



FRANKLIN D ROOSEVELT PRIMARY SCHOOL
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Grade 7

WEEK ONE TO TWO: 03-02-2021 TO 12-02-2021

Note: Please note learners are to complete all subjects work in one book or if using scrap paper/exam paper to put it all in one file. This will be checked by teachers when learners return to school

EDUCATOR NAME	SUBJECT	CONTENT TOPIC/CONCEPT	TEXT BK REFERENCE INDICATE PAGE, ACTIVITY NUMBER TO COMPLETE ETC	DURATION OF TASK
Govender	English	Comprehension and essay	<ol style="list-style-type: none"> 1. Complete the baseline assessment first (comprehension (Frozen), visual literacy, language etc) 2. Read the comprehension carefully attached separately as a pdf and answer the questions 3. Narrative essay: Read the instructions carefully on the attached pdf and complete the activity 	1 hour/ day
Kemp	Afrikaans	Revision	Lees die onderstaande storie en skryf dan 'n opsomming in jou eie woorde. Daar moet 'n duidelike begin, middel en einde wees. Jou hervertelling moet in paragraaf vorm wees.	2 uur https://www.youtube.com/watch?v=V-ki6TP4EYs
Kasu	Maths	Revision from grade 6	Do the revision activities below. Show working where necessary. Use any method to work out your answers. Write your work on A4 Paper to be pasted in the workbook at school.	2 hours
Akaloo/Kasu	NS	The concept of the biosphere	Write the notes and activities below the catch up plan on A4 Paper to be pasted in the workbook at school.	2 hours
Kemp/Govender	SS		Do the activities on PDF document attached separately for geography and history. Write your work on A4 Paper to be pasted in the workbook at school.	60 min
Lorgat	LO		<ul style="list-style-type: none"> • Read through the worksheet on Covid 19 and answer the questions. • Read The unhappy Weeping Willow tree story and answer the questions (PDF documents included) 	45 min

Tandree	Tech	Week 1- Introduction to Technology	Learners to read through worksheet 1. Answer the questions set in their writing pad. Indicate date, topic and write answers only.	45 min
		Week 2-Design Considerations	Learners to study and read worksheet 2 and answer the questions set in their writing pad.	45 min
Tandree	CA - VA	Week 1 and 2 Principles and elements of art	Learners to read and study the principles and elements of art, their definitions and descriptions. Learners to complete the activity as directed on the CA worksheet.	1hr Week 1 1hr Week 2
Akaloo	CA- Drama		<p><u>Key words</u></p> <p><u>Revise the key words</u></p> <ol style="list-style-type: none"> 1. Pitch- how high or low your voice is 2. Diaphragm- a muscle under the lungs which is used for breathing 3. Resonance- the 'fullness' of your voice and how it is amplified <p>Drama is all about people and their stories. Every person (including yourself) has a story to tell. Learning how to tell stories is a very important part of learning about drama. Drama is all about telling stories, we need to investigate how to create a good story. A good story will always have a beginning, middle and end.</p> <p>Write in your writing pad a short play of about one page about an incident that took place at school. Be creative and make sure your play has a beginning, middle and end.</p>	
Kemp	EMS	The Economy and The History of money	<ol style="list-style-type: none"> 1. Research the History of money. Present your findings in the form of a flow diagram. Include dates, captions, diagrams and information. (8 marks) 2. Explain all the important characteristics of our notes and coins that assist the blind to recognise different series and protect the consumers from taking counterfeit money in. Write out your answers in bullet point form. (6 marks) 3. Create a poster report about the characteristics of all South Africa's bank notes and coins. You can sketch, cut out newspapers or magazines or photocopy the series of coins and bank notes 	2 Weeks Research work to be handed in 15 February 2020. Be creative when presenting your information.

		<p>currently in circulation. Ensure that you include information on all the coins and bank notes. (10 marks)</p> <p>4. Money has four important characteristics that make it a sustainable medium of exchange. Name them. (4 marks)</p> <p>5. Is it possible that in the future, coins and banknotes will become as out of date as cowrie shells? (2 marks)</p> <p>Resources: http://www.youtube.com/watch?v=ADaY6THQp3Y www.sustainabilitysa.org http://banknotes.resbank.co.za/security# https://www.youtube.com/watch?v=YCN2aTlocOw</p> <p>The above are only suggested websites – feel free to use any resources to your disposal.</p>	<p>Use a double folio paper. different websites for your research.</p>
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Lees die onderstaande storie en skryf dan 'n opposomming in jou eie woorde. Daar moet 'n duidelike begin, middel en einde wees. Jou hervertelling moet in paragraaf vorm wees.

