

**WEEKLY PROGRAMME**

**20 – 24 April 2020**

**GRADE 4 Natural Science**

**SUBJECT:** Natural Science

**EDUCATOR:** MISS K MONYAI

**All written work must be done in your classwork book.**

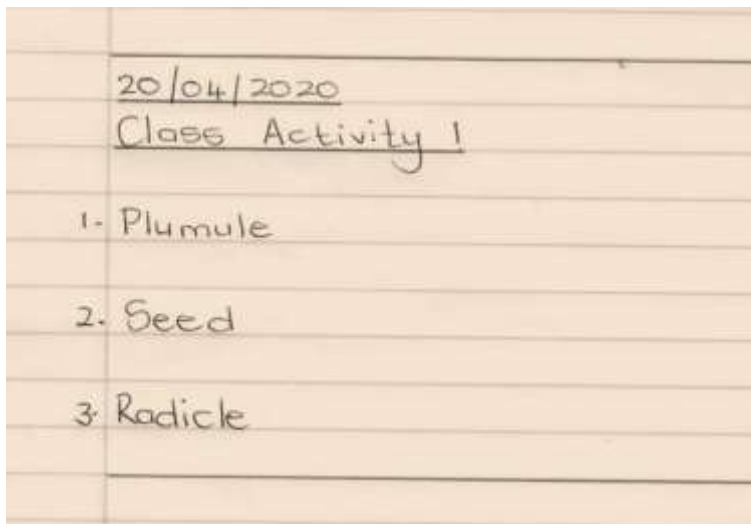
**Remember to continue studying according to the what to learn accompanied by the workbook and textbook.**

<u>DAY</u>	<u>CONCEPT</u>	<u>ACTIVITY</u>	<u>RESOURCES</u>
<b>MONDAY</b> 20/04/2020	Plants grow from seeds	Class Activity 1 (At the first bottom of the worksheet)	Worksheet Textbook (page 27)
<b>TUESDAY</b> 21/04/2020	-	-	-
<b>WEDNESDAY</b> 22/04/2020	Habitats	Topic revision (page 40)	Worksheet Textbook (page 32-40)
<b>THURSDAY</b> 23/04/2020	-	-	-
<b>FRIDAY</b> 24/04/2020	Animal shelters are structures	Revision activity (page 52)	Worksheet Textbook (page 44-52)
<b>MONDAY</b> 27/04/2020	-	-	-
<b>TUESDAY</b> 28/04/2020	Matter	Class Activity 2 At the bottom of the last page	Worksheet Textbook (page 55-58)

## Natural Science

### Grade 4 2020

1. All activities need to be done in your classwork book with a blue pen.
2. The work should be laid out as follows:
  - ✓ **Date and heading underlined (as shown below)**
  - ✓ **Skip a line after each question**
  - ✓ **Rule off after each activity**



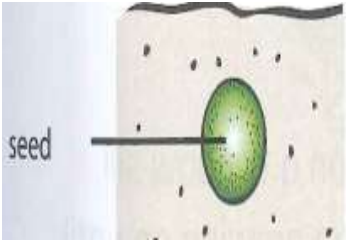
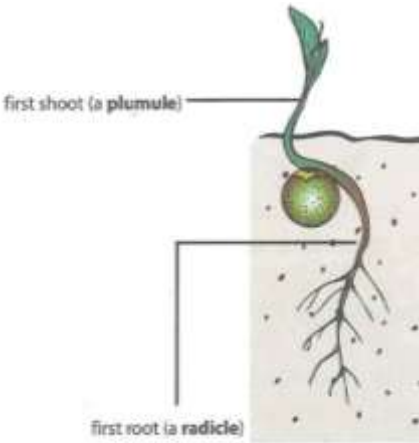
3. Remember to continue studying according to the **what to learn** accompanied by the workbook.

**Good luck** 😊

Miss Monyai

## Plants grow from seeds (Page 27)

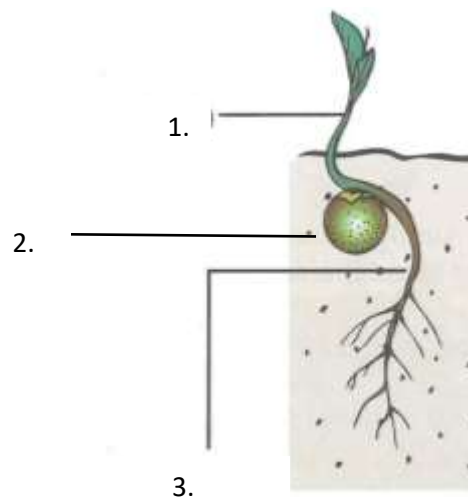
**Seedling:** When seeds germinate and grow into plants.

