



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

WOODWORKING AND TIMBER

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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PUBLIC COMMENT

1 SECTION 1: INTRODUCTION

2 SECTION 2: INTRODUCTION TO WOODWORKING AND TIMBER

2.1 What is Woodworking and timber?

Woodworking and timber is a skill taught to learners to use wood in raw form as a platform to make a wide variety of products that may include musical instruments, furniture, cabinets, tool holders and products that interest the learner and provide entrepreneurial opportunities. Learners use hand tools, power tools and machine tools that include automated machines to produce projects.

The subject equips the learners with basic woodworking and timber skills and an understanding of essential principles necessary to perform simple woodworking and timber tasks. The skills and the content embedded in the skills are taught over two years in Grade 4 and three years in Grade 5. During each year in each grade all the topics are taught, and the teacher is allowed to adapt the difficulty level of the skills to the ability of the learner.

2.2 Topics to be studied in Woodworking and timber

- Housekeeping practices and safety
- Communication
- Tools and equipment
- Project Planning
- Project manufacturing

2.3 Specific Aims:

In woodworking and timber learners should be able to:

- Comply with good housekeeping practices in accordance to the Occupational Health and Safety Act.
- Use oral communication and or/ alternative and augmentative communication and/or signing to communicate effectively and follow instructions to complete projects.
- Name and/or identify tools and equipment in the woodworking and timbering and timber centre, the utilization, cleaning and storage thereof.
- Plan and produce woodworking and timber projects with suitable materials using appropriate construction and finishing methods.

2.4 Requirements for Woodworking and timber 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 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for **Woodworking and timber** is either:

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

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practice the various skills in the classroom. A minimum of three (3) **Woodworking and timber** items/projects 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 three (3) **Woodworking and timber** items/projects per term means that the learners are deprived of the full learning programme. **The Woodworking and timber periods should be divided into two (2) timeslots.**

Twenty percent of the above mentioned time is utilized to teach subject content which should be embedded in teaching the skill. The learner is required to utilize 80% of the time to practise the skill in the classroom.

2.4.2 Resources

2.4.2.1 Human resources

Woodworking and timber requires a qualified subject specialist registered with SACE. Industry related experience and workshop management skills are essential and a tertiary qualification in technical teaching is needed.

Woodworking and timber teachers are required to:

- Teach the subject content with confidence and flair.

- Interact with learners in a relaxed but firm manner.
- Manage the workshop resourcing, budget & safety.
- Manage the teaching environment.
- Conduct stock taking and inventory.
- Plan for practical work.
- Plan for theory lessons (verbal).
- Conduct weekly practical sessions.
- Maintain and service the workshop as a whole.
- Maintain and service the tools and instruments.
- Ensure learner safety.
- Carry out School Based Assessment (SBA).
- Implement innovative methods to keep the subject interesting.
- Be self-motivated to keep her/him abreast of the latest technological developments.
- Regularly attend skills workshops.

2.4.2.2 Infrastructure and equipment

A workshop equipped with the following minimum infrastructure to allow 15 learners to participate in and complete all the projects is required for the subject:

- Electricity supply with a minimum of 2 plugs.
- Lighting and ventilation preferably with multiple exits/lockable doors that open outward.
- Tools and equipment with sufficient storage space with shelves or tool boards clearly marked.
- A minimum of 8 workbenches with 2 vices per bench.
- Machinery on stands permanently affixed to the floor, with isolation switches for the main supply.
- Machine guards for all machines or moving parts.
- Clearly legible specification plates on electrical motors.
- Lockable mains distribution board.
- An emergency cut of switch/s which is/are easily accessible at all times. The red, mushroom type, emergency switch should preferably be lockable to prevent accidental re-connection with mains in the case of it being activated.
- Safety rules must be adhered to at all times and safety posters put up on the walls.
- Cleaning equipment, e.g. brooms, scoops, waste bins, rags and cleaning detergent should be stored in a safe place.
- A suitable waste removal system to accommodate refuse and off-cut waste to comply with Occupational Health and Safety (OHS) Act 85 of 1993 regulations.

The following equipment is the minimum requirement to operate a Woodworking and timber workshop:

Safety Equipment

- Overalls X 15
- Fire extinguisher X 2
- Safety signs as needed for specific tools and equipment
- First aid kit x1
- Safety glasses x 3
- Ear muffs x 5

Hand tools

- Workbenches or tables with vices x 8
- Hand drill x 2
- Planes x 3
- Back saws x 5
- Claw hammers x 5
- Cross peen hammers x 4
- Chisels x 3 sets
- Wooden mallets x 8
- Clamps x 5
- Set square x 8
- Rulers x 8
- Screwdrivers x 2 set
- Pliers x 2 of each type
- Files and rasps x3 of each type

Portable Power tools

- Electrical hand drill x 1
- Jigsaw x 2
- Orbital sander x 1

Machinery

- Circular saw x1
- Band saw x1
- Surface planer x1 (Optional-high risk)
- Drill press x1
- Scroll saw x 2

Optional extras

- Thickness planer x1 (Optional-high risk for SID learners)
- Router x1
- Spindle x1 (Optional-high risk)
- Mortise x1
- Lathe x1
- Belt sander x1
- Belt and disk sander x1
- Dust extractor x1
- Orbital sander x2
- Smooth cement floors with demarcated markings to differentiate between working areas and walkways (walkways should be kept clear to prevent accidents) and all areas should be clearly defined using green, yellow and black paint, in line with industry standards (in accordance to the health and safety act.)
- Painted walls decorated with subject related posters and a designated area to exhibit examples and completed learner projects
- Dust covers to cover instruments and measuring equipment.

2.4.2.3 The minimum non consumable equipment necessary to offer the subject include:

- Combination spanners x1 set
- Combination pliers x1
- Long nose pliers x1

- Side cutter x1
- Screw drivers set
- Back saws x3
- Hammers x3
- Chisels 3 sets
- Mallets x3
- drilling machine x1
- drill bits x1 set
- Spade bits x 1 set
- Fostner bits x 1 set
- measuring tape x3
- Try Squares x3
- Sliding bevel x2
- Staple gun x1
- Clamps (Sash x6) (G- x 6)
- Workbench with vices x 8

2.4.2.4 Consumables

Sandpaper Various grits), glue, nails, screws, timber varnish, wood sealer, dowel sticks (various sizes), lacquer thinners, turpentine, wood stains, electricity and new or recycled wood.

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 consumables to make the projects
- Maintenance and purchasing of new equipment should be added to the budget

2.5 Career opportunities

Learners completing the subject may be employed as:

- a handy man assistant
- an artisan's assistant
- a store man or assistant to a store man
- an entrepreneur

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 **Woodworking and timber**.

3.1 Content overview of topics

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

TOPIC	Grade 4	Grade 5
Housekeeping practices	Identify, list and apply good housekeeping practices.	Identify, list and apply good housekeeping practices.
	Apply health and safety within the work area and identify or list good housekeeping practices.	Identify and/or list good housekeeping practices that apply to the health and safety regulations in accordance to the Health and Safety ACT 85 of 1993.
	Identify and apply personal safety, general safety, safety and health aspects associated with storage of materials, HIV and Aids and awareness of substance abuse.	Identify and apply personal safety, general safety, safety and health aspects associated with storage of materials, HIV and Aids and awareness of substance abuse.
	Recognise dangerous, dirty and untidy work area and describe how to keep it clean.	Clean work area, machines and equipment to their individual specifications.
Communication	Understand instructions and apply class rules. Understand instructions to make an object, identify tools to use, understand steps to produce article and identify materials to make the project.	Understand instructions and apply class rules. Understand instructions to make an object, identify tools to use, understand steps to produce article and identify materials to make the project.

