



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 NEEDLEWORK

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 SEWING

2.1 What is Consumer Studies Sewing

Consumer Studies Sewing is a craft that requires skilful hands and individuals are afforded the opportunity to discover and develop their creative skills. The subject lays the foundation in the area of machine and hand sewing and individuals are equipped with knowledge and skills to be trained to use the relevant sewing materials, tools and equipment. Articles are made and repaired by stitching with a needle and thread or sewing machine. This subject has been designed to equip learners with basic sewing skills and an understanding of essential principles necessary to perform simple tasks in the clothing and interior industry.

The 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 sewing:

- Machine and hand sewing
- Soft Furnishing and Upholstery
- Quilting and Embroidery
- Knitting and Crocheting
- The consumer
- Hygiene and Safety

2.3 Specific Aims:

In Consumer Studies Sewing the learner will acquire knowledge and skills to:

- Work in a neat and safe environment.
- Identify, use, clean and store tools and equipment.

- Identify different parts of the sewing machine and overlocker, their functions and trouble shooting.
- Interpreting commercial patterns.
- Plan different working procedures in completing articles
- Execute different stitches for a specific purpose.
- Complete quilting and appliqué articles.
- Knit articles.
- Deliver articles for small scale production.

2.4 Requirements for sewing as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners with a severe intellectual disability amounts to 8 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 Sewing** 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 that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. **The Consumer Studies Sewing periods should preferably be divided into two (2) timeslots.**

The "Consumer" and "Hygiene and safety" topics are theoretical topics embedded in the practical tasks.

2.4.2 Resources

- Human Resources

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

Consumer Studies Sewing teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the sewing resourcing, budget & safety
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for theory lessons and conduct practical work
- Maintain and service the tools and machines
- Ensure learner safety
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self-motivated to keep herself/himself abreast of the latest technological developments
- Regularly attend skills workshops

- Infrastructure

A classroom with 15 chairs and 15 individual tables (or 4 big tables) to seat 15 learners. The number of learners in a sewing practical class should not exceed the teacher learner ratio of 1:15.

A large classroom with a storeroom and cupboards are required as tools and equipment should have sufficient storage space and a well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.

Electricity supply and sufficient wall plugs are required. Lighting is also of importance. Large tables for cutting and sewing are essential.

Chairs for all learners are needed.

Burglar bars on all windows and possibly an alarm system.

Seating arrangement is very important as it enhances the learning environment.

Ensure that the learning environment is conducive and as stimulating as possible.

Classroom organisation may vary according to circumstances. The circumstances may include available resources, space in the classroom, the environment, the number of learners.

2.4.3 Infrastructure, equipment and finances

- Safety

Safety rules must be displayed on posters in the Consumer Studies Centre.

Potentially hazardous chemicals and all machinery and equipment must be stored securely.

- Consumables Resources

Consumer Studies Sewing is a subject that requires sustained support. It requires regular resourcing for the purpose of completion of practical work as well as maintenance.

Sewing equipment such as scissors, needles, pins, measuring tapes, marking pens, seam rippers, tracing wheels and paper, cotton, knitting needles and crocheting hooks etc. are needed

There must be fabric, patterns, haberdashery etc. for all learners.

- Non Consumables Resources

Two Irons and ironing boards are needed

At least 7 electrical sewing machines and one overlocker are required (two learners share one sewing machine and six learners share one overlocker)

- Finances

Sewing is a subject that requires sustained support and regular resourcing for the purpose of completing practical work, teaching and support materials, replenishing tools and equipment and to acquire consumable materials.

Maintenance of training equipment on a regular basis as well as provisioning for the inevitable failure of equipment should not be disregarded, and the school should have a plan in place to regularly phase out and replace obsolete equipment and tools.

An amount must be allocated per year per learner for practical tasks according to the budget presented to the School Governing Body

The budget should be revised each year according to the number of learners and the inflation rate.

Should the number of learners in the sewing class increase during the year, the budget must be adapted to make provision for the practical tasks for the additional learners.

2.5 Career opportunities

The learners are equipped with skills to attempt entrepreneurial opportunities or to work

- In industrial settings in cut and sew factories

- As an assistant tailor/seamstress/sewer or as an assistant to the mentioned occupations
- As an assistant upholster

PUBLIC COMMENT

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 Sewing**.

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 Sewing** learning programme in Grade 4 and 5.

Content overview of topics

TOPIC	GRADE 4	GRADE 5
Consumer	<u>Term 1</u> <ul style="list-style-type: none"> Describe a consumer 	<u>Term 1</u> <ul style="list-style-type: none"> Describe a consumer List and explain consumer rights Understand and apply information on clothing labels
	<u>Term 2</u> <ul style="list-style-type: none"> List good buying habits 	<u>Term 2</u> <ul style="list-style-type: none"> List factors that influence our buying behaviour
	<u>Term 3</u> <ul style="list-style-type: none"> Provide examples of different types of shopping outlets in South Africa 	<u>Term 3</u> <ul style="list-style-type: none"> Analyse shopping outlets in your area
	<u>Term 4</u> <ul style="list-style-type: none"> Discuss how the packaging of a product influences the selling thereof List the guidelines to purchase readymade clothes 	<u>Term 4</u> <ul style="list-style-type: none"> Describe the factors that influence the clothing choices of young adults Identify, discuss and describe wardrobe planning
Hygiene & Safety	<u>Term 1</u> <ul style="list-style-type: none"> Identify and use electric iron Practise electrical safety Practise personal hygiene 	<u>Term 1</u> <ul style="list-style-type: none"> State the dangers of electricity Explain how to extinguish an electrical fire
	<u>Term 2</u> <ul style="list-style-type: none"> Discuss safety guidelines during ironing and pressing 	<u>Term 2</u> <ul style="list-style-type: none"> Discuss safety guidelines during ironing and pressing
	<u>Term 3</u> <ul style="list-style-type: none"> Discuss how to treat a burn caused by a hot iron 	<u>Term 3</u> <ul style="list-style-type: none"> Discuss the importance of ironing while constructing an article
	<u>Term 4</u>	<u>Term 4</u>

	<ul style="list-style-type: none"> Discuss the importance of good personal hygiene during adulthood 	<ul style="list-style-type: none"> Identify different types hand wash and machine wash washing powders Use the correct technique to wash clothes by hand 												
Machine and hand sewing	<p><u>Term 1</u></p> <ul style="list-style-type: none"> Identify and practise with equipment and materials – sewing and knitting Identify parts of sewing machine Thread a sewing machine Describe how to care for sewing machine Operate the different parts of sewing machine Identify and sew the following stitches: <table border="1"> <tr> <td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr> <tr> <td>zig-zag</td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> Identify and sew single seam Identify natural fibres and fabrics Find and interpret information on commercial patterns and instruction sheets Lay out patterns, pin and cut fabric 	overhand/whip stitch	tacking stitch	top stitch	zig-zag			<p><u>Term 1</u></p> <ul style="list-style-type: none"> Identify and practise with more advanced equipment and materials – sewing and knitting Identify parts of an overlocker Thread a sewing machine as well as overlocker Describe how to care for an overlocker Operate the different parts of an overlocker Identify and sew the following stitches: <table border="1"> <tr> <td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr> <tr> <td>overlocker</td><td>backstitch</td><td></td></tr> </table> <ul style="list-style-type: none"> Identify and sew the following seams: single open seam French seam closed seam Identify and sew a rolled hem Identify wool Identify synthetic fabrics, leather and leather substitutes Identify piling and discuss reasons Find, interpret and apply information on commercial patterns and instruction sheets Lay out patterns, pin and cut fabric 	overhand/whip stitch	tacking stitch	top stitch	overlocker	backstitch	
overhand/whip stitch	tacking stitch	top stitch												
zig-zag														
overhand/whip stitch	tacking stitch	top stitch												
overlocker	backstitch													

