

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

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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
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			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 P	ER YEAR			
Maintena	R 1600.00			
400.00 ea				
Purchasir	R 400.00			
R200.00				

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	2	2016				9	2017					2018				ω
	item	201).	201					2017					2018
	(alphabetical		received	eq		number	hand	received	pə		number	hand	received	pə		number	Stock on hand 2018
	order)	on hand		Date received			on h		received	_	nu	on h		received	_	nu	n h
			Number	e re	Supplier	Invoice	S S	Number	ate re	Supplier	Invoice	ck c	Number		Supplier	Invoice	S S
		Stock	Nui	Dat	Sup	Inve	Stock	INN	Dat	Sup	Inve	Stock	N	Date	Sup	Inve	Sto
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



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

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

		Sugar cookery		
6	Food and beverage services including	Mise-en-place in restaurant	Mise-en-place in restaurant and types of services	
	waitering	Breakfast, light meals and coffee break	English breakfast, brunch and 3 course meals	
		Table setting	Table setting	
		Service and clearing techniques	Service and clearing techniques	
		Customer relations	Customer relations, greeting and serving guests,	
			handling guest complaints	
7	Cleaning and housekeeping	Identify and use cleaning materials	Identify and use cleaning materials	
		Handling and disposing of waste	Recycling in the hospitality industry	
		Clean and store glassware	Clean and store glassware	
		Clean and store crockery and cutlery	Clean and store crockery and cutlery	
		Clean rooms and restaurants	Clean rooms and restaurants	
		Linen service		
		Clean floors, tiles and cupboards	Clean toilets and bathrooms	
			Clean public areas	
8	Client service and communication	Structure of a team and team work	Team work and definition of roles	
		Procedures for absenteeism and illness	Procedures for absenteeism and illness	
		Respect to learners, clients and teachers	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 and 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	GRADE 4	GRADE 5	GRADE 5	GRADE 5 3 rd year				
š	1 st year	2 nd year	1 st year	2 nd year	(2 hour periods)				
	(2 hour periods)	(2 hour periods)	(2 hour periods)	(2 hour periods)					
	TERM 1								
1	The learners role play how to	dress in their aprons and dispo	sable caps, wash and dry their	hands, select utensils, matchir	ng the flash card shown by the				
	teacher with the kitchen utens	ils from allocated kitchen cabine	ets, cook food on allocated stov	es and wash dishes in their allo	cated sinks as well as dry and				
	put dishes away. Learners pra	ctise to take their aprons off and	d put aprons and hats in an allo	cated area.					
2	Glass of fruit juice practising	Cup of instant coffee with	Cup of filter coffee served	Cup of tea served with milk	Cafe Latte practising safety				
	safety rules in the kitchen	milk	with milk practising safety	practising safety rules in the	rules in the kitchen				
		practising safety rules in the	rules in the kitchen	kitchen					
		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	Baked eggs with a slice of	French toast	Window eggs	Baked egg and bread dish		
	egg cup with a slice of bread	toast			and serve		
7	Scrambled eggs with grated	Omelette with cheese filling	Baked custard	Lemon meringue pie	Crème brûlée		
	cheese						
8	Meringues (use 2 teaspoons	Meringues (use icing bag to	Cream puffs filled with	Éclairs filled with whipped	Cream puffs filled with		
	to shape)	pipe rosettes) decorated with	whipped cream	cream and dusted with icing	whipped cream and		
		100's and 1000's		sugar	decorated with melted		
					chocolate		
9	Mise-en-place in the restauran	t: breakfasts and lunches	Mise-en-place in the restaurant: breakfasts, lunches and buffet				
10	Learners identify and clean the	e following areas:	Learners identify and clean the following areas:				
	scrub floors, sinks, counter top	s and kick boards.	scrub floors, sinks, counter tops and kick boards.				
	Learners wash, dry and store	crockery and cutlery	Learners wash, dry and store crockery and cutlery.				
	Learners dispose of waste		Learners recycle waste material				
			TERM 2				
1	Instant mabella meal pap	Layered muesli and	Layered muesli, cornflakes	Layered muesli, cornflakes	Layered muesli, cornflakes		
	and serve with milk and	cornflakes in glass served	and fruit served with yoghurt	and fruit served with yoghurt	and fruit served with yoghurt		
	honey	with fruit juice	and tea	and café au lait	and café mocha		
2	Tasty Wheat and serve with	Maize pap with milk and	Oats porridge with milk and	Maltabella porridge milk and	Couscous with milk		
	milk and sugar	sugar	sugar	sugar			
3	Crumpets with syrup	Waffles with syrup	Boiled white rice	Rice salad	Rice timbales		
4	Pancakes and serve with	Crepes and serve with	Vanilla cup cakes dusted	Vanilla cup cakes decorate	Fudge cup cakes decorate		
	cinnamon and sugar	honey/syrup	with icing sugar	with butter icing	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	dusted with icing sugar	decorated with butter icing cut into slices and decorated	
		cheese		with butter icing	
6	Breakfast scones and serve	Individual scones and serve	Crunchies cut into squares	Vanilla biscuits (rolled and Health rusks.	
	with margarine and jam	with margarine and jam		shaped).	
7	Learners practise a trail run to	prepare food for a breakfast	Learners practise a trail ru	in to prepare food for a English breakfast menu. The following are	
	menu. The following are sugge	ested recipes:	suggested dishes:		
	Coffee and orange juice		Filter coffee and a selection	n of fruit juice	
	Boiled and baked eggs		Scrambled eggs with toas	t	
	Muesli with yoghurt and fruit,	oats porridge with honey and	Fried beef or pork sausage	Э	
	fruit, crumpets with honey, and	d a breakfast wrap.	Grilled, sliced tomatoes ar	nd mushrooms	
	Learners share and eat the foo	od after preparation	Learners clean up afterwa	rds	
8 & 9	Learners prepare and serve	e food for a breakfast menu	Learners prepare and	serve food for a breakfast menu consisting of the following	
	consisting of the following sug	gested dishes:	suggested dishes:		
	Coffee and orange juice		Filter coffee and a selection of fruit juice		
	Boiled and baked eggs		Scrambled eggs with toast		
	Muesli with yoghurt and fruit,	oats porridge with honey and	Fried beef or pork sausage	Э	
	fruit, crumpets with honey, and	d a breakfast wrap.	Grilled, sliced tomatoes ar	nd mushrooms	
	Learners clean up afterwards		Learners clean up afterwards		
10	The learner cleans different	t sections in the hospitality	The learner cleans differen	nt sections in the hospitality studies kitchen, e.g.:	
	studies kitchen, e.g.:		scrub floors, sinks, counter tops and kick boards		
	scrub floors, sinks, counter top	s and kick boards	Clean school entrance hal	I	
	washes, dries and stores glass	sware	Recycle recyclables		
	dispose of waste				
			TERM 3		
1	Vanilla milk shake	Vanilla ice cream	Strawberry and almo	and Chocolate and banana Health smoothie made with	
			smoothie made with	ice smoothie made with yoghurt yoghurt	

			cream	and ice cream		
2	Toast with cheese sauce	Custard with bananas	Corn and ham soup	Potato and bacon cream	Butternut and orange cream	
				soup	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	Fried fish cakes (made with	Hake pie	
			butter sauce	pilchards) with lemon		
5	Grilled beef kebabs using 2	Grilled mutton kebabs using	Chicken stir fry	Chicken burger	Chicken stew	
	different vegetables	2 different vegetables				
6	Baked meat balls	Beef burgers	Curried chicken	Creamy paprika chicken	Chicken a'la King	
7	Learners practise a trail run t	o prepare a lunch menu. The	Learners practise a trail run	to prepare a 3 course menu.	The following are suggested	
	following are suggested dishes	3:	dishes:	dishes:		
	Coffee and orange juice		Cucumber mould			
	Toasted triple sandwich		Chicken or beef stew with rice timbales			
	Macaroni and cheese (tead	cher boils the macaroni in	Mixed vegetable salad			
	advance)		Crème brûlée or crème anglais	se		
	Hamburger with salad		Filter coffee/tea/coffee au lait			
	Vanilla ice cream		Learners share and eat the dishes and clean up afterwards			
	Sago pudding					
	Learners share and eat the dis	shes and clean up afterwards				
8&9	Learners prepare and serve a	lunch menu consisting of the	Learners prepare and serve a	3 course menu consisting of th	e following suggested dishes:	
	following suggested dishes:		Cucumber mould			
	Coffee and orange juice		Chicken or beef stew with rice timbales			
	Toasted triple sandwich		Mixed vegetable salad			
	Macaroni and cheese (tead	cher boils the macaroni in	Crème brûlée or crème anglaise			
	advance)		Filter coffee/tea/coffee au lait			

	Hamburger with salad		Learners share and eat the dishes and clean up afterwards		
	Vanilla ice cream				
	Sago pudding				
	Learners share and eat the dis	shes and clean up afterwards			
10	Learners clean different secti	ions in the hospitality studies	The learner cleans different se	ections in the school, e.g.:	
	kitchen, e.g.:		Bathrooms and toilets		
	scrub floors, sinks, counter top	os and kick boards	(
	washes, dries and stores cutle	ery, crockery and glassware			
	dispose of waste				
			TERM 4		
1	Mixed vegetable salad	Vegetable (with one	Boiled pasta with instant	Boiled pasta with cheese	Macaroni and cheese
	served with uncooked salad	additional vegetable) salad	pasta sauce	sauce	
	dressing	and serve with uncooked			
		salad dressing			
2	Coleslaw with mayonnaise	Broccoli and cauliflower	Apple pasta salad (use	Banana and macaroni salad	Pasta and leek stir fry
		salad	mayonnaise)	(use mayonnaise and cream	
				cheese)	
3	Potato and egg salad (use	Potato and egg salad (add 1	Mashed potatoes	Baked fantail potatoes	Jacket potatoes with fried
	mayonnaise)	additional ingredient and use			mushrooms and cherry
		mayonnaise and condensed			tomatoes
		milk mixture)			
4	Triple egg and cheese	Boiled egg and cheese	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins
	toasted sandwich	Tramezzini			
5	Wrap with mixed vegetable	Wrap with mixed vegetable,	Brown bread rolls (teacher	Cinnamon bread (teacher	Braided bread (teacher
	and cheese filling	chicken slivers and cheese	prepare dough)	prepare dough)	prepare dough)
		filling			

6	Vanilla marshmallows and	Vanilla fudge and package	Yoghurt jelly in mould and	Chocolate mousse	Rainbow jelly sweets (2 jelly
	package		serve		flavours)
7	Learners practise a trail run	o prepare a afternoon coffee	Learners practise a trail run to prepare a birthday party for a 6 - 11 year old child. The		
	break. The following are sugge	ested dishes:	following are suggested dishes		
	Filter coffee		Strawberry smoothie		
	Triple savoury sandwiches		Cup cakes, or novelty birthday	cake	
	Scones and muffins with jam a	and cream	Tramezzini with cheese or écla	airs with savoury filling	
	Fried cocktail sausages		Crumpets served with butter a	nd cheese or pancakes with sa	avoury filling
	Mini kebabs		Yoghurt jelly		
	Meringues				
	Marshmallows				
8&9	Learners prepare an afternoon	on coffee break consisting of	Learners prepare a birthday p	party for a 6 - 11 year old cl	hild, consisting of the following
	the following suggested dishes	3:	suggested dishes:		
	Filter coffee		Strawberry smoothie		
	Triple savoury sandwiches		Cup cakes, or novelty birthday cake		
	Scones and muffins with jam a	and cream	Tramezzini with cheese or éclairs with savoury filling		
	Fried cocktail sausages		Crumpets served with butter and cheese or pancakes with savoury filling		
	Mini kebabs		Yoghurt jelly		
	Meringues				
	Marshmallows				
10	The learner cleans different	t sections in the hospitality	The learner cleans different se	ections in the school, e.g.:	
	studies kitchen, e.g.:		School's sick room		
	scrub floors, sinks, counter top	s and kick boards			
	Washes, dries and stores resta	aurant linen			
	Dispose of waste				

