



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

HOSPITALITY STUDIES

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability
2018 Orientation

Learning programme

Contents

1.	SECTION 1 (THIS SECTION IS GENERIC).....	4
2.	SECTION 2:	4
2.1	INTRODUCTION TO HOSPITALITY STUDIES.....	4
2.1.1	What is HOSPITALITY STUDIES?	4
2.2	Topics to be studied in Hospitality Studies include	4
2.3	Specific Aims:.....	5
2.4	Requirements for Hospitality studies as a subject.....	5
2.4.1	Time Allocation.....	5
2.4.2	Resources	6
2.4.3	Stock control	9
2.5	Career opportunities.....	9
3.	SECTION 3:	11
	OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS.....	11
3.1	Content overview of topics	11
3.2	Content overview of practical lessons / tasks	14
3.3	Content outline per term	20
3.4	Teaching plans	21
3.4.1	Grade 4 Term 1	21
3.4.2	Grade 4 Term 2	26
3.4.3	Grade 4 Term 3	31

3.4.4	Grade 4 Term 4	36
3.4.5	Grade 5 Term 1	42
3.4.6	Grade 5 Term	48
3.4.7	Grade 5 Term 3	54
3.4.8	Grade 5 Term 4	60
3.5	Term overview – 2,5 hours teaching time per five day cycle	66
3.6	Content outline per term	73
3.7	Teaching plans	74
3.7.1	Grade 4 term 1	74
3.7.2	Grade 4 term 2	79
3.7.3	Grade 4 term 3	85
3.7.4	Grade 4 term 4	91
3.7.5	Grade 5 term 1	96
3.7.6	Grade 5 term 2	103
3.7.7	Grade 5 term 3	109
3.7.8	Grade 5 term 4	115
4.	SECTION 4	120
	ASSESSMENT	120

1. SECTION 1 (THIS SECTION IS GENERIC)

2. SECTION 2:

2.1 INTRODUCTION TO HOSPITALITY STUDIES

2.1.1 What is HOSPITALITY STUDIES?

Hospitality Studies is the study of various interrelated themes in the hospitality industry such as food production, food and beverage services, hygiene and safety, cleaning and housekeeping, client service as well as communication skills. The subject will equip the learners with skills to prepare a range of different recipes and meal, serve food, set tables for different meals, as well as how to perform these tasks in the industry.

Hospitality 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 Hospitality Studies include

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

1	Sectors in the hospitality industry
2	Hygiene and Safety
3	Nutrition and menu planning
4	Kitchen and restaurant operations
5	Food commodities
6	Food and beverage services including waitering

7	Cleaning and housekeeping
8	Client service and communication

2.3 Specific Aims:

In Hospitality studies learners will study:

- Health, hygiene and safety procedures as well as good housekeeping principles
- The sectors in the hospitality industry and career possibilities in each sector
- Client services and customer care in the industry
- Nutrition, menu planning, food purchasing and storage, preparation and serving of food
- Managing resources
- Food commodities

2.4 Requirements for **Hospitality 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 Hospitality 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 Hospitality Studies periods should be continuous periods, preferably attached to a break.

The Hospitality Studies periods should be continuous periods, preferably attached to a break. To allow for the three restaurant days during three of the four terms, the time table should allow for two Hospitality Studies classes per day. The first class will prepare the food and the second class will take the orders, serve the food and cleanup afterwards. Rotation of the groups will provide all the learners the opportunity to lean chef as well as waitering skills, depending on the abilities of the learners, it is advisable that non-paying guests are invited to the restaurant events and that the number does not exceed 30 guests per restaurant day.

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 Hospitality Studies.

2.4.2.2 Uniforms

- Learners should wear chefs' aprons/jackets and disposable caps/chef's hats.
- Waiters should wear a waistcoat or apron

2.4.2.3 Books, magazines and teaching media

- Each learner should have a recipe book with recipes for two persons and homework book
- The teacher should have several recipe books, flash cards, photos of completed dishes 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

Training 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 training kitchen should contain:

- 4 stoves to accommodate 15 learners (four learners per stove)
- 4 Built-in double sinks
- Cupboards or open shelves
- Hot and cold water supply at the sinks
- Electricity supply to the stoves, and wall plugs at each work station for electrical equipment
- Sufficient electricity supply to allow the stoves and electrical equipment to operate simultaneously
- A storeroom or cupboards for ingredients and equipment
- A fridge and freezer

Dining area – preferably leading off the kitchen.

- This need not be a separate classroom or dining hall, but may be a covered area with tables and chairs.
- Toilet facilities for guests are compulsory.

Burglar proofing at all the windows and doors of the kitchen, or an alarm system should be installed.

Appliances and equipment for the training kitchen and restaurant

The context of the school will determine the number and type of equipment. The following list is an indication of the minimum equipment needed to offer the subject:

- Different types and sizes pots and pans, cake tins, tart and pie plates
- Electrical equipment such as 2 kettles, 4 mixers, 4 toasters

- Kitchen smalls (nine of each) such as egg lifters large spoons, knives, vegetable peelers, cutting boards, tin openers, mixing bowls, measuring equipment, soup ladles, whisks, flour sieves
- 2 Ironing boards and 2 irons
- Appliances such as fridge and freezer
- Clothes lines for dishtowels and table cloths
- 1 Rubbish bin
- 1 Trolley for ingredients and equipment

Furniture and equipment for the restaurant or dining area:

- Reception area and counter
- Tables and chairs for 30 guests
- Counters/tables for buffet meals
- Floors: ceramic tiles/wood/laminated
- 10 Tablecloths
- Crockery and cutlery as needed for serving meals to guests

2.4.2.5 Finances

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 as well as for the restaurant days
- Maintenance and purchasing of new equipment/appliances should be added to the budget

Example of a budget for Hospitality studies weekly practical lessons – excluding restaurant days

Grade	Cost per task	Number of learners	Number of recipes to	Cost
-------	---------------	--------------------	----------------------	------

			be made per year	
4	R 15.00 per pair	15	27	R 15.00 X 7 pairs X 27 = R 2835.00
5	R 15.00 per pair	15	27	R 15.00 X 7 pairs X 27 = R 2835.00
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 training 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 staff in hostels, restaurants, bed and breakfast, centre for the aged, protective work places etc.

- Setting up of own stalls
- Nutrition programme assistants

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 Hospitality 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 and dining area. The table below indicates the topics and content in the Hospitality Studies learning programme in Grade 4 and 5.

		Grade 4	Grade 5
1	Sectors in the hospitality industry	Concept Hospitality studies Sectors in the industry Food and beverage establishments	Concept Hospitality studies Sectors in the industry Food and beverage and accommodation establishments
2	Hygiene and Safety	Personal hygiene Hygiene on food premises General safety practices in the kitchen and restaurant Kitchen pests Appropriate dress code	Personal hygiene, food poisoning, food spoilage, food contamination, food borne diseases and temperature control Hygiene on food premises General safety practices in the kitchen and restaurant and handling emergency situations Kitchen pests Appropriate dress code and personal protective clothing
3	Nutrition and menu planning	SA Food Pyramid Nutrients: Protein, starch, fat, vitamins, minerals	SA Food Pyramid Nutrients and their functions: protein, starch, fat,

		(calcium) and water Menu planning for breakfast, and light lunch and coffee break	vitamins, minerals (calcium) and water Nutritional value of meals Principles of menu planning Menu planning for English breakfast, 3 course meal and birthday party for a young child age 6 – 11 years
4	Kitchen and restaurant operations	Appliances, equipment and utensils in the kitchen and restaurant Recipes Mise-en-place in the kitchen Cooking methods Drink services	Appliances, equipment and utensils in the kitchen and restaurant Recipes Mise-en-place in the kitchen Cooking methods Professionalism in the hospitality industry
5	Food commodities	Flour mixtures Jelly Coffee Eggs Dairy Sauces Cereal and porridge Salad, salad dressing and vegetables Red meat and sausages Sandwiches	Cakes, biscuits and rusks Jelly and gelatine Coffee and tea Eggs and egg based desserts Choux pastry Diary Sauces Soups Quiches and pastry Cereal, porridge and rice Pasta and sauces Fruit and vegetables Chicken and fish Yeast products

