kitchen
Week 3:	Identify fruit that are suitable to use in salads and kebabs
Week 4:	Group fruit with common characteristics together
Week 5:	Identify/describe how fruit is packaged in the shop en stored at home
Week 6:	Mark/identify eggs on the SA Food Pyramid
Week 7:	Colour/mark/list the birds' and eggs that we eat
Week 8:	Organise the steps to make meringues in the correct order
Week 10:	Colour/mark/write the cleaning materials to use to clean floors

3.4.2 Grade 4 Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition	Identify cereals on the SA Food Pyramid	GRADE 4 1 st year (2 hour periods) Learners prepare instant mabella meal pap and serve with milk and honey
	Food production	Identify the portion size of cereals and list the number of portions to eat from the bread and starch group	
		Identify and name cereals used in food preparation	GRADE 4 2 nd year (2 hour periods) Learners prepare layered muesli and cornflakes in glass served with fruit juice
	Hygiene and safety	Distinguish between instant and filter coffee Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	
2	Food and nutrition	List the most important nutrient in porridge, namely starch	GRADE 4 1 st year (2 hour periods) Learners prepare Tasty Wheat and serve with milk and sugar
	Food production	Identify and name South-Africa's staple food Explain the meaning of the word "staple food"	GRADE 4 2 nd year (2 hour periods) Learners prepare maize pap and serve with milk and sugar
		Identify and list the products that are made from maize	
		List the accompaniments for breakfast cereals and porridge	
3	Food and nutrition	Identify starch products on the SA Food Pyramid Name the portion size of crumpets and waffles	GRADE 4 1 st year (2 hour periods) Learners prepare and fry crumpets and serve with syrup

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	Understand the difference between batter and dough List the portion size and number of portions to eat daily from the starch group List the most important nutrient in crumpet and waffles, namely starch Understand and practise frying Understand and describe the characteristics of good crumpets and waffles Understand how to ensure a good product and serve the product Understand and practise the safety rules in handling a frying pan	GRADE 4 2 nd year (2 hour periods) Learners prepare and fry waffles and serve with syrup
4	Food and nutrition Food production	Name the portion size of pancakes and crepes and the number of portions to eat daily from the starch group List the most important nutrient in pancakes and crepes, namely starch Understand the difference between batter and dough Understand and practise the emulsion (muffin) mixing method Understands and practise frying	GRADE 4 1 st year (2 hour periods) Learners prepare and fry pancakes and serve with honey/syrup GRADE 4 2 nd year (2 hour periods) Learners prepare and fry crepes and serve with honey/syrup

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understands and describe the characteristics of good pancakes and crepes Understand how to ensure a good product and serve the product	
5	Food and nutrition Food production	Name the portion size of muffins and the number of portions to eat daily from the starch group Understand and practise baking Understand and describe the characteristics of good muffins Understand how to ensure a good product and serve the product Understand and identify the different types of flour	GRADE 4 1 st year (2 hour periods) Learners prepare and bake plain muffins and serve with margarine <hr/> GRADE 4 2 nd year (2 hour periods) Learners prepare and bake sweet corn muffins and serve with margarine and grated cheese
6	Food and nutrition Food production	Name the portion size of scones and the number of portions to eat daily from the starch group List the most important nutrient in scones, namely starch Understand and practise the rubbing-in (cutting-in) mixing method Understand and practise baking as cooking method Understand and describe the characteristics of good scones	GRADE 4 1 st year (2 hour periods) Learners prepare and bake breakfast scones and serve with margarine and jam <hr/> GRADE 4 2 nd year (2 hour periods) Learners prepare and bake individual scones and serve with

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understand how to ensure a good product and serve the product List the characteristics of a fully baked product ready to take out of oven	margarine and jam
7	Food production	List the main ingredients in scones and muffins List the ingredients that can be added to scones and muffins to make variations Give two reasons why we brush scones with a mixture of milk and egg before baking and what the process is called	GRADE 4 1 st year (2 hour periods) Learners prepare and bake cinnamon and raisin breakfast scones and serve with margarine and jam GRADE 4 2 nd year (2 hour periods) Learners prepare and bake cinnamon and raisin individual scones and serve with margarine and jam
8	The consumer Food production	Describe good buying habits List the types of food outlets in South Africa, namely vendors, family stores, hyper markets, drive in food outlets, take away shops, restaurants	GRADE 4 1 st year (2 hour periods) Learners prepare and bake a cheese bread (using baking powder) and serve with margarine and jam GRADE 4 2 nd year (2 hour periods) Learners prepare and bake a honey oats bread (using baking powder) and serve with margarine and jam

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
9	Food production Entrepreneurship	Understand the meaning of the word “entrepreneurship” Identify different types of packaging suitable to package baked products	<p>GRADE 4 1st year (2 hour periods) Learners repeat a recipe of their choice, package and sell</p> <hr/> <p>GRADE 4 2nd year (2 hour periods) Learners repeat a recipe of their choice, package and sell</p>
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Use egg lifter safely to turn products over	Use egg lifter to safely remove fried product
Week 4:	Remember to switch stove plate off after being used	Move beater in mixing bowl to beat batter
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven and to remove from oven
Week 6:	Cut margarine into cake flour to make scones	Shape product correctly
Week 7:	Shape breakfast scones correctly	Cut individual scones correctly
Week 8:	Prepare bread tins correctly	Spoon bread mixture correctly into bread tins
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of cereals and the number of portions to eat
Week 3:	Colour/mark/ write how to cook crumpets and waffles
Week 4:	Indicate the nutritional value of pancakes and crumpets on the SA Food pyramid
Week 5:	Select/write the correct answers to describe successfully baked muffins
Week 6:	Mark/write how a well baked scone looks
Week 7:	Colour/mark/list the ingredients that can be added to scones to vary the recipe
Week 8:	Colour/mark different types of food outlets in South Africa
Week 10:	Colour/mark/write the cleaning material to use to clean glassware

3.4.3 Grade 4 Term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Understand the meaning of the following terminology: nutrition, malnutrition, balanced diet, balanced meal Identify dairy products on the SA Food Pyramid Understand the meaning of the terminology: dairy products Name the portion size of dairy products and the suggested number of portions to eat daily	GRADE 4 1 st year (2 hour periods) Learners prepare and serve vanilla milk shake
			GRADE 4 2 nd year (2 hour periods) Learners prepare vanilla ice cream
2	Food and nutrition Food production	Understand the meaning of the terminology: “dairy intolerance” List the most important nutrient in dairy, namely protein and calcium Identify the different cultured products – yoghurt, buttermilk, maas Identify the different types of milk – full cream low fat, skimmed, evaporated, condensed, powdered, processed Identify and list hot white sauces and sweet sauces List the steps to prepare a hot white sauces and a sweet sauce	GRADE 4 1 st year (2 hour periods) Learners prepare and serve toast with cheese sauce
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve custard with bananas
3	Food and nutrition Food production	Identify and describe the storage methods of milk and milk products Identify and describe dairy products Identify and describe the effect of heat on milk	GRADE 4 1 st year (2 hour periods) Learners prepare and serve milk food (melkkos)
			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			2 nd year (2 hour periods) Learners prepare and serve milk noodles (melksnysels)
4	Food and nutrition Food production	List the different types of cream available and it's uses Identify the nutrient in cream, namely calcium and fats Identify and describe the uses of cream	GRADE 4 1 st year (2 hour periods) Learners prepare and serve baked sago pudding
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve baked sago pudding with meringue topping
5	Food and nutrition Food production	Identify meat and meat products on the SA Food Pyramid Name the portion size of meat and meat products and the suggested number of portions to eat daily List the most important nutrients in meat, namely protein and fat Identify and name the cooking methods to prepare meat Identify and list the ingredients in sausages Identify and name the different types of sausages	GRADE 4 1 st year (2 hour periods) Learners prepare and fry beef sausages
			GRADE 4 2 nd year (2 hour periods) Learners prepare and fry pork sausages
6	Food and nutrition Food production	Identify and name the animals producing red meat – lamb, mutton, veal, beef, pork, kudu, springbuck Identify fresh and stale meat and describe the appearance of fresh meat Identify and explain the difference between lamb and mutton	GRADE 4 1 st year (2 hour periods) Learners prepare, grill and serve beef kebabs using 2 different vegetables
			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Identify and explain how to store meat Identify food spoilage and food contamination	2 nd year (2 hour periods) Learners prepare, grill and serve mutton kebabs using 2 different vegetables
7	Food and nutrition	Identify and name the dry heat and moist heat cooking methods for meat	GRADE 4 1 st year (2 hour periods) Learners prepare and bake meat balls
	Food production	Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Identify the number of days minced meat can be kept in the fridge	GRADE 4 2 nd year (2 hour periods) Learners prepare and grill hamburger patties to make hamburgers
8	Food and nutrition	Describe how to thaw meat Describe temperature control	GRADE 4 1 st year (2 hour periods) Learners prepare and serve a beef stew
	Food production	Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces Understand the terminology “food contamination” Understand how to prevent food contamination List the general symptoms of food poisoning Know how to treat food poisoning	GRADE 4 1 st year (2 hour periods) Learners prepare and serve a beef stew with dumplings

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
9	Food and nutrition Entrepreneurship Food production	Understand the difference between different storage areas, namely dry, refrigerator and freezer Understand what makes up the cost of a product Calculate the cost of a product and calculate the selling price of a product Understand the terminology “profit”	GRADE 4 1 st year (2 hour periods) Learners repeat a recipe of their choice, package and sell GRADE 4 2 nd year (2 hour periods) Learners repeat a recipe of their choice, package and sell
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2	Use electric equipment safely	Clean and dry sink thoroughly
Week 3:	Heat milk safely	Prepare food with clean hands and short nails
Week 4:	Measure small quantities of dry ingredients correctly	Measure big quantities of dry ingredients correctly
Week 5:	Fry meat correctly	Clean stove top thoroughly
Week 6:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 7:	Shape meat balls/patties correctly	Neatness of hair
Week 8:	Practise stewing as cooking method correctly	Spoon dumplings correctly onto beef stew
Week 10:	Clean wall tiles thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products
Week 3:	Colour/mark the utensils you will use to make milk food (melkkos)/melksnysels
Week 4:	Identify/list the different types of cream and their uses
Week 5:	Identify/name the animals producing meat
Week 6:	Select/write the cooking methods to prepare meat
Week 7:	Mark/identify how to thaw meat
Week 8:	Mark/identify dry and moist heat cooking methods
Week 10:	Colour/mark/match/write how to sort recyclables in different bins

3.4.4 Grade 4 Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and the suggested number of portions to eat daily Distinguish between uncooked (mixed and green salad), cooked (potato, pasta, beetroot, rice) and moulded (jelly or gelatine as ingredient) salads Understand how to plan a menu Identify/write a menu in the correct format	GRADE 4 1 st year (2 hour periods) Learners prepare mixed vegetable salad and serve with uncooked salad dressing
			GRADE 4 2 nd year (2 hour periods) Learners prepare mixed vegetable (with one additional vegetable) salad and serve with uncooked salad dressing
2	Food and nutrition Food production	Understand the importance of minerals and vitamins in vegetables Identify common vegetables List the rules to prepare and serve salads	GRADE 4 1 st year (2 hour periods) Learners prepare coleslaw with mayonnaise
			GRADE 4 2 nd year (2 hour periods) Learners prepare broccoli, cauliflower and onion salad and serve
3	Food and nutrition	Identify the uses of salads on the menu	GRADE 4 1 st year (2 hour periods)