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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Sectors in the		The learners choose the colours and the teacher issues the following
	hospitality	Understand the concept of Hospitality Studies	labelled items to the learners:
	industry	Understand the layout of the training kitchen and dining area	Covered homework books
		List suggestions for classroom rules and repeat rules with	Recipe books
		prompting	Chefs aprons
		Understand and role play the routines in the training kitchen.	Disposable caps
		Identify and/or list the sectors in the hospitality industry and	The learners understand the concept Hospitality Studies, identify the
		services provided by each	sectors in the industry and repeat the classroom rules with prompting
			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 stove and wash
			dishes in their allocated sinks, dry and put dishes away

		Grade 4 Term 1	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	Take their aprons off and put aprons and hats in designated place
3	Hygiene and safety Nutrition and	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 Identify fruit on the SA Food Pyramid	GRADE 4 1st year (2 hour periods) Learners prepare and enjoy a glass of fruit juice practising safety rules in the kitchen GRADE 4 2nd year (2 hour periods) Learners prepare and enjoy a cup of instant coffee with milk practising safety rules in the kitchen GRADE 4 1st year (2 hour periods)
	menu planning Food commodities	Identify the number of portions of fruit to eat daily Understand the meaning of the term "portion size"	GRADE 4 2nd 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 1st year (2 hour periods) Learners prepare a breakfast banana split GRADE 4 2nd year (2 hour periods) Learners prepare fresh fruit trifle

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

		Grade 4 Term 1	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
8			GRADE 4
	Nutrition and	List the most important nutrient in eggs, namely protein	1 st year (2 hour periods)
	menu planning	Identify and name the purchase units as half a dozen, dozen,	Prepare and bake meringues (use 2 teaspoons to shape)
		and 2,5 dozen	
	Food	List the cooking methods used to prepare eggs	
	commodities		GRADE 4
	Commodities		2 nd year (2 hour periods)
			Prepare and bake meringues (use icing bag to pipe rosettes)
			decorated with 100's and 1000's
9			Mise-en-place in the restaurant: breakfasts and lunches
	Food and	Prepare the venue for breakfasts	Practise room layout
	beverage	Understand room layout and placing of guests	Role play receiving, placing and seating of guests
	services	Set tables for breakfasts and lunches	Practise to set tables using individual table setting cards
		Receive and seat guests	
10			The learner cleans different sections in the hospitality studies
	Cleaning and	Identify and use cleaning materials	kitchen, e.g.:
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards
		Clean and store crockery and cutlery	washes, dries and stores crockery and cutlery
		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: 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

Switch a stove plate off before removing a

Week 6: Neatness of hands and nails pot.

Week 7: Use frying pan safely Wash dishes thoroughly

Week Measure small quantities dry ingredients

Use oven safely 8&9: correctly

Week

Clean cupboards thoroughly
10:

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

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

		Grade 4 Term 2	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
E		The learner must be able to:	CRADE 4
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 1st year (2 hour periods) Learners prepare and bake plain muffins and serve with margarine GRADE 4 2nd 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	GRADE 4 1st year (2 hour periods) Learners prepare and bake breakfast scones and serve with margarine and jam GRADE 4 2nd year (2 hour periods)
		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	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	Understand and practise mise-en-place in a restaurant	Boiled and/or baked eggs
	Kitchen and	Prepare a breakfast menu	Muesli with yoghurt and fruit, oats porridge with honey and fruit,
	restaurant	Set the table for a breakfast	crumpets with honey, and/or a breakfast wrap.
	operations	Understand and practise service and clearing techniques	Learners share and eat the food after preparation
8			Learners prepare and serve food for a menu. The following are
	Food and	Understand and practise mise-en-place in a restaurant	suggested recipes:
	beverage	Prepare a breakfast	Coffee and/or orange juice
	service	Understand the nutritional value of breakfasts	Boiled and/or baked eggs
	Kitchen and	Set the table for a breakfast	Muesli with yoghurt and fruit, oats porridge with honey and fruit,
	restaurant	Understand and practise service and clearing techniques	crumpets with honey, and/or a breakfast wrap.
	operations		Learners clean up afterwards
9			Learners prepare and serve food for a breakfast menu. The following
	Food and	Understand and practise mise-en-place in a restaurant	are suggested recipes:
	beverage	Prepare a breakfast	Coffee and/or orange juice
	service	Set the table for a breakfast	Boiled and/or baked eggs
	Kitchen and	Understand and practise service and clearing techniques	Muesli with yoghurt and fruit, oats porridge with honey and fruit,
	restaurant		crumpets with honey, and/or a breakfast wrap.
	operations		Learners clean up afterwards
10		Identify and use cleaning materials	
	Cleaning and	Clean floors, tiles and cupboards	
	housekeeping	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	Move beater in mixing bowl to beat batter	
	being used	We've beater in mixing better to beat batter	
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven	
Week 5.		and to remove from oven	
Week 6:	Cut margarine into cake flour	Shape product correctly	
Mook 7:	Waitering skills: Take an order	Chef skills: Prepare dish independently	
Week 7:	independently	Cher Skills. Frepare distribute peridentity	
Week	Waitering skills: Take ordered food to the	Chafakilla, "Multiply" ingradients correctly	
8&9:	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	PRACTICAL TASKS/RECIPES	
1		The learner must be able to:	GRADE 4	
1				
	Hygiene and	Understand hygiene on food premises and practise safe food	1 st year (2 hour periods)	
	safety	storage practises, and waste disposal practises	Learners prepare and serve vanilla milk shake	
		Identify dairy products on the SA Food Pyramid		
	Nutrition and	Name the portion size of diary products and the suggested	GRADE 4	
	menu planning	number of portions to eat daily	2 nd year (2 hour periods)	
	Food		Learners prepare vanilla ice cream	
	commodities			
2			GRADE 4	
	Nutrition and	List the most important nutrient in dairy, namely protein and	1 st year (2 hour periods)	
	menu planning	calcium	Learners prepare and serve toast with cheese sauce	
	Food	Identify the different cultured products - yoghurt, buttermilk,	GRADE 4	
	commodities	maas	2 nd year (2 hour periods)	
		Identify the different types of milk - full cream low fat,	Learners prepare and serve custard with bananas	
		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		
3			GRADE 4	
	Nutrition and	Identify and describe the storage methods of milk and milk	1 st year (2 hour periods)	
			Learners prepare and serve "melkkos"	

	Grade 4 Term 3		
WEEK	TOPIC	CONTENT The least of record has able to:	PRACTICAL TASKS/RECIPES
	menu planning	The learner must be able to: products	GRADE 4
		Identify and describe dairy products	2 nd year (2 hour periods)
	Food	Identify and describe the effect of heat on milk	Learners prepare and serve sago pudding
	commodities		
4			GRADE 4
	Nutrition and	Identify meat and meat products on the SA Food Pyramid	1 st year (2 hour periods)
	menu planning		Learners prepare and fry beef sausages
		Name the portion size of meat and meat products and the	
	Food	suggested number of portions to eat daily	
	commodities	List the most important nutrients in meat, namely protein and	GRADE 4
		fat	2 nd year (2 hour periods)
		Identify and name the cooking methods to prepare meat	Learners prepare and fry pork sausages
		Identify and list the ingredients in sausages	
		Identify and name the different types of sausages	
5			GRADE 4
	Nutrition and	Identify and name the animals producing red meat - lamb,	1 st year (2 hour periods)
	menu planning	mutton, veal, beef, pork, kudu, springbuck	Learners prepare, grill and serve beef kebabs using 2 different
		Identify fresh and stale meat and describe the appearance of	vegetables
	Food	fresh meat	GRADE 4
	commodities	Identify and explain the difference between lamb and mutton	2 nd year (2 hour periods)
		Identify and explain how to store meat	Learners prepare, grill and serve mutton kebabs using 2 different
		Identify food spoilage and food contamination	vegetables

	Grade 4 Term 3		
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
6		The learner must be able to:	GRADE 4
	Nutrition and	Identify and name the dry heat and moist heat cooking	1 st year (2 hour periods)
	menu planning	methods for meat	Learners prepare and bake meat balls
		Identify fresh and stale meat and describe the appearance of	
	Food	fresh meat	
	commodities	Identify and name recipes to use for minced meat	
		Describe how to thaw meat	
		Describe temperature control	GRADE 4
		Identify and list:	2 nd year (2 hour periods)
		- hot white sauces	Learners prepare and grill hamburger patties to make hamburgers
		- sweet sauces	25amere propare and gim names ger passes to make names gere
		- hot brown sauces	
		List the steps to prepare:	
		- hot white sauces	
		- sweet sauce	
		- hot brown sauces	
7			Learners practise a trail run to prepare a lunch menu. The following are
		Understand the typical layout of a menu	suggested recipes:
	Client service	Understand the structure of a team and team work	Coffee and/or orange juice
	and	Understand and practise respect to learners, clients and	Toasted triple sandwich
	communicatio	teachers	Macaroni and cheese
	n	Understand the term "menu" and the typical layout of a lunch	Hamburger with salad
		menu	Vanilla ice cream
	Food and	Choose a dish to prepare or task to perform in the restaurant	Sago pudding

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	beverage	Understand and practise mise-en-place in a restaurant	Learners share and eat the dishes and clean up afterwards
	service	Prepare a lunch menu	
	Kitchen and	Set the table for lunch	
	restaurant	Understand and practise service and clearing techniques	
	operations		
8&9			Learners prepare and serve a lunch menu. The following are suggested
	Client service	Understand the structure of a team and team work	recipes:
	and	Understand and practise respect to learners, clients and	Coffee and orange juice
	communicatio	teachers	Toasted triple sandwich
	n	Understand the term "menu" and the typical layout of a menu	Macaroni and cheese
		Understand and practise mise-en-place in a restaurant	Hamburger with salad
	Food and	Prepare a lunch menu	Vanilla ice cream
	beverage	Set the table for lunch	Sago pudding
	service	Understand and practise service and clearing techniques	Learners clean up afterwards
	Kitchen and		
	restaurant		
	operations		
10			The learner cleans different sections in the hospitality studies kitchen,
	Cleaning and	Identify and use cleaning materials	e.g.:
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards
		Clean and store cutlery, crockery and glassware	washes, dries and stores cutlery, crockery and glassware
		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: 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

Waitering skills: Clear table correctly

Chef skills: Efficient use of time
8&9:

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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1			GRADE 4
	Sectors in the	Identify food and beverage establishments in the local area	1 st year (2 hour periods)
	hospitality	and compare their services and products	Learners prepare mixed vegetable salad and serve with salad dressing
	industry	Identify vegetables on the SA Food Pyramid	
	Nutrition and	Identify vegetable portion size and the suggested number of	GRADE 4
	menu planning	portions to eat daily	2 nd year (2 hour periods)
	Food	Distinguish between uncooked (mixed and green salad),	Learners prepare mixed vegetable (with one additional vegetable) salad
	commodities	cooked (potato, pasta, beetroot, rice) and moulded (jelly or	and serve
		gelatine as ingredient) salads	and conve
2			GRADE 4
	Nutrition and	Understand the importance of minerals and vitamins in	1 st year (2 hour periods)
	menu planning	vegetables	Learners prepare coleslaw (use mayonnaise) and serve
	Food	Identify common vegetables	GRADE 4
	commodities	List the rules to prepare and serve salads	2 nd year (2 hour periods)
			Learners prepare broccoli, cauliflower and onion salad and serve
3			GRADE 4
	Nutrition and	Identify the uses of salads on the menu	1 st year (2 hour periods)
	menu planning	List the portion sizes of salads	Learners prepare potato and egg salad (use mayonnaise)
	Food	Explain the reason why we use salad dressings	

		Grade 4 Term 4	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
4	Nutrition and menu planning Food commodities	The learner must be able to: Name different types of salad dressings 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 2nd year (2 hour periods) Learners prepare potato and egg salad (add 1 additional ingredient and use mayonnaise and condensed milk mixture) GRADE 4 1st year (2 hour periods) Learners prepare and serve triple egg and cheese toasted sandwich GRADE 4 2nd 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 1st year (2 hour periods) Learners prepare wrap with mixed vegetable and cheese filling and serve GRADE 4 2nd 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	The learner must be able to.	
6			GRADE 4
	Nutrition and	Identify sugar on the SA Food Pyramid	1st year (2 hour periods)
	menu planning	Identify the stages to beat egg whites	Learners prepare vanilla marshmallows and package
		Understand and identify safety precautions to prepare fudge	GRADE 4
	Food	Identify the characteristics of successful homemade candy	2 nd year (2 hour periods)
	commodities	Practise attractive packaging of homemade candy for selling	Learners prepare vanilla fudge and package
7			Learners practise a trail run to prepare a afternoon coffee break. The
	Client service	Identify and describe the procedure for absenteeism and	following are suggested recipes:
	and	illness in the hospitality industry	Filter coffee
	communicatio		Triple savoury sandwiches
	n	Understand the term "menu" and the typical layout of a coffee	Scones and muffins with jam and cream
	Food and	break menu	Fried cocktail sausages
	beverage	Choose dish to prepare or task to perform in the restaurant	Mini kebabs
	service	Understand and practise mise-en-place in a restaurant	Meringues
		Prepare a coffee break menu	Marshmallows
		Set the table for a coffee break menu	
		Understand and practise service and clearing techniques	
	Kitchen and	Understand customer relations	
	restaurant		
	operations		
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	Understand the structure of a team and team work	Filter coffee
	and	Understand and practise respect to learners, clients and	Triple savoury sandwiches
	communicatio	teachers	Scones and muffins with jam and cream
	n	Understand the term "menu" and the typical layout of a coffee	Fried cocktail sausages
		break menu	Mini kebabs
	Food and	Understand and practise mise-en-place in a restaurant	Meringues
	beverage	Prepare a coffee break	Marshmallows
	service	Set the table for brunch	
		Understand and practise service and clearing techniques	
	Kitchen and	Understand customer relations	
	restaurant		
	operations		
9			Learners prepare an afternoon coffee break.
	Hygiene and	Understand and practise hygiene and safety in the restaurant	The following are suggested recipes:
	safety	Understand the nutritional value of a coffee break	Filter coffee
	Food and	Understand and practise mise-en-place in a restaurant	Triple savoury sandwiches
	beverage	Prepare a coffee break menu	Scones and muffins with jam and cream
	service	Set the table for coffee break menu	Fried cocktail sausages
	Kitchen and	Understand and practise service and clearing techniques	Mini kebabs
	restaurant	Understand customer relations	Meringues
	operations		Marshmallows
10			The learner cleans different sections in the hospitality studies kitchen,
	Cleaning and	Identify and use cleaning materials	e.g.:
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards

Grade 4 Term 4			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
		Clean and store restaurant linen	Washes, dries and stores restaurant linen
		Handle and dispose of waste	Dispose of waste

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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	Chef skill: Maintain hygienic standards	
WEEK O.	with respect	Cher skiii. Mairitaiir hygieriic staridards	
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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Sectors in the		The learner choose the colours and the teacher issues the following
	hospitality	Understand the concept of Hospitality Studies	labelled items to the learners:
	industry	Understand the layout of the training kitchen and dining area	Homework books
		and the functions of each	Recipe books
		List suggestions for classroom rules and repeat rules	Chefs aprons
		Understand and role play the routines in the training kitchen.	Disposable caps
		Identify and/or list the sectors in the hospitality industry and	The learners understand the concept Hospitality Studies, identify the
		services provided by each	sectors in the industry, identify food and beverage and accommodation
		Identify and list food & beverage and accommodation	establishments and repeat the classroom rules
		establishments	The learners role play how to:
			Dress in their aprons and disposable caps
			Wash and dry their hands
			Select utensils from their allocated kitchen cabinets, cook food on
			allocated stove and wash dishes in their allocated sinks, dry and put
			dishes away
			Take their aprons off and put aprons and hats in an allocated area
2	Hygiene and		GRADE 5
	safety	Understand the concept of personal hygiene and appropriate	1 st year (2 hour periods)
	Food	dress code	Learners prepare and enjoy a cup of filter coffee with milk practising
			safety rules in the kitchen

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 1st year (2 hour periods) Learners prepare and serve banana split bites GRADE 5 2nd year (2 hour periods) Learners prepare and serve fresh fruit popsicle sticks GRADE 5 3rd 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 1st year (2 hour periods) Learners prepare and bottle marmelade GRADE 5 2nd year (2 hour periods) Learners prepare and bottle fruit jam GRADE 5

	Grade 5 Term 1			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
	Food	The learner must be able to: stone fruit and tropical fruit	3 rd year (2 hour periods)	
	commodities	List the uses of fruit on the menu	Learners prepare and bottle fruit jam	
		Understand the meaning of the term: "preserved food and		
		sterilization"		
		List different methods to preserve food		
		Describe how sugar is used in food preservation		
5			GRADE 5	
	Nutrients and	Explain why it is important to wash fruit under running water	1 st year (2 hour periods)	
	menu planning	List the characteristics to look out for when purchasing fruit	Learners prepare and serve a lemon berry quick bread	
	····································	Understand the meaning of the words "blemish, seasonal fruit"	GRADE 5	
		Explain how fruit is packaged in the shop	2 nd year (2 hour periods)	
		Explain how fruit should be stored at home	Learners prepare and serve baked fruit and nut bars	
	Food	List the cooking methods used to prepare fruit		
	commodities	Describe how to prepare baking sheets, cake tins and bread	GRADE 5	
		tins to bake products	3rd year (2 hour periods)	
		List the characteristics of baked products	Learners prepare and bake mini fruit cakes	
6			GRADE 5	
	Nutrients and	Identify eggs on the SA Food Pyramid	1 st year (2 hour periods)	
	menu planning	Identify egg portion size and list the number of portions to eat	Learners prepare and serve French toast	
		daily	GRADE 5	
	Food	Identify and name the sizes of eggs as jumbo, extra large,	2 nd year (2 hour periods)	
	commodities	large, medium and small	Learners prepare and serve window eggs	
			GRADE 5	
			3rd year (2 hour periods)	
			Learners prepare baked egg and bread dish and serve	

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

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

Week 2:

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
VVCCK Z.	Reep work surface fleat and clean	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	Prepare bread tins/cake tins/baking sheets to
	the middle shelf in oven	bake products
W1-0	Switch stove plate off before removing pot	
\//ook 6.	31	Dropare food with close bands and short poils
Week 6:	from stove plate	Prepare food with clean hands and short nails
Week 6: Week 7:		Prepare food with clean hands and short nails Wash dishes thoroughly
Week 7:	from stove plate Use oven gloves safely	
	from stove plate	Wash dishes thoroughly
Week 7:	from stove plate Use oven gloves safely	Wash dishes thoroughly Measure bigger quantities dry ingredients

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.

Select/identify/write how not to 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
Week 4.	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 O.	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	PRACTICAL TASKS/RECIPES
1	Sectors in the	The learner must be able to: Identify food and beverage and accommodation	GRADE 5
1		,	1st year (2 hour periods)
	hospitality	establishments in the local area and compare their services	Learners prepare and serve layered muesli, cornflakes and fruit served
	industry	and products	
	Nutrition and	Identify cereals on the SA Food Pyramid	with yoghurt and tea
	menu planning	Identify the portion size of cereals and list the number of	
		portions to eat from the bread and starch group	GRADE 5
	Food	Identify and name cereals used in food preparation	2 nd year (2 hour periods)
	commodities	Understand the term "shelf life" and identify cereals with	Learners prepare and serve layered muesli, cornflakes and fruit served
	commodities		with yoghurt and café au lait
		shorter and longer shelf life	
			GRADE 5
			3 rd year (2 hour periods)
			Learners prepare and serve layered muesli, cornflakes and fruit served
			with yoghurt and café mocha
			with yoghurt and care mocha
2			GRADE 5
	Nutrition and	List the most important nutrient in porridge, namely starch and	1 st year (2 hour periods)
	menu planning	provide 2 functions for starch	Learners prepare and serve oats porridge with milk and sugar
	mond planning		GRADE 5
		Identify and name South-Africa's staple food	2 nd year (2 hour periods)
		Identify and list the products that are made from maize	Learners prepare and serve maltabella porridge milk and sugar
	Food	List the accompaniments for breakfast cereals and porridge	GRADE 5
	commodities	Describe how maize meal can be used to prepare a variety of	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 1st year (2 hour periods) Learners prepare boiled white rice and serve GRADE 5 2nd year (2 hour periods) Learners prepare rice salad and serve GRADE 5 3rd 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 1st year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes dusted with icing sugar GRADE 5 2nd year (2 hour periods) Learners prepare, bake and serve vanilla cup cakes decorate with butter icing GRADE 5 3rd 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 Food commodities	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 Identify and name the cooking method used for cakes and biscuits	1st year (2 hour periods) Learners prepare, bake and package vanilla single layer cakes dusted with icing sugar GRADE 5 2nd year (2 hour periods) Learners prepare, bake and package chocolate single layer cakes decorated with butter icing GRADE 5 3nd year (2 hour periods) Learners prepare, bake and package fudge single layer cakes, cut into
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	Slices and decorated with butter icing GRADE 5 1st year (2 hour periods) Learners prepare and bake crunchies cut into squares The teacher package the biscuits and learners take the baked products home the next day GRADE 5 2nd year (2 hour periods)
	Food commodities		Learners prepare and bake vanilla biscuits (rolled and shaped. The teacher package the biscuits and learners take the baked products home the next day GRADE 5 3rd year (2 hour periods) Learners prepare and bake health rusks. The teacher slice, dry and package rusks and send home two days later