	<ul style="list-style-type: none">Identify creases and test for crease resistanceClip convex and concave curved seamsIdentify suitable packaging material for needlework articles	<ul style="list-style-type: none">Discuss the requirements for quality productsClip convex and concave curved seamsIdentify and describe suitable packaging material for needlework articles																
	<p><u>Term 2</u></p> <ul style="list-style-type: none">Identify and discuss household articles produced by sewingIdentify and sew a single and double hemIdentify and describe pattern markingsIdentify and sew the following stitches: <table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td></td></tr></table> <ul style="list-style-type: none">Sew the following seam finishes: <table><tr><td>zig-zag</td></tr></table> <ul style="list-style-type: none">Identify and use different types of battingIdentify different types of Vilene and use VileneTrim corners and excess fabricIdentify and name commercially available embellishmentsLay out patterns, pin and cut fabricFind and interpret information on commercial patterns and instruction sheets	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch		zig-zag	<p><u>Term 2</u></p> <ul style="list-style-type: none">Identify, discuss and give examples of household articles produced by sewingIdentify and describe pattern markingsIdentify and sew the following stitches: <table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td>satin stitch</td></tr></table> <ul style="list-style-type: none">Sew the following seam finishes: <table><tr><td>overlocker</td><td>bias binding</td></tr></table> <ul style="list-style-type: none">Identify and use different types of battingIdentify different types of Vilene, use Vilene & list functionsTrim corners and excess fabricLay out patterns, pin and cut fabricFind, interpret and apply information on commercial patterns and instruction sheetsDiscuss how to cut bias binding at home and state functions	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch	satin stitch	overlocker	bias binding	
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch																	
zig-zag																		
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch	satin stitch																
overlocker	bias binding																	

	<ul style="list-style-type: none">Package completed articles	<ul style="list-style-type: none">Appliqué motifs on fabricSew a casingSew lining to main fabricIdentify and sew the following seams:<table><tr><td>Closed seam with overlocker</td><td>French seam with overlocker</td><td>Open seam</td></tr></table>Package completed articles	Closed seam with overlocker	French seam with overlocker	Open seam													
Closed seam with overlocker	French seam with overlocker	Open seam																
	<p><u>Term 3</u></p> <ul style="list-style-type: none">Lay out patterns, pin and cut fabricIdentify and sew the following seams:<table><tr><td>straight seam</td><td>curved seam</td></tr></table>Identify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td></td></tr></table>Identify and sew the following seams with seam finishes: open seam with straight stitching closed seam with bias binding open seam with zig-zag finishIdentify and use different sizes machine and hand sewing needlesSnip corners and reduce bulkinessSew straight double hemLay out patterns, pin and cut fabric	straight seam	curved seam	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch		<p><u>Term 3</u></p> <ul style="list-style-type: none">Lay out patterns, pin and cut fabricIdentify and sew the following seams:<table><tr><td>straight seam</td><td>curved seam</td></tr></table>Identify and sew the following stitches:<table><tr><td>overhand/whip stitch</td><td>tacking stitch</td><td>top stitch</td></tr><tr><td>zig-zag</td><td>backstitch</td><td>satin</td></tr></table>Identify and sew the following seams with seam finishes: open seam with straight stitching closed seam with bias binding open seam with overlocking finishSnip corners and reduce bulkinessExplain what will happen if curved seams are not clippedLay out patterns, pin and cut fabric	straight seam	curved seam	overhand/whip stitch	tacking stitch	top stitch	zig-zag	backstitch	satin
straight seam	curved seam																	
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch																	
straight seam	curved seam																	
overhand/whip stitch	tacking stitch	top stitch																
zig-zag	backstitch	satin																

	<ul style="list-style-type: none"> Identify and practise correct sewing machine tension Identify and name different types of fasteners 	<ul style="list-style-type: none"> Identify and practise correct sewing overlocker tension Identify and name different types of fasteners and their application in sewing Explain what is meant with the pile of fabric and provide examples of pile fabrics
	<p><u>Term 4</u></p> <ul style="list-style-type: none"> List guidelines to purchase a bag and readymade clothes Lay out patterns, pin and cut fabric Sew stitches, seams and seam finishes as in previous term Sew a single and double hem Sew and insert bag handles Iron and package completed articles Identify different apron styles Identify and describe characteristics of a well-planned wardrobe Iron and package the completed product 	<p><u>Term 4</u></p> <ul style="list-style-type: none"> Identify different types of bags, suitable fabric to sew bags and steps to produce a bag Lay out patterns, pin and cut fabric Sew stitches, seams and seam finishes as in previous term Sew a double hem with blind hem stitch Identify alternative materials to use as bag handles, sew and insert Sew lining to main fabric and discuss functions of lining Identify and sew blind hem stitch
Soft Furnishing and Upholstery	<p><u>Term 2</u></p> <ul style="list-style-type: none"> Discuss and sew potholders and placemats 	<p><u>Term 2</u></p> <ul style="list-style-type: none"> Discuss and sew potholder, oven gloves, pen holder, nesting boxes and covered basket Arrange fabric and batting layers correctly and quilt with the sewing machine

		<ul style="list-style-type: none"> Discuss and sew household storage items
	<u>Term 3</u> <ul style="list-style-type: none"> Understand terminology and identify articles Lay out, pin, cut and sew doorstopper, pillow case and cushions Maintain and care for cushions Discuss filling material for soft furnishing articles 	<u>Term 3</u> <ul style="list-style-type: none"> Understand and explain the terminology: soft furnishing Lay out, pin, cut and sew bolster cushion and toys Discuss how to maintain and care for cushions and soft toys Discuss filling material and how to stuff soft furnishing articles
Quilting and Embroidery	<u>Term 2</u>	<u>Term 2</u> <ul style="list-style-type: none"> Layout, cut, quilt and sew a potholder, oven mittens and oven gloves Layout, cut, quilt and sew a pen holder
	<u>Term 3</u>	<u>Term 3</u> <ul style="list-style-type: none"> Hand stitch facial details on stuffed toys
Knitting and Crocheting	<u>Term 1</u> <ul style="list-style-type: none"> Cast on stitches Knit garter stitch and stocking stitch 	<u>Term 1</u> <ul style="list-style-type: none"> Cast on stitches Knit garter stitch
	<u>Term 2</u> <ul style="list-style-type: none"> Knit garter stitch and stocking stitch Cast off stitches Weave knitted article pieces together 	<u>Term 2</u> <ul style="list-style-type: none"> Knit garter stitch and stocking stitch Cast off stitches Weave knitted article pieces together Identify commercial knitting pattern
	<u>Term 3</u> <ul style="list-style-type: none"> Knit garter stitch and stocking stitch 	<u>Term 3</u> <ul style="list-style-type: none"> Knit garter stitch, stocking stitch, ribbing and moss stitch
	<u>Term 4</u>	<u>Term 4</u>

	<ul style="list-style-type: none"> • Knit garter stitch and stocking stitch • Cast off stitches • Weave knitted article pieces together 	<ul style="list-style-type: none"> • Knit garter stitch, stocking stitch, ribbing and moss stitch • Cast off stitches • Weave knitted article pieces together
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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 implies that learners are deprived of the full learning programme. The learners spend 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 same articles again. This principle also applies to GRADE 5. More advanced articles 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 sew different articles as indicated in the table below. Teachers may choose similar or more advanced patterns, according to current trends.