		Sugar cookery	
6	Food and beverage services including waitering	Mise-en-place in restaurant Breakfast, light meals and coffee break Table setting Service and clearing techniques Customer relations	Mise-en-place in restaurant and types of services English breakfast, brunch and 3 course meals Table setting Service and clearing techniques Customer relations, greeting and serving guests, handling guest complaints
7	Cleaning and housekeeping	Identify and use cleaning materials Handling and disposing of waste Clean and store glassware Clean and store crockery and cutlery Clean rooms and restaurants Linen service Clean floors, tiles and cupboards	Identify and use cleaning materials Recycling in the hospitality industry Clean and store glassware Clean and store crockery and cutlery Clean rooms and restaurants Clean toilets and bathrooms Clean public areas
8	Client service and communication	Structure of a team and team work Procedures for absenteeism and illness Respect to learners, clients and teachers	Team work and definition of roles Procedures for absenteeism and illness Respect to learners, clients and teachers

3.2 Content overview of practical lessons / tasks

The theory is embedded in the practical tasks in Hospitality 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 20 - 69 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 70 - 119 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 Hospitality Studies plus two other vocational subjects.

week	GRADE 4 1 st year (2 hour periods)	GRADE 4 2 nd year (2 hour periods)	GRADE 5 1 st year (2 hour periods)	GRADE 5 2 nd year (2 hour periods)	GRADE 5 3 rd 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	Fruit jam	Fruit jam
5	Baked apples/pears	Stewed dried fruit	Lemon berry quick bread	Baked fruit and nut bars	Mini fruit cakes
6	Hard boiled eggs 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 and serve
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	Mise-en-place in the restaurant: breakfasts and lunches		Mise-en-place in the restaurant: breakfasts, lunches and buffet		
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 and honey	Layered muesli and cornflakes in glass served with fruit juice	Layered muesli, cornflakes and fruit served with yoghurt and tea	Layered muesli, cornflakes and fruit served with yoghurt and café au lait	Layered muesli, cornflakes and fruit served with yoghurt 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	Sweet corn muffins served	Vanilla single layer cakes	Chocolate single layer cakes	Fudge single layer cakes,

	margarine	with margarine and grated cheese	dusted with icing sugar	decorated with butter icing	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).	Health rusks.
7	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners share and eat the food after preparation		Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested dishes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
8 & 9	Learners prepare and serve food for a breakfast menu consisting of the following suggested dishes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners clean up afterwards		Learners prepare and serve food for a breakfast menu consisting of the following suggested dishes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
10	The learner cleans different sections in the hospitality 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 hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables		
	TERM 3				
1	Vanilla milk shake	Vanilla ice cream	Strawberry and almond smoothie made with ice	Chocolate and banana smoothie made with yoghurt	Health smoothie made with yoghurt

			cream	and ice cream	
2	Toast with cheese sauce	Custard with bananas	Corn and ham soup	Potato and bacon cream soup	Butternut and orange cream soup
3	"Melkkos"	Sago pudding	Quiche Lorraine	Bacon and onion quiche	Salami and mushroom cheese quiche
4	Fried beef sausages	Fried pork sausages	Poached hake with lemon butter sauce	Fried fish cakes (made with pilchards) with lemon	Hake pie
5	Grilled beef kebabs using 2 different vegetables	Grilled mutton kebabs using 2 different vegetables	Chicken stir fry	Chicken burger	Chicken stew
6	Baked meat balls	Beef burgers	Curried chicken	Creamy paprika chicken	Chicken a'la King
7	Learners practise a trail run to prepare a lunch menu. The following are suggested dishes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards		Learners practise a trail run to prepare a 3 course menu. The following are suggested dishes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards		
8&9	Learners prepare and serve a lunch menu consisting of the following suggested dishes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance)		Learners prepare and serve a 3 course menu consisting of the following suggested dishes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait		

	Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards		Learners share and eat the dishes and clean up afterwards		
10	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste		The learner cleans different sections in the school, e.g.: Bathrooms and toilets		
	TERM 4				
1	Mixed vegetable salad served with uncooked salad dressing	Vegetable (with one additional vegetable) salad and serve with uncooked salad dressing	Boiled pasta with instant pasta sauce	Boiled pasta with cheese sauce	Macaroni and cheese
2	Coleslaw with mayonnaise	Broccoli and cauliflower 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	Vanilla marshmallows and package	Vanilla fudge and package	Yoghurt jelly in mould and serve	Chocolate mousse	Rainbow jelly sweets (2 jelly flavours)
7	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested dishes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child. The following are suggested dishes Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
8&9	Learners prepare an afternoon coffee break consisting of the following suggested dishes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners prepare a birthday party for a 6 – 11 year old child, consisting of the following suggested dishes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen Dispose of waste		The learner cleans different sections in the school, e.g.: School's sick room		

3.3 Content outline per term

During every Hospitality 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
- mise-en-place 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 Hospitality 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. **The Hospitality studies teacher may not eat the demonstrated dish**
- 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 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 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.

3.4.1 Grade 4 Term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</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>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Hospitality Studies, identify the sectors in the industry 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, from allocated kitchen cabinets, cook food on allocated stove and wash dishes in their allocated sinks, dry and put dishes away</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Take their aprons off and put aprons and hats in designated place
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 Hospitality 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	Nutrition and menu planning Food commodities	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	Nutrition and menu planning Food commodities	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 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	Nutrition and menu planning Food commodities	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	GRADE 4 1 st year (2 hour periods) Learners prepare baked apples/pears
			GRADE 4 2 nd year (2 hour periods) Learners prepare stewed dried fruit
6	Nutrition and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg 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 4 1 st year (2 hour periods) Learners prepare hard boiled eggs and serve in egg cup with a slice of bread
			GRADE 4 2 nd year (2 hour periods) Learners prepare baked eggs with a slice of toast
7	Nutrition and menu planning Food commodities	Identify and list the bird's as well as their eggs consumed by humans and list the sizes of the eggs Describe the difference between quail, ostrich, chicken and goose eggs	GRADE 4 1 st year (2 hour periods) Learners prepare scrambled eggs with grated cheese
			GRADE 4 2 nd year (2 hour periods) Learners prepare omelette with cheese filling

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
8	Nutrition and menu planning Food commodities	List the most important nutrient in eggs, namely protein 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) Prepare and bake meringues (use 2 teaspoons to shape)
			GRADE 4 2 nd year (2 hour periods) Prepare and bake meringues (use icing bag to pipe rosettes) decorated with 100's and 1000's
9	Food and beverage services	Prepare the venue for breakfasts Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: breakfasts and lunches Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Handle and dispose of waste	The learner cleans different sections in the hospitality 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&9:	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 Hospitality 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	Nutrition and menu planning	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	GRADE 4 1 st year (2 hour periods) Learners prepare instant mabella meal pap and serve with milk and honey
	Food commodities	Identify and name cereals used in food preparation Distinguish between instant and filter coffee Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	GRADE 4 2 nd year (2 hour periods) Learners prepare layered muesli and cornflakes in glass served with fruit juice
	Hygiene		
2	Nutrition and menu planning	List the most important nutrient in porridge, namely starch Identify and name South-Africa's staple food Identify and list the products that are made from maize	GRADE 4 1 st year (2 hour periods) Learners prepare Tasty Wheat and serve with milk and sugar
	Food commodities	List the accompaniments for breakfast cereals and porridge	GRADE 4 2 nd year (2 hour periods) Learners prepare maize pap and serve with milk and sugar
3	Nutrition and menu planning	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 commodities	<p>Understand the difference between batter and dough</p> <p>List the portion size and number of portions to eat daily from the starch group</p> <p>List the most important nutrient in crumpet and waffles, namely starch</p> <p>Understand and practise frying</p> <p>Understand and describe the characteristics of good crumpets and waffles</p> <p>Understand how to ensure a good product and serve the product</p> <p>Understand and practise the safety rules in handling a frying pan</p>	<p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare and fry waffles and serve with syrup</p>
4	<p>Nutrition and menu planning</p> <p>Food commodities</p>	<p>Name the portion size of pancakes and crepes and the number of portions to eat daily from the starch group</p> <p>List the most important nutrient in pancakes and crepes, namely starch</p> <p>Understand the difference between batter and dough</p> <p>Understand and practise the emulsion (muffin) mixing method</p> <p>Understands and practise frying</p> <p>Understands and describe the characteristics of good pancakes and crepes</p> <p>Understand how to ensure a good product and serve the product</p>	<p>GRADE 4</p> <p>1st year (2 hour periods)</p> <p>Learners prepare and fry pancakes and serve with honey/syrup</p> <p>GRADE 4</p> <p>2nd year (2 hour periods)</p> <p>Learners prepare and fry crepes and serve with honey/syrup</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Nutrition and menu planning Food commodities	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
			GRADE 4 2 nd year (2 hour periods) Learners prepare and bake sweet corn muffins and serve with margarine and grated cheese
6	Nutrition and menu planning Food commodities	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 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	GRADE 4 1 st year (2 hour periods) Learners prepare and bake breakfast scones and serve with margarine and jam
			GRADE 4 2 nd year (2 hour periods) Learners prepare and bake individual scones and serve with margarine and jam
7	Food and beverage	Understand the term “menu” and the typical layout of a menu Choose a dish to prepare or task to perform in the restaurant	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast menu Set the table for a breakfast Understand and practise service and clearing techniques	Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners share and eat the food after preparation
8	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Understand the nutritional value of breakfasts Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
9	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store glassware Handle and 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:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8&9:	Waitering skills: Take ordered food to the correct guest	Chef skills: "Multiply" ingredients correctly
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 your task in the restaurant
Week 8:	Colour/mark a breakfast place setting
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	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and waste disposal practises Identify dairy products on the SA Food Pyramid	GRADE 4 1 st year (2 hour periods) Learners prepare and serve vanilla milk shake
	Nutrition and menu planning Food commodities	Name the portion size of dairy products and the suggested number of portions to eat daily	GRADE 4 2 nd year (2 hour periods) Learners prepare vanilla ice cream
2	Nutrition and menu planning Food commodities	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	Nutrition and	Identify and describe the storage methods of milk and milk	GRADE 4 1 st year (2 hour periods) Learners prepare and serve “melkkos”