	Grade 5 Term 2			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
7	Food and	The learner must be able to:		
	beverage	Understand the term "menu" and the typical layout of a menu	Learners practise a trail run to prepare food for a English breakfast	
	services	Understand the principles of menu planning	menu. The following are suggested recipes:	
	Kitchen and	Choose a dish to prepare or task to perform in the restaurant		
	restaurant	Understand and practise mise-en-place in a restaurant	Filter coffee and a selection of fruit juice	
	operations	Prepare a English breakfast	Scrambled eggs with toast	
		Set the table for a English breakfast		
		Understand and practise service and clearing techniques	Fried beef or pork sausage	
			Grilled, sliced tomatoes and mushrooms	
			Simon, shoot terrates and mashresine	
			Learners clean up afterwards	
8	Food and		Lagrange granger and carrie food for a brookfoot many. The following	
	beverage	Understand and practise mise-en-place in a restaurant	Learners prepare and serve food for a breakfast menu. The following are suggested recipes:	
	services	Prepare a English breakfast	are suggested recipes.	
	Kitchen and	Understand the nutritional value of breakfasts	Filter coffee and a selection of fruit juice	
	restaurant	Set the table for a English breakfast		
	operations	Understand and practise service and clearing techniques	Scrambled eggs with toast	
			Fried beef or pork sausage	
			Grilled, sliced tomatoes and mushrooms	
			Learners clean up afterwards	
9	Food and		25amere stoam up anormarus	
	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	Prepare a English breakfast	are suggested recipes:	
	Kitchen and	Set the table for a breakfast		
	restaurant	Understand and practise service and clearing techniques	Filter coffee and a selection of fruit juice	
	operations	Understand the principles of menu planning	Scrambled eggs with toast	
			Fried beef or pork sausage	
			Grilled, sliced tomatoes and mushrooms	
			Learners clean up afterwards	
10			The learners clean different sections in the hospitality studies kitchen,	
	Cleaning and	Identify and use cleaning materials	e.g.:	
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards	
		Clean public areas – e.g. school entrance hall	Clean school entrance hall	
		Recycling in the hospitality industry	Recycle recyclables	

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	Use oven gloves to put cake tin into oven and
	tins	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	Chef skills: Able to "multiply" ingredients
	correct guest	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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Hygiene and	Understand hygiene on food premises and practise safe food	GRADE 5
	safety	storage practises, and recycling of waste	1 st year (2 hour periods)
		Identify milk and dairy products on the SA Food Pyramid	Learners prepare and serve a strawberry and almond smoothie made
	Nutrition and	Identify milk and dairy products portion size and list the number	with ice cream
	menu planning	of portions to eat daily	GRADE 5
		Identify and distinguish between fresh milk (full cream, low fat	2 nd year (2 hour periods)
	Food	and skimmed) and evaporated, condensed, powdered and	Learners prepare and serve a chocolate and banana smoothie made
	commodities	processed milk.	with yoghurt and ice cream
		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			GRADE 5
	Nutrition and	List the most important nutrient in milk and milk products,	1 st year (2 hour periods)
	menu planning	namely protein and calcium	Learners prepare and serve corn and ham soup
	l		GRADE 5
		Identify cream soup portion size and list the number of portions	2 nd year (2 hour periods)
	Food	to eat from the dairy group	Learners prepare and serve potato and bacon cream soup
	commodities	Understand and identify the difference between thin, clear	GRADE 5
		soups (consommé) and thick soup (cream and puree soup)	3 rd year (2 hour periods)
		List the characteristics of a good soup	Learners prepare and serve butternut and orange cream soup

	Grade 5 Term 3			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
		The learner must be able to: List the accompaniments for soup		
		List the decompaniments for soup		
0	N1 (20)		GRADE 5	
3	Nutrition and	List the most important nutrient in milk and milk products,	1st year (2 hour periods)	
	menu planning	namely protein and calcium and list the function of protein and	Learners prepare and serve quiche Lorraine	
		calcium	Learners prepare and serve quiene Estraine	
	Food	Identify pastry on the SA Food Pyramid and list the number of	COMPT 5	
	commodities	portions to eat daily	GRADE 5 2 nd year (2 hour periods)	
		Name types of pastry: short (plain, sweet), puff, and frozen	Learners prepare and serve bacon and onion quiche	
		(phyllo, puff, short)	Learners prepare and serve bacon and omon quiene	
		List the ingredients to prepare pastry	GRADE 5	
		Identify quality characteristics of the end product	3rd year (2 hour periods)	
		identify quality characteristics of the end product	Learners prepare and serve salami and mushroom cheese quiche	
			Learners prepare and serve salarm and mashroom eneese quiene	
	N		GRADE 5	
4	Nutrition and	Identify fish on the SA Food Pyramid	1st year (2 hour periods)	
	men planning	Identify fish portion size and list the number of portions to eat	Learners prepare and serve poached hake with lemon butter sauce	
		daily	GRADE 5	
		List the most important nutrient in fish, namely protein and	2 nd year (2 hour periods)	
		calcium	Learners prepare and serve fried fish cakes (made with pilchards) with	
	Food	Group fish according to their origin, or shape or flesh	lemon	
	commodities	Identify and list the factors to consider when purchasing fish	GRADE 5	
		Identify and list the cooking methods to prepare fish	3 rd year (2 hour periods)	
		Identify food spoilage and food contamination	Learners prepare and serve hake pie	
_	NI. statistica and a second		GRADE 5	
5	Nutrition and	Identify poultry on the SA Food Pyramid	GRADE 5 1st year (2 hour periods)	
	men planning	Identify poultry portion size and list the number of portions to	1 year (2 near periods)	

	Grade 5 Term 3			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
		The learner must be able to: eat daily	Learners prepare and serve chicken stir fry	
	Food commodities	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 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	GRADE 5 1st year (2 hour periods) Learners prepare and serve curried chicken	
		Describe temperature control	GRADE 5	
	Food	Identify and list:	2 nd year (2 hour periods)	
	commodities	 hot white sauces sweet sauces hot brown sauces other sauces, e.g. curry sauce List the steps to prepare: hot white sauces sweet sauce hot brown sauces other sauces, e.g. curry sauce 	GRADE 5 3rd year (2 hour periods) Learners prepare and serve Chicken a'la King	
7	Client service	Understand the structure of a team and the definition of roles	Learners practise a trail run to prepare a 3 menu. The following are	
	and	Understand and practise respect to learners, clients and	suggested recipes:	

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

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

Week 3:

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	Prepare food with clean hands and short clean
	method	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

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 1st year (2 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce GRADE 5 2nd year (2 hour periods) Learners prepare and serve boiled pasta with cheese sauce GRADE 5 3rd 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 1st year (2 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise) GRADE 5 2nd year (2 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise and cream cheese) GRADE 5 3rd 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 1st 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 2nd year (2 hour periods) Learners prepare and serve baked fantail potatoes GRADE 5 3rd year (2 hour periods) Learners prepare and serve jacket potatoes with fried mushrooms 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 1st year (2 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home GRADE 5 2nd year (2 hour periods) Learners prepare health bread in mini loaf tins and package bread to take home GRADE 5 3rd 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 1st 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	PRACTICAL TASKS/RECIPES		
	Faad	The learner must be able to:	GRADE 5		
	Food	Understand and identify the characteristics of a baked product	2 nd year (2 hour periods)		
	commodities				
			Learners prepare cinnamon bread (teacher prepare dough) and		
			package bread to take home		
			GRADE 5		
			3 rd year (2 hour periods)		
			Learners prepare braided bread (teacher prepare dough) and package		
			bread to take home		
6	Nutrition and menu planning	, ,	GRADE 5		
			1st year (2 hour periods)		
			Learners prepare banana and orange jelly served with custard		
	3				
		Distinguish between the different jelly flavours	GRADE 5		
		, ,	1 st year (2 hour periods)		
		Understand and practise how to prepare, set and un-mould	Carrot and pineapple moulded salad		
	jelly				
		Identify and name gelatine	GRADE 5		
	Food	Describe what is gelatine	3 rd year (2 hour periods)		
	commodities	Describe how to set gelatine dishes	Learners prepare and serve trifle (use 2 different jelly flavours)		
7			Learners practise a trail run to prepare a birthday party for a 6 – 11 year		
	Client service	Identify and describe the procedure for absenteeism and	old child . The following are suggested recipes:		
	and	illness in the hospitality industry	Strawberry smoothie		
	l .				

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

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

Week 8:

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	Chaf akill: Maintain hygionia atandarda	
Week o.	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

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	GRADE 4	GRADE 5	GRADE 5	GRADE 5 3 rd year
Š	1 st year	2 nd year	1 st year	2 nd year	(2.5 hour periods)
	(2.5 hour periods)	(2.5 hour periods)	(2.5 hour periods)	(2.5 hour periods)	
			TERM 1		
1	The learners role play how to	dress in their aprons and dispo	sable caps, wash and dry their	hands, select utensils, matchin	ng the flash card shown by the
	teacher, from allocated kitche	en cabinets, cook food on alloo	cated stoves and wash dishes	in their allocated sinks, dry ar	nd put dishes away. Learners
	practise to take their aprons of	f and put aprons and hats in an	allocated area		
2	Glass of mixed fruit juice	Hot chocolate with milk	Cup of filter served with milk	Cup of tea served with milk	Cafe Latte served with a
	served in a saucer with a	practising safety rules in the	and a biscuit practising	and a biscuit practising	biscuit practising safety rules
	doily applying safety rules in	kitchen	safety rules in the kitchen	safety rules in the kitchen	in the kitchen
	the kitchen				
3	Fruit salad served in half a	Fruit kebabs (4 types of fruit)	Banana split bites variation	Fresh fruit popsicle sticks	Striped fruit popsicles
	hollowed pineapple	in plate garnished with icing		variation	variation
		sugar			
4	Breakfast banana split with	Fresh fruit trifle in individual	Marmalade	Fruit jam	Fruit jam
	garnishes	parfait glasses			
5	Baked apples/pears served	Stewed dried fruit served	Lemon berry quick bread	Baked fruit and nut bars	Iced mini fruit cakes
	with readymade custard	with vanilla yoghurt			
6	Hard or soft boiled eggs	Poached eggs with a slice of	French toast with syrup	Window eggs served with	Baked egg and bread dish
	served in egg cup with a	toast and sliced tomatoes		grated cheese	with cheese and serve