Overview of practical articles

First term – Learners sew one articles, and start with knitting article (refer to second last row in this table)				
Grade 4 1 st year	Grade 4 2 nd year	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
Double sided cotton head band with elastic 	Head band made with stretch fabric 	Infinity scarf 	Baby bib 	Slippers 
ADDENDUM 1 B	ADDENDUM 2	ADDENDUM 3	ADDENDUM 4	ADDENDUM 5
Second term - Learners sew 2 articles and continue with knitting article started during the first term				
Napkins 	Pot holder 	Pot holder 	Oven mitten 	Oven glove 
ADDENDUM 6	ADDENDUM 7	ADDENDUM 8	ADDENDUM 9	ADDENDUM 10
Party banner 	Double sided placemat 	School house pen holder 	Nesting boxes 	Fabric covered basket 
ADDENDUM 11	ADDENDUM 12	ADDENDUM 13	ADDENDUM 14	ADDENDUM 15

Third term – Learners sew two articles (select one article from each row) and commence with second knitting article – last row in this column

<p>Door stopper</p>  <p>ADDENDUM 16</p>	<p>Cushion cover</p>  <p>ADDENDUM 17</p>	<p>Shaped cushion</p>  <p>ADDENDUM 18</p>	<p>Easy stuffed toy</p>  <p>ADDENDUM 19</p>	<p>Stuffed toy with limited hand embroidery</p>  <p>ADDENDUM 20</p>
<p>Pillow case</p>  <p>ADDENDUM 21</p>	<p>Cushion with insert</p>  <p>ADDENDUM 22</p>	<p>Shaped cushion</p>  <p>ADDENDUM 23</p>	<p>Easy stuffed toy</p>  <p>ADDENDUM 24</p>	<p>Stuffed toy with limited hand embroidery</p>  <p>ADDENDUM 25</p>

<p>Criss cross card holder</p>  <p>ADDENDUM 26</p>	<p>Accessory bag with bias binding</p>  <p>ADDENDUM 27</p>	<p>Lace zippered case</p>  <p>ADDENDUM 29</p>	<p>Cosmetics bag</p>  <p>ADDENDUM 30</p>	<p>Zippered case</p>  <p>ADDENDUM 28</p>
Fourth term – Learners sew 2 articles and complete knitted article				
<p>Simple bag</p>  <p>ADDENDUM 31</p>	<p>Bag</p>  <p>ADDENDUM 32</p>	<p>Lined bag with handles and base</p>  <p>ADDENDUM 33</p>	<p>Hand bag</p>  <p>ADDENDUM 34</p>	<p>Hand bag</p>  <p>ADDENDUM 35</p>
<p>Hobby apron</p>  <p>ADDENDUM 36</p>	<p>Shaped apron</p>  <p>ADDENDUM 37</p>	<p>Skirt with elastic</p>  <p>ADDENDUM 38</p>	<p>A line skirt</p>  <p>ADDENDUM 39</p>	<p>Skirt</p>  <p>ADDENDUM 40</p>
Two knitted articles should be completed during each grade each year. The knitted articles may be replaced by crocheting articles, depending on the resources.				

Knitted squares - garter stitch 	Coffee cosy - garter stitch 	Baby booties 	Gloves 	Clothing article - decreasing stitches 
ADDENDUM 41	ADDENDUM 42	ADDENDUM 43	ADDENDUM 44	ADDENDUM 45
Bangles 	Knitted head band - garter stitch  stitch	Card holder 	Hat 	Slippers 
ADDENDUM 46	ADDENDUM 47	ADDENDUM 48	ADDENDUM 49	

The above mentioned images show suggested articles and the teacher may substitute these provided that:

- Two sewing articles are produced during the second and fourth term
- Three sewing articles are produced during the third term

- The skills in the substitute articles are similar to the skills in the suggested articles

The addenda serves to assist the teacher in providing the pattern as well as a tutorial with images, indicating the detailed steps to follow. The teacher may adapt the pattern instructions to suit the needs of a particular learner.

3.3 Content outline per term

The content is embedded in the skills and the learners should execute the skills in a simulated working environment re-created in the classroom.

Teaching plans

Each term comprises of ten (10) weeks and a minimum of nine (9) **practical sessions** are compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in GRADE 4 , and therefore different **articles** are suggested to allow the learners to perform the second suggested **article** during their second year in Grade 4. It is not advisable to repeat the same **articles** more than once as this will not provide the learner the opportunity of learn additional skills.

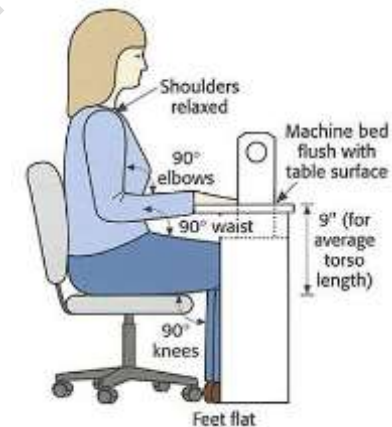
The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Consumer Studies Sewing instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to, dangerous situations.







3.3.1 GRADE 4 Term 1

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
1	<p>The consumer</p> <p>Machine and hand sewing</p> <p>Hygiene and safety</p>	<ul style="list-style-type: none"> Understand the concept of Consumer Studies needlework List suggestions for classroom rules and repeat rules with prompting Understand the concept: Consumer Identify the following equipment: Tape measure Dressmaker's scissors Pins and pin cushion Sewing thread Sewing needles – hand Machine sewing needles Sewing machine Electric iron Ironing board Understand the concept of personal hygiene 	<p>GRADE 4 first year as well as second year:</p> <p>Learner activities:</p> <ul style="list-style-type: none"> List suggestions for classroom rules Repeat the rules with prompting Role play to wash and dry hands <p>The teacher:</p> <ul style="list-style-type: none"> Provides the learners with either flip files or files with plastic sleeves (or books) to file their samplers. The files are kept at school. Orientates the learners towards: <ul style="list-style-type: none"> the classroom layout their individual work spaces the articles that they will sew during the year by showing examples of completed articles the articles that they will knit and crochet during the year by showing examples of completed articles <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to safely handle the following equipment: Tape measure, dressmaker's scissors, pins and pin cushion and sewing needles Demonstrate how to plug and unplug an iron Allocates working spaces to each learner


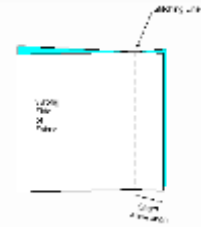


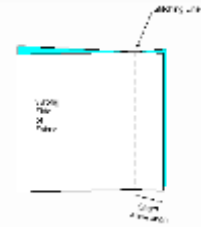


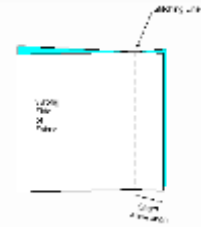

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Conform to personal hygiene practises in the Consumer Studies Needlework centre Understand the danger of using electric wall plugs Demonstrate how to plug and unplug electric equipment e.g. sewing machine and iron 	<p>The learners:</p> <ul style="list-style-type: none"> Practise to wash and dry their hands Practise to safely handle the mentioned equipment Practise to plug and unplug an electric iron
2 -3	Machine sewing	<ul style="list-style-type: none"> Practise correct posture in front of sewing machine Describe the primary function of a sewing machine Identify the parts of a sewing machine, namely the sewing light spool pin bobbin and bobbin case bobbin winder thread guides needle bar and needle pressure foot 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates:</p> <ul style="list-style-type: none"> how to cover and uncover the sewing machine before and after use the posture in front of a sewing machine <p>The teacher:</p> <ul style="list-style-type: none"> identifies and names the parts of a sewing machine stitches on paper to demonstrate the foot mechanism and hand positions during sewing (ADDENDUM 1B) demonstrates how to hold the needles and yarn knits garter stitch (use a pair of knitting needles with 10 stitches cast on before the demonstration)