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	menu planning Food commodities	products Identify and describe dairy products Identify and describe the effect of heat on milk	GRADE 4 2 nd year (2 hour periods) Learners prepare and serve sago pudding
4	Nutrition and menu planning Food commodities	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
5	Nutrition and menu planning Food commodities	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 hour periods) Learners prepare, grill and serve beef kebabs using 2 different vegetables
			GRADE 4 2 nd year (2 hour periods) Learners prepare, grill and serve mutton kebabs using 2 different vegetables

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
6	Nutrition and menu planning Food commodities	Identify and name the dry heat and moist heat cooking methods for meat Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Describe how to thaw meat Describe temperature control 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 	GRADE 4 1 st year (2 hour periods) Learners prepare and bake meat balls
			GRADE 4 2 nd year (2 hour periods) Learners prepare and grill hamburger patties to make hamburgers
7	Client service and communication Food and	Understand the typical layout of a menu Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Choose a dish to prepare or task to perform in the restaurant	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes: Coffee and/or orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners share and eat the dishes and clean up afterwards
8&9	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store cutlery, crockery and glassware Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware 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:	Fry meat correctly	Clean stove top thoroughly
Week 5:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 6:	Shape meat balls/patties correctly	Neatness of hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8&9:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
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 melkkos/sago pudding
Week 4:	Identify/name the animals producing meat
Week 5:	Select/write the cooking methods to prepare meat
Week 6:	Mark/identify how to thaw meat
Week 7:	Select dishes for a lunch menu.
Week 8&9:	Cut and paste the cutlery and crockery to set a lunch table for 2 people
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	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage establishments in the local area and compare their services and products 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	GRADE 4 1 st year (2 hour periods) Learners prepare mixed vegetable salad and serve with salad dressing
			GRADE 4 2 nd year (2 hour periods) Learners prepare mixed vegetable (with one additional vegetable) salad and serve
2	Nutrition and menu planning Food commodities	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 (use mayonnaise) and serve
			GRADE 4 2 nd year (2 hour periods) Learners prepare broccoli, cauliflower and onion salad and serve
3	Nutrition and menu planning Food	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 hour periods) Learners prepare potato and egg salad (use mayonnaise)

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Name different types of salad dressings	GRADE 4 2 nd year (2 hour periods) Learners prepare potato and egg salad (add 1 additional ingredient and use mayonnaise and condensed milk mixture)
4	Nutrition and menu planning Food commodities	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	Nutrition and menu planning	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
	Food		GRADE 4 2 nd year (2 hour periods) Learners prepare wrap with mixed vegetable, chicken slivers and cheese filling and serve

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities		
6	Nutrition and menu planning	Identify sugar on the SA Food Pyramid Identify the stages to beat egg whites Understand and identify safety precautions to prepare fudge	GRADE 4 1 st year (2 hour periods) Learners prepare vanilla marshmallows and package
	Food commodities	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 vanilla fudge and package
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Identify and describe the procedure for absenteeism and illness in the hospitality industry Understand the term “menu” and the typical layout of a coffee break menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for a coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
8			Learners prepare an afternoon coffee break. The suggested recipes:

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a coffee break menu Understand and practise mise-en-place in a restaurant Prepare a coffee break Set the table for brunch Understand and practise service and clearing techniques Understand customer relations	Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the nutritional value of a coffee break Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Clean and store restaurant linen	Washes, dries and stores restaurant linen
		Handle and dispose of waste	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:	Handle hot liquids safely	Keep work surface neat and clean
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Work under pressure
Week 8:	Waitering skills: Treat guests polite and with respect	Chef skill: Maintain hygienic standards
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:	Select dishes suitable for a coffee break
Week 8:	Cut and paste the cutlery and crockery to host a coffee break
Week 10:	Colour/mark/match/write how to clean restaurant 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:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area and the functions of each</p> <p>List suggestions for classroom rules and repeat rules</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</p> <p>Identify and list food & beverage and accommodation establishments</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 Hospitality 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> <p>Take their aprons off and put aprons and hats in an allocated area</p>
2	Hygiene and safety Food	<p>Understand the concept of personal hygiene and appropriate dress code</p>	<p>GRADE 5</p> <p>1st year (2 hour periods)</p> <p>Learners prepare and enjoy a cup of filter coffee with milk practising safety rules in the kitchen</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Give reasons for wearing protective clothing in a kitchen Understand and practise safety practices in the kitchen List and role play procedures to follow in emergency situations Conform to personal hygiene practises in the Hospitality Studies centre	GRADE 5 2 nd year (2 hour periods) Learners prepare and enjoy a cup of tea served with milk practising safety rules in the kitchen
			GRADE 5 3 rd year (2 hour periods) Learners prepare and enjoy Cafe Latte practising safety rules in the kitchen
3	Nutrients and menu planning Food commodities	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 hour periods) Learners prepare and serve banana split bites
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve fresh fruit popsicle sticks
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve striped fruit popsicles
4	Nutrients and menu planning	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,	GRADE 5 1 st year (2 hour periods) Learners prepare and bottle marmelade
			GRADE 5 2 nd year (2 hour periods) Learners prepare and bottle fruit jam
			GRADE 5

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	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	3 rd year (2 hour periods) Learners prepare and bottle fruit jam
5	Nutrients and menu planning Food commodities	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
6	Nutrients and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg portion size and list the number of portions to eat daily Identify and name the sizes of eggs as jumbo, extra large, large, medium and small	GRADE 5 1 st year (2 hour periods) Learners prepare and serve French toast
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve window eggs
			GRADE 5 3 rd year (2 hour periods) Learners prepare baked egg and bread dish and serve

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
7	Nutrients and menu planning Food commodities	Identify eggs and milk on the SA Food Pyramid Identify egg and milk portion size and list the number of portions to eat daily List the most important nutrient in eggs, namely protein Identify and list the birds as well as their eggs consumed by humans and describe the appearance and size of the eggs	GRADE 5 1 st year (2 hour periods) Learners prepare and serve baked custard
			GRADE 5 2 nd year (2 hour periods) Learners prepare and serve lemon meringue pie
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve crème brûlée
8	Nutrients and menu planning Food commodities	List the most important nutrient in eggs, namely protein and list the function of protein Identify and name the purchase unit List and describe the cooking methods to make choux pastry Identify the quality characteristics of the end product	GRADE 5 1 st year (2 hour periods) Learners prepare and serve cream puffs filled with whipped cream
			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 and beverage services	Prepare the venue for English breakfast Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: English breakfast Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
10	Cleaning and housekeeping	Identify and use cleaning materials Recycle recyclables in the hospitality industry	Learners identify cleaning materials and clean the following areas scrub floors, sinks, counter tops and kick boards Washes, dries and stores crockery and cutlery Recycle in the hospitality industry