	Know woodworking and timber terminology for example joint types, wood types and how they are used.	Know and use woodworking and timber terminology explain how they will make joints types, different wood types and how they will use them, what structural and non-structural wood application is.
Tools and equipment	<p>Name and identify basic hand tools and equipment:</p> <p>Power tools - portable</p> <ul style="list-style-type: none"> • Drill • Jigsaw • Belt sander • Finishing sander • Staple gun • Nail gun <p>Machinery (fixed)</p> <ul style="list-style-type: none"> • Circular saw • Band saw • Drill press • Belt and disc sander <p>Use of tools and equipment. Clean tools and equipment. Store tools and equipment.</p>	<p>Name, identify and use tools and equipment;</p> <p>Power tools - portable</p> <ul style="list-style-type: none"> • Drill • Router • Jigsaw • Power saw • Belt sander • Finishing sander • Staple gun • Nail gun <p>Machinery (fixed)</p> <ul style="list-style-type: none"> • Circular saw • Band saw • Drill press • Belt and disc sander • Thickness planer • Surface planer <p>Use tools and equipment and the specific tools for specific step/task. Clean and maintain tools and equipment. Storage procedures for tools and equipment.</p>

Project Planning	<p>View and understand basic sketches related to project planned.</p> <p>Identify basic drawings related to the project planned.</p> <p>Understand and apply basic metric measurements.</p> <p>Explain how to prepare cutting lists. Give sample and mark measurements for cutting purpose.</p> <p>Identify and explain the basic uses of screws, nails, staples and glue, choosing the methods to use.</p> <p>Select the correct material for the proposed project.</p> <p>Mark minor parts of the project.</p> <p>Make simple projects.</p>	<p>Introduce and discuss graphics.</p> <p>Design basic drawings related to the project planned. Exposure to computer aided drawings.</p> <p>Work with metric measurement and measuring tools in a variety of operations.</p> <p>Prepare a basic cutting lists, set-out and mark measurements for cutting purpose.</p> <p>Identify the correct adhesion method for the project (screws, nails, staples or glue).</p> <p>Select appropriate material for the proposed project.</p> <p>Mark all the parts of the project.</p> <p>Select tools for proposed projects.</p> <p>Make more advanced projects.</p>
Project construction	<p>Cut timber using basic hand tools and equipment.</p> <p>Produce basic hand crafted toys and furniture.</p> <p>Use screws, nails, staples and glue to assemble a project.</p>	<p>Cut timber using power tools and equipment.</p> <p>Produce more advanced hand crafted toys and furniture.</p> <p>Use screws, nails, staples and glue to assemble a project.</p>



	Sand timber and board product components by hand.	Machine and hand sand timber and board product components.
	Complete and finish a planned project.	Complete and finish a planned project.
	Sand, Varnish, or paint a project.	Sand, Varnish, or paint a project.
	Polish project	Polish project

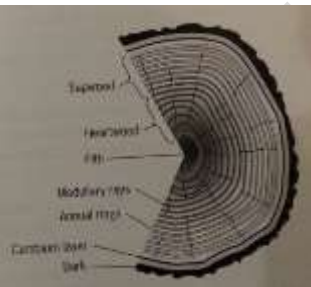
3.2 Content outline per term

Each term comprises of ten (10) weeks and a minimum of nine (9) **practical sessions** are compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in Grade 4, and therefore 2 **suggested models** are provided for each week to allow the learners to produce the second suggested **model** during their second year in grade 4. It is not advisable to repeat the same **model** more than once as this will not provide the learner the opportunity to learn additional skills.

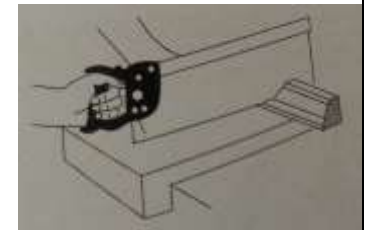
The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Woodworking and Timber instructional time. A group discussion on the safety precautions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


3.2.1 Grade 4: 1st and 2nd year: Term 1.


Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 and 2	Communication Housekeeping practises	<ul style="list-style-type: none"> Understand the terminology: Woodworking and Timber Show and identify different areas in the workshop Understand personal safety Understand safety in the work area Safely grip, handle and clean tools and equipment 	<p>Learners should wear overalls to protect clothing and prevent clothing to hook on tables and equipment.</p> <p>The work area, tools and equipment must be kept clean, no playing will be allowed in and around the workshop</p> <p>The safety rules relating to tools and equipment must be understood and repeated frequently</p> <p>Learners identify work tables walkways, toolboards, machines and equipment, store rooms cleaning equipment and workshop rules</p>
	Project planning Mobile phone and pistol	<ul style="list-style-type: none"> Identify pictures/examples of a mobile phone/revolver List the steps in sequence to produce a mobile phone/revolver Discuss the uses of the project Identify the tools to make the project, e.g. scissors, hand saw, hand drilling machine and bits, sand paper and a cell phone book. Discuss the safety precautions with each tool or equipment used. 	<p>Examples of suggested projects Grade 4: First year and second year (from left to right)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Learners plan what will be made and what the steps are in the production process:</p>



Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify materials (wood) needed to produce project in this case we will be using a 10mm pine plywood, and the picture of the cell phone is obtained from a cell phone company brochure Understand where wood originates from Identify a cross section of cut wood Clean machines and equipment after use 	<p>A cell phone \ pistol is made</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Determine the size and shape of the article Use the materials selected Determine the length of time needed to complete the project
	Project construction	<p>Assist the teacher to:</p> <ul style="list-style-type: none"> Make rough sketch of project Select suitable wood for the project wood Measure and mark out project Cut the materials to size, Cut the mobile phone/pistol shape with the figure saw after a demonstration Drill the trigger hole in the pistol with non-electrical tools 	<p>Learners select pine ply wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges, cut out the picture with a scissors and glue it in position</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood. Laminated or ply wood is used in this project that is manufactured of natural timber strips glued on

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct finishing technique for the project, e.g. sanding and finishing 	<p>top of each other, changing grain direction with every strip to create strength.</p> <ul style="list-style-type: none"> Measure project. Learner's find it difficult to measure therefore they are introduced to the ruler and tape measure but uses a pre-cut sample to mark their projects Mark out the project on wood. The sample measurement block is laid onto the wood and marked off with a pencil Cut out the block. The wood is clamped down and cut to shape using a wood saw. Place the wood onto the table block, holding the wood in position., slowly move saw blade over the mark to make groove, gently move blade forward and backward to cut wood, applying light pressure. <p>The pistol is cut into a block first. Cut out the final shape of the pistol with a figure saw</p> <ul style="list-style-type: none"> Cut the hole (pistol). The trigger hole is cut with a hand drill by the learner Sand the wood. The cut wood is sanded smooth and rough edges removed, learner use a fine sand paper





Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Cut picture with scissors. Use scissors to cut chosen picture out of book to the correct size of the wood • Use a PVA (polyvinyl acetate) glue to adhere picture to the wood. This is a water based glue that can be washed off
	Housekeeping practises	<ul style="list-style-type: none"> • Enter the workshop on teacher's instruction • Clean the workshop • Pick up large un-used wood pieces • Sweep floors ensuring no objects lying around that can cause injury 	
Week 3 and 4	Project planning: Camera and potjie lid opener	<ul style="list-style-type: none"> • Identify pictures/examples of a camera/ potjie lid opener • List the steps in sequence to produce a camera/ potjie lid opener • Discuss the uses of the project • Draw a free hand sketch • Identify the tools to make the project, e.g. hand drilling machine, drill bit, hammer, nails • Identify the equipment to make the project, e.g. router machine and bits • Discuss the basics of drawing up of a material list 	<p>Examples of suggested projects Grade 4: First year and second year (from left to right)</p> <div>  <p>Learners plan the model and what the steps will be in producing the model.</p> <p>A camera \ potjie lid opener is made.</p> <p>The size and shape is decided as well as the materials to use.</p> </div>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Assist the teacher to select the most suitable wood Mark out the project on the wood Cut the materials to size Drill holes where needed Use the correct tools to assemble the project Use the correct finishing technique for the project, e.g. sanding and painting Understand wood come from a tree and planks are cut from a tree trunk 	<p>Learners select pine wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Drill holes where needed, there after smoothen wood with sandpaper and remove all sharp edges, Glue wheel (lens) into position.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select the correct wood. Solid pine wood is used in this project that is manufactured, as it is a soft wood and easy workable Measure out the project with pre-cut sample, Mark out project on wood, Cut out of block, <p>The learner then cut the potjie lid opener to the right shape with a figure saw</p>  <ul style="list-style-type: none"> Cut the holes (camera) Drill the lens and strap holes with a hand drill Drill the potjie strap hole with a hand drill and a drill bit Sand wood, Attach camera lens

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> Use a PVA (polyvinyl acetate) glue to adhere lens to the base. This is water based glue that can be washed off with water Use nail gun to attach lens to camera body
	Housekeeping practices	<ul style="list-style-type: none"> Enter the workshop only when teacher instruct Enter the workshop on teacher's instruction Clean the workshop Pick up large un-used wood pieces Sweep floors ensuring no objects lying around that can cause injury 	Clean workshop with brooms, dust bucket, rags, feather duster
Week 5 and 6	Project planning Snail/penguin on wheels	<ul style="list-style-type: none"> Identify pictures/examples of a snail/penguin on wheels List the steps in sequence to produce a Snail/penguin on wheels Discuss the uses of the project Decide on wood type to be used Identify the tools to make the project, e.g. hand saw, files, screw driver 	<p>Examples of suggested projects Grade 4: First year and second year (from left to right)</p> <div>   </div>
	Project construction	<ul style="list-style-type: none"> Assist the teacher to cut the materials to size Assemble the project 	Learners select ply wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> • Use the correct tools to assemble the project • Wood saw, figure saw, hand drilling machine and bits, scissors, rasps, hammer. • Use the correct finishing technique for the project, e.g. sanding and painting • Understand the use of a file or rasp • Show the different types, round, flat, three square and half round • Understand what a hammer is used for • Identify different hammer types: claw, cross-pein mallet and club hammer • Use a hammer safely 	<p>cut their own project to the right size. Drill holes where needed, there after smoothen wood with sandpaper and remove all sharp edges, Add wheels into position.</p> <ul style="list-style-type: none"> • The skills acquired in this project enables the learner to: • Select correct wood, • Measure the project, • Mark project on wood, • Cut out a basic block, • Cut the final shape with a figure saw • Drill the holes. The learner drills the wheel axle holes with a hand drill and drill bit • Make arms and feet for penguin • Cut penguin arm and legs from thin rubber (bicycle tube) with scissors and insert into slots cut into wheels and body, • Use wood file to remove unwanted wood use a wood file with slow movements forward and backwards keeping file level • Sand wood • Attach wheels to axles • Use a mallet hammer to tap axles into wheel holes

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practises	<ul style="list-style-type: none"> Enter the workshop only when teacher instruct Clean the workshop Pick up large un-used wood pieces Sweep floors ensuring no objects lying around that can cause injury Wash the floors, but use warning signs to warn others of danger to slip and fall Clean tools and equipment 	
Week 7, 8 And 9	Project planning Apache attack helicopter / Cessna 172	<ul style="list-style-type: none"> Identify pictures/examples of an Apache attack helicopter / Cessna 172 List the steps in sequence to produce an attack helicopter / Cessna 172 Discuss the uses of the project Discuss the wood to be used Identify the tools to make the project, e.g. Hand saw, hammer, nails, figure saw Identify the equipment the teacher used to help make the project, e.g. band saw, circular saw Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4: First year and second year (from left to right)</p> 

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, figure saw, glue, staple gun, nail gun, hand drilling machine and drill bit, rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select laminated ply wood and hard board to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Laminated ply wood and Hard board is used in this project Measure project, Mark out project on wood, Cut out rough shape. The learner use a figure saw to cut the final shapes Drill the holes (Cessna). The hand holes are cut with a hand drill for the wheel axles by the learner Sand wood, and remove rough edges Fit cannons, machine guns and wheels. The cannons and machine guns are mounted to the helicopter/ wheels, wings, wing struts and undercarriage on the Cessna Attach the body parts Paint the project to finish

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practices	<ul style="list-style-type: none"> • Enter the workshop only when teacher instruct • Clean the workshop • Clean tools and equipment and return to the correct storage place 	
Week 10	Assessment – Refer to the table on the next page		

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 articles are however more advanced.

Week	Assessment goals	Assessment goals
Week 1:	Practice safety in and around the workshop and on self	Dress independently in overall
Week 2:	List the steps to produce a plank from a tree trunk	Identify basic wood used
Week 3:	Plan the project	Draw a free hand sketch of project
Week 4:	Select the right wood	Choose the right wood for the project
Week 5:	Identify correct tools and equipment to use	Identify tools and equipment needed to make the project
Week 6:	Use a hand drilling machine to drill holes into shapes	Use the hand drilling machine safely
Week 7:	Use a back saw to cut wood	Use the back saw to cut wood in straight lines safely
Week 8:	Use a figure saw to cut wood	Use the figure saw to cut basic shapes in wood safely
Week 10:	Use of sandpaper to smoothen wood	Use sanding paper to smoothen and finish wood safely


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 how to dress in the woodwork workshop
Week 3:	Identify different types of wood
Week 4:	Make a sketch of projects
Week 5:	Identify tools e.g. Wood saw, figure saw, hand drilling machine, scissors, rasps, hammer.
Week 6:	Identify different drill bits and sizes
Week 7:	Explain blade tooth direction in the saw
Week 8:	Explain the cutting movement of a figure saw
Week 9:	Explain how to sand wood


3.2.2 Grade 4: 1st and 2nd year: Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 and 2	Project planning Car and Truck	<ul style="list-style-type: none"> Identify pictures/examples of a car / truck List the steps in sequence to produce a car / truck Discuss the uses of the project Make a free hand drawing Identify the tools to make the project, Staple gun, hand drill, screw driver Identify the equipment the teacher will use to make the project, e.g.: Band saw Draw up a basic material list 	<p>Examples of suggested projects Grade 4 first year and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood: ply for car and pine for truck Measure and mark for cutting Use backsaw and figure saw to cut the materials to size Drill holes for wheel axles with hand drill and bits Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, glue, staple gun, nail gun, hammer, rasps 	<p>Learners select laminated ply wood and solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Laminated ply wood for the car and pine wood is for the truck Measure project, Mark out the project on wood,


Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Cut into a basic block, Use a figure saw to the car Use Backed saw to cut the truck Drill the holes Sand wood, Attach the body parts Fit the wheels Axles are knocked into the wheel hole with a mallet hammer Paint project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Enter the workshop only when teacher instruct Clean the workshop Clean tools and equipment and return to the correct storage place 	
Week 3 And 4	Project planning Soap box / book holder	<ul style="list-style-type: none"> Identify pictures/examples of a soap box or book holder List the steps in sequence to produce a soap box or book holder Make a free hand sketch Discuss the uses of the project 	Examples of suggested projects Grade 4 first and second year (from left to right)