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Knitting	feeder plate seam guide stitch length control foot holder foot <ul style="list-style-type: none"> Identify equipment to knit with, namely knitting needles row counter tapestry needle Identify material to knit with, namely: 4 ply yarn bulky yarn Describe the difference in various knitting material 	<p>The teacher divides the class into two groups:</p> <p>GRADE 4 first year</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Practise the correct posture in front of a sewing machine Practise to sew on paper – grade exercises from easy to difficult <p>Group 2 learners:</p> <ul style="list-style-type: none"> practise to knit garter stitch and knit a square. The teacher provides each learner with a pair of knitting needles with 10 stitches already cast on. The square is filed in the learners' sampler files <p>After 45 minutes the groups rotate and the teacher repeats the knitting demonstration to group 1.</p> <p>Group 1 practises to knit while group 2 completes sewing exercises on paper</p> <p>GRADE 4 second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Practise to sew on paper – exercises should be more difficult than the first year and include many curves (ADDENDUM 1 B) <p>Group 2 learners:</p>







GRADE 4 Term 1							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
			<ul style="list-style-type: none">Cast stitches on and commence with knitting their coffee cosies. This project will continue and be completed by the end of the second term. <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr></table> <p>After 45 minutes the groups rotate to ensure that both groups sew on paper and knit.</p> <p>The sewing machine exercises are filed in the learners' sampler files.</p>	GRADE 4 first year	GRADE 4 second year		
GRADE 4 first year	GRADE 4 second year						
							
4	Machine sewing	<ul style="list-style-type: none">Locate an image in the sewing machine's manual that illustrates how to thread the sewing machine	GRADE 4 first year as well as second year: <p>The teacher:</p> <ul style="list-style-type: none">Demonstrates how to thread the upper thread in a sewing machineDemonstrates how to sew with thread on a samplerShows the learners how to cover and uncover the sewing machines				

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Thread the sewing machine's upper thread Describe how to care for the sewing machine Handle the sewing machine with care Dust the sewing machine before and after use 	<ul style="list-style-type: none"> Demonstrates how to dust the sewing machine <p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Practise to thread the upper thread of a sewing machine with the assistance of the teacher Practise to sew with thread on a sampler <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit garter stitch with the teacher's assistance <p>After 45 minutes the groups rotate and group 1 continues to knit while group 2 practises to thread a sewing machine and sew straight lines on a cotton fabric sampler with the assistance of the teacher. The learners complete their garter stitch squares, however the teacher ends the squares off. The learners file their garter stitch squares in their sampler files.</p> <p>GRADE 4 second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Practise to independently thread the upper thread of a sewing machine <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit the coffee cosies <p>After 45 minutes the groups rotate to ensure that both groups sew as well as knit.</p>

GRADE 4 Term 1									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
5	Machine sewing	<ul style="list-style-type: none">Wind a spoolInsert the bobbin in the bobbin caseThread lower thread of the machineInsert a needleIdentify different types of sewing machine feetInsert different sewing machine feetIdentify one hand stitch, namely tacking stitchIdentify a single seamIdentify a curved seamUse the seam guideIdentify non-stretch and stretch fabricCast on stitches to knit	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">wind a spoolinsert the bobbin in the bobbin casesew with thread on a sampler (100mm X 100mm) and use the seam guide when sewinginsert a needle and different sewing machine feetsew tacking stitch evenlysew a single straight and curved seam on cotton fabric <table><tr><td>Tacking stitch</td><td>Single straight seam</td><td>Convex and concave single seam</td></tr><tr><td></td><td></td><td></td></tr></table>	Tacking stitch	Single straight seam	Convex and concave single seam			
Tacking stitch	Single straight seam	Convex and concave single seam							
									
	Knitting		<p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">With the assistance of the teacher practise to insert the bobbin in the bobbin case withPractise to sew straight with thread on a sampler using the seam guide when sewing						

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Sew a single straight seam sampler on cotton fabric with the sewing machine Sew a single convex and concaved curved seam sampler on cotton fabric with the sewing machine <p>Group 2 learners:</p> <ul style="list-style-type: none"> With the teacher's assistance practise to cast on stitches. The learners start to knit squares. Learners that master the skill quickly may attach the squares and knit a blanket. They continue to knit squares until the end of the second term. <p>GRADE 4 second year:</p> <ul style="list-style-type: none"> sew a single straight seam sampler on stretch fabric sew a single curved seam sampler on stretch fabric assist the teacher with the first year learners to acquire the skills <p>Group 2 learners:</p> <ul style="list-style-type: none"> Practise to cast on stitches to knit their coffee cosies. They continue to knit their coffee cosies until the end of the second term. <p>After 45 minutes the groups rotate to ensure that both groups sew and knit. Both samplers are filed in the learners' sampler files.</p>

GRADE 4 Term 1							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
			<ul style="list-style-type: none">Compare knitting to friends knitting to see the differences in tension <p>GRADE 4 second year: Group 1 and 2 learners: These learners practise similar skills to the first year learners and may assist the teacher with the first year learners to acquire the skills. They continue to knit their coffee cosies</p>				
7	Machine sewing	<ul style="list-style-type: none">Describe how to lay out a patternPin pattern pieces perpendicular to seam lineCut pattern pieces on cutting lineUnderstand the information on pattern pieces, e.g. place on fold pattern piece numbersUnderstand a simple instruction sheet, e.g. follow step numbers on instruction sheet from top to bottom and then left to right make clips in fabric	<p>GRADE 4 first year as well as second year: The teacher:</p> <ul style="list-style-type: none">Explains the cutting line, name of the pattern piece, seamline, direction of cutting and sewing, fabric line and “on fold” information on the pattern piecesShows the learners that a suggested cutting layout appears on the pattern instruction sheet, as well as a step by step guide to sew the pattern piecesDemonstrates how to place the pattern pieces on the fabric, pin the pattern pieces and cut the pieces out (ADDENDUM 1 & 2) <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr></table>	GRADE 4 first year	GRADE 4 second year		
GRADE 4 first year	GRADE 4 second year						
							

GRADE 4 Term 1				
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes	
		The learner must able to:		
		right and wrong side view of fabric on instruction sheet sew one pattern piece to another		
			ADDENDUM 1	ADDENDUM 2
			<p>GRADE 4 first year: Group 1 and 2 learners:</p> <ul style="list-style-type: none"> Lay out and pin pattern pieces with the assistance of the teacher, however the teacher cuts out the pattern pieces <p>GRADE 4 second year: Group 1 and 2 learners:</p> <ul style="list-style-type: none"> Use stretch cotton fabric With the assistance of the teacher lay out and pin pattern pieces Cut the pattern pieces out 	