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 sheet on the middle shelf in 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 Hospitality 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

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage and accommodation establishments in the local area and compare their services and products 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	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	Nutrition and menu planning Food commodities	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa's 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	GRADE 5 1 st year (2 hour periods) Learners prepare and serve oats porridge 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)

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		porridges	Learners prepare and serve couscous with milk
3	Nutrients and menu planning Food commodities	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	Nutrients and menu planning Food commodities	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 raising 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	Nutrients and	Identify the starch and fat group on the SA Food Pyramid	GRADE 5

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	menu planning	Identify cake, biscuit and rusk portion size and list the number of portions to eat daily	1 st year (2 hour periods) Learners prepare, bake and package vanilla single layer cakes dusted with icing sugar
	Food commodities	Identify and name the raising agent used for cakes and biscuits	GRADE 5 2 nd year (2 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing
		Identify and name the cooking method used for cakes and biscuits	GRADE 5 3 rd year (2 hour periods) Learners prepare, bake and package fudge single layer cakes, cut into slices and decorated with butter icing
6	Nutrients and menu planning	List the most important nutrient in cakes and biscuits, namely starch and list two functions of starch and fat	GRADE 5 1 st 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
	Food commodities	Identify and distinguish between the different types of biscuits	GRADE 5 2 nd 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
		Identify and list the characteristics of baked products that are ready to take out of the oven	GRADE 5 3 rd year (2 hour periods) Learners prepare and bake health 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
7	Food and beverage services Kitchen and restaurant operations	<p>Understand the term “menu” and the typical layout of a menu</p> <p>Understand the principles of menu planning</p> <p>Choose a dish to prepare or task to perform in the restaurant</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a English breakfast</p> <p>Set the table for a English breakfast</p> <p>Understand and practise service and clearing techniques</p>	<p>Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes:</p> <p>Filter coffee and a selection of fruit juice</p> <p>Scrambled eggs with toast</p> <p>Fried beef or pork sausage</p> <p>Grilled, sliced tomatoes and mushrooms</p> <p>Learners clean up afterwards</p>
8	Food and beverage services Kitchen and restaurant operations	<p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a English breakfast</p> <p>Understand the nutritional value of breakfasts</p> <p>Set the table for a English breakfast</p> <p>Understand and practise service and clearing techniques</p>	<p>Learners prepare and serve food for a breakfast menu. The following are suggested recipes:</p> <p>Filter coffee and a selection of fruit juice</p> <p>Scrambled eggs with toast</p> <p>Fried beef or pork sausage</p> <p>Grilled, sliced tomatoes and mushrooms</p> <p>Learners clean up afterwards</p>
9	Food and beverage	Understand and practise mise-en-place in a restaurant	Learners prepare and serve food for a breakfast menu. The following

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	services Kitchen and restaurant operations	Prepare a English breakfast Set the table for a breakfast Understand and practise service and clearing techniques Understand the principles of menu planning	are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean public areas – e.g. school entrance hall Recycling in the hospitality industry	The learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables

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 scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to "multiply" ingredients correctly
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:	Colour/mark/list your task in the restaurant
Week 8:	Colour/mark a breakfast place setting
Week 10:	Colour/mark/write the cleaning material to use to clean floors in public areas

3.4.7 Grade 5 Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and recycling of waste	GRADE 5 1 st year (2 hour periods) Learners prepare and serve a strawberry and almond smoothie made with ice cream
	Nutrition and menu planning	Identify milk and dairy products portion size and list the number of portions to eat daily	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve a chocolate and banana smoothie made with yoghurt and ice cream
	Food commodities	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 3 rd year (2 hour periods) Learners prepare and serve a health smoothie made with yoghurt
2	Nutrition and menu planning	List the most important nutrient in milk and milk products, namely protein and calcium	GRADE 5 1 st year (2 hour periods) Learners prepare and serve corn and ham soup
	Food commodities	Identify cream soup portion size and list the number of portions to eat from the dairy group	GRADE 5 2 nd year (2 hour periods) Learners prepare and serve potato and bacon cream soup
		Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup) List the characteristics of a good 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
		List the accompaniments for soup	
3	Nutrition and menu planning Food commodities	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium	GRADE 5 1 st year (2 hour periods) Learners prepare and serve quiche Lorraine
		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 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	Nutrition and menu planning Food commodities	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily 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	GRADE 5 1 st year (2 hour periods) Learners prepare and serve poached hake 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
5	Nutrition and menu planning	Identify poultry on the SA Food Pyramid Identify poultry portion size and list the number of portions to	GRADE 5 1 st year (2 hour periods)

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	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	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
6	Nutrition and men planning	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 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 	GRADE 5 1 st year (2 hour periods) Learners prepare and serve curried chicken
	Food commodities		GRADE 5 2 nd year (2 hour periods) Learners prepare and serve creamy paprika chicken
			GRADE 5 3 rd year (2 hour periods) Learners prepare and serve Chicken a'la King
7	Client service and	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and	Learners practise a trail run to prepare a 3 menu. The following are suggested recipes:

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	communication Food and beverage service Kitchen and restaurant operations	<p>teachers</p> <p>Understand the term “menu” and the typical layout of a 3 course menu</p> <p>Choose a dish to prepare or task to perform in the restaurant</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a 3 course menu</p> <p>Set the table for a 3 course menu</p> <p>Understand and practise service and clearing techniques</p>	<p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p> <p>Mixed vegetable salad</p> <p>Crème brûlée or crème anglaise</p> <p>Filter coffee/tea/coffee au lait</p> <p>Learners share and eat the dishes and clean up afterwards</p>
8	Food and beverage service Kitchen and restaurant operations	<p>Understand the structure of a team and the definition of roles</p> <p>Understand and practise respect to learners, clients and teachers</p> <p>Understand the term “menu” and the typical layout of a 3 course menu</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Choose dish to prepare or task to perform in the restaurant</p> <p>Prepare a 3 course menu</p> <p>Set the table for a 3 course menu</p> <p>Understand and practise service and clearing techniques</p> <p>Understand and practise to greet guests</p>	<p>Learners prepare and serve a 3 course menu. The following are suggested recipes:</p> <p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p> <p>Mixed vegetable salad</p> <p>Crème brûlée or crème anglaise</p> <p>Filter coffee/tea/coffee au lait</p> <p>Learners share and eat the dishes and clean up afterwards</p>
9	Food and beverage service	<p>Understand and practise respect to learners, clients and teachers</p> <p>Understand and practise mise-en-place in a restaurant</p>	<p>Learners prepare and serve a 3 course menu. The following are suggested recipes:</p> <p>Cucumber mould</p> <p>Chicken or beef stew with rice timbales</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Kitchen and restaurant operations	Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand customer relations Understand and practise service and clearing techniques Understand and practise to greet guests	Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean bathrooms and toilets	The learner cleans different sections in the school, e.g.: Bathrooms and toilets

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	Maintenance of hygienic standards: 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:	Poach/ fry products correctly	Clean stove top thoroughly
Week 5:	Grill/fry correctly	Identify most suitable equipment to prepare product
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
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:	Identify/name the fresh water fish
Week 5:	Select/write the cooking methods to prepare a burger and meat stew
Week 6:	Mark/identify how to thaw chicken
Week 7:	Select dishes for a 3 course menu.
Week 8:	Cut and paste the cutlery and crockery to set a 3 course dinner for 2 people
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 commodities	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	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 commodities	Identify fruit on the SA Food Pyramid 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 stir fry
3	Nutrition and menu planning	Identify vegetables on the SA Food Pyramid Identify vegetable portion size and list the number of portions	GRADE 5 1 st year (2 hour periods) Learners prepare and serve mashed potatoes

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	to eat daily 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	Nutrition and menu planning	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 commodities		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	Nutrition and menu planning	List the most important nutrient in bread, namely starch and list the function of starch Identify the different cooking methods for yeast products	GRADE 5 1 st year (2 hour periods) Learners prepare brown bread rolls (teacher prepare dough) and package bread to take home