Eendag is 'n slapende leeu in sy lêplek wakker gemaak deur 'n muis wat oor sy gesig hardloop. Hy het sy humeur verloor en die muis gegryp met sy klou en was op die punt om die muis op te eet.

Die muis, doodbang, het hom droewig gesmeek om sy lewe te spaar. "Asseblief laat my gaan," het die muis gehuil, "en op 'n dag sal ek jou beloon vir jou vriendelikheid."

Die idee dat iets so klein en swak ooit in staat sou wees om iets vir hom te doen amuseer die leeu so baie dat hy hard moes lag. Hy het die muis laat gaan met 'n goeie gemoed.

Maar die muis se kans het uiteindelik gekom.

Op 'n dag raak die leeu vasgevang in 'n net wat daar neergelê is deur jagters vir wilde diere en die muis het sy brulle van woede gehoor en herken en het na die plek gehardloop. Sonder verdere uitstel het hy aan die werk gespring om die toue met sy tande deur te knaag, en gou genoeg slaag daarin om die leeu vry te maak.

"Daar!" het die muis gesê, "jy het gelag toe ek gesê het dat ek jou sal beloon: maar nou sien jy, selfs 'n muis kan 'n leeu help.

6. Fill in >, < or =:

a. 564 746 ----- 751 023

b. 191 756 ----- 460 207

c. 697 059 -----699 059

d. 979 509 -----939 509

e. 563 435 ----- 560 640

f. 925 860 -----925 680

7. Use each of the following digits only once to make the biggest eight–digit number possible, and then the smallest eight–digit number possible. 1; 5; 6; 2; 9; 8; 3; 7

Educators: Mr Kasu/ Mrs Akaloo

Write the notes and activities below the catch up plan on A4 Paper to be pasted in the workbook at school.

Teacher Notes – Week 1 Term 1

What is a system?

The 4 systems of Earth – Lithosphere, hydrosphere, atmosphere, biosphere (explain each with the aid of pictures/real examples in the surrounding and ask learners to record their meanings by referring to the vocabulary list)

N.B Biosphere is the largest biological system on Earth.

The components of the biosphere – it includes the parts of the lithosphere, the hydrosphere and atmosphere that support life, all the living things on Earth and dead organic matter.

The role of **decomposers** in biosphere:

What the biosphere can be divided into: smaller units called ecosystem – definition

Different kinds of living things: plants, animals and microorganisms

Homework: Please answer questions in your writing pad

Activity 2 in the core textbook pg 2

1. List the different components of Earth's biosphere
2. Describe each component
3. Name the largest biological system on Earth.
4. Name and define the smaller units that the biosphere is divided into

Life processes of living things and their descriptions

All living things whether they are single celled, many celled, plants or animals do the following:

Feed (nutrition) – they may take in solid food as animals do, or digest it first and absorb it later like fungi do, or build it up themselves like plants do.

Respire – that is they break down food to obtain energy. So energy is released during respiration. Most organisms need oxygen for this.

Excrete – remove waste substances from the body. Respiration and other processes in the cells produce waste products such as carbon dioxide. Living organisms expel these substances from their bodies in various ways.

Grow – bacteria and single-celled creatures increase in size. Many-celled organisms increase the number of cells in their bodies, become more complicated and change their shapes as well as increasing in size.

Reproduce – single-celled organisms and bacteria may simply keep dividing into two. Many-celled plants and animals may produce sexually or non-sexually. The new individuals produced have similar characteristics with their parents.

Respond to stimuli/sensitivity to the environment – The whole animal or parts of plants respond to stimuli. They detect and react to stimuli in their environment

Move – most single-celled creatures and animals move about as a whole. Fungi and plants may make movement with parts of their bodies. Animals move about to look for food, shelter, or for safety. Plants grow towards light.

Requirements for sustaining life

All living things need **energy, gases, water, soil** and **favourable temperatures**.

1. Gases

Oxygen is needed for respiration. **Oxygen** - is absorbed by animals and plants and used to break down food to release energy. Plants use **carbon dioxide** to make food during photosynthesis. (Refer to Photosynthesis diagram below)

2. Water – animals need water to carry food and chemicals around their bodies, to get rid of waste, cool down the body. Plants need water to grow, transport food and carry out chemical reactions and for photosynthesis.