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners sew the head band while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate.</p>
8-9	Machine sewing Fibres and fabrics	<ul style="list-style-type: none"> Identify overhand stitch Sew overhand stitch Describe one function of overhand stitch Identify different elastic widths Identify and know how to test for crease resistance Describe the words: crease resistance Describe the difference between overhand and tacking stitch 	<p>GRADE 4 first and second year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to test fabric for crease resistance by cruching the fabric Demonstrates how to sew the head band and turn the head band right side out Shows examples of different colour and widths of elastic Demonstrates with overhand stitch how to stitch the opening after the elastic has been inserted Demonstrates how to iron the cotton head band <div data-bbox="1310 869 1675 1023" data-label="Image"> </div> <p>Group 1 learners sew their head bands while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate until both groups have completed their head bands</p> <p>GRADE 4 second year:</p> <p>Group 1 learners sew the head band while group 2 learners continue to knit garter stitch. After 45 minutes the groups rotate.</p>

GRADE 4 Term 1			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
10			

Grade 4 Term 1 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.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Practise the correct posture in front of a sewing machine	Names the parts of a sewing machine
Week 3:	Identify tools and materials to knit	Cast on stitches to knit garter stitch
Week 4:	Dust and clean the sewing machine	Thread the sewing machine's upper thread correctly
Week 5:	Sew tacking stitch evenly Sew a single straight seam on the sewing machine	Thread the sewing machine's lower thread correctly Sew a single curved seam on the sewing machine
Week 6:	Distinguish between the right and wrong side of fabric	Knit garter stitch with even tension
Week 7:	Pin pattern pieces perpendicular to seam line	Cut pattern pieces on cutting line
Week 8:	Test fabric for crease resistance	Iron fabric safely
Week 9:	Sew cotton headband according to pattern instructions	Sew headband with stretch according to pattern instructions

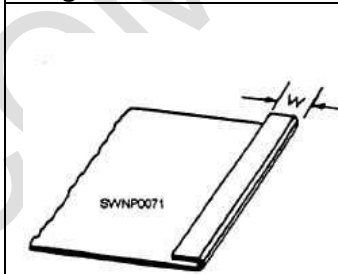
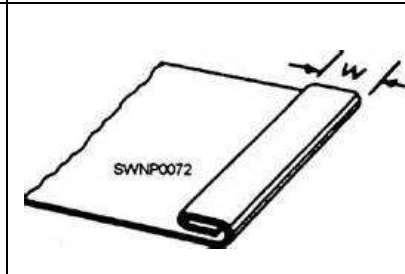
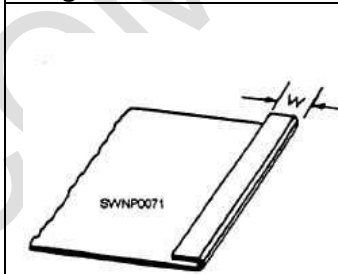
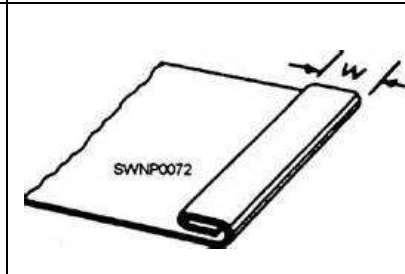
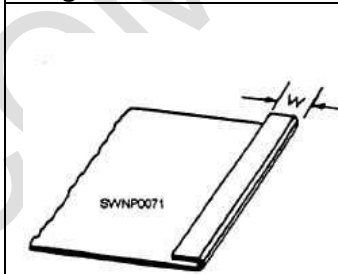
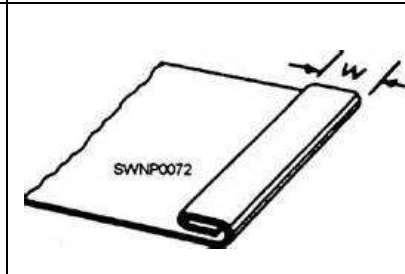
Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify the parts of a sewing machine	Describe the primary function of a sewing machine
Week 3:	Identify equipment to knit with	Identify material to knit with
Week 4:	Describe how to handle the sewing machine with care	Describe the difference in various knitting material
Week 5:	Identify non-stretch and stretch fabric	Identify different types of sewing machine feet
Week 6:	Identify the pattern number and sizes available on the pattern envelope	Describe a commercial pattern


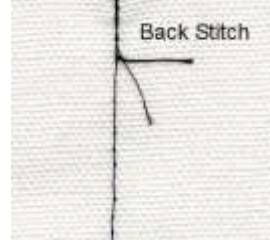

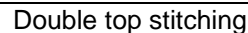
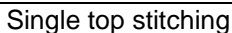
Week 7:	Understand the information on pattern pieces, e.g. place on fold	Understand a simple instruction sheet
Week 8:	Describe how to test for crease resistance	Describe the words: crease resistance
Week 9:	Describe one function of overhand stitch	Describe the difference between overhand and tacking stitch



3.3.2 GRADE 4 Term 2







GRADE 4 Term 2									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
1	Machine sewing	<ul style="list-style-type: none">List good buying habitsExplain the terminology: household articlesIdentify a variety of household articles that can be produced by sewingKnow how to take the measurements for napkins and pot holdersUnderstand the layout of simple patterns on fabricIdentify a single hemIdentify a double hemDescribe the difference between a single and double hem	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of household articles that are produced by sewing, e.g. a curtain, duvet cover, oven mittens, cushions, place mats and explains the terminologyDemonstrates how to measure the actual size of a household article and then how to add the seam allowancesDemonstrates how to lay out the commercial pattern on the fabric, cut napkins and a square pot holderDemonstrates how to sew a double hem <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 6</td><td>ADDENDUM 7</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 6	ADDENDUM 7
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 6	ADDENDUM 7								










GRADE 4 Term 2							
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes				
	Knitting		<p>GRADE 4 first and second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">• Lay out and pin the pattern pieces to the fabric (ADDENDUM 5 &6)• Practise to sew a double hem and file the sampler in sampler files <table><tr><th>Single hem</th><th>Double hem</th></tr><tr><td></td><td></td></tr></table> <p>Group 2 learners:</p> <p>Continue to knit the squares for their blankets and coffee cosies</p> <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>	Single hem	Double hem		
Single hem	Double hem						
							
2-3	Machine sewing	<ul style="list-style-type: none">• Know commercial pattern terminology	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p>				

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Safety Knitting	<ul style="list-style-type: none"> Identify and describe pattern markings, namely grain line cutting line seam allowance stitching line Identify and sew backstitching in all seam sewing Identify different types of irons, e.g. thermostatically regulated irons, steam irons, combination steam iron Plug and unplug an iron Identify the safety precautions to take during ironing Use distilled or boiled water in a steam iron State guidelines for ironing and pressing Describe the difference between ironing and pressing 	<ul style="list-style-type: none"> Press fabric with a steam iron Lay out of a commercial pattern and hand the already cut out pattern pieces to Grade 4 first year learners Fold and sew double seams Use backstitching in all seams Reduce bulkiness in seam corners Fold the fabric for the potholders, stack the different layers on top of each other and sew the seams <p>GRADE 4 first year: Group 1 learners:</p> <ul style="list-style-type: none"> Measure and fold the napkins' double seams, cut the corners, pin the seams in place and sew the napkin seams <p>GRADE 4 second year: Group 1 learners:</p> <ul style="list-style-type: none"> Fold the fabric squares and iron Use basting stitch to sew the front triangular fabric pieces to the back fabric square Place all the fabric layers and batting in place, pin together and sew the seams Trim the corners and turn the right side out