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the tools to make the project, glue, staple gun, nail gun, Identify the equipment the teacher will use to make the project, e.g. circular table saw Draw up a material list 	
	Project construction	<ul style="list-style-type: none"> Choose the correct wood: Pine wood Measure the required measurements Mark the project on wood Use backsaw to cut the materials to lengths Sand project parts to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, glue, staple gun, nail gun, Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges.</p> <p>The skills obtained in this project teaches the learner to:</p> <ul style="list-style-type: none"> Select correct wood, namely Solid Pine wood Measure of project, Cut correct lengths, Sand wood, Assemble the project. Use a staple gun and wood glue to assemble the project <p>A jig is made for the learners to simplify equal spacing when learners make the panels of the book shelf</p> <ul style="list-style-type: none"> Paint project to finish

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practices	<ul style="list-style-type: none"> • Enter the workshop only when teacher instruct • Clean the workshop • Pick up large un-used wood pieces • Sweep floors ensuring no objects lying around that can cause injury • Wash the floors, but use warning signs to warn others of danger to slip and fall • Clean tools and equipment and return to the correct storage place <p>Ensure the table model circular saw blade is wound to the full down position before cleaning commences</p>	
Week 5 And 6	Project planning Fruit bowls / round bowl	<ul style="list-style-type: none"> • Identify pictures/examples of a fruit bowl or round bowl • List the steps in sequence to produce a fruit bowl or round bowl • Discuss the uses of the project • Identify the tools to make the project, glue, staple gun, nail gun, figure saw, rasps, hand drilling machine 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p>  

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the equipment the teacher will use to make the project, e.g. Table circular saw Draw up a material list, remember the wood beads for the round basket 	
	Project construction	<ul style="list-style-type: none"> Assist the teacher to cut the materials to size Assemble the project Use the correct tools to assemble the project, e.g. glue, staple gun, nail gun, figure saw, back saw, rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges.</p> <p>The skills obtained in this project teaches the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure of project, Cut correct lengths, Drill holes in round bowl strips for wire support Sand wood, Assemble the project

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Use a staple gun and wood glue to assemble all the parts to form the project <p>Make a jig for the learners to simplify equal spacing when learners make the panels of the book shelf</p> <ul style="list-style-type: none"> • Attach strips of round bowl with wire and wood beads • Paint projects to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Enter the workshop only when teacher instruct • Clean the workshop • Clean tools and equipment and return to the correct storage place • Ensure the table model circular saw blade is wound to the full down position before cleaning commences 	

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 7, 8 and 9	Project planning Book shelf 1 or bookshelf 2	<ul style="list-style-type: none"> Identify pictures/examples of a bookshelf 1 or bookshelf 2 List the steps in sequence to produce a bookshelf 1 or bookshelf 2 Discuss the uses of the project Draw a free hand sketch Identify the tools to make the project, e.g. wood saw screw driver, screws, files Identify the equipment to make the project, e.g. jig saw, router Draw up a material list Discuss the quantities of material necessary to make the project Explain basics of how to do project costing 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Assist the teacher to cut the materials to size Assemble the project Use the correct tools to assemble the project: back saw, glue, figure saw, nail gun Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills obtained in this project teaches the learner to:</p> <ul style="list-style-type: none"> Select correct wood,

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Pine wood is selected • Measure of project, • Mark out of project on wood, • Cut desired lengths. The learner use a figure saw to cut the final round shapes in side panels • Sand wood, • Attach the body parts using glue and a nail and staple gun body parts are attached • Paint project to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Enter the workshop only when teacher instruct • Clean the workshop • Ensure the table model circular saw blade is wound to the full down position before cleaning commences 	
Week 10	Assessment – Refer to the table on the next page		

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 are the same, the articles are however more advanced.

Week 1:	Practice safety with tools and equipment in and around the workshop and on self	Keep work surface, machines and equipment neat and clean
Week 2:	Identify the basic wood glue and how to use it	Use wood glue to stick wood together safely
Week 3:	Identify different wood screws and nails	Identify different types of wood screws and nails
Week 4:	Identify and use the correct screw driver	Identify and use the correct screw driver for the right screw head
Week 5:	Identify and use the correct hammer	Identify and use the correct hammer to drive in nails
Week 6:	Use a square	Use a square to draw 90° lines
Week 7:	Use a hand brace to drill holes into the cut shapes	Use the hand brace safely
Week 8:	Use a staple gun	Use a staple gun to attach wood together safely
Week 9:	Use a nail gun	Use a nail gun to attach wood together 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 safety precautions on tools and equipment used this t
Week 3:	Identify different wood glues
Week 4:	Make a sketch to illustrate different screw heads
Week 5:	Make a sketch to illustrate different nails
Week 6:	Identify different screw drivers
Week 7:	Explain and illustrate how to use a claw hammer
Week 8:	Explain the difference between a normal drill bit and a brace bit
Week 9:	Explain the dangers off a nail gun

3.2.3 Grade 4: 1st and 2nd year: Term 3


Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 and 2	Project planning Signage stands and coat stand	<ul style="list-style-type: none"> Identify pictures/examples of Signage stands and coat stand List the steps in sequence to produce signage and coat stand Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, rasps Draw up a material list Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p>  
	Project construction	<ul style="list-style-type: none"> Draw free hand sketch Assist the teacher to cut the materials to size Cut final shapes from wood Assemble the project Use the correct tools to assemble the project: glue hand drilling machine, drill bits, figure saw, back saw, rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project</p> <p>The skills obtained in this project teaches the learner to</p> <ul style="list-style-type: none"> Select correct wood namely Pine wood is selected

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Measure of project, • Mark out of project on wood, • Cut desired lengths, • Use a figure saw to cut the final shapes in sign boards and coat stand legs • Sand wood, • Assemble the boards. Use glue and a wood screw. parts are screwed together • Assemble the coat stand, add the legs and screwing in the coat hooks • Paint project to finish the project.
	Housekeeping practices	<ul style="list-style-type: none"> • Enter the workshop only when teacher instruct • Clean the workshop • Ensure the table model circular saw blade is wound to the full down position before cleaning commences • Clean the band saw only after blade cover is wound down 	


Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 3 and 4	Project planning Project holder or plant holders	<ul style="list-style-type: none"> Identify pictures/examples of a project / plant holders List the steps in sequence to produce a project or plant holders Discuss the uses of the project Identify the wood that will be used to make this project Identify the tools to make the project, e.g.: wood saw, hand drilling machine, files, hammers, nails, Staple and nail gun Discuss a material list Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Find the right wood, hard board for project holders and pine wood for the plant holders Measure and draw Assist the teacher and cut the materials to size Assemble the project Use the correct tools to assemble the project: back saw staple and nail gun, drilling machine and bits 	<p>Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills obtained in this project teaches the learner to</p>

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct finishing technique for the project, e.g. sanding and painting <p>Assist the teacher to</p> <ul style="list-style-type: none"> Draw a rough sketch of project Select wood Measure and mark out the project Cut the materials to size, <p>Teacher cuts shape with figure saw (Pistol) demonstrating the use thereof</p> <ul style="list-style-type: none"> Cut out of the shape and assist with drilling the trigger hole in pistol with non-electrical tools Use the correct finishing technique for the project, e.g. sanding and finishing 	<ul style="list-style-type: none"> Select correct wood. Hard board for the project box and Pine wood is selected for the plant holder Measure the project, Mark out the project on wood, Cut desired lengths, Use a figure saw to cut the final shapes in sign boards and coat stand legs Sand wood, Assemble the boards using glue and a wood screw parts are screwed together. The coat stand is assembled by adding the legs and screwing in the hooks Paint projects to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly 	