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Understand and identify the characteristics of a baked product	<p>GRADE 5 2nd year (2 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare braided bread (teacher prepare dough) and package bread to take home</p>
6	Nutrition and menu planning	<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>GRADE 5 1st year (2 hour periods) Learners prepare banana and orange jelly served with custard</p>
	Food commodities	<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) Carrot and pineapple moulded salad</p> <p>GRADE 5 3rd year (2 hour periods) Learners prepare and serve trifle (use 2 different jelly flavours)</p>
7	Client service and	Identify and describe the procedure for absenteeism and illness in the hospitality industry	<p>Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child . The following are suggested recipes:</p> <p>Strawberry smoothie</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	<p>communication</p> <p>Food and beverage service</p> <p>Kitchen and restaurant operations</p>	<p>Understand the term “menu” and the typical layout of a children’s party menu</p> <p>Choose dish to prepare or task to perform in the restaurant</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a children’s party menu</p> <p>Set the table for children’s party</p> <p>Understand and practise service and clearing techniques</p> <p>Understand customer relations</p>	<p>Cup cakes, or novelty birthday cake</p> <p>Tramezzini with cheese or eclairs with savoury filling</p> <p>Crumpets served with butter and cheese or pancakes with savoury filling</p> <p>Yoghurt jelly</p>
8	<p>Client service and communication</p> <p>Food and beverage service</p> <p>Kitchen and restaurant operations</p>	<p>Understand the structure of a team and team work</p> <p>Understand and practise respect to learners, clients and teachers</p> <p>Understand the term “menu” and the typical layout of a children’s party menu</p> <p>Understand and practise mise-en-place in a restaurant</p> <p>Prepare a children’s party menu</p> <p>Set the table for children’s party</p> <p>Understand and practise service and clearing techniques</p> <p>Understand customer relations</p>	<p>Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes:</p> <p>Strawberry smoothie</p> <p>Cup cakes, or novelty birthday cake</p> <p>Tramezzini with cheese or eclairs with savoury filling</p> <p>Crumpets served with butter and cheese or pancakes with savoury filling</p> <p>Yoghurt jelly</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the importance of a nutritional children's party Understand and practise mise-en-place in a restaurant Prepare a children's party menu Set the table for children's party Understand and practise service and clearing techniques Understand customer relations	Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly Strawberry Santa Clause
10	Cleaning and housekeeping	Identify and use cleaning materials Clean a office in the school	The learner cleans different sections in the school, e.g.: Office space

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	Clean and sort cutlery correctly
Week 3:	Practise safe knife skills	Switches stove plate off before removing pot
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:	Waitering skills: Serve dishes correctly	Chef skills: Work under pressure
Week 8:	Waitering skills: Treat guests politely and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean an office space 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 pasta shapes on the photos
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid
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:	Select dishes suitable for a birthday party for a 6 – 1 year old child
Week 8:	Paste a picture of a novelty cake and list the ingredients you will need to bake the bread
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.

3.5 Term overview – 2,5 hours teaching time per five day cycle

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, from allocated kitchen cabinets, cook food on allocated stoves and wash dishes in their allocated sinks, 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 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 or soft boiled eggs served in egg cup with a	Poached eggs with a slice of toast and sliced tomatoes	French toast with syrup	Window eggs served with grated cheese	Baked egg and bread dish with cheese and serve

	slice of toast				
7	Scrambled eggs with grated cheese and a slice of toast	Omelette with cheese and spinach filling (teacher boils the spinach)	Baked caramel custard	Lemon meringue tart	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	Mise-en-place in the restaurant: breakfasts and lunches		Mise-en-place in the restaurant: breakfasts, lunches and buffet		
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 yoghurt and flavoured	Layered muesli, cornflakes and fruit served with yoghurt and cappuccino	Layered muesli, cornflakes and fruit served with yoghurt 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 marmite and grated cheese	Waffles with syrup and whipped cream	Boiled yellow rice with raisins	Rice salad (add 1 ingredient to basic recipe) and serve	Rice timbales (with 1 additional ingredient)
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 decorated with butter icing	Fudge cup cakes decorate with 7 minute icing
5	Muffins served with	Raisin muffins and serve	Vanilla single layer cakes	Chocolate single layer cakes	Coconut single layer cakes,

	margarine, jam and whipped cream	with margarine or margarine, jam and whipped cream	decorated with butter icing	decorated with butter icing	cut into slices and decorated with butter icing
6	Breakfast scones and serve with margarine, jam and whipped cream	Individual scones and serve with margarine, jam and whipped cream	Chocolate crunchies cut into squares	Millionaires short bread.	All Bran rusks.
7	Learners practise a trail run to prepare food for a breakfast menu . The following are suggested recipes: Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners share and eat the food after preparation		Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
8&9	Learners prepare and serve food for a breakfast menu . The following are suggested recipes Coffee and orange juice Boiled and baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and a breakfast wrap. Learners clean up afterwards		Learners prepare and serve food for a breakfast menu. The following are suggested recipes Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards		
10	The learner cleans different sections in the hospitality 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 hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables		
	TERM 3				
1	Chocolate milk shake in	Strawberry and vanilla ice	Strawberry and almond	Apple and lime smoothie	Health smoothie made with

	decorated glass	cream	smoothie made with yoghurt and ice cream	made with yoghurt and ice cream	yoghurt and honey
2	Toast with cheese sauce decorated with parsley	Caramel flavoured custard with bananas	Asparagus cream soup	Butternut cream soup	Cream tomato soup with croutons
3	“melksnysels”	Sago pudding with meringue topping	Quiche Lorraine with phyllo pastry	Broccoli and cheese quiche	Three cheese vegetable quiche
4	Fried mutton sausages	Fried chicken sausages	Poached hake with white sauce	Fried fish cakes (made with tuna and hake) with lemon	Haddock pie
5	Grilled beef kebabs using 3 different vegetables	Grilled mutton kebabs using 3 different vegetables	Chicken stir fry served on rice	Chicken and pineapple burger	Chicken stew served with rice
6	Baked cocktail meat balls	Beef and cheese burgers	Curried chicken with rice	Creamy paprika chicken with rice	Chicken a’la King with rice
7	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes Coffee and orange juice Toasted triple sandwich Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards		Learners practise a trail run to prepare a 3 course menu. The following are suggested recipes Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards		
8&9	Learners prepare and serve a lunch menu. The following are suggested recipes Coffee and orange juice Toasted triple sandwich		Learners prepare and serve a 3 course menu. The following are suggested recipes Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad		

	Macaroni and cheese (teacher boils the macaroni in advance) Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards	Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards			
10	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware dispose of waste	The learner cleans different sections in the school, e.g.: Bathrooms and toilets			
	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 chopped 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, cream cheese and condensed milk)	Apple pasta and Mediterranean vegetable 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	Baked jacket potatoes with fried mushrooms, onions and cherry tomatoes
4	Triple egg, tomato and cheese toasted sandwich	Boiled egg, cheese and tomato Tramezzini	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
5	Wrap with mixed vegetable,	Wrap with mixed vegetable	Brown bread rolls (teacher	Cinnamon bread (teacher	Braided bread (teacher

	ham cubes and cheese filling	and fried beef cubes	prepare dough)	prepare dough)	prepare dough)
6	Flavoured and coloured marshmallows	Chocolate fudge and package	Banana and orange jelly served with custard	Carrot and pineapple moulded salad	Trifle (use 3 different jelly flavours)
7	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners practise a trail run to prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Yoghurt jelly		
8&9	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows		Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested recipes: Strawberry smoothie Cup cakes, or novelty birthday cake Tramezzini with cheese or éclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Apple tart or and pear crumble tart Yoghurt jelly		
10	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen		The learner cleans different sections in the school, e.g.: School's sick room		

	Dispose of waste	
--	------------------	--

PUBLIC COMMENT

3.6 Content outline per term

During every Hospitality 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
- mise-en-place 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 Hospitality 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. **The Hospitality studies teacher may not eat the demonstrated dish**
- 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 severe intellectual disability due to the safety risk involved with this cooking method.

3.7 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.