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	List the portion sizes of salads Explain the reason why we use salad dressings Name different types of salad dressings	Learners prepare potato and egg salad using mayonnaise GRADE 4 2 nd year (2 hour periods) Learners prepare potato and egg salad using mayonnaise (add 1 additional ingredient to basic recipe)
4	Food and nutrition Food production	Identify bread on the SA Food Pyramid Identify bread portion sizes and list the number of portions to eat daily Identify eggs and dairy products on the SA Food Pyramid Identify egg and dairy portion size and list the number of portions to eat daily Identify and list the characteristics of fresh eggs Describe the storage of eggs	GRADE 4 1 st year (2 hour periods) Learners prepare and serve triple egg and cheese toasted sandwich GRADE 4 2 nd year (2 hour periods) Learners prepare and serve boiled egg and cheese tramezzini
5	Food and nutrition Food production	List the most important nutrient in bread, eggs and dairy, namely starch, protein and calcium Identify two types of cheese Describe the effect of heat on cheese	GRADE 4 1 st year (2 hour periods) Learners prepare wrap with mixed vegetable and cheese filling and serve GRADE 4

Grade 4 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			2 nd year (2 hour periods) Learners prepare wrap with mixed vegetable, chicken slivers and cheese filling and serve
6	Food and nutrition	Identify sugar on the SA Food Pyramid	GRADE 4 1 st year (2 hour periods) Learners prepare jelly in a bowl served with readymade custard
	Food production	Boil water and pour boiling water safely holding one hand behind his/her back Distinguish between the different jelly flavours Understand and practise how to prepare, set and un-mould jelly	GRADE 4 2 nd year (2 hour periods) Learners prepare jelly with fruit in a pudding bowl served readymade custard
7	Food and nutrition	Distinguish between the different jelly flavours and aromas Understand and practise how to prepare and set jelly	GRADE 4 1 st year (2 hour periods) Learners prepare and serve sponge jelly
	Food production	Name and group cold desserts in groups as custards, starch, jelly and mousse	GRADE 4 2 nd year (2 hour periods) Learners prepare and serve ideal milk jelly
8	Food and nutrition	Describe moulded desserts Identify food labels	GRADE 4 1 st year (2 hour periods) Learners prepare and serve yogurt jelly in a mould, un-mould and serve
	Food production	Identify the basic information that must appear o food labels	GRADE 4 2 nd year (2 hour periods)

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Learners prepare and serve condensed milk jelly in a mould, un-mould and serve
9	Food and nutrition	Identify sugar on the SA Food Pyramid	GRADE 4 1 st year (2 hour periods) Learners prepare vanilla fudge and package
	Food production	Identify the stages to beat egg whites Understand and identify safety precautions to prepare fudge Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling	GRADE 4 2 nd year (2 hour periods) Learners prepare chocolate fudge and package
			GRADE 4 2 nd year (2 hour periods) Learners prepare and serve condensed milk jelly in a mould, un-mould and serve
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Mix salads correctly	Clean and sort cutlery correctly
Week 3:	Wash vegetables under running water	Slice vegetables safely
Week 4:	Operate electrical equipment safely	Clean electrical equipment thoroughly
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Beat egg whites to the soft peak stage	Practise safety precautions in boiled sweets
Week 7:	Handle hot liquids safely	Keep work surface neat and clean
Week 8:	Beat desserts with a egg beater whilst moving the beater in the mixing bowl	Beat at a high speed with a hand beater to obtain maximum volume in beaten desserts
Week 10:	Dispose of waste hygienically	Clean tables and chairs thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Identify the vegetables on the photos
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid
Week 4:	Identify/list the number of bread and starch portions to eat daily
Week 5:	Select/write ingredients suitable for making a wrap
Week 6:	Choose and mark/write an attractive packaging material to package fudge
Week 7:	Match/identify jelly flavours
Week 8:	Group cold desserts in separate groups as custard, starch, jelly, and mousse
Week 10:	Colour/mark/match/write how to clean linen

Learners are three years in Grade 5 , and therefore 3 suggested recipes are provided to allow the learners to perform the second and third suggested recipes during their second and third year in grade 5. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.4.5 Grade 5 Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1	The consumer	<p>Understand the concept of Consumer Studies food production</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the kitchen.</p> <p>Understand what a consumer is.</p> <p>Understand the types of consumer decision making</p>	<p>The learner choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Homework books</p> <p>Recipe books</p> <p>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Consumer Studies, identify the sectors in the industry, identify food and beverage and accommodation establishments and repeat the classroom rules</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils from their allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p>

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			Take their aprons off and put aprons and hats in an allocated area
2	Hygiene and safety Food production	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Understand what sustainable consumption is Conform to personal hygiene practises in the Consumer Studies centre Identify and list types of tea Describe the steps to prepare and serve tea and coffee Explain how to store tea and coffee	<p>GRADE 5 1st year (2 hour periods) Learners prepare and enjoy a cup of filter coffee with milk practising safety rules in the kitchen</p> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and enjoy a cup of tea served with milk practising safety rules in the kitchen</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and enjoy Cafe Latte practising safety rules in the kitchen</p>
3	Nutrients and nutrition Food production	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term “portion size” Identify frozen desserts on the SA Food Pyramid Classify ice creams as a frozen dessert	<p>GRADE 5 1st year (2 hour periods) Learners prepare and serve banana split bites</p> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and serve fresh fruit popsicle sticks</p> <p>GRADE 5</p>

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			3 rd year (2 hour periods) Learners prepare and serve striped fruit popsicles
4	Nutrients and nutrition Food production	Understand the meaning of the word “nutrient” and why nutrients are important to us Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu Understand the meaning of the term: “preserved food and sterilization” List different methods to preserve food Describe how sugar is used in food preservation	GRADE 5 1 st year (2 hour periods) Learners prepare and bottle marmalade GRADE 5 2 nd year (2 hour periods) Learners prepare and bottle fruit jam GRADE 5 3 rd year (2 hour periods) Learners prepare and bottle fruit jam
5	Nutrients and nutrition Food production	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit” Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit Describe how to prepare baking sheets, cake tins and bread tins to bake products List the characteristics of baked products	GRADE 5 1 st year (2 hour periods) Learners prepare and serve a lemon berry quick bread GRADE 5 2 nd year (2 hour periods) Learners prepare and serve baked fruit and nut bars GRADE 5 3 rd year (2 hour periods) Learners prepare and bake mini fruit cakes

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
6	<p>Nutrients and nutrition</p> <p>Food production</p>	<p>Identify eggs on the SA Food Pyramid</p> <p>Identify bread on the SA Food Pyramid</p> <p>Identify egg portion size and the suggested number of portions to eat daily</p> <p>Identify bread portion size and the suggested number of portions to eat daily</p> <p>Identify and name the sizes of eggs as jumbo, extra large, large, medium and small</p> <p>Identify and list the birds as well as their eggs consumed by humans</p>	<p>GRADE 5 1st year (2 hour periods) Learners prepare and serve French toast</p> <hr/> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and serve window eggs</p> <hr/> <p>GRADE 5 3rd year (2 hour periods) Learners prepare baked egg and bread dish and serve</p>
7	<p>Nutrients and nutrition</p> <p>Food production</p>	<p>Identify desserts on the SA food pyramid</p> <p>Identify the number of portions to eat daily</p> <p>Group hot desserts in groups as baked, boiled, fried, poached, steamed and stewed</p> <p>List examples of custard and cream desserts</p>	<p>GRADE 5 1st year (2 hour periods) Learners prepare and serve baked custard</p> <hr/> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and serve lemon meringue pie</p> <hr/> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and serve crème brûlée</p>
8	<p>Nutrients and nutrition</p>	<p>Identify choux pastry on the SA Food Pyramid</p> <p>Identify choux pastry portion size and the suggested number of portions to eat daily</p>	<p>GRADE 5 1st year (2 hour periods) Learners prepare and serve cream puffs filled with whipped cream</p>

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	Food production	List the ingredients used to prepare choux pastry Identify the shapes used to produce choux pastry products List the characteristics of choux pastry products Describe how to present choux pastry products Describe how to store choux pastry products	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve éclairs filled with whipped cream and dusted with icing sugar GRADE 5 3 rd year (2 hour periods) Learners prepare and serve cream puffs filled with whipped cream and decorated with melted chocolate
9	Food production	List examples of baked desserts, e.g. dessert soufflés, custards and creams, steamed puddings and fried desserts Classify frozen desserts as ice creams, sherbets, sorbets, and frozen yoghurts Describe hot and cold meringue as a dessert Describe the characteristics of custard and ice cream desserts	GRADE 5 1 st year (2 hour periods) Learners prepare and serve bread pudding GRADE 5 2 nd year (2 hour periods) Learners prepare and serve queen bread pudding GRADE 5 3 rd year (2 hour periods) Learners prepare and serve baked alaska
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Practise kitchen hygiene Handle and dispose of waste	washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Dress correctly in disposable cap and cover hair with cap
Week 3:	Identify correct equipment to use	Measure dry ingredients correctly
Week 4:	Measure liquids correctly	Sterilize bottle correctly and safely
Week 5:	Places bread tins/cake tins/baking sheets on the middle shelf in the oven	Prepare bread tins/cake tins/baking sheets to bake products
Week 6:	Switch stove plate off before removing pot from stove plate	Prepare food with clean hands and short nails
Week 7:	Use oven gloves safely	Wash and dry dishes thoroughly
Week 8:	Use oven safely	Measure bigger quantities dry ingredient correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write how <u>not to</u> dress in the Consumer Studies centre
Week 3:	Identify examples of frozen desserts
Week 4:	Indicate the nutritional value of fruit on the SA Food pyramid and how many portions to eat daily
Week 5:	Mark/list the characteristics of baked products
Week 6:	Mark/identify eggs on the SA Food Pyramid and how many portions to eat per week
Week 7:	Mark the most important nutrient in eggs
Week 8:	Organise the steps to make choux pastry in the correct order
Week 10:	Colour/mark/write the cleaning material to use to clean a kitchen

3.4.6 Grade 5 Term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group Identify and name cereals used in food preparation Understand the term “shelf life” and identify cereals with shorter and longer shelf life Describe how to make plunger, percolated and Turkish coffee Describe the difference between café au lait and café mocha	GRADE 5 1 st year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and tea
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café au lait
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Food and nutrition Food production	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa’s staple food Explain the meaning of the word “staple food” Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge Describe how maize meal can be used to prepare a variety of porridges	GRADE 5 1 st year (2 hour periods) Learners prepare and serve oats pap with milk and sugar
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve maltabella porridge milk and sugar
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve couscous with

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Describe how sorghum and oats can be used to prepare porridge	milk
3	Food and nutrition Food production	Identify rice on the SA Food Pyramid Identify the nutrients in rice, namely starch Group rice in different types: Long grain and short grain rice, brown rice and speciality rice Describe how to store rice List the cooking methods Describe the effect of heat on rice Identify the portion size	GRADE 5 1 st year (2 hour periods) Learners prepare boiled white rice and serve
			GRADE 5 2 nd year (2 hour periods) Learners prepare rice salad and serve
			GRADE 5 3 rd year (2 hour periods) Learners prepare rice timbales
4	Food and nutrition Food production	Identify the starch and fat group on the SA Food Pyramid Identify cake, biscuit and rusk portion size and the number of portions to eat daily List the most important nutrient in cake, biscuits and rusks, namely starch and fat and list the function of starch and fat Identify and name the rising agent used for cakes and biscuits Identify and name the cooking method used for cakes and biscuits	GRADE 5 1 st year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes dusted with icing sugar
			GRADE 5 2 nd year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes decorate with butter icing
			GRADE 5 3 rd year (2 hour periods) Learners prepare, bake and serve fudge cup cakes decorate with butter icing
5	Food and nutrition	List the basic ingredients to bake cakes and biscuits Identify the types of cakes as cakes without shortening and cakes with	GRADE 5 1 st year (2 hour periods) Learners prepare, bake and package vanilla single layer cakes dusted with icing sugar