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 5 And 6	Project planning Hat holder 1 and 2	<ul style="list-style-type: none"> Identify pictures/examples of a hat holder 1 and 2 List the steps in sequence to produce a hat holder 1 and 2 Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drill bits Identify the equipment to make the project, e.g. jig saw, router Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Assist the teacher to cut the materials to size Assemble the project Use the correct tools to assemble the project Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills obtained in this project teaches the learner to:</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Select correct wood. Pine wood is selected and pins from Pine dowel sticks • Measure the project, • Mark out the project on wood, • Cut desired lengths, • Drill peg holes • Make pegs • Sand wood, • Screw hooks onto wood • Insert pegs into holes with glue • Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Store tools correctly 	

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 7,8 and 9	Project planning Decorative wood article / decorative wood lamp	<ul style="list-style-type: none"> Identify pictures/examples of decorative wood article / decorative wood lamp List the steps in sequence to produce a decorative wood article / decorative wood lamp Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, hand drilling machine and drill bits, screw driver, screws, scraper, files Draw up a material list Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Assist the teacher to cut the materials to size Assemble the project Use the correct tools to assemble the project Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select tree branch for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after remove the bark, smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills obtained in this project teaches the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure the project,

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Mark out the project on wood, • Cut desired lengths, • Use drill to drill stand • Make base • Sand wood, • Screw electrical components onto wood • Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Store tools correctly 	
Week 10	Assessment – Refer to the table on the next page		

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 are the same, the articles are however more advanced.



Week 1:	Practice safety with tools and equipment in and around the workshop and on self	Keep work surface, machines and equipment neat and clean
Week 2:	Identify wood clamps	Identify wood clamps and show to use it safely
Week 3:	Identify a wood planer	Identify different planer types and how to set them
Week 4:	Use a wood hand planer	Use a wood hand planer safely
Week 5:	Identify and use the slide bevel	Identify and use the slide bevel to mark various angles
Week 6:	Use a mortise-gauge	Use a mortise-gauge to mark various sizes
Week 7:	Make a pattern	Make a pattern or sample and use to mark project
Week 8:	Use a jig saw to cut more difficult shapes and patterns	Use a jig saw to cut more difficult shapes and patterns safely
Week 9:	Identify different chisels	Identify different chisels and explain how to use 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 different clamps and explain how to clamp wood
Week 3:	Identify the planer and explain what it is used for
Week 4:	Illustrate how to use a slide bevel gauge
Week 5:	Illustrate how to use a mortise-gauge
Week 6:	Explain why patterns make duplication easier
Week 7:	Select/ identify a jig saw and illustrate how to use it safely
Week 8:	Identify a chisel and explain how to use it safely
Week 9:	Identify block hammer and explain how to use it

3.2.4 Grade 4: 1st and 2nd year: Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 to 3	Project planning Roof hanging horse / Riding horse	<ul style="list-style-type: none"> Identify pictures/examples of roof hanging horse / riding horse List the steps in sequence to make a horse swing / riding horse Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files Identify the equipment to make the project, e.g. jig saw, files Draw up a material list Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project 	<p>Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, namely Pine wood

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct tools to assemble the project, saw, figure saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Measure of project, Mark out of project on wood, Cut desired lengths, Use a figure saw to cut the final shapes Sand wood, Use drilling machine and drill needed holes Assemble the project use glue and screws together Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Inspect and ensure saw blade is still workable Inspect and ensure sandpaper is still workable Store tools correctly 	
Week 4 to 8	Project planning Toy box small / toy box large	<ul style="list-style-type: none"> Identify pictures/examples of a small toy box / large toy box List the steps in sequence to produce a small toy box / large toy box Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, nail gun, files, sandpaper 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> <div>   </div>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the equipment to make the project, e.g.: jig saw, router Draw up a material list Discuss the quantities of material necessary to make the project 	
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, namely Pine wood Measure the project, Mark out the project on wood, Cut desired lengths, Use drilling machine and drill holes. (handle) Assemble the project - use glue and screws together Paint the project
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery 	

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> • Store tools correctly • Store glued panels in safe area • Ensure blade and sandpaper is still workable 	
Week 9	Project planning Tree trunk pot / train tree trunk pot	<ul style="list-style-type: none"> • Identify pictures/examples of a Tree trunk pot / train tree trunk pot List the steps in sequence Tree trunk pot / train tree trunk pot • Discuss the uses of the project • Identify the tools to make the project, e.g. wood saw, wood chisel, mallet hammer • Draw up a material list • Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 4 first and second year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> • Assist the teacher to cut the materials to size • Use a wood saw to cut shapes • Use drilling machine and drill bit to loosen wood where hollowing will take place • Use a chisel to hollow tree trunk • Use a mallet to hit chisel - 	<p>Learners select solid wood stump to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after hollow stump to form a pot</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> • Select correct wood, namely a tree stump • Measure of project,

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> • Mark out of project on wood, • Cut desired lengths, • Use drilling machine and drill needed holes, to make hollowing easier • Nail wheels in position
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Store tools correctly 	
Week 10	Assessment – Refer to the table on the next page		

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 are the same, the articles are however more advanced.


Week 1:	Practice safety with tools and equipment in and around the workshop and on self	Keep work surface, machines and equipment neat and clean
Week 2:	Use a wood dowel	Use a wood dowel to join 2 pieces of wood
Week 3:	Use a wood biscuit machine	Use a wood biscuit machine to join 2 pieces of wood
Week 4:	Select a wood joint for a specific project	Use a specific wood joint to join two pieces of wood
Week 5:	Identify different grades of sanding paper	Explain the different sandpaper grades and when to use a specific grade
Week 6:	Identify different finishing methods	Identify wood stain, waxing, varnishing, painting or polishing of wood
Week 7:	Show how to effectively use a paint brush	Explain how to effectively use a paint brush
Week 8:	Identify air compressor	Identify compressor and explain how to use safely
Week 9:	Identify different spray guns	Identify different spray guns and how to use and clean them 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:	Explain what is a dowel and how to install it
Week 3:	Explain what is a biscuit joiner and how to use it
Week 4:	Explain different wood joints and when to use it
Week 5:	Differentiate between different sand paper grits and explain the use
Week 6:	Explain the different methods to finish off a project.
Week 7:	Explain what a paintbrush is and how to use it
Week 8:	Explain what an air compressor is and how to use it
Week 9:	Identify low and high pressure spray guns

3.2.5 Grade 5: 1st, 2nd and 3rd year: Term 1


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

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 and 2	Project planning Bug hotel 1, 2 and 3	<ul style="list-style-type: none"> Identify pictures/examples of bug hotel 1,2, and 3 Make a free hand sketch List the steps in sequence to produce bug hotel 1,2 and 3 Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, electric hand drilling machine and drill bits Identify the equipment to make the project, e.g. jig saw, nail gun Draw up a material list Discuss the quantities of material necessary to make the project 	<p>Examples of suggested projects Grade 5 first, second and third year.</p> 


Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make the needed measurements Make measurement template that will be used when measuring the rest of the parts Mark for cut Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and Pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure of project, Cut correct lengths - use pre-cut sample for the lengths Sand wood, Assemble the project <p>Build box</p> <p>Insert pre-cut lengths of wood</p> <ul style="list-style-type: none"> Paint project to finish Use the correct varnish or sealer as product will be exposed to weather