	slice of toast				
7	Scrambled eggs with grated	Omelette with cheese and	Baked caramel custard	Lemon meringue tart	Crème anglaise
	cheese and a slice of toast	spinach filling (teacher boils			
		the spinach)			
8	Meringues (use icing bag to	Coloured meringues (use	Cream puffs filled with	Éclairs filled with whipped	Cream puffs filled with
	pipe rosettes)	icing bag to pipe rosettes)	whipped cream and dusted	cream and decorated with	whipped cream and
		decorated with 100's and	with icing sugar	chocolate	decorated with chocolate
		1000's			shapes
9	Mise-en-place in the restauran	t: breakfasts and lunches	Mise-en-place in the restauran	t: breakfasts, lunches and buffe	et
10	Learners identify and clean the	e following areas:	Learners identify and clean the	e following areas:	
	scrub floors, sinks, counter top	s and kick boards.	scrub floors, sinks, counter top	os and kick boards.	
	Learners wash, dry and store	crockery and cutlery	Learners wash, dry and store crockery and cutlery.		
	Learners dispose of waste		Learners recycle waste material		
			TERM 2		
1	Instant mabella meal pap	Layered muesli and	Layered muesli, cornflakes	Layered muesli, cornflakes	Layered muesli, cornflakes
	and serve with milk, honey	cornflakes in glass served	and fruit served with yoghurt	and fruit served with yoghurt	and fruit served with yoghurt
	and fruit juice	with filter coffee	and flavoured	and cappuccino	and café mocha
2	Tasty Wheat and serve with	Maize pap with	Oats porridge with	Maltabella porridge with	Couscous with
	accompaniments	accompaniments	accompaniments	accompaniments	accompaniments
3	Crumpets with marmite and	Waffles with syrup and	Boiled yellow rice with	Rice salad (add 1 ingredient	Rice timbales (with 1
	grated cheese	whipped cream	raisins	to basic recipe) and serve	additional ingredient)
4	Pancakes and serve with ice	Crepes and serve with ice	Marble cup cakes dusted	Marble cup cakes decorated	Fudge cup cakes decorate
	cream and syrup	cream and syrup	with icing sugar	with butter icing	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	with margarine or margarine,	decorated with butter icing	decorated with butter icing	cut into slices and decorated
	cream	jam and whipped cream			with butter icing
6	Breakfast scones and serve	Individual scones and serve	Chocolate crunchies cut into	Millionaires short bread.	All Bran rusks.
	with margarine, jam and	with margarine, jam and	squares		
	whipped cream	whipped cream			
7	Learners practise a trail run to	prepare food for a breakfast	Learners practise a trail run to	prepare food for a English bre	akfast menu. The following are
	menu . The following are sugg	gested recipes:	suggested recipes		
	Coffee and orange juice		Filter coffee and a selection of	f fruit juice	
	Boiled and baked eggs		Scrambled eggs with toast		
	Muesli with yoghurt and fruit,	oats porridge with honey and	Fried beef or pork sausage		
	fruit, crumpets with honey, and	l a breakfast wrap.	Grilled, sliced tomatoes and mushrooms		
	Learners share and eat the foo	od after preparation	Learners clean up afterwards		
8&9	Learners prepare and serve	food for a breakfast menu .	Learners prepare and serve food for a breakfast menu. The following are suggested		
	The following are suggested re	ecipes	recipes		
	Coffee and orange juice		Filter coffee and a selection of fruit juice		
	Boiled and baked eggs		Scrambled eggs with toast		
	Muesli with yoghurt and fruit,	oats porridge with honey and	Fried beef or pork sausage Grilled, sliced tomatoes and mushrooms		
	fruit, crumpets with honey, and	l a breakfast wrap.			
	Learners clean up afterwards		Learners clean up afterwards		
10	The learner cleans different	sections in the hospitality	The learner cleans different se	ections in the hospitality studies	s kitchen, e.g.:
	studies kitchen, e.g.:		scrub floors, sinks, counter tops and kick boards		
	scrub floors, sinks, counter top	s and kick boards	Clean school entrance hall		
	washes, dries and stores glass	sware	Recycle recyclables		
	dispose of waste				
			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	made with yoghurt and ice	yoghurt and honey
			and ice cream	cream	
2	Toast with cheese sauce	Caramel flavoured custard	Asparagus cream soup	Butternut cream soup	Cream tomato soup with
	decorated with parsley	with bananas			croutons
3	"melksnysels"	Sago pudding with meringue	Quiche Lorraine with phyllo	Broccoli and cheese quiche	Three cheese vegetable
		topping	pastry		quiche
4	Fried mutton sausages	Fried chicken sausages	Poached hake with white	Fried fish cakes (made with	Haddock pie
			sauce	tuna and hake) with lemon	
5	Grilled beef kebabs using 3	Grilled mutton kebabs using	Chicken stir fry served on	Chicken and pineapple	Chicken stew served with
	different vegetables	3 different vegetables	rice	burger	rice
6	Baked cocktail meat balls	Beef and cheese burgers	Curried chicken with rice	Creamy paprika chicken with	Chicken a'la King with rice
				rice	
7	Learners practise a trail run to	prepare a lunch menu. The	Learners practise a trail run to prepare a 3 course menu. The following are suggested		
	following are suggested recipe	es	recipes		
	Coffee and orange juice		Cucumber mould		
	Toasted triple sandwich		Chicken or beef stew with rice timbales		
	Macaroni and cheese (tead	cher boils the macaroni in	Mixed vegetable salad		
	advance)		Crème brûlée or crème anglaise		
	Hamburger with salad		Filter coffee/tea/coffee au lait		
	Vanilla ice cream		Learners share and eat the dishes and clean up afterwards		
	Sago pudding				
	Learners share and eat the dis	shes and clean up afterwards			
8&9	Learners prepare and serve	a lunch menu. The following	Learners prepare and serve a	3 course menu. The following a	are suggested recipes
	are suggested recipes		Cucumber mould		
	Coffee and orange juice		Chicken or beef stew with rice timbales		
	Toasted triple sandwich		Mixed vegetable salad		

	Macaroni and cheese (tead	cher boils the macaroni in	roni in Crème brûlée or crème anglaise			
	advance)		Filter coffee/tea/coffee au lait			
	Hamburger with salad		Learners share and eat the dis	shes and clean up afterwards		
	Vanilla ice cream					
	Sago pudding					
	Learners share and eat the dis	shes and clean up afterwards				
10	Learners clean different secti	ions in the hospitality studies	The learner cleans different se	ections in the school, e.g.:		
	kitchen, e.g.:		Bathrooms and toilets			
	scrub floors, sinks, counter top	s and kick boards				
	washes, dries and stores cutle	ery, crockery and glassware				
	dispose of waste					
			TERM 4			
1	Mixed vegetable salad (add	Vegetable (add 2	Boiled pasta with instant	Boiled pasta with cheese	Macaroni and cheese (add	
	2 ingredients) served with	ingredients) salad and serve	pasta sauce. Add chopped	and chopped ham sauce	boiled egg to cheese sauce)	
	uncooked salad dressing	with uncooked salad	and fried bacon to sauce			
		dressing				
2	Coleslaw with mayonnaise	Broccoli, cauliflower and	Apple pasta salad (use	Banana and macaroni salad	Apple pasta and	
	mixed with condensed milk	onion salad	mayonnaise and cream	(use mayonnaise, cream	Mediterranean vegetable stir	
			cheese)	cheese and condensed milk)	fry	
3	Potato and egg salad (use	Potato and egg salad (add 1	Mashed potatoes mixed with	Baked fantail potatoes with	Baked jacket potatoes with	
	mayonnaise mixed with	ingredient, and use	chopped onion	grated cheese	fried mushrooms, onions	
	condensed milk)	mayonnaise mixed with			and cherry tomatoes	
		condensed milk)				
4	Triple egg, tomato and	Boiled egg, cheese and	Brown bread in mini loaf tins	Health bread in mini loaf tins	Herb bread in mini loaf tins	
	cheese toasted sandwich	tomato Tramezzini				
5	Wrap with mixed vegetable,	Wrap with mixed vegetable	Brown bread rolls (teacher	Cinnamon bread (teacher	Braided bread (teacher	

	ham cubes and cheese	and fried beef cubes		prepare dough)	prepare dough)		prepare dough)	
	filling								
6	Flavoured and coloured	Chocolate fudge a	nd	Banana and	orange jelly	Carrot and	pineapple	Trifle (use 3 different	t jelly
	marshmallows	package		served with cu	ıstard	moulded salad		flavours)	
7	Learners practise a trail run to prepare a afternoon coffee break. The following are suggested recipes:			Learners practise a trail run to prepare a birthday party for a 6 - 11 year old child. The					
				following are suggested recipes:					
	Filter coffee			Strawberry smoothie					
	Triple savoury sandwiches			Cup cakes, or novelty birthday cake					
	Scones and muffins with jam and cream Fried cocktail sausages			Tramezzini with cheese or éclairs with savoury filling					
				Crumpets served with butter and cheese or pancakes with savoury filling					
	Mini kebabs			Yoghurt jelly					
	Meringues								
	Marshmallows								
8&9	Learners prepare an afternoon coffee break. The following			Learners prepare a birthday party for a 6 – 11 year old child. The following are suggested					
	are suggested recipes:			recipes:					
	Filter coffee			Strawberry smoothie					
	Triple savoury sandwiches			Cup cakes, or novelty birthday cake					
	Scones and muffins with jam and cream			Tramezzini with cheese or éclairs with savoury filling					
	Fried cocktail sausages Mini kebabs Meringues Marshmallows			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			The learner cleans different sections in the school, e.g.:					
				School's sick room					
	Washes, dries and stores restaurant linen								

Dispose of waste

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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Sectors in the	Understand the concept of Hospitality Studies	The learners choose the colours and the teacher issues the following
	hospitality	Understand the layout of the training kitchen and dining area	labelled items to the learners:
	industry	List suggestions for classroom rules and repeat rules with	Covered homework books
		prompting	Recipe books
		Understand and role play the routines in the training kitchen.	Chefs aprons
		Identify and/or list the sectors in the hospitality industry and	Disposable caps
		services provided by each	The learners understand the concept Hospitality Studies, identify the
			sectors in the industry and repeat the classroom rules with prompting
			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 stove and wash
			dishes in their allocated sinks, dry and put dishes away
			Take their aprons off and put aprons and hats in designated place

	Grade 4 Term 1			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
2		The learner must be able to:	GRADE 4	
	11 2	The least of the control of the cont		
	Hygiene and	Understand the concept of personal hygiene and appropriate	1 st year (2,5 hour periods)	
	safety	dress code		
		Understand and practise safety practices in the kitchen	earners prepare and enjoy a glass of mixed fruit juice served in a	
		Conform to personal hygiene practises in the Hospitality	saucer with a doily applying safety rules in the kitchen	
		Studies centre		
			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			GRADE 4	
	Nutrition and	Identify fruit on the SA Food Pyramid	1 st year (2,5 hour periods)	
	menu planning	Identify the number of portions of fruit to eat daily	Learners prepare fruit salad served in half a hollowed pineapple	
	Food	Understand the meaning of the term "portion size"		
	commodities			
			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			GRADE 4	
	Nutrition and	Understand the meaning of the word "nutrient" and why	1 st year (2,5 hour periods)	
	menu planning	nutrients are important to us	Learners prepare a breakfast banana split with garnishes	
<u> </u>				