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	shortening List the mixing methods used to prepare cakes – creaming, melting, chiffon and one-bowl method Describe how to prepare cake tins	<p>GRADE 5 2nd year (2 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare, bake and package fudge single layer cakes, cut into slices and decorated with butter icing</p>
6	Food and nutrition Food production	List the most important nutrient in cakes and biscuits, namely starch and list two functions of starch and fat Identify and distinguish between the different types of biscuits – rolled and shaped, sheet, dropped, slices and baked biscuits with a filling Identify and list the characteristics of baked products that are ready to take out of the oven	<p>GRADE 5 1st year (2 hour periods) Learners prepare and bake crunchies cut into squares The teacher package the biscuits and learners take the baked products home the next day</p> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and bake vanilla biscuits (rolled and shaped. The teacher package the biscuits and learners take the baked products home the next day</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and bake chocolate biscuits (rolled and shaped. The teacher</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			package the biscuits and learners take the baked products home the next day
7	Food production	Identify the quality characteristics of biscuits List common types of biscuit fillings	<p>GRADE 5 1st year (2 hour periods) Learners prepare and bake shortbread cut into squares The teacher package the biscuits and learners take the baked products home the next day</p> <p>GRADE 5 2nd year (2 hour periods) Learners prepare and bake shortbread with strawberry jam centres. The teacher package the biscuits and learners take the baked products home the next day</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and bake chocolate pinwheel cookies (rolled and sliced). The teacher package the biscuits and learners take the baked products home the next day</p>
8	Food production	Identify and name the raising agent used for rusks Identify and name the cooking method used for rusks Identify characteristics of well baked rusks	<p>GRADE 5 1st year (2 hour periods) Learners prepare and bake buttermilk rusks. The teacher slice, dry and package rusks and send home two days later</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	The consumer	<p>Explain the difference between an oven and a warmer drawer</p> <p>Describe how to dry rusks</p> <p>List suitable packaging for rusks</p> <p>Describe good buying habits</p> <p>List the types of food outlets in South Africa, namely vendors, family stores, hyper markets, drive in food outlets, take away shops, restaurants</p>	<p>GRADE 5 2nd year (2 hour periods) Learners prepare and bake seed rusks. The teacher slice, dry and package rusks and send home two days later</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and bake health rusks. The teacher slice, dry and package rusks and send home two days later</p>
9	The consumer Food production	<p>Understand the meaning of the word “entrepreneurship”</p> <p>List the reasons why people decide to become entrepreneurs</p> <p>Describe what sustainable consumption means</p>	<p>GRADE 5 1st year (2 hour periods) Learners repeat a recipe of their choice, package and sell</p> <p>GRADE 5 2nd year (2 hour periods) Learners repeat a recipe of their choice, package and sell</p> <p>GRADE 5 3rd year (2 hour periods) Learners repeat a recipe of their choice, package and sell</p>
10	Food and nutrition Hygiene and safety	<p>Identify and use cleaning materials</p> <p>Clean floors, tiles and cupboards</p> <p>Clean and store crockery and cutlery</p> <p>Practise kitchen hygiene</p>	<p>The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Handle and dispose of waste	cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Measure small quantities of dry ingredients correctly	Measure liquids correctly
Week 4:	Remember to switch oven off after being used	Move beater in mixing bowl to beat cake batter
Week 5:	Scrape batter from mixing bowl into cake tins	Use oven gloves to put cake tin into oven and to remove from oven
Week 6:	Cream margarine and sugar successfully	Shape biscuits correctly
Week 7:	Prepare baking sheets to bake biscuits	Switch oven off before removing baked product
Week 8:	Prepare tins to bake rusks	Prepare rusks for drying process
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of porridge and the number of portions to eat
Week 3:	Colour/mark/ write how to cook rice
Week 4:	Indicate the nutritional value of cakes and biscuits on the SA Food pyramid
Week 5:	Select/write the correct answers to describe successfully baked cakes
Week 6:	Mark/write how a well baked biscuit looks
Week 7:	Mark/list different methods to shape biscuits
Week 8:	Identify/write the ingredients used to bake rusks
Week 10:	Colour/mark/write the cleaning material to use to clean floors

3.4.7 Grade 5 Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify milk and dairy products on the SA Food Pyramid Identify milk and dairy products portion size and list the number of portions to eat daily Identify and distinguish between fresh milk (full cream, low fat and skimmed) and evaporated, condensed, powdered and processed milk. Understand the difference between fresh, sour and long life cream.	GRADE 5 1 st year (2 hour periods) Learners prepare and serve a strawberry and almond smoothie made with ice cream
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve a chocolate and banana smoothie made with yogurt and ice cream
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve a health smoothie made with yogurt
2	Food and nutrition Food production	List the most important nutrient in milk and milk products, namely protein and calcium Identify cream soup portion size and list the number of portions to eat from the dairy group Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup) List the characteristics of a good soup List the accompaniments for soup	GRADE 5 1 st year (2 hour periods) Learners prepare and serve corn and ham soup
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve potato and bacon cream soup
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve butternut and orange cream soup

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
3	Food and nutrition Food production	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium Identify pastry on the SA Food Pyramid and list the number of portions to eat daily Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short) List the ingredients to prepare pastry Identify quality characteristics of the end product	GRADE 5 1 st year (2 hour periods) Learners prepare and serve quiche Lorraine
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve bacon and onion quiche
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve salami and mushroom cheese quiche
4	Food production	: Identify and prepare a custard filling without lumps Understands why lumps form Identify and practise techniques to prepare, roll, line and bake pastry dishes Explain and practise how to shape pastry Identify and practise how to decorate pastry dishes	GRADE 5 1 st year (2 hour periods) Learners prepare and serve milk tartlets with a custard filling in pre-prepared crusts
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve milk tartlets with a crust
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve a milk tart
5	Food and nutrition	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily	GRADE 5 1 st year (2 hour periods) Learners prepare and serve poached hake

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	List the most important nutrient in fish, namely protein and calcium Group fish according to their origin, or shape or flesh Identify and list the factors to consider when purchasing fish Identify and list the cooking methods to prepare fish Identify food spoilage and food contamination	with lemon butter sauce GRADE 5 2 nd year (2 hour periods) Learners prepare and serve fried fish cakes (made with pilchards) with lemon GRADE 5 3 rd year (2 hour periods) Learners prepare and serve hake pie
6	Food and nutrition Food production	Identify poultry on the SA Food Pyramid Identify poultry portion size and list the number of portions to eat daily List the most important nutrient in fish and poultry, namely protein Identify and list the types of poultry that we eat Identify food spoilage, food poisoning and food contamination List safe good handling practices when preparing food, serving food and eating.	GRADE 5 1 st year (2 hour periods) Learners prepare and serve chicken stir fry GRADE 5 2 nd year (2 hour periods) Learners prepare and serve chicken burger GRADE 5 3 rd year (2 hour periods) Learners prepare and serve chicken stew
7	Food and nutrition Food production	List the most important nutrient in poultry, namely protein and list the function of protein Identify and list the cooking methods to prepare poultry Identify and list the factors to consider when purchasing poultry Describe temperature control	GRADE 5 1 st year (2 hour periods) Learners prepare and serve curried chicken GRADE 5 2 nd year (2 hour periods) Learners prepare and serve creamy paprika chicken

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve Chicken a'la King
8	Food and nutrition Food production	Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces - other sauces, e.g. curry sauce List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces - other sauces, e.g. curry sauce Understand the terminology “food contamination” Understand how to prevent food contamination List the general symptoms of food poisoning Know how to treat food poisoning List food-borne diseases – dysentery, gastro-enteritis	GRADE 5 1 st year (2 hour periods) Learners prepare and serve sweet and sour chicken GRADE 5 2 nd year (2 hour periods) Learners prepare and serve sweet and sour chicken with boiled rice GRADE 5 3 rd year (2 hour periods) Learners prepare and serve sweet and sour chicken pie
9	Entrepreneurship	Understand what makes up the cost of a product Calculate the cost of a product and calculate the selling price of a	GRADE 5 1 st year (2 hour periods) Learners repeat a recipe of their choice, package and sell

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	product Understand the terminology “profit” Mark/write a shopping list Understand the steps in a small-scale production at home	GRADE 5 2 nd year (2 hour periods) Learners repeat a recipe of their choice, package and sell <hr/> GRADE 5 3 rd year (2 hour periods) Learners repeat a recipe of their choice, package and sell
10	Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Dish up and serve soup safely	Clean and dry sink thoroughly
Week 3:	Perform the rub-in and creaming mixing method	Prepare food with clean hands and short clean nails
Week 4:	Prepare a custard filling without lumps	Prepare a crust for a pie filling
Week 5:	Poach/ fry products correctly	Clean stove top thoroughly
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Measure dry ingredients correctly	Measure liquids correctly
Week 8:	Prepare a hot sauce with correct consistency	Prepare a chicken dish with a good taste
Week 10:	Clean counter tops thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products
Week 3:	Colour/mark the utensils you will use to a quiche
Week 4:	Select/identify different pastry dishes
Week 5:	Identify/name the fresh water fish
Week 6:	Select/write the cooking methods to prepare a burger and stew
Week 7:	Mark/identify how to thaw chicken
Week 8:	Select/identify/name ingredients suitable to prepare a chicken dish
Week 10:	Colour/mark/match/write how to clean a bathroom

3.4.8 Grade 5 Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify pasta on the SA Food Pyramid Identify pasta portion size and list the number of portions to eat daily Identify the cooking methods suitable for pasta dishes Understand how to plan a menu Identify/write a menu in the correct format Plan a menu for a light meal	GRADE 5 1 st year (2 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve boiled pasta with cheese sauce
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve macaroni and cheese
2	Food and nutrition Food production	List the most important nutrient in pasta, namely starch and list the function of starch Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli) Describe how to prepare pasta Describe how to store pasta List the cooking methods suitable to prepare pasta	GRADE 5 1 st year (2 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise)
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise and cream cheese)
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve pasta and leek

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			stir fry
3	Food and nutrition	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and list the number of portions to eat daily	GRADE 5 1 st year (2 hour periods) Learners prepare and serve mashed potatoes
	Food production	Identify the different types of vegetables Identify the edible parts of the vegetable plant	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve baked fantail potatoes
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve jacket potatoes with fried mushrooms and cherry tomatoes
4	Food and nutrition	Identify bread on the SA Food Pyramid Identify bread portion size and list the number of portions to eat daily List and name the ingredients to bake bread	GRADE 5 1 st year (2 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home
	Food production		GRADE 5 2 nd year (2 hour periods) Learners prepare health bread in mini loaf tins and package bread to take home
			GRADE 5 3 rd year (2 hour periods) Learners prepare herb bread in mini loaf tins and package bread to take home
5	Food and nutrition	List the most important nutrient in bread, namely starch and list the	GRADE 5 1 st year (2 hour periods) Learners prepare brown bread rolls (teacher

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	<p>function of starch</p> <p>Identify the different cooking methods for yeast products</p> <p>Understand and identify the characteristics of a baked product</p>	<p>prepare dough) and package bread to take home</p> <hr/> <p>GRADE 5 2nd year (2 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home</p> <hr/> <p>GRADE 5 3rd year (2 hour periods) Learners prepare braided bread (teacher prepare dough) and package bread to take home</p>
6	<p>Food and nutrition</p> <p>Food production</p>	<p>Identify sugar on the SA Food Pyramid</p> <p>Boil water and pour boiling water safely holding one hand behind his/her back</p> <p>Distinguish between the different jelly flavours</p> <p>Understand and practise how to prepare, set and un-mould jelly</p> <p>Identify and name gelatine</p> <p>Describe what is gelatine</p> <p>Describe how to set gelatine dishes</p>	<p>GRADE 5 1st year (2 hour periods) Learners prepare banana and orange jelly served with custard</p> <hr/> <p>GRADE 5 1st year (2 hour periods) Carrot and pineapple moulded salad</p> <hr/> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and serve trifle (use 2 different jelly flavours)</p>