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly 	
Week 3, and 4	Project planning: Pallet furniture	<ul style="list-style-type: none"> Identify pictures/examples Pallet furniture Make a rough free hand sketch List the steps in sequence to produce pallet furniture Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files Identify the equipment to make the project, e.g. jig saw, electric drilling machine Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Use the correct wood Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges 	<p>Learners use wood pallets and mark out the project. The teacher demonstrates how to cut the project with band saw and there after the learners cut their parts, smoothen wood with sandpaper and remove all sharp edges</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Assemble the project Use the correct tools to assemble the project, saw, glue, nail gun, electrical hand drilling machine and drill bit, screw driver and screws. Use the correct finishing technique for the project, e.g. sanding and painting 	<p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select wood, Measure of project, Cut correct sizes, Drill holes for final assembly Sand wood, Assemble the project <p>Use a Nail gun and wood glue to assemble all the parts to form the project</p> <p>Use woodscrews to assemble project</p> <ul style="list-style-type: none"> Paint the project to finish Apply the correct sealer as the product will be exposed to weather

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Check tools for serviceability • Store tools correctly • Ensure blade and sandpaper is still workable 	
Week 5 to 6	Project planning Chairs 1,2 and 3	<ul style="list-style-type: none"> • Identify pictures/examples of chairs 1,2, and 3 • List the steps in sequence to produce chairs 1,2 and 3 • Discuss the uses of the project • Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drill bits • Identify the equipment to make the project, e.g. jig saw, figure saw, band saw • Draw up a material list • Discuss the quantities of material necessary to make the project • Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, namely Pine wood Measure the project, Mark out the project on wood, Cut desired lengths, Sand wood, Assemble projects Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly 	

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Ensure all the tools used are serviceable and ready for next use 	
Week 7, 8 and 9	Project planning Corner table, table 2 and 3	<ul style="list-style-type: none"> Identify pictures/examples of a corner table, table 2 and 3 List the steps in sequence to produce a corner table, table 2 and 3 Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits Identify the equipment to make the project, e.g. jig saw, router Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size 	<p>Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> • Sand project to smoothen and remove edges • Assemble the project • Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps • Use the correct finishing technique for the project, e.g. sanding and painting 	<p>with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> • Select correct wood, namely Pine wood • Measure the project, • Mark out the project on wood, • Cut desired lengths, • Sand wood, • Assemble projects • Router where needed • Re-sand to ensure smoothness • Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Store tools correctly 	

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Ensure all the tools used are serviceable and ready for next use 	
Week 10	Assessment – Refer to the table on the next page		

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 articles are however more advanced.

Week 1:	Practice safety in and around the workshop and on self	Dress independently in overall
Week 2:	Plan the project	Draw a rough sketch of project
Week 3:	Select the right wood	Select the correct wood for the project
Week 4:	Identify correct tools and equipment to use	Identify tools and equipment needed to make the project
Week 5:	Identify correct electrical tools and equipment to use	Identify electrical tools and equipment needed to make the project
Week 6:	Use a pedestal drill machine	Use the pedestal drilling machine to drill holes into shapes safely
Week 7:	Use a jig saw to cut wood	Use the jig saw to cut wood in straight lines safely
Week 8:	Use a jig saw to cut wood	Use the jig saw to cut shapes and patterns in wood safely
Week 10:	Use of file and rasp	Use file and a rasp to smoothen and finish wood safely

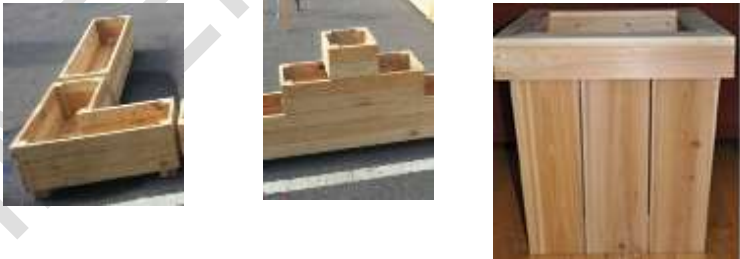
Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

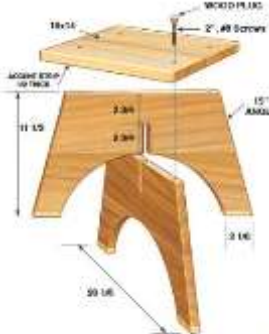


Week 2:	Select/identify how to dress in the woodwork workshop
Week 3:	Plan the project
Week 4:	Show how to use a wood saw safely
Week 5:	Identify tools e.g. Band saw, jig saw, electric drilling machine, pedestal drill, table circular saw.
Week 6:	Identify electric hand drill and name basic components
Week 7:	Identify pedestal drill and name basic components
Week 8:	Explain the cutting movement of a jig saw
Week 9:	Show how to hold and use a file or rasp safely

3.2.6 Grade 5: 1st, 2nd and 3rd year: Term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1,2 and 3	Project planning Steps 1,2 and 3	<ul style="list-style-type: none"> Identify pictures/examples of steps 1, 2 and 3 List the steps in sequence to produce steps 1, 2 and 3 Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits Identify the equipment to make the project, e.g. jig saw, router, band saw Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project 	<p>Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Select correct wood, namely Pine wood and pins from Pine dowel sticks Measure the project, Mark out the project on wood, Cut desired lengths, Drill dowel stick holes Cut dowel sticks to size Sand wood, Assemble projects Insert dowel pegs into holes with glue Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Ensure all the tools used are serviceable and ready for next use 	
Week 4, 5 and 6	Project planning Planting boxes	<ul style="list-style-type: none"> Identify pictures/examples of steps 1,2 and 3 List the steps in sequence to produce flower boxes 1,2 and 3 Discuss the uses of the project 	Examples of suggested projects Grade 5 first, second and third year (from left to right)

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits Identify the equipment to make the project, e.g.: router, band saw Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select pine wood for the plant boxes, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, namely Pine wood Measure the project, Mark out the project on wood, Cut desired lengths, Assemble project Sand wood

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
			<ul style="list-style-type: none"> Paint the project to finish
	Housekeeping practises	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Ensure all the tools used are serviceable and ready for next use 	
Week 7,8 and 9	Project planning Small table	<ul style="list-style-type: none"> Identify pictures/examples of tables 1,2 and 3 List the steps in sequence to produce tables 1,2 and 3 Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square Identify the equipment to make the project, e.g. jig saw, router, band saw Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p>   

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, <ul style="list-style-type: none"> Pine wood is selected Measure the project, Mark out the project on wood, Cut desired lengths, Sand wood, Assemble project Re-sand where needed Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Store cutting samples and jigs in correct places Ensure all the tools and equipment used are clean, serviceable and ready for next use 	

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 10	Assessment – Refer to the table on the next page		

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 articles are however more advanced.**


Week 1:	Practice safety in and around the workshop and on self	Keep work surface and work area, machines and equipment neat and clean
Week 2:	Plan the project	Draw a rough sketch of project
Week 3:	Select the right wood	Select the correct wood for the project
Week 4:	Identify different basic sanding machines	Identify different basic sanding machines used to smoothen wood, orbital sanders and inline sanders safely
Week 5:	Identify a belt sanding machine	Identify the belt sanding machine and explain how to use it safely
Week 6:	Differentiate between a hand planer, electric hand planer and the thickness planer	Identify the hand planer, electric hand planer and the thickness planer safely
Week 7:	Use a routing machine	Use the routing machine to cut shapes safely
Week 8:	Use the electric table figure saw	Use the electric table figure saw to cut more difficult shapes
Week 9:	Use the band saw	Use the band saw to cut straight line and curves

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:	Explain workshop rules in the woodwork workshop
Week 3:	Explain the basic process of making sand paper
Week 4:	Draw a more complete drawing of project
Week 5:	Draw up a cutting list
Week 6:	Draw up a buying list
Week 7:	Explain safety procedures when working with a planer
Week 8:	Select \ identify router bit shapes and contours
Week 9:	Explain the cutting procedure of an electric scroll saw