		Grade 4 Term 1	
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	Food	The learner must be able to: Name the nutrient in fruit as vitamins, minerals and sugar	GRADE 4
	commodities	Group fruit in groups, namely soft fruit, hard fruit, citrus fruit,	2 nd year (2,5 hour periods)
		stone fruit and tropical fruit	Learners prepare fresh fruit trifle in individual parfait glasses
		List the uses of fruit on the menu	
5	Nutrition and	Explain why it is important to wash fruit under running water	GRADE 4
	menu planning	List the characteristics to look out for when purchasing fruit	1st year (2,5 hour periods)
	Food	Understand the meaning of the words "blemish, seasonal fruit"	Learners prepare baked apples/pears with readymade custard
	commodities	Explain how fruit is packaged in the shop	GRADE 4
		Explain how fruit should be stored at home	2 nd year (2,5 hour periods)
		List the cooking methods used to prepare fruit	Learners prepare stewed dried fruit served with vanilla yoghurt
6			GRADE 4
	Nutrition and	Identify eggs on the SA Food Pyramid	1 st year (2,5 hour periods)
	menu planning	Identify egg portion size and the suggested number of portions	Learners prepare hard or soft boiled eggs served in egg cup with a slice
	Food	to eat daily	of toast
	commodities	Identify and name the sizes of eggs as jumbo, extra large,	GRADE 4
		large, medium and small	2 nd year (2,5 hour periods)
		Identify and list the birds as well as their eggs consumed by	Learners prepare poached eggs with a slice of toast and sliced
		humans	tomatoes
7			GRADE 4
	Nutrition and	List the most important nutrient in eggs, namely protein	1 st year (2,5 hour periods)
	menu planning	Identify and list the bird's as well as their eggs consumed by	Learners prepare scrambled eggs with grated cheese and a slice of
	Food	humans and list the sizes of the eggs	toast

		Grade 4 Term 1	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
	commodities	The learner must be able to: Describe the difference between quail, ostrich, chicken and	GRADE 4
	commodities	·	
		goose eggs	2 nd year (2,5 hour periods)
			Learners prepare omelette with cheese and spinach filling (teacher
			boils the spinach)
8			GRADE 4
	Nutrition and	List the most important nutrient in eggs, namely protein	1 st year (2,5 hour periods)
	menu planning	Identify and name the purchase units as half a dozen, dozen,	Prepare and bake meringues (use icing bag to pipe rosettes)
		and 2,5 dozen	
	Food	List the cooking methods used to prepare eggs	GRADE 4
	commodities		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			Mise-en-place in the restaurant: breakfasts and lunches
	Food and	Prepare the venue for breakfasts	Practise room layout
	beverage	Understand room layout and placing of guests	Role play receiving, placing and seating of guests
	services	Set tables for breakfasts and lunches	Practise to set tables using individual table setting cards
	3ei vice3		Tractise to set tables using individual table setting cards
		Receive and seat guests	
10			The learner cleans different sections in the hospitality studies kitchen,
	Cleaning and	Identify and use cleaning materials	e.g.:
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards
		Clean and store crockery and cutlery	washes, dries and stores crockery and cutlery
		Handle and dispose of waste	dispose of waste

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 Neatness of hands and nails

pot.

Week 7: Use frying pan safely Wash dishes thoroughly

Week Measure small quantities dry ingredients

Use oven safely 8&9: correctly

as: correc

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

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

		Grade 4 Term 2	
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
		Understand the difference between batter and dough	GRADE 4
		Understand and practise the emulsion (muffin) mixing method	2 nd year (2,5 hour periods)
		Understands and practise frying	Learners prepare and fry crepes and serve with ice cream and syrup
		Understands and describe the characteristics of good	
		pancakes and crepes	
		Understand how to ensure a good product and serve the	
		product	
5			GRADE 4
	Nutrition and	Identify starch products on the SA Food Pyramid	1 st year (2,5 hour periods)
	menu planning	Name the portion size of muffins and the number of portions to	Learners prepare and bake plain muffins and serve with margarine, jam
	Food	eat daily from the starch group	and whipped cream
	commodities	Understand and practise baking	GRADE 4
	Commodition	Understand and describe the characteristics of good muffins	2 nd year (2,5 hour periods)
		Understand how to ensure a good product and serve the	Learners prepare and bake raisin muffins and serve with margarine or
		product	margarine, jam and whipped cream
		Understand and identify the different types of flour	marganne, jam and winpped cream
		Officerstand and identity the different types of flour	
6	Nutrition and	Name the portion size of scones and the number of portions to	GRADE 4
0			
	menu planning	eat daily from the starch group	1 st year (2,5 hour periods)
	F I	List the most important nutrient in scones, namely starch	Learners prepare and bake breakfast scones and serve with margarine,
	Food	Understand and practise the rubbing-in (cutting-in) mixing	jam and whipped cream

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

	Grade 4 Term 2		
WEEK	TOPIC	CONTENT The learner must be able to:	PRACTICAL TASKS/RECIPES
	service	Set the table for a breakfast	Boiled and/or baked eggs
	Kitchen and	Understand and practise service and clearing techniques	Muesli with yoghurt and fruit, oats porridge with honey and fruit,
	restaurant		crumpets with honey, and/or a breakfast wrap.
	operations		Learners clean up afterwards
10			Learners clean different sections in the hospitality studies kitchen, e.g.:
	Cleaning and	Identify and use cleaning materials	scrub floors, sinks, counter tops and kick boards
	housekeeping	Clean floors, tiles and cupboards	wash, dry and stores glassware
		Clean and store glassware	dispose of waste
		Handle and dispose of waste	

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	Move beater in mixing bowl to beat batter
	being used	wove beater in mixing bown to beat batter
Week 5:	Spoon batter with 2 spoons into muffin tin	Use oven gloves to put muffin tin into oven
Wook o.	opeon batter with 2 speems into manin tim	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	Chef skills: Able to "multiply" ingredients
	correct guest	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	PRACTICAL TASKS/RECIPES
1		The learner must be able to:	GRADE 4
'	Hygiene and safety Nutrition and menu planning	Understand hygiene on food premises and practise safe food storage practises, and waste disposal practises Identify dairy products on the SA Food Pyramid Understand the meaning of the terminology: dairy products Name the portion size of diary products and the suggested	1st year (2,5 hour periods) Learners prepare and serve chocolate milk shake in decorated glass GRADE 4 2nd year (2,5 hour periods)
	Food commodities	number of portions to eat daily	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 1st year (2,5 hour periods) Learners prepare and serve toast with cheese sauce decorated with parsley GRADE 4 2nd 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 1st 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
		Identify and describe dairy products	2 nd year (2,5 hour periods)
	Food commodities	Identify and describe the effect of heat on milk	Learners prepare and serve sago pudding with meringue topping
4	Nutrition and menu planning 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 1st year (2,5 hour periods) Learners prepare and fry mutton sausages GRADE 4 2nd year (2,5 hour periods) Learners prepare and fry chicken 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 1st year (2,5 hour periods) Learners prepare, grill and serve beef kebabs using 3 different vegetables GRADE 4 2nd 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	PRACTICAL TASKS/RECIPES
	Nutrition and	The learner must be able to: Identify and name the dry heat and moist heat cooking	1 st year (2,5 hour periods)
	menu planning	methods for meat	Learners prepare and bake cocktail meat balls
	, ,	Identify fresh and stale meat and describe the appearance of	GRADE 4
	Food	fresh meat	2 nd year (2,5 hour periods)
	commodities	Identify and name recipes to use for minced meat	Learners prepare and grill hamburger patties to make beef and cheese
		Describe how to thaw meat	burgers
		Describe temperature control Identify and list:	
		- hot white sauces	
		- sweet sauces	
		- hot brown sauces	
		List the steps to prepare:	
		- hot white sauces	
		- sweet sauce	
		- hot brown sauces	
7	Client service	Understand the typical layout of a menu	Learners practise a trail run to prepare a lunch menu. The following are
	and	Understand the structure of a team and team work	suggested recipes:
	communicatio	Understand and practise respect to learners, clients and	Coffee and/or orange juice
	n	teachers	Toasted triple sandwich
		Understand the term "menu" and the typical layout of a lunch	Macaroni and cheese
	Food and	menu	Hamburger with salad
	beverage	Choose a dish to prepare or task to perform in the restaurant	Vanilla ice cream
	service	Understand and practise mise-en-place in a restaurant	Sago pudding
	Kitchen and	Prepare a lunch menu	Learners share and eat the dishes and clean up afterwards
	restaurant	Set the table for lunch	

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

	Grade 4 Term 3		
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
	restaurant	Understand customer relations	
	operations	Understand and practise service and clearing techniques	
10			The learner cleans different sections in the hospitality studies kitchen,
	Cleaning and	Identify and use cleaning materials	e.g.:
	housekeeping	Clean floors, tiles and cupboards	scrub floors, sinks, counter tops and kick boards
		Clean and store cutlery, crockery and glassware	washes, dries and stores cutlery, crockery and glassware
		Handle and dispose of waste	dispose of waste

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 5.	Gill meat correctly		
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	f 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	PRACTICAL TASKS/RECIPES
4		The learner must be able to:	ODADE 4
1			GRADE 4
	Sectors in the	Identify food and beverage establishments in the local area	1 st year (2,5 hour periods)
	hospitality	and compare their services and products	Learners prepare mixed vegetable salad (add 2 ingredients) and serve
	industry	Identify vegetables on the SA Food Pyramid	with salad dressing
	Nutrition and	Identify vegetable portion size and the suggested number of	GRADE 4
	menu planning	portions to eat daily	
	Food	Distinguish between uncooked (mixed and green salad),	2 nd year (2,5 hour periods)
	commodities	cooked (potato, pasta, beetroot, rice) and moulded (jelly or	Learners prepare mixed vegetable and rice salad (add 2 ingredients)
	commodities		and serve
		gelatine as ingredient) salads	
2			GRADE 4
	Nutrition and	Understand the importance of minerals and vitamins in	1 st year (2,5 hour periods)
	menu planning	vegetables	Learners prepare coleslaw with mayonnaise mixed with condensed milk
	Food	Identify common vegetables	GRADE 4
	commodities	List the rules to prepare and serve salads	2 nd year (2,5 hour periods)
			Learners prepare broccoli, cauliflower, onion and cheese salad and
			serve
3			GRADE 4
	Nutrition and	Identify the uses of salads on the menu	1 st year (2,5 hour periods)
	menu planning	List the portion sizes of salads	Learners prepare potato and egg salad using mayonnaise mixed with
	Food	Explain the reason why we use salad dressings	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 1st year (2,5 hour periods) Learners prepare and serve triple egg, tomato and cheese toasted sandwich GRADE 4 2nd 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 1st year (2,5 hour periods) Learners prepare wrap with mixed vegetable, ham cubes and cheese filling and serve GRADE 4 2nd year (2,5 hour periods) Learners prepare wrap with mixed vegetable and fried beef cubes and serve GRADE 4

	Grade 4 Term 4		
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
	Nutrition and	The learner must be able to: Identify sugar on the SA Food Pyramid	1 st year (2,5 hour periods)
	menu planning	Identify the stages to beat egg whites	Learners prepare flavoured and coloured marshmallows
	mond planning	Understand and identify safety precautions to prepare fudge	GRADE 4
	Food	Identify the characteristics of successful homemade candy	2 nd year (2,5 hour periods)
	commodities	Practise attractive packaging of homemade candy for selling	Learners prepare chocolate fudge and package
7			Learners practise a trail run to prepare a afternoon coffee break The
	Client service	Identify and describe the procedure for absenteeism and	following are suggested recipes:
	and	illness in the hospitality industry	Filter coffee
	communicatio		Triple savoury sandwiches
	n	Understand the term "menu" and the typical layout of a coffee	Scones and muffins with jam and cream
	Food and	break menu	Fried cocktail sausages
	beverage	Choose dish to prepare or task to perform in the restaurant	Mini kebabs
	service	Understand and practise mise-en-place in a restaurant	Meringues
		Prepare a coffee break menu	Marshmallows
		Set the table for a coffee break menu	
		Understand and practise service and clearing techniques	
	Kitchen and	Understand customer relations	
	restaurant		
	operations		
8	operations		Learners prepare an afternoon coffee break The following are
0	Client comiss	I ladorate and the attricture of a topic and topic work	
	Client service	Understand the structure of a team and team work	suggested recipes:
	and	Understand and practise respect to learners, clients and	Filter coffee
	communicatio	teachers	Triple savoury sandwiches