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
7	Food production	Distinguish between the different jelly flavours and aromas Understand and practise how to prepare and set jelly List different types of gelatine Explain how to use gelatine Name and group cold desserts in groups as custards, starch, jelly and mousse	GRADE 5 1 st year (2 hour periods) Learners prepare and serve caramel peppermint tart
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve cheese cake in round pie plate
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve strawberry cheese cake in round mini pie plate
8	Food production	List the steps to prepare mousses List the ingredients to prepare mousses Identify food labels Identify the basic information that must appear on food labels	GRADE 5 1 st year (2 hour periods) Learners prepare and serve granadilla mousse
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve chocolate mousse
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve vanilla and chocolate layered mousse

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
9	Food production	Identify sugar on the SA Food Pyramid Identify the stages to beat egg whites Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling List the technology used for payment – internet, ATM payments, credit cards, debit cards and cell phone payments	GRADE 5 1 st year (2 hour periods) Marshmallows (teacher cut and roll marshmallows in coconut) <hr/> GRADE 5 2 nd year (2 hour periods) Rainbow jelly sweets (2 jelly flavours) <hr/> GRADE 5 3 rd year (2 hour periods) Rainbow jelly sweets (3 jelly flavours)
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrubs floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery disposes of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Boil and drain pasta correctly	Switches stove plate off before removing pot
Week 3:	Practise safe knife skills	Mix salad with two forks
Week 4:	Prepare bread tins correctly	Know when to take bread out of oven
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Stir ingredients in the shape of an 8
Week 7:	Measure liquids correctly	Practise the folding-in of ingredients correctly
Week 8:	Use electrical equipment safely	Keep work surface neat and clean
Week 10:	Dispose of waste hygienically	Dispose waste

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/mark the pasta food group on the SA Food Pyramid
Week 3:	Identify different pasta shapes on the photos
Week 4:	Identify/mark the ingredients to bake bread
Week 5:	Identify the different types of flour used to bake bread
Week 6:	Select the dishes with gelatine as an ingredient
Week 7:	Mark where/describe how to set gelatine
Week 8:	Arrange the steps to prepare a mousse in the correct order
Week 10:	Colour/mark/match/write how to clean the school's sick room

This is the end of the document for schools instructing 4 skills subjects with 2 hours instruction time allocated to each skills subject. The following section of the document is applicable to schools instructing three skills subjects, with 2,5 hours instruction time.

The following section is a repeat of the practical content overview and teaching plans, however this section refers to 2,5 hours teaching time per five day cycle, whilst the previous section of the document refers to 2 hours teaching time per five day cycle. The recipes in the following section is slightly more advanced to ensure that the additional 30 minutes is used constructively to complete the recipes.

week	GRADE 4 1 st year (2,5 hour periods)	GRADE 4 2 nd year (2,5 hour periods)	GRADE 5 1 st year (2,5 hour periods)	GRADE 5 2 nd year (2,5 hour periods)	GRADE 5 3 rd year (2,5 hour periods)
	TERM 1				
1	The learners role play how to dress in their aprons and disposable caps, wash and dry their hands, select utensils, matching the flash card shown by the teacher with the kitchen utensils from allocated kitchen cabinets, cook food on allocated stoves and wash dishes in their allocated sinks as well as dry and put dishes away. Learners practise to take their aprons off and put aprons and hats in an allocated area.				
2	glass of mixed fruit juice served in a saucer with a doily applying safety rules in the kitchen	hot chocolate with milk practising safety rules in the kitchen	Cup of filter coffee served with milk and a biscuit practising safety rules in the kitchen	Cup of tea served with milk and a biscuit practising safety rules in the kitchen	Cafe Latte served with a biscuit practising safety rules in the kitchen
3	Fruit salad served in half a hollowed pineapple	Fruit kebabs (4 types of fruit) in plate garnished with icing sugar	Banana split bites variation	Fresh fruit popsicle sticks variation	Striped fruit popsicles variation
4	Breakfast banana split with garnishes	Fresh fruit trifle in individual parfait glasses	Marmalade	Fruit jam	Fruit jam
5	Baked apples/pears served with readymade custard	Stewed dried fruit served with vanilla yoghurt	Lemon berry quick bread	Baked fruit and nut bars	Iced mini fruit cakes
6	Hard boiled eggs and served in egg cup with a slice of bread	Poached with a slice of toast	Nut or raisin French toast	Window eggs variation	Baked egg and bread dish with cheese
7	Scrambled eggs with grated cheese and a slice of toast	Omelette with cheese and spinach filling	Baked caramel custard	Lemon meringue pie	Crème anglaise

8	Meringues (use icing bag to pipe rosettes)	Coloured meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's	Cream puffs filled with whipped cream and dusted with icing sugar	Éclairs filled with whipped cream and decorated with chocolate	Cream puffs filled with whipped cream and decorated with chocolate shapes
9	Baked eggs	Eggs benedict	Bread and raisin pudding	Queen bread and raisin pudding	Baked Alaska
10	Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery Learners dispose of waste		Learners identify and clean the following areas: scrub floors, sinks, counter tops and kick boards. Learners wash, dry and store crockery and cutlery. Learners recycle waste material		
TERM 2					
1	Instant mabella meal pap and serve with milk, honey and fruit juice	Layered muesli and cornflakes in glass served with filter coffee	Layered muesli, cornflakes and fruit served with yogurt and tea	Layered muesli, cornflakes and fruit served with yogurt and cappuccino	Layered muesli, cornflakes and fruit served with yogurt and café mocha
2	Tasty Wheat and serve with accompaniments	Maize pap with accompaniments	Oats porridge with accompaniments	Maltabella porridge with accompaniments	Couscous with accompaniments
3	Crumpets with syrup and grated cheese	Waffles with syrup and whipped cream	Boiled yellow rice with raisins	Rice salad (add 1 ingredient to basic recipe)	Rice timbales (add 1 ingredient to basic recipe)
4	Pancakes and serve with ice cream and syrup	Crepes and serve with ice cream and syrup	Marble cup cakes dusted with icing sugar	Marble cup cakes decorate with butter icing	Fudge cup cakes decorate with 7 minute icing
5	Muffins served with margarine, jam and whipped cream	Sweet corn muffins served with margarine, jam and whipped cream	Vanilla single layer cakes decorated with butter icing	Chocolate single layer cakes decorated with butter icing	Coconut single layer cakes, cut into slices and decorated with butter icing
6	Breakfast scones and serve with margarine and jam and whipped cream	Individual scones and serve with margarine and jam and whipped cream	Chocolate crunchies cut into squares	Millionaires' short bread	Chocolate biscuits (rolled and shape)
7	Cinnamon and raisin	Cinnamon and raisin	Shortbread	Shortbread with strawberry	Chocolate pinwheel cookies

	breakfast scones and serve with margarine and jam	individual scones and serve with margarine and jam		jam centres	(rolled and sliced)
8	Cheese bread served with shaped butter and jam	Honey oat bread served with shaped butter and jam	Buttermilk rusks	Seed rusks	Health rusks
9	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell
10	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores glassware dispose of waste		The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards Recycle recyclables		
TERM 3					
1	Chocolate milk shake in decorated glass	Strawberry and vanilla ice cream	Strawberry and almond smoothie made with yoghurt and ice cream	Apple and lime smoothie made with yogurt and ice cream	Health smoothie made with yogurt and honey
2	Toast with cheese sauce decorated with parsley	Caramel flavoured custard with bananas	Asparagus cream soup	Butternut cream soup	Tomato cream soup with croutons
3	"Milk food (melkkos) garnished with orange curls	"Melksnysels" garnished with orange curls	Quiche Lorraine in phyllo pastry cases	Bacon, onion and cheese quiche	Three cheese vegetable quiche
4	Baked coconut sago pudding	Baked sago pudding with piped meringue topping	Milk tartlets – custard filling – pre prepared crust	Milk tartlets with crust	Milk tart
5	Fried beef sausages with grilled tomato slices	Fried pork sausages with grilled tomato slices	Poached hake with white sauce	Fried fish cakes (made with tuna and hake) with lemon	Haddock pie
6	Grilled beef kebabs using 2 different vegetables	Grilled mutton kebabs using 2 different vegetables	Chicken stir fry	Chicken burger	Chicken stew
7	Baked meat balls	Beef burgers	Curried chicken with rice	Creamy paprika chicken with rice	Chicken a'la King with rice

8	Beef stew	Beef stew with dumplings	Sweet and sour chicken with mealie rice	Sweet and sour chicken with samp	Sweet and sour chicken pie
9	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell	Learners repeat a recipe, package and sell
10	Learners clean different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste		Learners clean different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste		
TERM 4					
1	Mixed vegetable salad (add 2 ingredients) served with uncooked salad dressing	Vegetable (add 2 ingredients) salad and serve with uncooked salad dressing	Boiled pasta with instant pasta sauce. Add chopped and fried bacon to sauce	Boiled pasta with cheese and ham sauce	Macaroni and cheese (add boiled egg to cheese sauce)
2	Coleslaw with mayonnaise mixed with condensed milk	Broccoli, cauliflower and onion salad	Apple pasta salad (use mayonnaise and cream cheese)	Banana and macaroni salad (use mayonnaise, condensed milk and cream cheese)	Pasta and Mediterranean stir fry
3	Potato and egg salad (use mayonnaise mixed with condensed milk)	Potato and egg salad (add 1 ingredient, and use mayonnaise mixed with condensed milk)	Mashed potatoes mixed with chopped onion	Baked fantail potatoes with grated cheese	Jacket potatoes with fried mushrooms, onion and cherry tomatoes
4	Triple egg, tomato and cheese toasted sandwich	Boiled egg, tomato and cheese Tramezzini	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
5	Wrap with mixed vegetables, ham cubes and cheese filling	Wrap with mixed vegetable and fried beef cubes filling	Brown bread rolls (teacher prepare dough)	Cinnamon bread (teacher prepare dough)	Braided bread (teacher prepare dough)

6	Jelly in a mould served with readymade custard	Jelly with fruit in a mould served readymade custard	Banana and orange jelly served with custard	Carrot and pineapple moulded salad	Trifle (use 3 different jelly flavours)
7	Sponge jelly and make ice cubes for learners to use the next day	Ideal milk jelly and garnish	Caramel peppermint tart	Cheese cake in round mini pie plate	Strawberry cheese cake in round mini pie plate
8	Yogurt jelly with sliced fruit layer in mould and serve	Condensed milk jelly with sliced fruit layer in mould and serve	Granadilla mouse	Chocolate mousse	Layered vanilla chocolate mousse
9	Vanilla fudge and package	Chocolate fudge	Marshmallows	Rainbow jelly sweets (2 jelly flavours)	Rainbow jelly sweets (3 jelly flavours)
10	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores linen Dispose of waste		The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores linen Dispose of waste		

3.5 Content outline per term

During every Consumer studies lesson the following skills should be practised by the learner, namely to

- dress independently in apron and disposable cap
- wash and dry hands independently
- read the recipe (either “Boardmaker” or adapted word recipes) step by step (refer to addendum 8 in participant’s manual)
- follow excellent hygiene practises
- set a table according to dishes prepared
- prepare and eat dishes independently in groups of 2 learners (or with teacher assistance) with appropriate table manners, except during the three restaurant sessions during terms 2 – 4 when the learners prepare the recipes individually and work individually as waiters.
- wash and dry dishes and put away in specified place
- fold apron and put disposable cap away independently

During each Consumer studies lesson the teacher should:

- Demonstrate the recipe during the first ten minutes of the period and share completed dish between learners that wish to enjoy a second portion after they have eaten the dish prepared by them, or send the dish to the class’ register teacher to enjoy.
- Stand next to the learner when pouring boiling water, putting dishes in the oven and take dishes out
- Move between the learners and assist them should they need help. The teacher may at no circumstances leave the class during a practical session.