3.2.7 Grade 5: 1st, 2nd and 3rd year: Term 3


Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1 to 3	Project planning Wall mount	<ul style="list-style-type: none"> Identify pictures/examples of a wall mount List the steps in sequence to produce a wall mount Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square Identify the equipment to make the project, e.g. jig saw, router, band saw Understand how to use a jig and a cutting sample Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project 	<p>Learners select pine wood for the projects. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Select correct wood, namely Pine wood Measure the project, Mark out the project on wood, use the templates to mark shapes Cut desired lengths, Assemble the projects Sand wood, Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Store jigs and cutting samples in the correct place Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 4 To 5	Project planning Wall shelves	<ul style="list-style-type: none"> Identify pictures/examples of a Wall object holder List the steps in sequence to produce a Wall object holder Discuss the uses of the project 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square Identify the equipment to make the project, e.g. router, band saw, sanding machines Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Use cutting samples and jigs to mark wood Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps 	<p>Learners select Pine wood for the project Wall object holder, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure the project, Mark out the project on wood, Mark out the project on wood, use the templates to mark shapes Cut desired lengths,

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Assemble the projects Sand wood, with electrical sanding machines Paint the project to finish
	Housekeeping practises	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Store jigs and cutting samples in correct place Ensure blade and sandpaper is still workable Replace sandpaper where needed Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 6 and 7	Project planning Book holder	<ul style="list-style-type: none"> Identify pictures/examples of a book holder List the steps in sequence to produce a book holder Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square Identify the equipment to make the project, e.g. jig saw, router, band saw sanding machines 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> <div>   </div>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> • Draw up a material list • Discuss the quantities of material necessary to make the project • Understand how to do project costing 	
	Project construction	<ul style="list-style-type: none"> • Choose the correct wood • Make a rough free hand sketch • Measure and mark for cutting • Cut the materials to size • Sand project to smoothen and remove edges • Assemble the project • Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps • Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select Pine wood for the project book holder. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> • Select correct wood, • Measure the project, • Mark out the project on wood - use the templates to mark shapes • Cut desired lengths, • Assemble the project • Sand wood, • Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop 	

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> • Clean machinery • Store tools correctly • Store cutting samples and jigs in correct place • Ensure blade and sandpaper is still workable • Replace sandpaper where needed • Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 8 to 9	Project planning Tool box	<ul style="list-style-type: none"> • Identify pictures/examples of a tool box • List the steps in sequence to produce a tool box • Discuss the uses of the project • Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square • Identify the equipment to make the project, e.g. jig saw, router, band saw • Draw up a material list • Discuss the quantities of material necessary to make the project • Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Sand project to smoothen and remove edges Assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select Pine wood for the project tool box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure the project, Mark out the project on wood, use the templates to mark shapes Cut desired lengths, Assemble the project Sand wood, Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Store cutting samples and jigs in correct place Ensure blade and sandpaper is still workable Replace sandpaper where needed 	

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 10	Assessment – Refer to the table on the next page		

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 articles are however more advanced.**

Week 1:	Safety in and around the workshop and on self	Dress independently in overall, keep work surface, machines and equipment neat and clean, do not play in workshop. (Ongoing daily)
Week 2:	Use the thickness planer	Cut wood to specific thickness
Week 3:	Make templates of projects	Identify templates and make them
Week 4:	Use templates to mark out parts	Identify templates and use to mark parts
Week 5:	Cut out parts	Use of various cutting tools and equipment
Week 6:	Assemble the project	Use all the knowledge gained to decide how to and with what tools assemble a project
Week 7:	Use of epoxy glue	Use epoxy glue to assemble project, curing time and strength
Week 8:	Explain what a spindle machine is	Identify a spindle machine and what its use is
Week 10:	Explain what a lathe is	Identify a lathe and its chisels


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:	Explain workshop rules in the woodwork workshop
Week 3:	List safety precautions of a thickness planer
Week 4:	Explain why we make templates
Week 5:	Illustrate how to pack out a project to use least material
Week 6:	Explain what epoxy glue is
Week 7:	Select \ identify a spindle and explain how it will be used
Week 8:	Explain what a wood lathe is
Week 9:	Differentiate between lathe chisels and normal chisels


3.2.8 Grade 5: 1st, 2nd and 3rd year: Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 1,2 to 3	Project planning Mirror	<ul style="list-style-type: none"> Identify pictures/examples of a Mirror List the steps in sequence to produce a Mirror Discuss the uses of the project Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square, mitre box Identify the equipment to make the project, e.g. jig saw, router, band saw Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Cut the materials to size Cut 45 degree angles with a mitre box Sand project to smoothen and remove edges Assemble the project 	<p>Learners select Pine wood for the project Mirror, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Thereafter smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood,

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws Use the correct finishing technique for the project, e.g. sanding and painting Insert and attach the mirror 	<ul style="list-style-type: none"> Measure the project, Mark out the project on wood, Cut desired lengths, - Cut 45 degree angles with a mitre box Assemble framework Sand wood, Paint the project to finish Inserted and attach mirror
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Ensure sanding machine sanding pads are still workable Replace sandpaper where needed Ensure samples are stored in correct places Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 4, 5 to 6	Project planning Table	<ul style="list-style-type: none"> Identify pictures/examples of a side Table List the steps in sequence to produce a side table Discuss the uses of the project 	Examples of suggested projects Grade 5 first, second and third year (from left to right)

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square Identify the equipment to make the project, e.g. jig saw, router, band saw sanding machines (orbital, flat sheet and belt sander) Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	
	Project construction	<ul style="list-style-type: none"> Choose the correct wood Make a rough free hand sketch Measure and mark for cutting Use templates to mark parts Cut the materials to size Sand project to smoothen and remove edges Router round and patterned edges Assemble the project Use jigs to make assembly easier 	<p>Learners select pine wood for the project box, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Thereafter smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select correct wood, Measure the project, Mark out the project on wood,

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and sanding machines Use the correct finishing technique for the project, e.g. sanding and painting 	<ul style="list-style-type: none"> Mark out the project on wood, use the templates to mark shapes Cut desired lengths, Sand wood, Assemble using jigs Paint the project to finish
	Housekeeping practices	<ul style="list-style-type: none"> Clean the workshop Clean machinery Store tools correctly Ensure blade and sandpaper is still workable Replace sandpaper where needed Ensure samples are stored in correct places Ensure all the tools and equipment used are clean, serviceable and ready for next use 	

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
Week 7, 8 and 9	Project planning Furniture restoration	<ul style="list-style-type: none"> Identify pictures/examples of furniture restoration List the steps in sequence to do furniture restoration Discuss the uses of the project Identify the tools to redo the project, e.g. Heat gun and scraper, screw driver, hand drilling machine, wire brush Draw up a material list Discuss the quantities of material necessary to make the project Understand how to do project costing 	<p>Examples of suggested projects Grade 5 first, second and third year (from left to right)</p> 
	Project construction	<ul style="list-style-type: none"> Choose the project Make a rough free hand sketch Sand project to smoothen and remove old marks Insert small pieces of wood to repair damaged areas Re-assemble the project Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver Use the correct finishing technique for the project, e.g. sanding and painting 	<p>Learners select restoration project the teacher demonstrates how to strip varnish/paint from project, learners continue, where after they smoothen wood with sandpaper and remove scratches. Repair where needed. Assemble and paint the project.</p> <p>The skills acquired in this project enables the learner to:</p> <ul style="list-style-type: none"> Select project, Remove previous covering with heat gun and scraper Sand off paints and marks Repair if needed with inlays Sand final product Paint the project to finish

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
	Housekeeping practices	<ul style="list-style-type: none"> • Clean the workshop • Clean machinery • Store tools correctly • Replace sandpaper where needed • Ensure all the tools and equipment used are clean, serviceable and ready for next use 	
Week 10	Assessment – Refer to the table on the next page		