3.7.1 Grade 4 term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area</p> <p>List suggestions for classroom rules and repeat rules with prompting</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</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>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Hospitality Studies, identify the sectors in the industry 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, 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 Hospitality 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	Nutrition and menu planning Food commodities	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	Nutrition and menu planning	Understand the meaning of the word "nutrient" and why nutrients are important to us	GRADE 4 1 st year (2,5 hour periods) Learners prepare a breakfast banana split with garnishes

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	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 2 nd year (2,5 hour periods) Learners prepare fresh fruit trifle in individual parfait glasses
5	Nutrition and menu planning Food commodities	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	GRADE 4 1 st year (2,5 hour periods) Learners prepare baked apples/pears with readymade custard
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare stewed dried fruit served with vanilla yoghurt
6	Nutrition and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg 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 4 1 st year (2,5 hour periods) Learners prepare hard or soft boiled eggs served in egg cup with a slice of toast
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare poached eggs with a slice of toast and sliced tomatoes
7	Nutrition and menu planning Food	List the most important nutrient in eggs, namely protein Identify and list the bird's as well as their eggs consumed by humans and list the sizes of the eggs	GRADE 4 1 st year (2,5 hour periods) Learners prepare scrambled eggs with grated cheese and a slice of toast

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	Describe the difference between quail, ostrich, chicken and goose eggs	GRADE 4 2 nd year (2,5 hour periods) Learners prepare omelette with cheese and spinach filling (teacher boils the spinach)
8	Nutrition and menu planning	List the most important nutrient in eggs, namely protein Identify and name the purchase units as half a dozen, dozen, and 2,5 dozen	GRADE 4 1 st year (2,5 hour periods) Prepare and bake meringues (use icing bag to pipe rosettes)
	Food commodities	List the cooking methods used to prepare eggs	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 and beverage services	Prepare the venue for breakfasts Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: breakfasts and lunches Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store crockery and cutlery Handle and dispose of waste	The learner cleans different sections in the hospitality 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&9:	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.

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

Week 2:	Select/identify/write how to dress in the Hospitality Studies centre
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

3.7.2 Grade 4 term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Nutrition and menu planning	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	GRADE 4 1 st year (2,5 hour periods) Learners prepare instant mabella meal pap and serve with milk, honey and fruit juice
	Food commodities	Identify and name cereals used in food preparation Distinguish between instant and filter coffee Understand the danger of kitchen pests and identify different kitchen pests, namely mice, rats, cockroaches, flies and ants	GRADE 4 2 nd year (2,5 hour periods) Learners prepare layered muesli and cornflakes in glass served with filter coffee
2	Hygiene		
	Nutrition and menu planning	List the most important nutrient in porridge, namely starch Identify and name South-Africa's staple food Identify and list the products that are made from maize List the accompaniments for breakfast cereals and porridge	GRADE 4 1 st year (2,5 hour periods) Learners prepare Tasty Wheat and serve with accompaniments
	Food commodities		GRADE 4 2 nd year (2,5 hour periods) Learners prepare maize pap with accompaniments

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
3	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid Name the portion size of crumpets and waffles 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 1 st year (2,5 hour periods) Learners prepare and fry crumpets and serve with syrup and grated cheese
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry waffles and serve with syrup and whipped cream
4	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid 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	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry pancakes and serve with ice cream and syrup

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understand the difference between batter and dough Understand and practise the emulsion (muffin) mixing method Understands and practise frying Understands and describe the characteristics of good pancakes and crepes Understand how to ensure a good product and serve the product	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and fry crepes and serve with ice cream and syrup
5	Nutrition and menu planning Food commodities	Identify starch products on the SA Food Pyramid 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
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake raisin muffins and serve with margarine or margarine, jam and whipped cream
6	Nutrition and menu planning Food	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	GRADE 4 1 st year (2,5 hour periods) Learners prepare and bake breakfast scones and serve with margarine, jam and whipped cream

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	commodities	method Understand and practise baking as cooking method Understand and describe the characteristics of good scones 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	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and bake individual scones and serve with margarine, jam and whipped cream
7	Food and beverage service Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a breakfast menu Set the table for a breakfast Understand and practise service and clearing techniques	Learners practise a trail run to prepare food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners share and eat the food after preparation
8	Food and beverage service Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a breakfast Understand the nutritional value of breakfasts Set the table for a breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
9	Food and beverage	Understand and practise mise-en-place in a restaurant Prepare a breakfast	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Coffee and/or orange juice

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service Kitchen and restaurant operations	Set the table for a breakfast Understand and practise service and clearing techniques	Boiled and/or baked eggs Muesli with yoghurt and fruit, oats porridge with honey and fruit, crumpets with honey, and/or a breakfast wrap. Learners clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store glassware Handle and dispose of waste	Learners clean different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards wash, dry and stores glassware 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 scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to "multiply" ingredients correctly
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 your task in the restaurant
Week 8:	Colour/mark a breakfast place setting
Week 10:	Colour/mark/write the cleaning material to use to clean glassware

3.7.3 Grade 4 term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and waste disposal practises Identify dairy products on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve chocolate milk shake in decorated glass
	Nutrition and menu planning Food commodities	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 2 nd year (2,5 hour periods) Learners prepare strawberry and vanilla ice cream
2	Nutrition and menu planning Food commodities	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 strawberry and vanilla ice cream
3	Nutrition and menu planning	Identify and describe the storage methods of milk and milk products	GRADE 4 1 st year (2,5 hour periods) Learners prepare and serve "melksnysels"
			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Identify and describe dairy products Identify and describe the effect of heat on milk	2 nd year (2,5 hour periods) Learners prepare and serve sago pudding with meringue topping
4	Nutrition and menu planning	Identify meat and meat products on the SA Food Pyramid	GRADE 4 1 st year (2,5 hour periods) Learners prepare and fry mutton sausages
	Food commodities	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 2 nd year (2,5 hour periods) Learners prepare and fry chicken sausages
5	Nutrition and menu planning	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	GRADE 4 1 st year (2,5 hour periods) Learners prepare, grill and serve beef kebabs using 3 different vegetables
	Food commodities	Identify and explain the difference between lamb and mutton Identify and explain how to store meat Identify food spoilage and food contamination	GRADE 4 2 nd year (2,5 hour periods) Learners prepare, grill and serve mutton kebabs using 3 different vegetables
6			GRADE 4

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Nutrition and menu planning	Identify and name the dry heat and moist heat cooking methods for meat	1 st year (2,5 hour periods) Learners prepare and bake cocktail meat balls
	Food commodities	Identify fresh and stale meat and describe the appearance of fresh meat Identify and name recipes to use for minced meat Describe how to thaw meat Describe temperature control 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 	GRADE 4 2 nd year (2,5 hour periods) Learners prepare and grill hamburger patties to make beef and cheese burgers
7	Client service and communication Food and beverage service Kitchen and restaurant	Understand the typical layout of a menu Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch	Learners practise a trail run to prepare a lunch menu. The following are suggested recipes: Coffee and/or orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners share and eat the dishes and clean up afterwards

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	operations	Understand and practise service and clearing techniques	
8	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Set the table for lunch Understand and practise service and clearing techniques	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards
9	Client service and communication Food and beverage service Kitchen and	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers Understand the term “menu” and the typical layout of a lunch menu Understand and practise mise-en-place in a restaurant Prepare a lunch menu Understand the nutritional value of lunches Set the table for lunch	Learners prepare and serve a lunch menu. The following are suggested recipes: Coffee and orange juice Toasted triple sandwich Macaroni and cheese Hamburger with salad Vanilla ice cream Sago pudding Learners clean up afterwards

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	restaurant operations	Understand customer relations Understand and practise service and clearing techniques	
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store cutlery, crockery and glassware Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards washes, dries and stores cutlery, crockery and glassware 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:	Fry meat correctly	Clean stove top thoroughly
Week 5:	Grill meat correctly	Identify most suitable equipment to prepare product
Week 6:	Shape meat balls/patties correctly	Neatness of hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
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 melkkos/sago pudding
Week 4:	Identify/name the animals producing meat
Week 5:	Select/write the cooking methods to prepare meat
Week 6:	Mark/identify how to thaw meat
Week 7:	Select dishes for a lunch menu.
Week 8:	Cut and paste the cutlery and crockery to set a lunch table for 2 people
Week 10:	Colour/mark/match/write how to sort recyclables in different bins