GRADE 4 Term 2				
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes	
		<ul style="list-style-type: none"> Identify different types of batting 	<div>Trim corners</div> 	<div>Start sewing using back stitching</div> 
			<p>Group 2 learners: Continue to knit the suggested articles.</p> <p>After 45 minutes the groups rotate in order to ensure that both groups sew on the sewing machines as well as continue to knit.</p>	
4	Machine sewing Safety	<ul style="list-style-type: none"> State the reasons for pressing and ironing Identify the characteristics of effective pressing Use batting to produce neat articles Identify and name commercially available trim or 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> shows examples of different types of commercially available trim or embellishment/decorations demonstrates how to attach the trim to the napkins demonstrates how to sew top stitching all along the outside edge of the potholder 	
			<div>Double top stitching</div> 	<div>Single top stitching</div> 

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Knitting	embellishments/decorations, namely lace braid monograms tassels piping cord <ul style="list-style-type: none"> Discuss the reasons for using trim or embellishments in sewing Identify top stitching Describe how to do top stitching Provide examples of different uses for top stitching 	<div>   </div> <p>GRADE 4 first year: Group 1 learners:</p> <ul style="list-style-type: none"> attach the trim to the napkins <p>GRADE 4 first year as well as second year: Group 1 learners:</p> <ul style="list-style-type: none"> Sew top stitching all along the outside edge to give the potholder a neat finish <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups complete their sewing articles as well as continue to knit</p>
5	Machine sewing	<ul style="list-style-type: none"> Identify correct sewing machine tension 	<p>GRADE 4 first year as well as second year: The teacher demonstrates how to:</p>

GRADE 4 Term 2									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
	Knitting	<ul style="list-style-type: none">Distinguish between upper and lower tensionIdentify reasons for incorrect sewing machine tensionIdentify pattern markings on pattern piecesTransfer pattern markings accurately	<ul style="list-style-type: none">lay out, pin and cut the pattern on the fabrictransfer the pattern markingsfinish raw seam edges with zig-zag stitch <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 11</td><td>ADDENDUM 12</td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out, pin and cut the pattern pieces (ADDENDUM 11 & 12) and transfer the pattern markings <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue to knit the suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 11	ADDENDUM 12
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 11	ADDENDUM 12								

GRADE 4 Term 2									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
6-7	Machine sewing	<ul style="list-style-type: none">• Explain the reasons for utilising topstitching• Discuss a reason for trimming excess fabric in sewing• Identify single closed seam finishes• List the advantages of place mats	GRADE 4 first year: The teacher demonstrates how to: <ul style="list-style-type: none">• Sew the pattern pieces together and leave small opening• Trim excess fabric at the tip of the triangle• Finish raw seam edges with zig-zag stitch• Turn the right side out and close openings with overhand / whip stitch• Fold the ribbon lengthwise• Insert the flags in the ribbon and pin in position• Sew knitted squares together for a blanket and how to sew the seam for the coffee cosy						
	Knitting		<table><tr><td>Single closed seam with zig-zag seam finish</td><td>Single closed seam with overlocking stitch</td><td>Single closed seam with bias binding</td></tr><tr><td></td><td></td><td></td></tr></table>	Single closed seam with zig-zag seam finish	Single closed seam with overlocking stitch	Single closed seam with bias binding			
	Single closed seam with zig-zag seam finish		Single closed seam with overlocking stitch	Single closed seam with bias binding					
									
	<p>Group 1 learners:</p> <ul style="list-style-type: none">• Sew the pattern pieces together• Trim excess fabric at the tip of the triangle• Turn the right side out and push corners out								

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Fold and iron the ribbon lengthwise Insert the flag in the ribbon and pin in position <p>Group 2 learners:</p> <ul style="list-style-type: none"> Weave knitted squares together to produce a blanket <p>GRADE 4 second year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Stitch the seams, turn the right side out and topstitch 10 mm from the edge <p>Group 1 learners:</p> <ul style="list-style-type: none"> Stitch the seams and leave an opening to turn the right side out Turn, close opening with overhand/whip stitch, press and topstitch 10 mm from the edge <p>Group 2 learners:</p> <ul style="list-style-type: none"> Cast off coffee cosies <p>After 45 minutes the groups rotate in order to ensure that both groups to sew as well as complete their knitted articles</p>
8-9	Hand sewing Knitting	<ul style="list-style-type: none"> List examples for suitable packaging materials for needlework articles 	<p>GRADE 4 first and second year</p> <p>Group 1 and 2 learners</p> <ul style="list-style-type: none"> Complete needlework and knitted articles

GRADE 4 Term 2			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Discuss how to package needlework articles 	<ul style="list-style-type: none"> Package articles using suitable as well as creative packaging materials
10			

Grade 4 Term 2 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.







	GRADE 4 first year	GRADE 4 second year
Week 2:	Use backstitching in all seam sewing	Reduce bulkiness in seam corners
Week 3:	Plug and unplug an iron safely	Iron fabric safely
Week 4:	Sew napkins according to pattern instructions	Sew pot holders according to pattern instructions
Week 5:	Transfer the pattern markings	finish raw seam edges with zig-zag stitch
Week 6:	Trim excess fabric to reduce bulkiness	Cast off knitted articles
Week 7:	Finish raw seam edges with zig-zag stitch	Sew overhand/whip stitch evenly
Week 8:	Turn the right side out and push corners out	Turn the right side out and push corners out
Week 9:	Sew a banner according to pattern instructions	Sew place mats according to pattern instructions

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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify a single hem	Describe the difference between a single and double hem
Week 3:	Identify the safety precautions to take during ironing	Describe the difference between ironing and pressing
Week 4:	State the reasons for pressing and ironing	Identify the characteristics of effective pressing
Week 5:	Distinguish between upper and lower tension	Identify reasons for incorrect sewing machine tension
Week 6:	Identify seam finishes – single closed seam	Discuss a reason for trimming excess fabric in sewing
Week 7:	List the advantages of place mats	Explain the reasons for utilising topstitching
Week 8:	List examples for suitable packaging materials for needlework articles	Discuss how to package needlework articles
Week 9:	Describe one function of overhand stitch	Describe the difference between overhand and tacking stitch







3.3.3 Grade 4 Term 3

Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
1-2	Machine sewing Soft furnishing	<ul style="list-style-type: none">Provide examples of different types of shopping outlets in South AfricaUnderstand and explain the terminology: soft furnishingIdentify soft furnishing articlesIdentify suitable fabric for cushionsList a variety of cushion styles and sizes, e.g. Square Round Bolster BoxIdentify uses for cushionsKnow how to prepare cotton fabric before layout	<p>GRADE 4 first year and second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of different cushion styles made from various fabric typesDemonstrates how to measure the actual size of a cushion and then how to add the seam allowancesDemonstrates how to prepare cotton fabric before layoutDemonstrates how to lay out, pin and cut pattern pieces on the fabric (ADDENDUM 16 & 17) <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 16</td><td>ADDENDUM 17</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 16	ADDENDUM 17
	GRADE 4 first year	GRADE 4 second year							
									
ADDENDUM 16	ADDENDUM 17								
Knitting			<p>GRADE 4 first year</p> <p>The teacher</p> <ul style="list-style-type: none">Pins and sews doorstopper fabric piece lengthwise, leaving an opening						