3. Energy – The source of energy for all living things is the sun. Plants make their food using light energy from the sun during the process of **photosynthesis**. The food is then stored as starch.



Photosynthesis

Use the words on the left to fill in the blanks in the sentences and to label the arrows in the picture below.

Words to Use

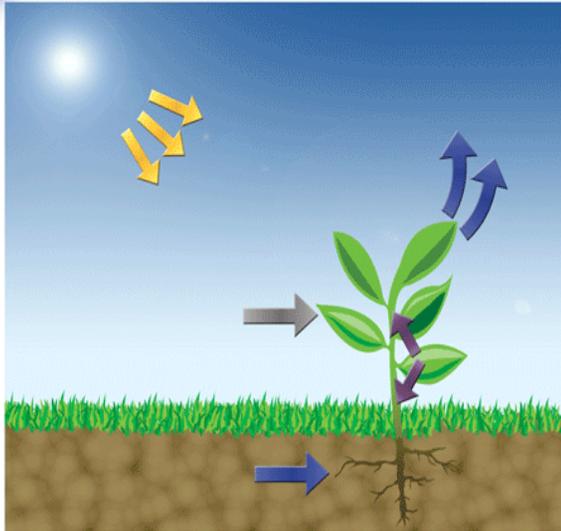
carbon dioxide

glucose

light energy

oxygen

water



During photosynthesis, plants use ____
____ from the sun to convert ____
____ from the air and ____ from the
soil into ____ to feed the plant.
____ is given off as a by-product.

Term1 Grade 7 English Revision Activities



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

**ENGLISH HOME LANGUAGE
GRADE 7
TERM 1 TASK 3
READING COMPREHENSION, LANGUAGE IN
CONTEXT AND VISUAL LITERACY**

**MARKS TOTAL: 40
TIME: 60 MINUTES**

Question 1: Comprehension

Read through the following passage and answer the questions that follow:

FROZEN – a Walt Disney movie



Frozen is a 2013 American 3D computer-animated musical fantasy-comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. It is the 53rd animated feature in the Walt Disney Animated Classics series. Inspired by Hans Christian Andersen's fairy tale *The Snow Queen*, the film tells the story of a fearless princess who sets off on an epic journey alongside a rugged iceman, his loyal pet reindeer and a clueless, naive snowman to find her estranged sister, whose icy powers have inadvertently trapped the kingdom in eternal winter.



Frozen underwent several story treatments for years, before being commissioned in 2011, with a screenplay written by Jennifer Lee, and both Chris Buck and Lee serving as directors. It features the voices of Kristen Bell, Idina Menzel, Jonathan Groff, Josh Gad and Santino Fontana. Christophe Beck, who had worked on Disney's award-winning short *Paper man*, was hired to compose the film's orchestral score, while husband-and-wife song writing team Robert Lopez and Kristen Anderson-Lopez penned the songs.

Question 1

- 1.1 Mention the name of the movie featured in the article. (1)
- 1.2 What is the name of the production company who made the movie? (1)
- 1.3 What type of movie is it? (line 1) (1)
- 1.4 When was it shown for the first time? Mention the year. (1)
- 1.5 Complete the sentence by filling in the missing words.

Frozen is the _____ animated feature in the _____
(1)

Animated Classics series.

- 1.6 Explain in your own words what the following statement means.

- Frozen underwent several story treatments for years. (2)
- 1.7 Mention the names of the two songwriters who wrote the songs for this movie. (2)
- 1.8 What is their relationship to each other? (1)
- 1.9 Looking at the picture where do you think Frozen lived. Motivate your answer. (2)
- 1.10 If your sister went missing will you also go look for her? Name two places where you will look for her.(2)
- 1.11 Do you think it is important for family members to look out for each other? Motivate your answer. (1)
- [15]**

Question 2: Visual Literacy

FROZEN – The plot



Elsa, Princess of Arendelle, possesses cryokinetic powers, with which she is able to produce ice, frost and snow at will. One night while playing, she accidentally injures her younger sister, Princess Anna. Their shocked parents, the King and Queen, seek help from the troll king, who heals Anna and removes her memories of Elsa's magic. The royal couple isolates the children in their castle until Elsa learns to control her powers. Afraid of hurting Anna again, Elsa spends most of her time alone in her room, causing a rift between the girls as they grow up. When the girls are teenagers, their parents die at sea during a storm.