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

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
WEEK O.		clean
Week 7:	Waitering skills: Serve dishes correctly	Chef skills: Able to work under pressure
Week 8:	Waitering skills: Treat guests polite and	Chef skill: Maintain hygienic standards
WEEK O.	with respect	Cher Skill. Mairitain rrygieriic 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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Sectors in the	Understand the concept of Hospitality Studies	The learners choose the colours and the teacher issues the following
	hospitality	Understand the layout of the training kitchen and dining area	labelled items to the learners:
	industry	and the functions of each	Covered homework books
		List suggestions for classroom rules and repeat rules	Recipe books
		Understand and role play the routines in the training kitchen.	Chefs aprons
		Identify and/or list the sectors in the hospitality industry and	Disposable caps
		services provided by each	The learners understand the concept Hospitality Studies, identify the
		Identify and list food & beverage and accommodation	sectors in the industry and repeat the classroom rules with prompting
		establishments	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 stove and wash
			dishes in their allocated sinks, dry and put dishes away
			Take their aprons off and put aprons and hats in designated place

Grade 5 Term 1			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
2		The learner must be able to:	GRADE 5
	Llucione and	I hadovatored the concent of moreover by views and ammonists	
	Hygiene and	Understand the concept of personal hygiene and appropriate	1 st year (2,5 hour periods)
	safety	dress code	Learners prepare and enjoy a cup of filter coffee served with milk and a
	Food	Give reasons for wearing protective clothing in a kitchen	biscuit practising safety rules in the kitchen
	commodities	Understand and practise safety practices in the kitchen	
		Conform to personal hygiene practises in the Hospitality	GRADE 5
		Studies centre	2 nd year (2,5 hour periods)
		List and role play procedures to follow in emergency situations	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	Identify fruit on the SA Food Pyramid	GRADE 5
	menu planning	Identify the number of portions of fruit to eat daily	1 st year (2,5 hour periods)
		Understand the meaning of the term "portion size"	Learners prepare and serve banana split bites variation
	Food	Identify frozen desserts on the SA Food Pyramid	
	commodities	Classify ice creams as a frozen dessert	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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	GRADE 5
			2 nd year (2,5 hour periods)
			Learners prepare and serve fresh fruit popsicle sticks variation
			Learners prepare and serve restribut populoie sticks variation
4			GRADE 5
	Nutrients and	Understand the meaning of the word "nutrient" and why	1 st year (2,5 hour periods)
	menu planning	nutrients are important to us	Learners prepare and bottle marmelade
	mond planning	·	
		Name the nutrient in fruit as vitamins, minerals and sugar	
		Group fruit in groups, namely soft fruit, hard fruit, citrus fruit,	GRADE 5
		stone fruit and tropical fruit	2 nd year (2,5 hour periods)
	Food	List the uses of fruit on the menu	Learners prepare cheese cake with marbled decoration in round pie
	commodities	Understand the meaning of the term: "preserved food and	plate and
		sterilization"	GRADE 5
		List different methods to preserve food	2 nd year (2,5 hour periods)
		Describe how sugar is used in food preservation	Learners prepare and bottle fruit jam
5			GRADE 5
5			1st year (2,5 hour periods)
	Nutrients and	Explain why it is important to wash fruit under running water	Learners prepare and serve a lemon berry quick bread
	menu planning	List the characteristics to look out for when purchasing fruit	Loamors propare and serve a femon serry quick stead
		Understand the meaning of the words "blemish, seasonal fruit"	
		Explain how fruit is packaged in the shop	GRADE 5
		Explain how fruit should be stored at home	2 nd year (2,5 hour periods)
	Food	List the cooking methods used to prepare fruit	Learners prepare and serve chocolate mousse decorated with vermicelli
	commodities	Describe how to prepare baking sheets, cake tins and bread	

		Grade 5 Term 1	
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	GRADE 5
		tins to bake products	2 nd year (2,5 hour periods)
		List the characteristics of baked products	Learners prepare and serve baked fruit and nut bars
			Learners prepare and serve baked trult and ridt bars
6			GRADE 5
	Nutrients and	Identify eggs on the SA Food Pyramid	1st year (2,5 hour periods)
	menu planning	Identify egg portion size and list the number of portions to eat	Learners prepare and serve French toast with syrup
		daily	GRADE 5
	Food	Identify and name the sizes of eggs as jumbo, extra large,	2 nd year (2,5 hour periods)
	commodities	large, medium and small	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			GRADE 5
	Nutrients and	Identify eggs and milk on the SA Food Pyramid	1 st year (2,5 hour periods)
	menu planning	Identify egg and milk portion size and list the number of	Learners prepare and serve baked caramel custard
	Food	portions to eat daily	
	commodities	List the most important nutrient in eggs, namely protein	GRADE 5
		Identify and list the birds as well as their eggs consumed by	2 nd year (2,5 hour periods)
		humans and describe the appearance and size of the eggs	Learners prepare and serve lemon meringue tart

	Grade 5 Term 1		
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to:	GRADE 5
			3 rd year (2,5 hour periods)
			Learners prepare and serve crème anglaise
8			GRADE 5
	Nutrients and	List the most important nutrient in eggs, namely protein and list	1st year (2,5 hour periods)
	menu planning	the function of protein	Learners prepare and serve cream puffs filled with whipped cream and
		Identify and name the purchase unit	dusted with icing sugar
		List and describe the cooking methods to make choux pastry	
		Identify the quality characteristics of the end product	GRADE 5
	Food		2 nd year (2,5 hour periods)
	commodities		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			Mise-en-place in the restaurant: English breakfast
	Food and	Prepare the venue for English breakfast	Practise room layout
	beverage	Understand room layout and placing of guests	Role play receiving, placing and seating of guests
	services	Set tables for breakfasts and lunches	Practise to set tables using individual table setting cards
		Receive and seat guests	

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

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.

Keen work surface neat and clean	Dress correctly in disposable cap and cover hair
Reep work surface fleat and clean	with cap
Identify correct equipment to use	Measure dry ingredients correctly
Measure liquids correctly	Sterilize bottle correctly and safely
Place bread tins/cake tins/baking sheet on	Prepare bread tins/cake tins/baking sheets to
the middle shelf in oven	bake products
Switch stove plate off before removing pot	Prepare food with clean hands and short nails
from stove plate	
Use oven gloves safely	Wash dishes thoroughly
11	Measure bigger quantities dry ingredients
Ose oven salely	correctly
Clean cupboards thoroughly	Clean floors thoroughly
	Measure liquids correctly Place bread tins/cake tins/baking sheet on the middle shelf in oven Switch stove plate off before removing pot from stove plate Use oven gloves safely Use oven safely

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

Indicate the nutritional value of fruit on the SA Food pyramid and how many Week 4:

portions to eat daily

Week 5: Mark/list the characteristics of baked products

Mark/identify eggs on the SA Food Pyramid and how many portions to eat per

Week 6: 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	PRACTICAL TASKS/RECIPES
		The learner must be able to:	
1	Sectors in the	Identify food and beverage and accommodation	GRADE 5
	hospitality	establishments in the local area and compare their services	1 st year (2,5 hour periods)
	industry	and products	Learners prepare and serve layered muesli, cornflakes and fruit served
	Nutrition and	Identify cereals on the SA Food Pyramid	with yoghurt and flavoured
	menu planning	Identify the portion size of cereals and list the number of	GRADE 5
		portions to eat from the bread and starch group	2 nd year (2,5 hour periods)
	Food	Identify and name cereals used in food preparation	Learners prepare and serve layered muesli, cornflakes and fruit served
	commodities	Understand the term "shelf life" and identify cereals with	with yoghurt and cappuccino
		shorter and longer shelf life	
			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			GRADE 5
	Nutrition and	List the most important nutrient in porridge, namely starch and	1 st year (2,5 hour periods)
	menu planning	provide 2 functions for starch	Learners prepare and serve oats porridge with accompaniments
	menu pianning		GRADE 5
		Identify and name South-Africa's staple food	2 nd year (2,5 hour periods)
		Identify and list the products that are made from maize	Learners prepare and serve maltabella porridge with accompaniments
	Food	List the accompaniments for breakfast cereals and porridge	GRADE 5
	commodities	Describe how maize meal can be used to prepare a variety of	3 rd year (2,5 hour periods)
P	•		

Grade 5 Term 2			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES
		The learner must be able to: porridges	Learners prepare and serve couscous with accompaniments
		pornages	Learners prepare and serve couscous with accompaniments
			OD LDE S
4	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 Identify the starch and fat group on the SA Food Pyramid	GRADE 5 1st year (2,5 hour periods) Learners prepare yellow rice with raisins and serve GRADE 5 2nd year (2,5 hour periods) Learners prepare rice salad (add 1 ingredient to basic recipe) and serve GRADE 5 3rd year (2,5 hour periods) Learners prepare rice timbales (with 1 additional ingredient) GRADE 5 1st year (2,5 hour periods) Learners prepare, bake and serve marble cup cakes dusted with icing
	menu planning Food	Identify cake, biscuit and rusk portion size and the number of portions to eat daily	sugar
	commodities	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 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	PRACTICAL TASKS/RECIPES
WEEK 5	TOPIC Nutrients and menu planning Food commodities Nutrients and menu planning Food commodities		
	· commodiaco		package the biscuits and learners take the baked products home the next day GRADE 5 3rd year (2,5 hour periods) Learners prepare and bake All Bran rusks. The teacher slice, dry and package rusks and send home two days
			and the days