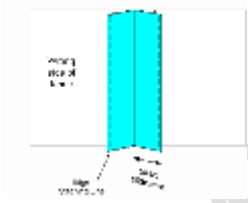

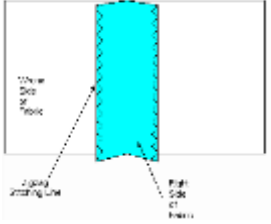
Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
			<ul style="list-style-type: none">• Pins and sews the circles on each end of the tube, right sides together to form a single curved seam <p>Group 1 learners:</p> <ul style="list-style-type: none">• Pin and sew doorstopper fabric piece lengthwise, leaving an opening and sew the circles on each end of the tube <p>Group 2 learners:</p> <p>Cast on stitches for the second suggested knitted articles and start to knit the head band in garter stitch</p> <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 46</td><td>ADDENDUM 47</td></tr></table> <p>GRADE 4 second year: The teacher</p>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 46	ADDENDUM 47
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 46	ADDENDUM 47								

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> • Sews a double hem on both short sides of the long fabric panel • Folds the fabric in the shape of a cushion right sides facing with the two end sections overlapping • Pins and sews the seams <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Sew a double hem on both short sides of the long fabric panel, fold the fabric correctly, pin and sew the seams <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Cast on stitches to knit suggested knitted articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
3	Machine sewing Soft furnishing	<ul style="list-style-type: none"> • Discuss how to maintain and care for cushions • Identify a cushion pad • Compare the advantages and disadvantages a cushion pad with polyester filling 	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Turn doorstopper tube inside out • Fill the tube with sand/rice using a funnel or small bowl <p>Group 1 learners</p> <ul style="list-style-type: none"> • Turn doorstopper tube right side out, and fill the tube with sand/rice using a funnel or small bowl



Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
	Safety Knitting	<ul style="list-style-type: none"> Discuss other filling material used in commercial cushions, e.g. duck down and feathers Identify different needle sizes used in hand sewing, e.g. 12, 14, 16 Identify different types of needles e.g. Sharp point Rounded point 	<p>GRADE 4 second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Use zig-zag stitch to finish the raw edges Snip corners to prevent bulkiness Turn cushion right side out Iron cushion <p>Group 1 learners:</p> <ul style="list-style-type: none"> Use zig-zag stitch to finish the raw edges, snip corners to prevent bulkiness, turn cushion right side out and iron cushion <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit suggested knitted articles <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
4-5	Machine sewing Soft furnishing	<ul style="list-style-type: none"> Identify a straight double hem Sew a straight double hem 	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none"> measure a pillow case lay out the pattern pieces (ADDENDUM 21 & 22)

Grade 4 Term 3									
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes						
	Knitting	<ul style="list-style-type: none">Explain the difference between a single and double hem	<ul style="list-style-type: none">cut and sew the pillow case's double hems on both short endsfold the overlapping flap in position and pin <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 21</td><td>ADDENDUM 22</td></tr></table> <p>Group 1 learners:</p> <ul style="list-style-type: none">lay out the pattern pieces, cut and stitch the pillow case's double hems on both short ends and fold the overlapping flap in position and pin <p>GRADE 4 second year: The teacher demonstrates how to</p> <ul style="list-style-type: none">Lay out, pin and cut the pattern piecesPin one insert to the centre section and stitch	GRADE 4 first year	GRADE 4 second year			ADDENDUM 21	ADDENDUM 22
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 21	ADDENDUM 22								

Grade 4 Term 3						
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes			
			<ul style="list-style-type: none">Pin the second insert to the centre section and continue until all four inserts have been stitched to the centre section <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out, pin and cut the pattern pieces, pin one insert to the centre section and stitch and continue until all four inserts have been stitched to the centre section <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue with knitting <p>After 45 minutes the groups rotate and group 1 continues to knit whilst group 2 continues to sew</p>			
6	Machine sewing Soft furnishing	<ul style="list-style-type: none">Identify open seam finishes, e.g. single open seam with straight stitching single open seam with pinked edge single open seam with zig-zag finishSew an open seam with straight stitching	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to</p> <ul style="list-style-type: none">stitch the pillow case's side seamsfinish of the seam allowances with straight stitchingiron the pillow case <table><tr><td>Seam finish with straight stitching</td><td>Seam finish with pinked edge</td><td>Seam finish with zig-zag stitches</td></tr></table>	Seam finish with straight stitching	Seam finish with pinked edge	Seam finish with zig-zag stitches
Seam finish with straight stitching	Seam finish with pinked edge	Seam finish with zig-zag stitches				

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<div>    </div> <p>Group 1 learners:</p> <ul style="list-style-type: none"> stitch the pillow case's side seams, finish of the seam allowances with straight stitching and iron the pillow case <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue with their knitting <p>GRADE 4 second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew seams in the two back pattern pieces Pin the two back pattern pieces (seams overlapping each other) to the front panel and stitch together finish off the seam allowances with straight stitching iron the cushion

Grade 4 Term 3					
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes		
			<p>Group 1 learners:</p> <ul style="list-style-type: none">Sew seams in the two back pattern pieces, pin the two back pattern pieces (seams overlapping each other) to the front panel and stitch together, finish off the seam allowances with straight stitching and iron the cushion <p>Group 2 learners:</p> <ul style="list-style-type: none">Continue with their knitting <p>After 45 minutes the groups rotate and group 1 continues to knit whilst group 2 continues to sew</p>		
7-8	Machine sewing	<ul style="list-style-type: none">Identify correct sewing machine tensionDistinguish between upper and lower tension	<p>GRADE 4 first and second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">Lay out, pin and cut the pattern pieces		
	Knitting	<ul style="list-style-type: none">Identify reasons for incorrect sewing machine tensionIdentify single closed seam finishes, e.g. Zig-zag stitch Overlocker stitch Bias bindingIdentify and name different types of fasteners, e.g.	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none">Fuse vilene on the inner fabric piecesStitch the batting to the exterior fabric piecesPosition, pin and stitch the inner fabric pieces to the inner liningAttach the flap fabric piece		
			<table><tr><td>GRADE 4 first year</td><td>GRADE 4 second year</td></tr></table>	GRADE 4 first year	GRADE 4 second year
GRADE 4 first year	GRADE 4 second year				

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
		Buttons and buttonholes Zippers Press studs	<div>   </div> <div> <div>ADDENDUM 26</div> <div>ADDENDUM 27</div> </div> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces Fuse the vilene on the inner fabric pieces and stitch the batting to the exterior fabric pieces Position, pin and stitch the inner fabric pieces to the inner lining and attach the flap fabric piece <p>GRADE 4 second year</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew a double seam in the pocket section of the bag Assemble and pin the layers together Sew the pockets with contrasting thread <p>Group 1 learners:</p> <ul style="list-style-type: none"> Lay out, pin and cut the pattern pieces

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Sew a double seam in the pocket section of the bag Assemble and pin the layers together and stitch the pockets with contrasting thread <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
9	Machine sewing	<ul style="list-style-type: none"> Discuss how to treat a burn caused by a hot iron Revision 	<p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Sew the criss cross card holder's inner section to the exterior fabric piece Turn right sides out Close the opening with overhand/whip stitch Insert press studs <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the criss cross card holder's inner section to the exterior fabric piece Turn right sides out, close the opening with whip stitch and insert the press studs <p>GRADE 4 first year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> Stitch ribbons (to tie the accessory bag) in place