- 2.1 Do you think that the title of the movie explains what the movie is about? Explain why you say that. (1)
- 2.2 Looking at the picture above, do you think that the man and the girl are dress appropriately for the weather conditions of that country. Who would you say is the most suitable dressed for the circumstances?(1)
- 2.3 What to your opinion is the relationship between the two people in the picture? Explain your answer. (2)
- 2.4 Name a animated movie that you really enjoyed. (1)

[5]

Total [20]

Question 3: Language



TEXT A:

When Elsa comes of age, the kingdom prepares for her coronation as Queen. Among the guests is the Duke of Weselton, who seeks to exploit Arendelle for profit. Excited to be allowed out of the castle again, Princess Anna explores the town and meets Prince Hans of the Southern Isles, and the two quickly develop a mutual attraction. Despite Elsa's fears, her coronation goes off without incident. During the reception, Hans proposes and Anna hastily accepts. However, Elsa refuses to grant her blessing and forbids their sudden marriage. The sisters argue, culminating in the exposure of Elsa's abilities during an emotional outburst.

Question 2:

3.1 Write down the phrase with the same meaning as ...

When Elsa grew up ...

(1)

3.2 What word out of the passage (line 3) has the same meaning as “to be given permission”?

(1)

3.3 Choose the most appropriate meaning for the word “*exploit*”

(1)

A) to be impressed

B) put to good use

C) to punish

(1)

3.4 Rewrite the following sentence in the past tense.

Princess Anna explores the town and meets Prince Hans of the Southern Isles.

(1)

3.5 Combine the following sentences by making use of the word between brackets:

Elsa refuses to grant her blessing. She forbids their sudden marriage. (and) (1)

FROZEN - THE SOUNDTRACK

TEXT B:



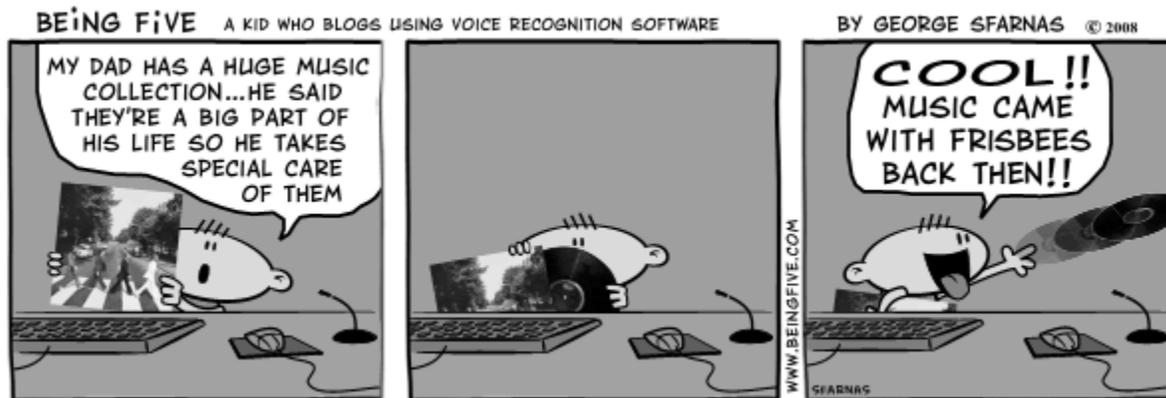
One major breakthrough was the composition of the song "Let It Go" by songwriters Lopez and Anderson-Lopez, which forced the production team to reconceptualise and rewrite Elsa as a far more complex, vulnerable, and sympathetic character.[47] In The Daily Telegraph's words, instead of the villain envisioned by the producers, the songwriters saw Elsa as "a scared girl struggling to control and come to terms with her gift."[52] entire movie. So that was when we really found the movie and who these characters were."[46]

3.6 Write down the 3 adjectives (line 3) that describes Elsa's character. (3)

3.7 Give a word with the opposite meaning of "scared" (line 5) (1)

TEXT C:

Read through the following cartoon and then answer the questions that follow:



3.8 Write the following word out in full:
They're (1)

3.9 Choose the correct answer:
The apostrophe as used in frame 1, shows ...
A) Position

B) Possession

C) Place

(1)

3.10 Choose the correct word between brackets:

The exclamation marks as used in frame 3, indicate the boy's (disappointment/excitement/sadness).