It is advisable that the teacher do not use deep frying as cooking method with learners with a severe intellectual disability due to the safety risk involved with this cooking method.

3.6 Teaching plans

Each term comprises of ten weeks and a minimum of 9 practical sessions is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning programme in any appropriate sequence. Learners are two years in Grade 4 , and therefore 2 suggested recipes are provided for each week to allow the learners to perform the second suggested recipe during their second year in grade 4. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.6.1 Grade 4 Term 1

Teaching hours = 2,5 hours per 5 day cycle

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	The consumer	<p>Understand the concept of Consumer Studies food production</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the kitchen.</p> <p>Understand what a consumer is.</p>	<p>The learners choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Covered homework books</p> <p>Recipe books</p> <p>Aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Consumer Studies food production, and repeat the classroom rules with prompting</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils, matching the flash card shown by the teacher with the utensils from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p> <p>Take their aprons off and put aprons and hats in designated place</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Consumer Studies centre	GRADE 4 1 st year (2,5 hour periods) Learners prepare and enjoy a glass of mixed fruit juice served in a saucer with a doily applying safety rules in the kitchen
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and enjoy a hot chocolate with milk practising safety rules in the kitchen
3	Food and nutrition Food production	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size"	GRADE 4 1 st year (2,5 hour periods) Learners prepare fruit salad served in half a hollowed pineapple
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare fruit kebabs using a variety of 4 types of fruit in plate garnished with icing sugar
4	Food and nutrition Food production	Understand the meaning of the word "nutrient" and why nutrients are important to us Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu	GRADE 4 1 st year (2,5 hour periods) Learners prepare a breakfast banana split with garnishes
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare fresh fruit trifle in individual parfait glasses

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Food and nutrition Food production	<p>Explain why it is important to wash fruit under running water</p> <p>List the characteristics to look out for when purchasing fruit</p> <p>Understand the meaning of the words “blemish, seasonal fruit”</p> <p>Explain how fruit is packaged in the shop</p> <p>Explain how fruit should be stored at home</p> <p>List the cooking methods used to prepare fruit</p>	<p>GRADE 4</p> <p>1st year (2,5 hour periods)</p> <p>Learners prepare baked apples/pears with readymade custard</p>
			<p>GRADE 4</p> <p>2nd year (2,5 hour periods)</p> <p>Learners prepare stewed dried fruit served with vanilla yoghurt</p>
6	Food and nutrition Food production	<p>Identify eggs on the SA Food Pyramid</p> <p>Identify egg portion size and the suggested number of portions to eat daily</p> <p>Identify and name the sizes of eggs as jumbo, extra large, large, medium and small</p> <p>Identify and list the birds as well as their eggs consumed by humans</p>	<p>GRADE 4</p> <p>1st year (2,5 hour periods)</p> <p>Learners prepare hard or soft boiled eggs and serve in egg cup with a slice of toast</p>
			<p>GRADE 4</p> <p>2nd year (2,5 hour periods)</p> <p>Learners prepare poached eggs with a slice of toast and sliced tomatoes</p>
7	Food and nutrition Food production	<p>List the most important nutrient in eggs, namely protein</p> <p>Describe the difference between quail, ostrich, chicken and goose eggs</p>	<p>GRADE 4</p> <p>1st year (2,5 hour periods)</p> <p>Learners prepare scrambled eggs with grated cheese and a slice of toast</p>
			<p>GRADE 4</p> <p>2nd year (2,5 hour periods)</p> <p>Learners prepare omelette with cheese and spinach filling (teacher boils the spinach)</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
8	Food and nutrition	Identify and name the purchase units as half a dozen, dozen, and 2,5 dozen List the cooking methods used to prepare eggs	GRADE 4 1 st year (2,5 hour periods) Prepare and bake meringues (use icing bag to pipe rosettes)
	Food production		GRADE 4 2 nd year (2,5 hour periods) Prepare and bake coloured meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's
9	Food production	List three characteristics of a good quality egg Name the size of eggs that we usually use in recipes Know the volume of a whole egg	GRADE 4 1 st year (2,5 hour periods) Prepare baked eggs
			GRADE 4 2 nd year (2,5 hour periods) Prepare eggs benedict
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Know the safety precautions to take with heat, knives and electricity Handle and dispose of waste	The learner cleans different sections in the Consumer studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Disposable cap covers hair
Week 3:	Identify correct equipment to use	Cut fruit in bite size portions
Week 4:	Peel fruit correctly	Wash fruit correctly
Week 5:	Eat fruit with fork and spoon	Serve prepared fruit correctly
Week 6:	Switch a stove plate off before removing a pot.	Neatness of hands and nails
Week 7:	Use frying pan safely	Wash dishes thoroughly
Week 8:	Use oven safely	Measure small quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write how to dress in the Consumer Studies kitchen
Week 3:	Identify fruit that are suitable to use in salads and kebabs
Week 4:	Group fruit with common characteristics together
Week 5:	Identify/describe how fruit is packaged in the shop en stored at home
Week 6:	Mark/identify eggs on the SA Food Pyramid
Week 7:	Colour/mark/list the birds' and eggs that we eat
Week 8:	Organise the steps to make meringues in the correct order
Week 10:	Colour/mark/write the cleaning material to use to clean floors

3.6.2 Grade 4 Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition	Identify cereals on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare instant mabella meal pap and serve with milk, honey and fruit juice
	Food production	Identify the portion size of cereals and list the number of portions to eat from the bread and starch group	
1	Hygiene and safety	Identify and name cereals used in food preparation	GRADE 4 2 nd year (2,5 hour periods) Learners prepare layered muesli and cornflakes in glass served with filter coffee
		Distinguish between instant and filter coffee	
2	Food and nutrition	Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	
2	Food and nutrition	List the most important nutrient in porridge, namely starch	GRADE 4 1 st year (2,5 hour periods) Learners prepare Tasty Wheat and serve with accompaniments
	Food production	Identify and name South-Africa's staple food	
2		Explain the meaning of the word "staple food"	GRADE 4 2 nd year (2,5 hour periods) Learners prepare maize pap and serve with accompaniments
		Identify and list the products that are made from maize	
3		List the accompaniments for breakfast cereals and porridge	
	Food and nutrition	Identify starch products on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry crumpets and serve with syrup and grated
		Name the portion size of crumpets and waffles	

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	Understand the difference between batter and dough List the portion size and number of portions to eat daily from the starch group List the most important nutrient in crumpet and waffles, namely starch Understand and practise frying Understand and describe the characteristics of good crumpets and waffles Understand how to ensure a good product and serve the product Understand and practise the safety rules in handling a frying pan	cheese GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry waffles and serve with syrup and whipped cream
4	Food and nutrition Food production	Name the portion size of pancakes and crepes and the number of portions to eat daily from the starch group List the most important nutrient in pancakes and crepes, namely starch Understand the difference between batter and dough Understand and practise the emulsion (muffin) mixing method Understands and practise frying	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry pancakes and serve with ice cream and syrup GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry crepes and serve with ice cream and syrup

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understands and describe the characteristics of good pancakes and crepes Understand how to ensure a good product and serve the product	
5	Food and nutrition Food production	Name the portion size of muffins and the number of portions to eat daily from the starch group Understand and practise baking Understand and describe the characteristics of good muffins Understand how to ensure a good product and serve the product Understand and identify the different types of flour	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake plain muffins and serve with margarine, jam and whipped cream <hr/> GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake raisin muffins and serve or margarine, jam and whipped cream
6	Food and nutrition Food production	Name the portion size of scones and the number of portions to eat daily from the starch group List the most important nutrient in scones, namely starch Understand and practise the rubbing-in (cutting-in) mixing method Understand and practise baking as cooking method Understand and describe the characteristics of good scones	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake breakfast scones and serve with margarine, jam and whipped cream <hr/> GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake individual scones and serve with

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understand how to ensure a good product and serve the product List the characteristics of a fully baked product ready to take out of oven	margarine, jam and whipped cream
7	Food production	List the main ingredients in scones and muffins List the ingredients that can be added to scones and muffins to make variations Give two reasons why we brush scones with a mixture of milk and egg before baking and what the process is called	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake cinnamon and raisin breakfast scones and serve with margarine and jam
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake cinnamon and raisin individual scones and serve with margarine and jam
8	The consumer Food production	Describe good buying habits List the types of food outlets in South Africa, namely vendors, family stores, hyper markets, drive in food outlets, take away shops, restaurants	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake a cheese bread (using baking powder) and serve with shaped and jam
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake a honey oats bread (using baking powder) and serve with shaped butter and jam
9	Food production	Understand the meaning of the word “entrepreneurship”	GRADE 4 1 st year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Entrepreneurship	Identify different types of packaging suitable to package baked products	GRADE 4 2 nd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Use egg lifter safely to turn products over	Use egg lifter to safely remove fried product
Week 4:	Remember to switch stove plate off after being used	Move beater in mixing bowl to beat batter
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven and to remove from oven
Week 6:	Cut margarine into cake flour	Shape product correctly
Week 7:	Shape breakfast scones correctly	Cut individual scones correctly
Week 8:	Prepare bread tins correctly	Spoon bread mixture correctly into bread tins
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of cereals and the number of portions to eat
Week 3:	Colour/mark/ write how to cook crumpets and waffles
Week 4:	Indicate the nutritional value of pancakes and crumpets on the SA Food pyramid
Week 5:	Select/write the correct answers to describe successfully baked muffins
Week 6:	Mark/write how a well baked scone looks
Week 7:	Colour/mark/list the ingredients that can be added to scones to vary the recipe
Week 8:	Colour/mark different types of food outlets in South Africa
Week 10:	Colour/mark/write the cleaning material to use to clean glassware

3.6.3 Grade 4 Term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Understand the meaning of the following terminology: nutrition, malnutrition, balanced diet, balanced meal Identify dairy products on the SA Food Pyramid Understand the meaning of the terminology: dairy products Name the portion size of dairy products and the suggested number of portions to eat daily	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve chocolate milk shake in decorated glass
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare strawberry and vanilla ice cream
2	Food and nutrition Food production	Understand the meaning of the terminology: "dairy intolerance" List the most important nutrient in dairy, namely protein and calcium Identify the different cultured products – yoghurt, buttermilk, maas Identify the different types of milk – full cream low fat, skimmed, evaporated, condensed, powdered, processed Identify and list hot white sauces and sweet sauces List the steps to prepare a hot white sauces and a sweet sauce	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve toast with cheese sauce decorated with parsley
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and serve caramel flavoured custard with bananas
3	Food and nutrition Food production	Identify and describe the storage methods of milk and milk products Identify and describe dairy products Identify and describe the effect of heat on milk	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve milk food (melkkos) garnished with orange curls
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and serve milk noodles

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			(melksnysels) garnished with orange curls
4	Food and nutrition Food production	List the different types of cream available and it's uses Identify the nutrients in cream, namely calcium and fats Identify and describe the uses of cream	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve baked coconut sago pudding
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and serve baked sago pudding with piped meringue topping
5	Food and nutrition Food production	Identify meat and meat products on the SA Food Pyramid Name the portion size of meat and meat products and the suggested number of portions to eat daily List the most important nutrients in meat, namely protein and fat Identify and name the cooking methods to prepare meat Identify and list the ingredients in sausages Identify and name the different types of sausages	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry beef sausages with grilled tomato slices
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry pork sausages with grilled tomato slices
6	Food and nutrition Food production	Identify and name the animals producing red meat – lamb, mutton, veal, beef, pork, kudu, springbuck Identify fresh and stale meat and describe the appearance of fresh meat Identify and explain the difference between lamb and mutton Identify and explain how to store meat Identify food spoilage and food contamination	GRADE 4 1 st year (2,5 hour periods) Learners prepare, grill and serve beef kebabs using 3 different vegetables
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare, grill and serve mutton