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 articles are however more advanced.**

Week 1:	Safety in and around the workshop and on self	Dress independently in overall
Week 2:	Plan the project	Select / identify what, how, and when to do when making or repairing a project, and how to cost such a project
Week 3:	Use the correct tools to take a project apart	Use the correct tools to take a project apart without damaging the wood
Week 4:	Use of a heat gun	Learners use the heat gun safely
Week 5:	Use of paint remover	Use paint remover safely with a mask, gloves and a scraper to scrape off paint or varnish
Week 6:	Identify air compressor	Identify compressor and explain how to use safely
Week 7:	Identify different spray guns	Identify different spray guns and how to use and clean them safely
Week 8:	Apply finishing coat	Spray a finishing coat on project
Week 10:	Polish to fine gloss	Use a buff to put final glaze on project

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:	Explain workshop rules in the woodwork workshop
Week 3:	Explain safe usage off electrical equipment
Week 4:	Explain the safe use of a heat gun
Week 5:	Explain paint and varnish removal with paint stripper safely
Week 6:	Indicate and name parts of an air compressor
Week 7:	Explain what mixing ratio is
Week 8:	Explain the safe use of a spray gun
Week 9:	Show how to polish a furniture piece

4 SECTION 4

ASSESSMENT

4.1 Introduction

THE GENERIC SECTION WILL BE PASTED HERE AFTER THE PUBLIC COMMENT CHANGES HAVE BEEN MADE

Assessment across the 5 years

Grade 4 – Practical assessment tasks

Task	Term 1		
1	Week 2 or 3	Practice safety in and around the workshop and on self List the steps to produce a plank from a tree trunk Plan the project	Dress independently in overall Identify basic wood used Draw a free hand sketch of project
2	Week 4 or 5	Select the right wood Identify correct tools and equipment to use	Choose the right wood for the project Identify tools and equipment needed to make the project
3	Week 6 or 7	Use a hand drilling machine to drill holes into shapes Use a back saw to cut wood	Use the hand drilling machine safely Use the back saw to cut wood in straight lines safely
4	Week 8 or 10	Use a figure saw to cut wood Use of sandpaper to smoothen wood	Use the figure saw to cut basic shapes in wood safely Use sanding paper to smoothen and finish wood safely
Task	Term 2		
1	Week 2 or 3	Practice safety with tools and equipment in and around the workshop and on self Identify the basic wood glue and how to use it Identify different wood screws and nails	Keep work surface, machines and equipment neat and clean Use wood glue to stick wood together safely Identify different types of wood screws and nails
2	Week 4 or 5	Identify and use the correct screw driver Identify and use the correct hammer	Identify and use the correct screw driver for the right screw head Identify and use the correct hammer to drive in nails
3	Week 6 or 7	Use a square Use a hand brace to drill holes into the cut shapes	Use a square to draw 90° lines Use the hand brace safely
4	Week 8 or 10	Use a staple gun Use a nail gun	Use a staple gun to attach wood together safely Use a nail gun to attach wood together safely
Task	Term 3		

1	Week 2 or 3	Practice safety with tools and equipment in and around the workshop and on self Identify wood clamps Identify a wood planer	Keep work surface, machines and equipment neat and clean Identify wood clamps and show to use it safely Identify different planer types and how to set them
2	Week 4 or 5	Use a wood hand planer Identify and use the slide bevel	Use a wood hand planer safely Identify and use the slide bevel to mark various angles
3	Week 6 or 7	Use a mortise-gauge Make a pattern	Use a mortise-gauge to mark various sizes Make a pattern or sample and use to mark project
4	Week 8 or 10	Use a jig saw to cut more difficult shapes and patterns Identify different chisels	Use a jig saw to cut more difficult shapes and patterns safely Identify different chisels and explain how to use safely
Task	Term 4		
1	Week 2 or 3	Practice safety with tools and equipment in and around the workshop and on self Use a wood dowel Use a wood biscuit machine	Keep work surface, machines and equipment neat and clean Use a wood dowel to join 2 pieces of wood Use a wood biscuit machine to join 2 pieces of wood
2	Week 4 or 5	Select a wood joint for a specific project Identify different grades of sanding paper	Use a specific wood joint to join two pieces of wood Explain the different sandpaper grades and when to use a specific grade
3	Week 6 or 7	Identify different finishing methods Show how to effectively use a paint brush	Identify wood stain, waxing, varnishing, painting or polishing of wood Explain how to effectively use a paint brush
4	Week 8 or 10	Identify air compressor Identify different spray guns	Identify compressor and explain how to use safely Identify different spray guns and how to use and clean them safely

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	Practice safety in and around the workshop and on self	Dress independently in overall

		Plan the project Select the right wood	Draw a rough sketch of project Select the correct wood for the project
2	Week 4 or 5	Identify correct tools and equipment to use Identify correct electrical tools and equipment to use	Identify tools and equipment needed to make the project Identify electrical tools and equipment needed to make the project
3	Week 6 or 7	Use a pedestal drill machine Use a jig saw to cut wood	Use the pedestal drilling machine to drill holes into shapes safely Use the jig saw to cut wood in straight lines safely
4	Week 8 or 10	Use a jig saw to cut wood Use of file and rasp	Use the jig saw to cut shapes and patterns in wood safely Use file and a rasp to smoothen and finish wood safely
Task	Term 2		
1	Week 2 or 3	Practice safety in and around the workshop and on self Plan the project Select the right wood	Keep work surface and work area, machines and equipment neat and clean Draw a rough sketch of project Select the correct wood for the project
2	Week 4 or 5	Identify different basic sanding machines Identify a belt sanding machine	Identify different basic sanding machines used to smoothen wood, orbital sanders and inline sanders safely Identify the belt sanding machine and explain how to use it safely
3	Week 6 or 7	Differentiate between a hand planer, electric hand planer and the thickness planer Use a routing machine	Identify the hand planer, electric hand planer and the thickness planer safely Use the routing machine to cut shapes safely
4	Week 8 or 10	Use the electric table figure saw Use the band saw	Use the electric table figure saw to cut more difficult shapes Use the band saw to cut straight line and curves
Task	Term 3		
1	Week 2 or 3	Safety in and around the workshop and on self Use the thickness planer Make templates of projects	Dress independently in overall, keep work surface, machines and equipment neat and clean, do not play in workshop. (Ongoing daily) Cut wood to specific thickness Identify templates and make them
2	Week 4 or 5	Use templates to mark out parts Cut out parts	Identify templates and use to mark parts

			Use of various cutting tools and equipment
3	Week 6 or 7	Assemble the project Use of epoxy glue	Use all the knowledge gained to decide how to and with what tools assemble a project Use epoxy glue to assemble project, curing time and strength
4	Week 8 or 10	Explain what a spindle machine is Explain what a lathe is	Identify a spindle machine and what its use is Identify a lathe and its chisels
Task	Term 4		
1	Week 2 or 3	Safety in and around the workshop and on self Plan the project Use the correct tools to take a project apart	Dress independently in overall Select / identify what, how, and what to do when making or repairing a project, and how to cost such a project Use the correct tools to take a project apart without damaging the wood
2	Week 4 or 5	Use of a heat gun Use of paint remover	Learners use the heat gun safely Use paint remover safely with a mask, gloves and a scraper to scrape off paint or varnish
3	Week 6 or 7	Identify air compressor Identify different spray guns	Identify compressor and explain how to use safely Identify different spray guns and how to use and clean them safely
4	Week 8 or 10	Apply finishing coat Polish to fine gloss	Spray a finishing coat on project Use a buff to put final glaze on project