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must able to:	Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Finish the raw edges with bias binding <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew ribbons (to tie the accessory bag) in place and finish the raw edges with bias binding <p>Group 2 learners:</p> <ul style="list-style-type: none"> Continue to knit the suggested articles <p>After 45 minutes the groups rotate in order to ensure that both groups sew as well as continue to knit</p>
10			

Grade 4 Term 3 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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Sew a single curved seam on the sewing machine	Sew a double hem
Week 3:	Sew a doorstopper according to pattern instructions	Sew a cushion according to pattern instructions
Week 4:	lay out pattern pieces using minimum fabric	Cut out pattern pieces on the seam line
Week 5:	Sew a straight double hem	Sew an insert to a central fabric piece
Week 6:	Sew a pillow case according to pattern instructions	Sew a cushion with an insert according to pattern instructions
Week 7:	Fuse vilene on fabric pieces	Sew a double seam
Week 8:	Stitch batting to fabric pieces	Sew fabric pockets
Week 9:	Sew a card holder according to pattern instructions	Sew a makeup bag according to pattern instructions







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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Identify soft furnishing articles	Explain the terminology: soft furnishing
Week 3:	Discuss how to maintain and care for cushions	Discuss other filling material used in commercial cushions
Week 4:	Identify 1 type of hem	Name 1 type of hem
Week 5:	Discuss how to sew a double hem	Explain the difference between a single and double hem
Week 6:	Identify 3 different seam finishes	Name 3 different seam finishes
Week 7:	Distinguish between upper and lower tension	Identify reasons for incorrect sewing machine tension
Week 8:	Identify single closed seam finishes	Name single closed seam finishes
Week 9:	Identify different types of fasteners	Name different types of fasteners

3.3.4 GRADE 4 TERM 4

WEEK	TOPIC	CONTENT	GRADE 4 TERM 4						
		The learner must able to:	Techniques, activities, resources and process notes						
1	Machine sewing	<ul style="list-style-type: none">Take measurements for a bagList guidelines to purchase a bagDiscuss how the packaging of a product influences the selling thereof	<p>GRADE 4 first year as well as second year:</p> <p>The teacher:</p> <ul style="list-style-type: none">Shows the learners examples of a variety of bags that are produced by sewingDemonstrates how to measure the actual size of a bag and then how to add the seam allowances to the measurementsDemonstrates how to lay out and pin the commercial pattern on the fabric and cut the bag (ADDENDUM 31 & 32) <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 31</td><td>ADDENDUM 32</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 31	ADDENDUM 32
	GRADE 4 first year	GRADE 4 second year							
									
ADDENDUM 31	ADDENDUM 32								
	Knitting		<p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none">Lay out and pin the pattern to the fabric						

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes
			<ul style="list-style-type: none"> Cut the pattern pieces out <p>Group 2 learners:e</p> <ul style="list-style-type: none"> Continue to knit the headbands <p>After 45 minutes the groups rotate in order to ensure that both groups lay out their pattern as well as continue to knit</p>
2-4	Machine sewing	<ul style="list-style-type: none"> List the guidelines to purchase readymade clothes Choose suitable fabric to make a garment 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> sew the pattern pieces together to make the bag press the seams finish the raw edges with straight stitch sew the handles insert the handles iron the completed article package bags <p>GRADE 4 first year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> Sew the pattern pieces together, press and finish off raw seam edges, sew handles and insert the handles Iron and package the completed article

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes						
	Knitting		Group 2 learners: <ul style="list-style-type: none">Continue to knit the suggested articles After 45 minutes the groups rotate in order to ensure that both groups work on the sewing machines as well as continue to knit						
5 - 6	Machine sewing	<ul style="list-style-type: none">Identify different apron styles, e.g.<ul style="list-style-type: none">waist apronapron with a bibpinafore style apronState the advantages of each apron styleList the factors to take into consideration when purchasing fabricIdentify and sew a single and double hem (revision)Describe the difference between a single and double hemSew a single hem	GRADE 4 first year as well as second year: The teacher: <ul style="list-style-type: none">Shows examples of different apron styles and discusses the advantages of the different stylesDemonstrates how to lay out and pin the pattern to the fabricCut the pattern piecesZig-zag the raw edges and stitch a single hemSew the waistband/apron ties and neck band <table><tr><th>GRADE 4 first year</th><th>GRADE 4 second year</th></tr><tr><td></td><td></td></tr><tr><td>ADDENDUM 36</td><td>ADDENDUM 37</td></tr></table>	GRADE 4 first year	GRADE 4 second year			ADDENDUM 36	ADDENDUM 37
GRADE 4 first year	GRADE 4 second year								
									
ADDENDUM 36	ADDENDUM 37								

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes
	Knitting		<p>GRADE 4 first year as well as second year:</p> <p>Group 1 learners:</p> <ul style="list-style-type: none"> • Lay out, pin the pattern to the fabric and cut the pattern pieces • Overlock the raw edges and stitch a single hem • Sew the waistband/apron ties and neck band <p>Group 2 learners:</p> <ul style="list-style-type: none"> • Continue to knit their articles <p>After 45 minutes the groups rotate in order to ensure that both groups work on the sewing machines as well as continue to knit</p>
7-9	Machine sewing Knitting	<ul style="list-style-type: none"> • Identify the characteristics of a well-planned wardrobe • Describe a well-planned wardrobe • List the steps to take into consideration when planning a wardrobe • Identify and describe reasons for planning a wardrobe 	<p>GRADE 4 first year as well as second year:</p> <p>The teacher demonstrates how to:</p> <ul style="list-style-type: none"> • Attach the waistband /apron ties and neck band to the apron • Iron and package the completed product <p>GRADE 4 first year as well as second year:</p> <p>Group 1 and 2 learners</p> <ul style="list-style-type: none"> • Complete their sewing articles as well as knitted items • Package articles

WEEK	TOPIC	CONTENT The learner must able to:	GRADE 4 TERM 4 Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Discuss the importance of good personal hygiene during adulthood 	
10			

Grade 4 Term 4 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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	Iron fabric before cutting the pattern	Press the completed article
Week 3:	Sew handles for a bag	Insert bag handles in seam
Week 4:	Sew a bag according to pattern instructions	Sew a bag with a base according to pattern instructions
Week 5:	Sew a waistband	Sew a neckband for an apron
Week 6:	Pin pattern pieces perpendicular to the seam line	Cut pattern pieces on cutting line
Week 7:	Attach a waistband to an apron	Attach a neckband to an apron
Week 8:	Use backstitch to start sewing	Use backstitch to end off sewing
Week 9:	Sew a waist apron according to pattern instructions	Sew an apron with a bib according to pattern instructions

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.

	GRADE 4 first year	GRADE 4 second year
Week 2:	List 2 guidelines to purchase readymade clothes	List 4 guidelines to purchase readymade clothes
Week 3:	Choose suitable fabric to make a garment	Choose suitable fabric to make an apron
Week 4:	Identify 2 seam types	Name to seam types
Week 5:	Identify different apron styles	State the advantages of an apron with a bib
Week 6:	Identify a single and double hem	Describe the difference between a single and double hem
Week 7:	Identify the characteristics of a well-planned wardrobe	Describe 2 characteristics of a well-planned wardrobe
Week 8:	List 2 criteria to take into consideration when planning a wardrobe	List 4 criteria to take into consideration when planning a wardrobe
Week 9:	Identify 2 reasons for planning a wardrobe	Describe 2 reasons for planning a wardrobe