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			kebabs using 3 different vegetables
7	Food and nutrition	Identify and name the dry heat and moist heat cooking methods for meat	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake meat balls
	Food production	Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Identify the number of days minced meat can be kept in the fridge	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and grill hamburger patties to make hamburgers
8	Food and nutrition	Describe how to thaw meat Describe temperature control	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve a beef stew
	Food production	Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces Understand the terminology “food contamination” Understand how to prevent food contamination List the general symptoms of food poisoning Know how to treat food poisoning	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve a beef stew with dumplings

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
9	Food and nutrition Entrepreneurship Food production	Understand the difference between different storage areas, namely dry, refrigerator and freezer Understand what makes up the cost of a product Calculate the cost of a product and calculate the selling price of a product Understand the terminology "profit"	GRADE 4 1 st year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell GRADE 4 2 nd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Use electric equipment safely	Clean and dry sink thoroughly
Week 3:	Heat milk safely	Prepare food with clean hands and short nails
Week 4:	Measure small quantities of dry ingredients correctly	Measure big quantities of dry ingredients correctly
Week 5:	Fry meat correctly	Clean stove top thoroughly
Week 6:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 7:	Shape meat balls/patties correctly	Neatness of hair
Week 8:	Practise stewing as cooking method correctly	Spoon dumplings correctly onto beef stew
Week 10:	Clean wall tiles thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products
Week 3:	Colour/mark the utensils you will use to make milk food/milk noodles (melkkos/melksnysels)
Week 4:	Identify/list the different types of cream and their uses
Week 5:	Identify/name the animals producing meat
Week 6:	Select/write the cooking methods to prepare meat
Week 7:	Mark/identify how to thaw meat
Week 8:	Mark/identify dry and moist heat cooking methods
Week 10:	Colour/mark/match/write how to sort recyclables in different bins

3.6.4 Grade 4 Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and the suggested number of portions to eat daily Distinguish between uncooked (mixed and green salad), cooked (potato, pasta, beetroot, rice) and moulded (jelly or gelatine as ingredient) salads Understand how to plan a menu Identify/write a menu in the correct format	GRADE 4 1 st year (2,5 hour periods) Learners prepare mixed vegetable salad (add 2 ingredients) and serve with salad dressing
			GRADE 4 1 st year (2,5 hour periods) Learners prepare mixed vegetable salad (add 2 ingredients) and serve with salad dressing
2	Food and nutrition Food production	Understand the importance of minerals and vitamins in vegetables Identify common vegetables List the rules to prepare and serve salads	GRADE 4 1 st year (2,5 hour periods) Learners prepare coleslaw with mayonnaise mixed with condensed milk
			GRADE 4 1 st year (2,5 hour periods) Learners prepare broccoli, cauliflower and onion salad and serve
3	Food and nutrition Food production	Identify the uses of salads on the menu List the portion sizes of salads Explain the reason why we use salad dressings	GRADE 4 1 st year (2,5 hour periods) Learners prepare potato and egg salad using mayonnaise mixed with condensed milk

Grade 4 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Name different types of salad dressings	GRADE 4 2 nd year (2,5 hour periods) Learners prepare potato and egg salad (add 1 ingredient, and use mayonnaise mixed with condensed milk)
4	Food and nutrition Food production	Identify bread on the SA Food Pyramid Identify bread portion sizes and list the number of portions to eat daily Identify eggs and dairy products on the SA Food Pyramid Identify egg and dairy portion size and list the number of portions to eat daily Identify and list the characteristics of fresh eggs Describe the storage of eggs	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve triple egg, tomato and cheese toasted sandwich
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and serve boiled egg, cheese and tomato tramezzini
5	Food and nutrition Food production	List the most important nutrient in bread, eggs and dairy, namely starch, protein and calcium Identify two types of cheese Describe the effect of heat on cheese	GRADE 4 1 st year (2,5 hour periods) Learners prepare wrap with mixed vegetable, ham cubes and cheese filling and serve
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare wrap with mixed vegetable and fried beef cubes and serve
6	Food and nutrition	Identify sugar on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods)

Grade 4 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	Boil water and pour boiling water safely holding one hand behind his/her back Distinguish between the different jelly flavours Understand and practise how to prepare, set and un-mould jelly	Learners prepare jelly in a mould and enjoy with readymade custard GRADE 4 2 nd year (2,5 hour periods) Learners prepare jelly and fruit in a mould and enjoy with readymade custard
7	Food and nutrition Food production	Distinguish between the different jelly flavours and aromas Understand and practise how to prepare and set jelly Name and group cold desserts in groups as custards, starch, jelly and mousse	GRADE 4 1 st year (2,5 hour periods) Learners prepare sponge jelly and make ice cubes for learners to use the next day GRADE 4 2 nd year (2,5 hour periods) Learners prepare ideal milk and decorate
8	Food and nutrition Food production	Describe moulded desserts Identify food labels Identify the basic information that must appear on food labels	GRADE 4 1 st year (2,5 hour periods) Learners prepare yogurt jelly with sliced fruit layer in mould and serve GRADE 4 2 nd year (2,5 hour periods) Learners prepare condensed milk jelly with sliced fruit layer in mould and serve
9	Food and nutrition	Identify sugar on the SA Food Pyramid Identify the stages to beat egg whites	GRADE 4 1 st year (2,5 hour periods) Learners prepare vanilla fudge and package

Grade 4 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	Understand and identify safety precautions to prepare fudge Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling	GRADE 4 2 nd year (2,5 hour periods) Learners prepare chocolate fudge and package
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4 , first and second year are the same, the dishes are however more advanced.

Week 2:	Mix salads correctly	Clean and sort cutlery correctly
Week 3:	Un-mould moulded products correctly	Slice vegetables safely
Week 4:	Operate electrical equipment safely	Clean electrical equipment thoroughly
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Beat egg whites to the soft peak stage	Practise safety precautions in boiled sweets
Week 7:	Handle hot liquids safely	Keep work surface neat and clean
Week 8:	Beat desserts with a egg beater whilst moving the beater in the mixing bowl	Beat at a high speed with a hand beater to obtain maximum volume in beaten desserts
Week 10:	Dispose of waste hygienically	Clean tables and chairs thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Identify the vegetables on the photos
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid
Week 4:	Identify/list the number of bread and starch portions to eat daily
Week 5:	Select/write ingredients suitable for making a wrap
Week 6:	Choose and mark/write an attractive packaging material to package fudge
Week 7:	Match/identify jelly flavours
Week 8:	Group cold desserts in separate groups as custard, starch, jelly, and mousse
Week 10:	Colour/mark/match/write how to clean linen

Learners are three years in Grade 5, and therefore 3 suggested recipes are provided to allow the learners to perform the second and third suggested recipes during their second and third year in grade 5. It is not advisable to repeat the same recipes more than once as this will not provide the learner the opportunity to learn additional skills.

3.6.5 Grade 5 Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	The consumer	<p>Understand the concept of Consumer Studies food production</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the kitchen.</p> <p>Understand what a consumer is.</p> <p>Understand the types of consumer decision making</p>	<p>The learner choose the colours and the teacher issues the following labelled items to the learners:</p> <p>Homework books</p> <p>Recipe books</p> <p>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Consumer Studies, identify the sectors in the industry, identify food and beverage and accommodation establishments and repeat the classroom rules</p> <p>The learners role play how to:</p> <p>Dress in their aprons and disposable caps</p> <p>Wash and dry their hands</p> <p>Select utensils from their allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Take their aprons off and put aprons and hats in an allocated area
2	Hygiene and safety Food production	Understand the concept of personal hygiene and appropriate dress code Understand and practise safety practices in the kitchen Understand what sustainable consumption is Conform to personal hygiene practises in the Consumer Studies centre Identify and list types of tea Describe the steps to prepare and serve tea and coffee Explain how to store tea and coffee	GRADE 5 1 st year (2,5 hour periods) Learners prepare and enjoy a cup of filter coffee served with milk and a biscuit practising safety rules in the kitchen
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and enjoy a cup of tea served with milk and a biscuit practising safety rules in the kitchen
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and enjoy Cafe Latte served with a biscuit practising safety rules in the kitchen
3	Nutrients and nutrition Food production	Identify fruit on the SA Food Pyramid Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size" Identify frozen desserts on the SA Food Pyramid Classify ice creams as a frozen dessert	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve banana split bites variation
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve fresh fruit popsicle sticks variation

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve striped fruit popsicles variation
4	Nutrients and nutrition Food production	Understand the meaning of the word “nutrient” and why nutrients are important to us Name the nutrient in fruit as vitamins, minerals and sugar Group fruit in groups, namely soft fruit, hard fruit, citrus fruit, stone fruit and tropical fruit List the uses of fruit on the menu Understand the meaning of the term: “preserved food and sterilization” List different methods to preserve food Describe how sugar is used in food preservation	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bottle marmelade GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bottle any fruit jam GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bottle any fruit jelly
5	Nutrients and nutrition Food production	Explain why it is important to wash fruit under running water List the characteristics to look out for when purchasing fruit Understand the meaning of the words “blemish, seasonal fruit” Explain how fruit is packaged in the shop Explain how fruit should be stored at home List the cooking methods used to prepare fruit Describe how to prepare baking sheets, cake tins and bread tins to bake products List the characteristics of baked products	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a lemon berry quick bread GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve baked fruit and nut bars GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bake mini fruit cakes

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			and ice (plastic icing)
6	Nutrients and nutrition Food production	Identify eggs on the SA Food Pyramid Identify bread on the SA Food Pyramid Identify egg portion size and the suggested number of portions to eat daily Identify bread portion size and the suggested number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small Identify and list the birds as well as their eggs consumed by humans	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve nut or raisin French toast with syrup GRADE 5 2 nd year (2,5 hour periods) Learners prepare window eggs (variation) and serve with grated cheese GRADE 5 3 rd year (2,5 hour periods) Learners prepare baked egg and bread dish with cheese and serve
7	Nutrients and nutrition Food production	Identify desserts on the SA food pyramid Identify the number of portions to eat daily Group hot desserts in groups as baked, boiled, fried, poached, steamed and stewed List examples of custard and cream desserts	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve baked caramel custard GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve lemon meringue tart GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve crème anglaise

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
8	Nutrients and nutrition	Identify choux pastry on the SA Food Pyramid	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve cream puffs filled with whipped cream and dusted with icing sugar
	Food production	Identify choux pastry portion size and the suggested number of portions to eat daily List the ingredients used to prepare choux pastry Identify the shapes used to produce choux pastry products List the characteristics of choux pastry products Describe how to present choux pastry products Describe how to store choux pastry products	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve éclairs filled with whipped cream and decorated with chocolate
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve cream puffs filled with whipped cream and decorated with chocolate shapes
9	Food production	List examples of baked desserts, e.g. dessert soufflés, custards and creams, steamed puddings and fried desserts	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve bread and raisin pudding
		Classify frozen desserts as ice creams, sherbets, sorbets, and frozen yoghurts Describe hot and cold meringue as a dessert Describe the characteristics of custard and ice cream desserts	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve queen bread and raisin pudding
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve baked Alaska