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

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

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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	Use whisk to stir in the shape of an eight
	correctly	Ose whish to still in the shape of an eight
Week 3:	Measure small quantities of dry ingredients	Measure liquids correctly
	correctly	
Week 4:	Remember to switch oven off after being	Move beater in mixing bowl to beat cake batter
	used	
Week 5:	Scrape batter from mixing bowl into cake	Use oven gloves to put cake tin into oven and
	tins	to remove from oven
Week 6:	Cream margarine and sugar successfully	Shape scones correctly
Week 7:	Waitering skills: Take an order	Chef skills: Prepare dish independently
	independently	
Week 8:	Waitering skills: Take ordered food to the	Chef skills: Able to "multiply" ingredients
	correct guest	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
2	Hygiene and safety Nutrition and menu planning Food commodities Nutrition and	Understand hygiene on food premises and practise safe food storage practises, and recycling of waste Identify milk and dairy products on the SA Food Pyramid Identify milk and dairy products portion size and list the number of portions to eat daily Identify and distinguish between fresh milk (full cream, low fat and skimmed) and evaporated, condensed, powdered and processed milk. Understand the difference between fresh, sour and long life cream.	GRADE 5 1st year (2,5 hour periods) Learners prepare and serve a strawberry and almond smoothie made with yoghurt and ice cream GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve a apple and lime smoothie made with yoghurt and ice cream GRADE 5 3rd year (2,5 hour periods) Learners prepare and serve a health smoothie made with yoghurt and honey GRADE 5 1st 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	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	
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 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 3 rd year (2,5 hour periods) Learners prepare and serve cream tomato soup with croutons GRADE 5 1 st year (2,5 hour periods) Learners prepare and serve quiche Lorraine in phyllo pastry cases GRADE 5 2 nd year (2,5 hour periods) Learners prepare and serve broccoli and cheese quiche GRADE 5 3 rd year (2,5 hour periods) Learners prepare and serve three cheese vegetable quiche	
4	Nutrition and men 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	GRADE 5 1st year (2,5 hour periods) Learners prepare and serve poached hake with white sauce GRADE 5 2nd 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: Identify and list the cooking methods to prepare fish Identify food spoilage and food contamination	PRACTICAL TASKS/RECIPES 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 1st year (2,5 hour periods) Learners prepare chicken stir fry served on rice GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve chicken and pineapple burger GRADE 5 3rd 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	PRACTICAL TASKS/RECIPES
	Food	The learner must be able to: Identify and list:	GRADE 5
	commodities	- hot white sauces	2 nd year (2,5 hour periods) Learners prepare and serve creamy paprika chicken with rice
	Commodities	- sweet sauces	
		- hot brown sauces	
		- other sauces, e.g. curry sauce	
		List the steps to prepare:	GRADE 5
		- hot white sauces	3 rd year (2,5 hour periods)
		- sweet sauce	Learners prepare and serve Chicken a'la King with rice
		- hot brown sauces	
		- other sauces, e.g. curry sauce	
7	Client service	Understand the structure of a team and the definition of roles	Learners practise a trail run to prepare a 3 course menu. The following
	and	Understand and practise respect to learners, clients and	are suggested recipes:
	communicatio	teachers	Cucumber mould
	n	Understand the term "menu" and the typical layout of a 3	Chicken or beef stew with rice timbales
	Food and	course menu	Mixed vegetable salad
	beverage	Choose a dish to prepare or task to perform in the restaurant	Crème brûlée or crème anglaise
	service	Understand and practise mise-en-place in a restaurant	Filter coffee/tea/coffee au lait
	Kitchen and	Prepare a 3 course menu	Learners share and eat the dishes and clean up afterwards
	restaurant	Set the table for a 3 course menu	
	operations	Understand and practise service and clearing techniques	
8	<u> </u>		Learners prepare and serve a 3 course menu. The following are
	Food and	Understand the structure of a team and the definition of roles	suggested recipes:
	beverage	Understand and practise respect to learners, clients and	Cucumber mould
	Deverage	onderotand and practice respect to learners, clients and	Ododinsoi modio

		Grade 5 Term 3		
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
		The learner must be able to:		
	service	teachers	Chicken or beef stew with rice timbales	
	Kitchen and	Understand the term "menu" and the typical layout of a 3	Mixed vegetable salad	
	restaurant	course menu	Crème brûlée or crème anglaise	
	operations	Understand and practise mise-en-place in a restaurant	Filter coffee/tea/coffee au lait	
		Choose dish to prepare or task to perform in the restaurant	Learners share and eat the dishes and clean up afterwards	
		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		
9			Learners prepare and serve a 3 course menu. The following are	
	Food and	Understand and practise respect to learners, clients and	suggested recipes:	
	beverage	teachers	Cucumber mould	
	service	Understand and practise mise-en-place in a restaurant	Chicken or beef stew with rice timbales	
	Kitchen and	Prepare a 3 course menu	Mixed vegetable salad	
	restaurant	Set the table for a 3 course menu	Crème brûlée or crème anglaise	
	operations	Understand and practise service and clearing techniques	Filter coffee/tea/coffee au lait	
		Understand customer relations	Learners share and eat the dishes and clean up afterwards	
		Understand and practise service and clearing techniques		
	Understand and practise to greet guests			
10			The learner cleans different sections in the school, e.g.:	
	Cleaning and	Identify and use cleaning materials	Bathrooms and toilets	
	housekeeping	Clean 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	
WEEK Z.	District and serve soup salery	dry sink thoroughly	
Week 3:	Perform the rub-in and creaming mixing	Prepare food with clean hands and short clean	
	method	nails	
Week 4:	Poach/ fry products correctly	Clean stove top thoroughly	
Wook 5:	Grill/fry correctly	Identify most suitable equipment to prepare	
Week 5:		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	PRACTICAL TASKS/RECIPES
1	Food commodities	The learner must be able to: 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 1st year (2,5 hour periods) Learners prepare and serve boiled pasta with instant pasta sauce. Add chopped and fried bacon to sauce GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve boiled pasta with cheese and chopped ham sauce GRADE 5
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	3rd year (2,5 hour periods) Learners prepare and serve macaroni and cheese (add boiled egg to cheese sauce) GRADE 5 1st year (2,5 hour periods) Learners prepare and serve apple pasta salad (use mayonnaise and cream cheese) GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve banana and macaroni salad (use mayonnaise, cream cheese and condensed milk) GRADE 5 3rd 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	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 1st year (2,5 hour periods) Learners prepare and serve mashed potatoes mixed with chopped onion GRADE 5 2nd year (2,5 hour periods)	
	commodities		Learners prepare baked fantail potatoes with grated cheese GRADE 5 3rd 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 1st year (2,5 hour periods) Learners prepare brown bread in mini loaf tins and package bread to take home GRADE 5 2nd year (2,5 hour periods) Learners prepare and serve apple tart dusted with icing sugar GRADE 5 2nd year (2,5 hour periods)	

	Grade 5 Term 4			
WEEK	TOPIC	CONTENT	PRACTICAL TASKS/RECIPES	
		The learner must be able to:		
			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 1st year (2,5 hour periods) Learners prepare brown bread rolls (teacher prepare dough) and package bread to take home GRADE 5 2nd year (2,5 hour periods) Learners prepare seed bread in mini loaf tins and package bread to take home GRADE 5 2nd year (2,5 hour periods) Learners prepare cinnamon bread (teacher prepare dough) and package bread to take home	
6			GRADE 5	
	Nutrition and	Identify sugar on the SA Food Pyramid	1 st year (2,5 hour periods)	
	menu planning	Boil water and pour boiling water safely holding one hand	Learners prepare banana and orange jelly served with custard	
	3	behind his/her back	GRADE 5	
			2 nd 3year (2,5 hour periods)	
		Distinguish between the different jelly flavours	Learners prepare cinnamon bread rolls (teacher prepare dough) and	
		Understand and practise how to prepare, set and un-mould	package bread to take home	
		jelly	GRADE 5	
		Identify and name gelatine	1 st year (2,5 hour periods)	

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

Assessment

Week 8:

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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	Chef skill: Maintain hygienic standards
WEER O.	with respect	Oner skill. Maintain Hygieriic 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

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	Cover hair with disposable cap
		Identify correct equipment to use	Cut fruit in bite size portions
2	Week 4 or 5	Peel fruit correctly	Wash fruit correctly
		Eat fruit with fork and spoon	Serve prepared fruit correctly
3	Week 6 or 7	Switch a stove plate off before removing	Neatness of hands and nails
		a pot.	Wash dishes thoroughly
		Use frying pan safely	
4	Week 8 or 10	Use oven safely	Measure small quantities dry ingredients
		Clean cupboards thoroughly	correctly
			Clean floors thoroughly
Task	Term 2		
1	Week 2 or 3	Measure big quantities dry ingredients	Use whisk to stir in the shape of an eight
		correctly	
		Use egg lifter safely to turn products	Use egg lifter to safely remove fried
		over	product
2	Week 4 or 5	Remember to switch stove plate off after	Move beater in mixing bowl to beat
		being used	batter
		Spoon batter with 2 spoons into muffin	Use oven gloves to put muffin tin into
		tin	oven and to remove from oven
3	Week 6 or 7	Cut margarine into cake flour to make	Prepare dish independently
		scones	Cut individual scones correctly
		Take an order independently	
4	Week 8 or 10	Take ordered food to the correct guest	"Multiply" ingredients correctly
		Clean stove thoroughly	Clean fridge thoroughly
Task	Term 3		
1	Week 2 or 3	Use electric equipment safely	Clean and dry sink thoroughly
		Heat milk safely	Prepare food with clean hands and short
			nails
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2	Week 4 or 5	Measure small quantities of dry	Measure big quantities of dry
		ingredients correctly	ingredients correctly
		Fry meat correctly	Clean stove top thoroughly
3	Week 6 or 7	Grill meat correctly	Identify most suitable equipment to
		Shape meat balls/patties correctly	prepare product
			Neatness of hair
4	Week 8 or 10	Clear table correctly	Efficient use of time
		Clean wall tiles thoroughly	Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Mix salads correctly	Clean and sort cutlery correctly
		Wash vegetables under running water	Slice vegetables safely
2	Week 4 or 5	Operate electrical equipment safely	Clean electrical equipment thoroughly
			Wash dishes in warm, clean water and
		Measure dry ingredients correctly	rinse
3	Week 6 or 7	Handle hot liquids safely	Keep work surface neat and clean
		Serve dishes correctly	Work under pressure
4	Week 8 or 10	Treat guests polite and with respect	Maintain hygienic standards Clean
		Dispose of waste hygienically	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	Measure small quantities dry ingredients
		Clean cupboards thoroughly	correctly
			Clean floors thoroughly
Task	Term 2		
1	Week 2 or 3	Measure big quantities dry ingredients	Use whisk to stir in the shape of an eight
		correctly	
		Measure small quantities of dry	Measure liquids correctly
		ingredients correctly	
2	Week 4 or 5	Remember to switch stove plate off after	Move beater in mixing bowl to beat
		being used	batter
		Scrape batter from mixing bowl into	Use oven gloves to put muffin tin into
		cake tins	oven and to remove from oven
3	Week 6 or 7	Cream margarine and sugar	Shape scones correctly
		successfully	
		Take an order independently	Prepare dish independently
4	Week 8 or 10	Take ordered food to the correct guest	"Multiply" ingredients correctly
		Clean stove thoroughly	
			Clean fridge thoroughly
Task	Term 3		
1	Week 2 or 3	Dish up and serve soup safely	Clean and dry sink thoroughly
		Perform the rub-in and creaming mixing	Prepare food with clean hands and short
		method	nails
2	Week 4 or 5	Prepare a custard filling without lumps	Prepare a crust for a pie filling
		Poach/ fry products correctly	Clean stove top thoroughly
3	Week 6 or 7	Stew correctly	Prepare food with neatly tied hair
		Collect correct order	Prepare dish independently
4	Week 8 or 10	Clear table correctly	Efficient use of time
		Clean toilets thoroughly	Clean doors thoroughly
Task	Term 4		
1	Week 2 or 3	Boil and drain pasta correctly	Switches stove plate off before
		Practise safe knife skills	removing pot Mix salad with two forks
2	Week 4 or 5	Prepare bread tins correctly	Know when to take bread out of oven
		Measure dry ingredients correctly	Wash dishes in warm, clean water and
			rinse
3	Week 6 or 7	Handle hot liquids safely	Stir ingredients in the shape of an 8
		Serve dishes correctly	Work under pressure
4	Week 8 or 10	Treat guests politely and with respect	Maintain hygienic standards Dispose
		Dispose waste hygienically	waste hygienically
	I		

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.