Diagram	Definition of terminology
	<p><b>Seed:</b> The <u>part of a plant</u> that <u>can grow</u> into a <u>new plant</u> .</p>
	<p><b>Plumule:</b> The young shoot of a seedling <u>above</u> the <u>ground</u>. (First <u>shoot</u>)</p> <p><b>Radicle:</b> The <u>lower part</u> of a seedling. (the first <u>root</u>)</p>

Complete the activity in your classwork book -20 /04/2020

### Class Activity 1

Label the diagram (Write the date and heading. Label 1,2,3 remember to skip lines)



## Complete the activity in your classwork book -22/04/2020

### Different habitats: Grassland, Forest, River and Sea habitat (page 32)

- **Habitat:** The place where plants and animal live.
- **Predator:** Animals that catch and eat other animals
- **Prey:** Animals that are caught and eaten by predators

<u>Habitat</u>	<u>Type of water</u>	<u>Plants</u>	<u>Temp.</u>	<u>Rainfall</u>	<u>Animals</u>
<b>Grassland</b> - Kruger National Park	-	-Different grasses -A few trees	-Cold winters and warm summers	-Summer rainfall	- impala, buffaloes and zebra(pre) -Lions (predator)
<b>Forest</b> - Amazon Jungle	-	-Tall trees -small plants (ferns)	-It does not get very hot or very cold	-All year round rainfall	- many birds, monkeys, bush pigs, bush buck (prey) -Leopards and eagles (predators)
<b>River</b> - Nile river - Apies river	Fresh Water	-	-It does not change much	-	-fish, hippo(pre) -Kingfisher and crocodile (Predator)
<b>Sea</b> - Atlantic ocean - Red sea	Salty water	-	-It does not change much	-	- fish and turtles (prey) - Octopus and shark(predator)

### A need for habitats (page 38-39)

How South African wild animals are suited to their habitats:

**Impala**



Buck that live in grassland habitats. They feed on grass and use the grass to hide and escape from predators.

**Knysna Turaco**



Lives in a forest habitat

Its green so it blends in with the trees to hide from predators.

The bird eats fruits and insects from the forest.

It builds its nest in the trees

**African wild dog**



Wild dogs live in grasslands.

They hunt in packs to catch animals like zebras.

Their colours help to disguise them when they are hunting

They have a den where their pups are born and where they keep their pups safe. They also take turns to look after the pups in the den.

## Topic revision (page 40)

- For the **science language activity**, fill in the missing word in colour pen or highlighted and copy the sentence in full.
- Complete the **revision activity** in full sentences.
- Remember to skip a line after each question.

## Complete the activity in your classwork book

24/04/2020

### Animal shelters are structures (page 44)

Frame Structure: A **building** made **of rigid parts** that **are joined together** .

Example: Spider web or chicken coop

Shell Structure: A **building** that is **hollow with a strong layer outside** to hold itself up.

Example: Wasp nest or a Fish bowl

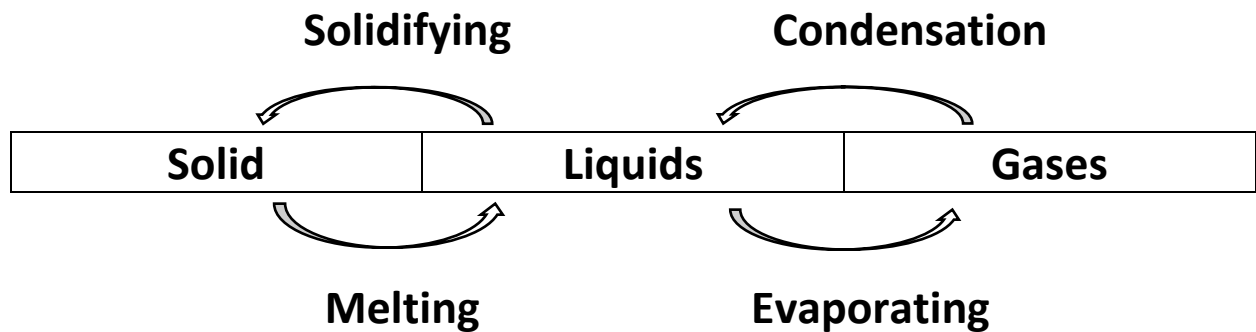
## Revision activity (page 52)

### Complete the revision activity (only)

### Matter: Solids, liquids and Gases (page 56)

	<b>Solid</b>	<b>Liquids</b>	<b>Gases</b>
<b>shape</b>	Have a <b>fixed shape (rigid)</b>	<b>do not have a fixed shape</b>	Have <b>no shape</b> but take up space
<b>Change</b>	Only <b>change</b> their shape <b>by force</b>	Take the <b>shape of</b> their <b>container</b>	<b>Move around freely</b> and <b>spread out in open spaces</b>
<b>examples</b>	Apple, Ice Block, brick	Milk, water, juice	oxygen

## Change state (moving from one form to the next)



Complete class activity 2 in your classwork book  
28/04/2020

### Class Activity 2

Label 1,2,3... in the margin, remember to skip lines.

Identify each item before stating that it is a solid, liquid or gas

1. Example: 1. Water-liquid