Grade 5 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Keep work surface neat and clean	Dress correctly in disposable cap and cover hair with cap
Week 3:	Identify correct equipment to use	Measure dry ingredients correctly
Week 4:	Measure liquids correctly	Sterilize bottle correctly and safely
Week 5:	Place bread tins/cake tins/baking sheets on the middle shelf in the oven	Prepare bread tins/cake tins/baking sheets to bake products
Week 6:	Switch stove plate off before removing pot from stove plate	Prepare food with clean hands and short nails
Week 7:	Use oven gloves safely	Wash dishes thoroughly
Week 8:	Use oven safely	Measure bigger quantities dry ingredients correctly
Week 10:	Clean cupboards thoroughly	Clean floors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write how <u>not to</u> dress in the Consumer Studies centre
Week 3:	Identify examples of frozen desserts
Week 4:	Indicate the nutritional value of fruit on the SA Food pyramid and how many portions to eat daily
Week 5:	Mark/list the characteristics of baked products
Week 6:	Mark/identify eggs on the SA Food Pyramid and how many portions to eat per week
Week 7:	Mark the most important nutrient in eggs
Week 8:	Organise the steps to make choux pastry in the correct order
Week 10:	Colour/mark/write the cleaning material to use to clean a kitchen

3.6.6 Grade 5 Term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition	Identify cereals on the SA Food Pyramid Identify the portion size of cereals and list the number of portions to eat from the bread and starch group Identify and name cereals used in food preparation Understand the term “shelf life” and identify cereals with shorter and longer shelf life Describe how to make plunger, percolated and Turkish coffee Describe the difference between café au lait and café mocha	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and tea
	Food production		GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and cappuccino
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and café mocha
2	Food and nutrition	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa’s staple food Explain the meaning of the word “staple food” Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge Describe how maize meal can be used to prepare a variety of porridges	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve oats pap with accompaniments
	Food production		GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve maltabella porridge with accompaniments
			GRADE 5 3 rd year (2,5 hour periods)

Grade 5 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Describe how sorghum and oats can be used to prepare porridge	Learners prepare and serve couscous with accompaniments
3	Food and nutrition Food production	Identify rice on the SA Food Pyramid	GRADE 5 1 st year (2,5 hour periods) Learners prepare yellow rice with raisins and serve
		Identify the nutrients in rice, namely starch	GRADE 5 2 nd year (2,5 hour periods) Learners prepare rice salad (add 1 ingredient to basic recipe) and serve
		Group rice in different types: Long grain and short grain rice, brown rice and speciality rice Describe how to store rice List the cooking methods Describe the effect of heat on rice Identify the portion size	GRADE 5 3 rd year (2,5 hour periods) Learners prepare rice timbales (with 1 additional ingredient)
4	Food and nutrition Food production	Identify the starch and fat group on the SA Food Pyramid	GRADE 5 1 st year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes dusted with icing sugar
		Identify cake, biscuit and rusk portion size and the number of portions to eat daily	GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes decorated with butter icing
		List the most important nutrient in cake, biscuits and rusks, namely starch and fat and list the function of starch and fat Identify and name the rising agent used for cakes and biscuits Identify and name the cooking method used for cakes and biscuits	GRADE 5 3 rd year (2,5 hour periods) Learners prepare, bake and serve fudge cup cakes decorate with 7 minute icing
5	Food and nutrition		GRADE 5

Grade 5 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	List the basic ingredients to bake cakes and biscuits Identify the types of cakes as cakes without shortening and cakes with shortening List the mixing methods used to prepare cakes – creaming, melting, chiffon and one-bowl method Describe how to prepare cake tins	1 st year (2,5 hour periods) Learners prepare, bake and package vanilla single layer cakes decorated with butter icing <hr/> GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing <hr/> GRADE 5 3 rd year (2,5 hour periods) Learners prepare, bake and package coconut single layer cakes, cut into slices and decorated with butter icing
6	Food and nutrition Food production	List the most important nutrient in cakes and biscuits, namely starch and list two functions of starch and fat Identify and distinguish between the different types of biscuits – rolled and shaped, sheet, dropped, slices and baked biscuits with a filling Identify and list the characteristics of baked products that are ready to take out of the oven	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bake chocolate crunchies cut into squares The teacher package the biscuits and learners take the baked products home the next day <hr/> GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bake millionaires' short bread. The teacher package the biscuits and learners take the baked products home the next day <hr/> GRADE 5

Grade 5 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			3 rd year (2,5 hour periods) Learners prepare and bake chocolate biscuits (rolled and shaped)
7	Food production	Identify the quality characteristics of biscuits List common types of biscuit fillings	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bake shortbread cut into squares The teacher package the biscuits and learners take the baked products home the next day <hr/> GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bake shortbread with strawberry jam centres. The teacher package the biscuits and learners take the baked products home the next day <hr/> GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bake chocolate pinwheel cookies (rolled and sliced). The teacher package the biscuits and learners take the baked products home the next day
8	Food production	Identify and name the raising agent used for rusks Identify and name the cooking method used for rusks Identify characteristics of well baked rusks	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bake buttermilk rusks. The teacher slice, dry and package rusks and send home two days later

Grade 5 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	The consumer	Explain the difference between an oven and a warmer drawer Describe how to dry rusks List suitable packaging for rusks Describe good buying habits List the types of food outlets in South Africa, namely vendors, family stores, hyper markets, drive in food outlets, take away shops, restaurants	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bake seed rusks. The teacher slice, dry and package rusks and send home two days later <hr/> GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bake health rusks. The teacher slice, dry and package rusks and send home two days later
9	The consumer Food production	Understand the meaning of the word “entrepreneurship” List the reasons why people decide to become entrepreneurs Describe what sustainable consumption means	GRADE 5 1 st year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell <hr/> GRADE 5 2 nd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell <hr/> GRADE 5 3 rd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and

Grade 5 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Handle and dispose of waste	cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Measure big quantities dry ingredients correctly	Use whisk to stir in the shape of an eight
Week 3:	Measure small quantities of dry ingredients correctly	Measure liquids correctly
Week 4:	Remember to switch oven off after being used	Move beater in mixing bowl to beat cake batter
Week 5:	Scrape batter from mixing bowl into cake tins	Use oven gloves to put cake tin into oven and to remove from oven
Week 6:	Cream margarine and sugar successfully	Shape biscuits correctly
Week 7:	Prepare baking sheets to bake biscuits	Switch oven off before removing baked product
Week 8:	Prepare tins to bake rusks	Prepare rusks for drying process
Week 10:	Clean stove thoroughly	Clean fridge thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write the portion size of porridge and the number of portions to eat
Week 3:	Colour/mark/ write how to cook rice
Week 4:	Indicate the nutritional value of cakes and biscuits on the SA Food pyramid
Week 5:	Select/write the correct answers to describe successfully baked cakes
Week 6:	Mark/write how a well baked biscuit looks
Week 7:	Mark/list different methods to shape biscuits
Week 8:	Identify/write the ingredients used to bake rusks
Week 10:	Colour/mark/write the cleaning material to use to clean floors

3.6.7 Grade 5 Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify milk and dairy products on the SA Food Pyramid Identify milk and dairy products portion size and list the number of portions to eat daily Identify and distinguish between fresh milk (full cream, low fat and skimmed) and evaporated, condensed, powdered and processed milk. Understand the difference between fresh, sour and long life cream.	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a strawberry and almond smoothie made with yogurt and ice cream
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve a apple and lime smoothie made with yogurt and ice cream
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve a health smoothie made with yogurt and honey
2	Food and nutrition Food production	List the most important nutrient in milk and milk products, namely protein and calcium Identify cream soup portion size and list the number of portions to eat from the dairy group Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup) List the characteristics of a good soup List the accompaniments for soup	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve asparagus cream soup
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve butternut cream soup
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve cream of tomato

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			soup with croutons
3	Food and nutrition Food production	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium Identify pastry on the SA Food Pyramid and list the number of portions to eat daily Name types of pastry: short (plain, sweet), puff, and frozen (phyllo, puff, short) List the ingredients to prepare pastry Identify quality characteristics of the end product	1 st year (2,5 hour periods) Learners prepare and serve quiche Lorraine in phyllo pastry cases
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve broccoli, onion and cheese quiche
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve three cheese vegetable quiche
4	Food production	Identify and prepare a custard filling without lumps Understands why lumps form Identify and practise techniques to prepare, roll, line and bake pastry dishes Explain and practise how to shape pastry Identify and practise how to decorate pastry dishes	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve milk tartlets with a custard filling in pre-prepared crusts
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve milk tartlets with a crust
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve a milk tart
5	Food and nutrition	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve poached hake

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	<p>List the most important nutrient in fish, namely protein and calcium</p> <p>Group fish according to their origin, or shape or flesh</p> <p>Identify and list the factors to consider when purchasing fish</p> <p>Identify and list the cooking methods to prepare fish</p> <p>Identify food spoilage and food contamination</p>	<p>with white sauce</p> <hr/> <p>GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve fried fish cakes (made with tuna and hake) with lemon</p> <hr/> <p>GRADE 5 3rd year (2,5 hour periods) Learners prepare and serve haddock pie</p>
6	<p>Food and nutrition</p> <p>Food production</p>	<p>Identify poultry on the SA Food Pyramid</p> <p>Identify poultry portion size and list the number of portions to eat daily</p> <p>List the most important nutrient in fish and poultry, namely protein</p> <p>Identify and list the types of poultry that we eat</p> <p>Identify food spoilage, food poisoning and food contamination</p> <p>List safe good handling practices when preparing food, serving food and eating.</p>	<p>GRADE 5 1st year (2,5 hour periods) Learners prepare and serve chicken stir fry</p> <hr/> <p>GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve chicken burger</p> <hr/> <p>GRADE 5 3rd year (2,5 hour periods) Learners prepare and serve chicken stew</p>
7	<p>Food and nutrition</p> <p>Food production</p>	<p>List the most important nutrient in poultry, namely protein and list the function of protein</p> <p>Identify and list the cooking methods to prepare poultry</p> <p>Identify and list the factors to consider when purchasing poultry</p> <p>Describe temperature control</p>	<p>GRADE 5 1st year (2,5 hour periods) Learners prepare and serve curried chicken with rice</p> <hr/> <p>GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve creamy paprika chicken with rice</p>

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve Chicken a'la King with rice
8	Food and nutrition Food production	Identify and list: <ul style="list-style-type: none"> - hot white sauces - sweet sauces - hot brown sauces - other sauces, e.g. curry sauce List the steps to prepare: <ul style="list-style-type: none"> - hot white sauces - sweet sauce - hot brown sauces - other sauces, e.g. curry sauce Understand the terminology "food contamination" Understand how to prevent food contamination List the general symptoms of food poisoning Know how to treat food poisoning List food-borne diseases – dysentery, gastro-enteritis	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve sweet and sour chicken with mealie rice GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve sweet and sour chicken with samp GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve sweet and sour chicken pie
9	Entrepreneurship	Understand what makes up the cost of a product Calculate the cost of a product and calculate the selling price of a	GRADE 5 1 st year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	product Understand the terminology “profit” Mark/write a shopping list Understand the steps in a small-scale production at home	GRADE 5 2 nd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell <hr/> GRADE 5 3 rd year (2,5 hour periods) Learners repeat a recipe of their choice, package and sell
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Dish up and serve soup safely	Clean and dry sink thoroughly
Week 3:	Perform the rub-in and creaming mixing method	Prepare food with clean hands and short clean nails
Week 4:	Prepare a custard filling without lumps	Prepare a crust for a pie filling
Week 5:	Poach/ fry products correctly	Clean stove top thoroughly
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Measure dry ingredients correctly	Measure liquids correctly
Week 8:	Prepare a hot sauce with the correct consistency	Prepare a chicken dish with a good taste
Week 10:	Clean toilets thoroughly	Clean doors thoroughly