3.7.4 Grade 4 term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage establishments in the local area and compare their services and products 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	GRADE 4 1 st year (2,5 hour periods) Learners prepare mixed vegetable salad (add 2 ingredients) and serve with salad dressing
			GRADE 4 2 nd year (2,5 hour periods) Learners prepare mixed vegetable and rice salad (add 2 ingredients) and serve
2	Nutrition and menu planning Food commodities	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 2 nd year (2,5 hour periods) Learners prepare broccoli, cauliflower, onion and cheese salad and serve
3	Nutrition and menu planning Food	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
	commodities	Name different types of salad dressings Distinguish between uncooked (French, mayonnaise), and cooked (boiled salad dressing) salad dressing List the rules to prepare and serve salads	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	Nutrition and menu planning Food commodities	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	Nutrition and menu planning Food commodities	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			GRADE 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Nutrition and menu planning	Identify sugar on the SA Food Pyramid	1 st year (2,5 hour periods) Learners prepare flavoured and coloured marshmallows
	Food commodities	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 (2,5 hour periods) Learners prepare chocolate fudge and package
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Identify and describe the procedure for absenteeism and illness in the hospitality industry Understand the term “menu” and the typical layout of a coffee break menu Choose dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for a coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners practise a trail run to prepare a afternoon coffee break The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
8	Client service and communication	Understand the structure of a team and team work Understand and practise respect to learners, clients and teachers	Learners prepare an afternoon coffee break The following are suggested recipes: Filter coffee Triple savoury sandwiches

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	n Food and beverage service Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a coffee break menu Understand and practise mise-en-place in a restaurant Prepare a coffee break Set the table for brunch Understand and practise service and clearing techniques Understand customer relations	Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the nutritional value of a coffee break Understand and practise mise-en-place in a restaurant Prepare a coffee break menu Set the table for coffee break menu Understand and practise service and clearing techniques Understand customer relations	Learners prepare an afternoon coffee break. The following are suggested recipes: Filter coffee Triple savoury sandwiches Scones and muffins with jam and cream Fried cocktail sausages Mini kebabs Meringues Marshmallows
10	Cleaning and housekeeping	Identify and use cleaning materials Clean floors, tiles and cupboards Clean and store restaurant linen Handle and dispose of waste	The learner cleans different sections in the hospitality studies kitchen, e.g.: scrub floors, sinks, counter tops and kick boards Washes, dries and stores restaurant linen 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:	Unmould 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:	Handle hot liquids safely	Organise and keep work surface neat and clean
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Able to work under pressure
Week 8:	Waitering skills: Treat guests polite and with respect	Chef skill: Maintain hygienic standards
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:	Select dishes suitable for a coffee break
Week 8:	Cut and paste the cutlery and crockery to host a coffee break
Week 10:	Colour/mark/match/write how to clean restaurant 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.

3.7.5 Grade 5 term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry	<p>Understand the concept of Hospitality Studies</p> <p>Understand the layout of the training kitchen and dining area and the functions of each</p> <p>List suggestions for classroom rules and repeat rules</p> <p>Understand and role play the routines in the training kitchen.</p> <p>Identify and/or list the sectors in the hospitality industry and services provided by each</p> <p>Identify and list food & beverage and accommodation establishments</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>Chefs aprons</p> <p>Disposable caps</p> <p>The learners understand the concept Hospitality Studies, identify the sectors in the industry 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, 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 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
2	Hygiene and safety Food commodities	Understand the concept of personal hygiene and appropriate dress code Give reasons for wearing protective clothing in a kitchen Understand and practise safety practices in the kitchen Conform to personal hygiene practises in the Hospitality Studies centre List and role play procedures to follow in emergency situations	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 menu planning Food commodities	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 a carrot and pineapple moulded salad decorated with carrot curls

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve fresh fruit popsicle sticks variation
4	Nutrients and menu planning	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	GRADE 5 1 st year (2,5 hour periods) Learners prepare and bottle marmelade
	Food commodities	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 2 nd year (2,5 hour periods) Learners prepare cheese cake with marbled decoration in round pie plate and
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and bottle fruit jam
5	Nutrients and menu planning	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	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a lemon berry quick bread
	Food commodities	List the cooking methods used to prepare fruit Describe how to prepare baking sheets, cake tins and bread	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve chocolate mousse decorated with vermicelli

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		tins to bake products List the characteristics of baked products	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve baked fruit and nut bars
6	Nutrients and menu planning Food commodities	Identify eggs on the SA Food Pyramid Identify egg portion size and list the number of portions to eat daily	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve French toast with syrup
		Identify and name the sizes of eggs as jumbo, extra large, large, medium and small	GRADE 5 2 nd year (2,5 hour periods) Learners prepare window eggs 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 menu planning Food commodities	Identify eggs and milk on the SA Food Pyramid Identify egg and milk portion size and list the number of portions to eat daily List the most important nutrient in eggs, namely protein Identify and list the birds as well as their eggs consumed by humans and describe the appearance and size of the eggs	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 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 crème anglaise
8	Nutrients and menu planning	List the most important nutrient in eggs, namely protein and list the function of protein Identify and name the purchase unit List and describe the cooking methods to make choux pastry Identify the quality characteristics of the end product	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 commodities		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 and beverage services	Prepare the venue for English breakfast Understand room layout and placing of guests Set tables for breakfasts and lunches Receive and seat guests	Mise-en-place in the restaurant: English breakfast Practise room layout Role play receiving, placing and seating of guests Practise to set tables using individual table setting cards

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
10	Cleaning and housekeeping	Identify and use cleaning materials Recycle recyclables in the hospitality industry	Learners identify cleaning materials and clean the following areas scrub floors, sinks, counter tops and kick boards Washes, dries and stores crockery and cutlery Recycle in the hospitality industry

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 sheet on the middle shelf in 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 Hospitality 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

3.7.6 Grade 5 term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Sectors in the hospitality industry Nutrition and menu planning Food commodities	Identify food and beverage and accommodation establishments in the local area and compare their services and products 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	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve layered muesli, cornflakes and fruit served with yoghurt and flavoured
			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	Nutrition and menu planning Food commodities	List the most important nutrient in porridge, namely starch and provide 2 functions for starch Identify and name South-Africa's 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	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve oats porridge with accompaniments
			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
		porridges	Learners prepare and serve couscous with accompaniments
3	Nutrients and menu planning Food commodities	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 (2,5 hour periods) Learners prepare yellow rice with raisins and serve
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare rice salad (add 1 ingredient to basic recipe) and serve
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare rice timbales (with 1 additional ingredient)
4	Nutrients and menu planning Food commodities	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 raising agent used for cakes and biscuits Identify and name the cooking method used for cakes and biscuits	GRADE 5 1 st year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes dusted with icing sugar
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes decorated with butter icing
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare, bake and serve fudge cup cakes decorate with 7 minute icing

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
5	Nutrients and menu planning	Identify the starch and fat group on the SA Food Pyramid Identify cake, biscuit and rusk portion size and list the number of portions to eat daily Identify and name the raising agent used for cakes and biscuits	GRADE 5 1 st year (2,5 hour periods) Learners prepare, bake and package vanilla single layer cakes decorated with butter icing
	Food commodities	Identify and name the cooking method used for cakes and biscuits	GRADE 5 2 nd year (2,5 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing
			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	Nutrients and menu planning	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 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
	Food commodities		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
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and bake All Bran rusks. The teacher slice, dry and package rusks and send home two days

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			later
7	Food and beverage services Kitchen and restaurant operations	Understand the term “menu” and the typical layout of a menu Understand the principles of menu planning Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a English breakfast Set the table for a English breakfast Understand and practise service and clearing techniques	Learners practise a trail run to prepare food for a English breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
8	Food and beverage services Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a English breakfast Understand the nutritional value of breakfasts Set the table for a English breakfast Understand and practise service and clearing techniques	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
9	Food and beverage services Kitchen and restaurant operations	Understand and practise mise-en-place in a restaurant Prepare a English breakfast Set the table for a breakfast Understand and practise service and clearing techniques Understand the principles of menu planning	Learners prepare and serve food for a breakfast menu. The following are suggested recipes: Filter coffee and a selection of fruit juice Scrambled eggs with toast Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms Learners clean up afterwards
10	Cleaning and	Identify and use cleaning materials	The learners clean different sections in the hospitality studies kitchen, e.g.:

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	housekeeping	Clean floors, tiles and cupboards Clean public areas – e.g. school entrance hall Recycling in the hospitality industry	scrub floors, sinks, counter tops and kick boards Clean school entrance hall Recycle recyclables

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 scones correctly
Week 7:	Waitering skills: Take an order independently	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Take ordered food to the correct guest	Chef skills: Able to "multiply" ingredients correctly
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:	Colour/mark/list your task in the restaurant
Week 8:	Colour/mark a breakfast place setting
Week 10:	Colour/mark/write the cleaning material to use to clean floors in public areas

3.7.7 Grade 5 term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Hygiene and safety	Understand hygiene on food premises and practise safe food storage practises, and recycling of waste	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve a strawberry and almond smoothie made with yoghurt and ice cream
	Nutrition and menu planning	Identify milk and dairy products on the SA Food Pyramid	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve a apple and lime smoothie made with yoghurt and ice cream
	Food commodities	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 3 rd year (2,5 hour periods) Learners prepare and serve a health smoothie made with yoghurt and honey
2	Nutrition and menu planning	Identify cream soup portion size and list the number of portions to eat from the dairy group	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve asparagus cream soup
	Food commodities	List the most important nutrient in milk and milk products, namely protein and calcium Understand and identify the difference between thin, clear soups (consommé) and thick soup (cream and puree soup)	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve butternut cream soup

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 cream tomato soup with croutons
3	Nutrition and menu planning	List the most important nutrient in milk and milk products, namely protein and calcium and list the function of protein and calcium	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve quiche Lorraine in phyllo pastry cases
	Food commodities	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 2 nd year (2,5 hour periods) Learners prepare and serve broccoli and cheese quiche
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve three cheese vegetable quiche
4	Nutrition and menu planning	Identify fish on the SA Food Pyramid Identify fish portion size and list the number of portions to eat daily List the most important nutrient in fish, namely protein and calcium	GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve poached hake with white sauce
	Food commodities	Group fish according to their origin, or shape or flesh Identify and list the factors to consider when purchasing fish	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve fried fish cakes (made with tuna and hake) with lemon

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Identify and list the cooking methods to prepare fish Identify food spoilage and food contamination	GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve haddock pie
5	Nutrition and men planning Food commodities	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	GRADE 5 1 st year (2,5 hour periods) Learners prepare chicken stir fry served on rice
			GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve chicken and pineapple burger
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare chicken stew served with rice
6	Nutrition and men planning	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 (2,5 hour periods) Learners prepare and serve curried chicken with rice

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	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 	GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve creamy paprika chicken with rice
			GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve Chicken a'la King with rice
7	Client service and communication Food and beverage service Kitchen and restaurant operations	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and teachers Understand the term "menu" and the typical layout of a 3 course menu Choose a dish to prepare or task to perform in the restaurant Understand and practise mise-en-place in a restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques	Learners practise a trail run to prepare a 3 course menu. The following are suggested recipes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
8	Food and beverage	Understand the structure of a team and the definition of roles Understand and practise respect to learners, clients and	Learners prepare and serve a 3 course menu. The following are suggested recipes: Cucumber mould

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service Kitchen and restaurant operations	teachers Understand the term “menu” and the typical layout of a 3 course menu Understand and practise mise-en-place in a restaurant Choose dish to prepare or task to perform in the restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand and practise to greet guests	Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
9	Food and beverage service Kitchen and restaurant operations	Understand and practise respect to learners, clients and teachers Understand and practise mise-en-place in a restaurant Prepare a 3 course menu Set the table for a 3 course menu Understand and practise service and clearing techniques Understand customer relations Understand and practise service and clearing techniques Understand and practise to greet guests	Learners prepare and serve a 3 course menu. The following are suggested recipes: Cucumber mould Chicken or beef stew with rice timbales Mixed vegetable salad Crème brûlée or crème anglaise Filter coffee/tea/coffee au lait Learners share and eat the dishes and clean up afterwards
10	Cleaning and housekeeping	Identify and use cleaning materials Clean bathrooms and toilets	The learner cleans different sections in the school, e.g.: Bathrooms and toilets

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	Maintenance of hygienic standards: 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:	Poach/ fry products correctly	Clean stove top thoroughly
Week 5:	Grill/fry correctly	Identify most suitable equipment to prepare product
Week 6:	Stew correctly	Prepare food with neatly tied hair
Week 7:	Waitering skills: Collect correct order	Chef skills: Prepare dish independently
Week 8:	Waitering skills: Clear table correctly	Chef skills: Efficient use of time
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:	Identify/name the fresh water fish
Week 5:	Select/write the cooking methods to prepare a burger and meat stew
Week 6:	Mark/identify how to thaw chicken
Week 7:	Select dishes for a 3 course menu.
Week 8:	Cut and paste the cutlery and crockery to set a 3 course dinner for 2 people
Week 10:	Colour/mark/match/write how to clean a bathroom

3.7.8 Grade 5 term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
1	Food commodities	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	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 commodities	Identify fruit on the SA Food Pyramid 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 3 rd year (2,5 hour periods)

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

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
			Learners prepare health bread in mini loaf tins and package bread to take home
5	Nutrition and menu planning Food commodities	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 seed bread in mini loaf tins 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
6	Nutrition and menu planning	Identify sugar on the SA Food Pyramid 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 Identify and name gelatine	GRADE 5 1 st year (2,5 hour periods) Learners prepare banana and orange jelly served with custard
			GRADE 5 2 nd 3year (2,5 hour periods) Learners prepare cinnamon bread rolls (teacher prepare dough) and package bread to take home
			GRADE 5 1 st year (2,5 hour periods)

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food commodities	Describe what is gelatine Describe how to set gelatine dishes	Carrot and pineapple moulded salad
9	Hygiene and safety Food and beverage service Kitchen and restaurant operations	Understand and practise hygiene and safety in the restaurant Understand the importance of a nutritional children's party Understand and practise mise-en-place in a restaurant Prepare a children's party menu Set the table for children's party Understand and practise service and clearing techniques Understand customer relations	Learners prepare a birthday party for a 6 – 11 year old child, The following are suggested recipes: Fruit juice Cup cakes, or novelty birthday cake Tramezzini with cheese or eclairs with savoury filling Crumpets served with butter and cheese or pancakes with savoury filling Apple tart or and pear crumble tart Yoghurt jelly Strawberry Santa Clause
10	Cleaning and housekeeping	Identify and use cleaning materials Clean a office in the school	The learner cleans different sections in the school, e.g.: Office space

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	Clean and sort cutlery correctly
Week 3:	Practise safe knife skills	Switches stove plate off before removing pot
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:	Waitering skills: Serve dishes correctly	Chef skills: Able to work under pressure
Week 8:	Waitering skills: Treat guests politely and with respect	Chef skill: Maintain hygienic standards
Week 10:	Dispose of waste hygienically	Clean an office space 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 pasta shapes on the photos
Week 3:	Colour/mark the vegetable group on the SA Food Pyramid
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:	Select dishes suitable for a birthday party for a 6 – 1 year old child
Week 8:	Paste a picture of a novelty cake and list the ingredients you will need to bake the bread
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 Take an order independently	Prepare dish independently Cut individual scones correctly
4	Week 8 or 10	Take ordered food to the correct guest Clean stove thoroughly	"Multiply" ingredients correctly 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 ingredients correctly Fry meat correctly	Measure big quantities of dry 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	Clear table correctly Clean wall tiles thoroughly	Efficient use of time 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	Handle hot liquids safely Serve dishes correctly	Keep work surface neat and clean Work under pressure
4	Week 8 or 10	Treat guests polite and with respect Dispose of waste hygienically	Maintain hygienic standards 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 pot from stove plate Use oven gloves safely	Prepare food with clean hands and short 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 Take an order independently	Shape scones correctly Prepare dish independently
4	Week 8 or 10	Take ordered food to the correct guest Clean stove thoroughly	"Multiply" ingredients correctly 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 Collect correct order	Prepare food with neatly tied hair Prepare dish independently
4	Week 8 or 10	Clear table correctly Clean toilets thoroughly	Efficient use of time 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 Serve dishes correctly	Stir ingredients in the shape of an 8 Work under pressure
4	Week 8 or 10	Treat guests politely and with respect Dispose waste hygienically	Maintain hygienic standards 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.

PUBLIC COMMENT

PUBLIC COMMENT