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/identify/write examples of dairy products
Week 3:	Colour/mark the utensils you will use to a quiche
Week 4:	Select/identify different pastry dishes
Week 5:	Identify/name the fresh water fish
Week 6:	Select/write the cooking methods to prepare a burger and stew
Week 7:	Mark/identify how to thaw chicken
Week 8:	Select/identify/name ingredients suitable to prepare a chicken dish
Week 10:	Colour/mark/match/write how to clean a bathroom

3.6.8 Grade 5 Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food and nutrition Food production	Identify pasta on the SA Food Pyramid Identify pasta portion size and list the number of portions to eat daily Identify the cooking methods suitable for pasta dishes Understand how to plan a menu Identify/write a menu in the correct format Plan a menu for a light meal	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce. Add chopped and fried bacon to sauce
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve boiled pasta with cheese and chopped ham sauce
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve macaroni and cheese (add boiled egg to cheese sauce)
2	Food and nutrition Food production	List the most important nutrient in pasta, namely starch and list the function of starch Group pasta according to the shapes (shells, screws and other), sheets (lasagne), ribbons (tagliatelle, fettuccine, spaghetti) and filled (cannelloni, ravioli) Describe how to prepare pasta Describe how to store pasta List the cooking methods suitable to prepare pasta	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise and cream cheese)
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise, cream cheese and condensed milk)

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			<p>GRADE 5 3rd year (2,5 hour periods) Learners prepare and serve apple pasta and Mediterranean vegetable stir fry</p>
3	<p>Food and nutrition</p> <p>Food production</p>	<p>Identify vegetables on the SA Food Pyramid</p> <p>Identify vegetable portion size and list the number of portions to eat daily</p> <p>Identify the different types of vegetables</p> <p>Identify the edible parts of the vegetable plant</p>	<p>GRADE 5 1st year (2,5 hour periods) Learners prepare and serve mashed potatoes mixed with chopped onion</p> <hr/> <p>GRADE 5 2nd year (2,5 hour periods) Learners prepare baked fantail potatoes with grated cheese</p> <hr/> <p>GRADE 5 3rd year (2,5 hour periods) Learners prepare and serve baked jacket potatoes with fried mushrooms, onions and cherry tomatoes</p>
4	Food and nutrition	<p>Identify bread on the SA Food Pyramid</p> <p>Identify bread portion size and list the number of portions to eat daily</p> <p>List and name the ingredients to bake bread</p>	<p>GRADE 5 1st year (2,5 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home</p> <hr/> <p>GRADE 5</p>

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production		2 nd year (2,5 hour periods) Learners prepare health bread in mini loaf tins and package bread to take home GRADE 5 3 rd year (2,5 hour periods) Learners prepare herb bread in mini loaf tins and package bread to take home
5	Food and nutrition Food production	List the most important nutrient in bread, namely starch and list the function of starch Identify the different cooking methods for yeast products Understand and identify the characteristics of a baked product	GRADE 5 1 st year (2,5 hour periods) Learners prepare brown bread rolls (teacher prepare dough) and package bread to take home GRADE 5 2 nd year (2,5 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home GRADE 5 3 rd year (2,5 hour periods) Learners prepare braided bread (teacher prepare dough) and package bread to take home
6	Food and nutrition	Identify sugar on the SA Food Pyramid Boil water and pour boiling water safely holding one hand behind his/her back	GRADE 5 1 st year (2,5 hour periods) Learners prepare banana and orange jelly served with custard GRADE 5

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food production	Distinguish between the different jelly flavours Understand and practise how to prepare, set and un-mould jelly Identify and name gelatine Describe what is gelatine Describe how to set gelatine dishes	1 st year (2,5 hour periods) Carrot and pineapple moulded salad GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve trifle (use 3 different jelly flavours)
7	Food production	Distinguish between the different jelly flavours and aromas Understand and practise how to prepare and set jelly List different types of gelatine Explain how to use gelatine Name and group cold desserts in groups as custards, starch, jelly and mousse	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve caramel peppermint tart GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve cheese cake in round pie plate GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve strawberry cheese cake
8	Food production	List the steps to prepare mousses List the ingredients to prepare mousses	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve granadilla mousse

Grade 5 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Identify food labels Identify the basic information that must appear on food labels	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve chocolate mousse
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve layered vanilla chocolate mousse
9	Food production	Identify sugar on the SA Food Pyramid Identify the stages to beat egg whites Identify the characteristics of successful homemade candy Practise attractive packaging of homemade candy for selling List the technology used for payment – internet, ATM payments, credit cards, debit cards and cell phone payments	GRADE 5 1 st year (2,5 hour periods) Marshmallows
			GRADE 5 2 nd year (2,5 hour periods) Rainbow jelly sweets (2 jelly flavours)
			GRADE 5 3 rd year (2,5 hour periods) Rainbow jelly sweets (3 jelly flavours)
10	Food and nutrition Hygiene and safety	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Practise kitchen hygiene Handle and dispose of waste	The learner cleans different sections in the Consumer studies classroom, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores crockery and cutlery dispose of waste

Assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5 , first, second and third year are the same, the dishes are however more advanced.

Week 2:	Boil and drain pasta correctly	Switch stove plate off before removing pot
Week 3:	Practise safe knife skills	Mix salad with two forks
Week 4:	Prepare bread tins correctly	Know when to take bread out of oven
Week 5:	Measure dry ingredients correctly	Wash dishes in warm, clean water and rinse
Week 6:	Handle hot liquids safely	Stir ingredients in the shape of an 8
Week 7:	Measure liquids correctly	Practise the folding –in of ingredients correctly
Week 8:	Uses electrical equipment safely	Keep work surface neat and clean
Week 10:	Dispose waste hygienically	Dispose waste hygienically

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

Week 2:	Select/mark the pasta food group on the SA Food Pyramid
Week 3:	Identify different pasta shapes on the photos
Week 4:	Identify/mark the ingredients to bake bread
Week 5:	Identify the different types of flour used to bake bread
Week 6:	Select the dishes with gelatine as an ingredient
Week 7:	Mark where/describe how to set gelatine
Week 8:	Arrange the steps to prepare a mousse in the correct order
Week 10:	Colour/mark/match/write how to clean the school's sick room

4. SECTION 4 ASSESSMENT

Subject specific content to be added to generic section 4 after public comment changes/corrections have been made.

Assessment across the 5 years

Grade 4 – Practical assessment tasks

Task		Term 1	
1	Week 2 or 3	Keep work surface neat and clean Identify correct equipment to use	Cover hair with disposable cap Cut fruit in bite size portions
2	Week 4 or 5	Peel fruit correctly Eat fruit with fork and spoon	Wash fruit correctly Serve prepared fruit correctly
3	Week 6 or 7	Switch a stove plate off before removing a pot. Use frying pan safely	Neatness of hands and nails Wash dishes thoroughly
4	Week 8 or 10	Use oven safely Clean cupboards thoroughly	Measure small quantities dry ingredients correctly Clean floors thoroughly
Task		Term 2	
1	Week 2 or 3	Measure big quantities dry ingredients correctly Use egg lifter safely to turn products over	Use whisk to stir in the shape of an eight Use egg lifter to safely remove fried product
2	Week 4 or 5	Remember to switch stove plate off after being used Spoon batter with 2 spoons into muffin tin	Move beater in mixing bowl to beat batter Use oven gloves to put muffin tin into oven and to remove from oven
3	Week 6 or 7	Cut margarine into cake flour to make scones Shape breakfast scones correctly	Shape product correctly Cut individual scones correctly
4	Week 8 or 10	Prepare bread tins correctly Clean stove thoroughly	Spoon bread mixture correctly into bread tins Clean fridge thoroughly
Task		Term 3	
1	Week 2 or 3	Use electric equipment safely Heat milk safely	Clean and dry sink thoroughly Prepare food with clean hands and short nails
2	Week 4 or 5	Measure small quantities of dry	Measure big quantities of dry

		ingredients correctly Fry meat correctly	ingredients correctly Clean stove top thoroughly
3	Week 6 or 7	Grill meat correctly Shape meat balls/patties correctly	Identify most suitable equipment to prepare product Neatness of hair
4	Week 8 or 10	Practise stewing as cooking method correctly Clean wall tiles thoroughly	Spoon dumplings correctly onto beef stew Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Mix salads correctly Wash vegetables under running water	Clean and sort cutlery correctly Slice vegetables safely
2	Week 4 or 5	Operate electrical equipment safely Measure dry ingredients correctly	Clean electrical equipment thoroughly Wash dishes in warm, clean water and rinse
3	Week 6 or 7	Beat egg whites to the soft peak stage Handle hot liquids safely	Practise safety precautions in boiled sweets Keep work surface neat and clean
4	Week 8 or 10	Beat desserts with an egg beater whilst moving the beater in the mixing bowl Dispose of waste hygienically	Beat at a high speed with a hand beater to obtain maximum volume in beaten desserts Clean tables and chairs thoroughly

Grade 4 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 10 as in the annual teaching plan must be available for quality assurance.

Grade 5 – Practical assessment tasks

Task	Term 1		
1	Week 2 or 3	Keep work surface neat and clean Identify correct equipment to use	Dress correctly in disposable cap and cover hair with cap Measure dry ingredients correctly
2	Week 4 or 5	Measure liquids correctly Places bread tins/cake tins/baking sheets on the middle shelf in the oven	Sterilize bottle correctly and safely Prepare bread tins/cake tins/baking sheets to bake products
3	Week 6 or 7	Switch stove plate off before removing	Prepare food with clean hands and short

		pot from stove plate Use oven gloves safely	nails Wash and dry dishes thoroughly
4	Week 8 or 10	Use oven safely Clean cupboards thoroughly	Measure small quantities dry ingredients correctly Clean floors thoroughly
Task	Term 2		
1	Week 2 or 3	Measure big quantities dry ingredients correctly Measure small quantities of dry ingredients correctly	Use whisk to stir in the shape of an eight Measure liquids correctly
2	Week 4 or 5	Remember to switch stove plate off after being used Scrape batter from mixing bowl into cake tins	Move beater in mixing bowl to beat batter Use oven gloves to put muffin tin into oven and to remove from oven
3	Week 6 or 7	Cream margarine and sugar successfully Prepare baking sheets to bake biscuits	Shape biscuits correctly Switch oven off before removing baked product
4	Week 8 or 10	Prepare tins to bake rusks Clean stove thoroughly	Prepare rusks for drying process Clean fridge thoroughly
Task	Term 3		
1	Week 2 or 3	Dish up and serve soup safely Perform the rub-in and creaming mixing method	Clean and dry sink thoroughly Prepare food with clean hands and short nails
2	Week 4 or 5	Prepare a custard filling without lumps Poach/ fry products correctly	Prepare a crust for a pie filling Clean stove top thoroughly
3	Week 6 or 7	Stew correctly Measure dry ingredients correctly	Prepare food with neatly tied hair Measure liquids correctly
4	Week 8 or 10	Prepare a hot sauce with correct consistency Clean counter tops thoroughly	Prepare a chicken dish with a good taste Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Boil and drain pasta correctly Practise safe knife skills	Switches stove plate off before removing pot Mix salad with two forks
2	Week 4 or 5	Prepare bread tins correctly Measure dry ingredients correctly	Know when to take bread out of oven Wash dishes in warm, clean water and rinse
3	Week 6 or 7	Handle hot liquids safely Measure liquids correctly	Stir ingredients in the shape of an 8 Practise the folding-in of ingredients correctly
4	Week 8 or 10	Use electrical equipment safely Dispose waste hygienically	Keep work surface neat and clean Dispose waste hygienically

Grade 5 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 10 as in the annual teaching plan must be available for quality assurance.