(1)

TEXT D:



Figure 1

3.11 Write down the correct version of the idiom used in frame 1 speech bubble 2: "No news is good blues". (1)

3.12 Give a word with the same meaning as "buddy" (1)

3.13 Write the number 30 in words. (1)

3.14 Explain in your own words what a financial advisor is. (2)

3.15 The word "financial advisor" is an example of a _____

A) common noun

B) abstract noun

C) proper noun (1)

3.16 Is the following an example of a _____

A) statement

B) opinion

C) question

"Buddy, I'm a little worried about your finances." (1)

(10)

Total: [20]

The Design Process – the development of a technology task

WEEK: 1 Worksheet 1

WHAT IS TECHNOLOGY

1. Technology is the use of knowledge, skills, values and resources in order to meet people’s needs.
2. It develops practical solutions to problems, taking into consideration social and environmental factors.
3. The solution is usually in the form of a product.

WHY DO WE USE TECHNOLOGY?

1. To find new, innovative, creative solutions for new problems.
2. To find different solutions for problems that already exist.
3. To find temporary/ short-term solutions in emergency situations.
4. To solve human needs.

STEPS IN THE DESIGN PROCESS

1. The design process is a set of steps we use to plan how to make a product.
2. The steps in the design process enables us to develop solutions to solve problems and it can also be used to modify your original design to satisfy your need.

3. The design process consists of five distinct stages or steps (IDMEC):

3.1. STAGE 1 – INVESTIGATE

In this stage you find and use information. You identify the need or problem, find out who you are making the product for, who is going to use it, research and collect information about existing products that might help solve the problem

3.2. STAGE 2 – DESIGN

This stage involves the design brief, design specifications and constraints.

Design brief is a short statement is written to describe the need or problem more fully.

Design specifications provides details about the product to be designed, who it is designed for, what it will look like, what it will do, the materials and resources used, measurements and safety aspects.

Constraints are things that limit your choices for eg. cost, availability of resources and materials, lack of man power, time constraints etc.

3.3. STAGE 3 – MAKE

This stage involves work drawings, sketches and technical drawings that show the products specifications.

A plan is developed. This plan includes the time, tools, equipment and materials to make the product.

Making the product involve measuring, marking, cutting, shaping, forming, joining and finishing

different materials with accuracy.

3.4. STAGE 4 – EVALUATE

In this stage the design stages and the quality of the finished product is evaluated. The evaluation includes checking how well the design meets the design brief and design specifications. Evaluation criteria are used to determine how well the design process was carried out and how well the product meets the design specifications. Recommendations can be made to improve the product.

3.5. STAGE 5 – COMMUNICATE

In this stage the design solutions are presented by means of notes and drawings. The presentation must include the different ways information was gathered, sketches with measurements and the reasons for using specific design ideas.

QUESTIONS

1. Define Technology
2. In your own words explain why we use Technology.
3. List and briefly explain the 5 steps (**IDMEC**) used in the design process.

1

TECHNOLOGY

DATE: _____ **GRADE: 7** _____

WEEK 2: Worksheet 2

CONSIDERATIONS

Fitness-for-purpose means that when we design and make a product we need to know and make sure that the product is suitable for its purpose for eg. a toy with sharp edges and small parts is not suitable for a toddler.

Before a solution can be found for a problem certain questions need to be addressed and asked.

These questions include:

1. Who is it for? (Consider the gender, age and social background of person using the product)
2. What is it for? (Product must be a solution to the design process)
3. Will it do the job? (The product must be workable in order for it to be sold)
4. Is it cost effective? (Similar products are available but yours must be cheaper)
5. Is it safe? (The final product must not put the customer at danger sharp edges etc)
6. Is it easy to use? (Product must be comfortable)
7. Does it look good? (Aesthetics the attractive qualities or beauty of the product must appeal to buyers)
8. Will it affect society? (The product must not be dangerous to society it must have a positive effect)
9. Will it affect the environment? (When creating products consider its effects on the environment, reduce harmful effects on the environment by reducing, reusing and recycling)

ACTIVITY

Learners to use 12 to 15 lines and draw any object or tool at home and answer questions 1 to 9 from above on his/her writing pad.

FRANKLIN D ROOSEVELT PRIMARY SCHOOL

CREATIVE ARTS – VISUAL – GR.7

TOPIC – CREATE IN 2D

VOCABULARY

1. Two-Dimensional – 2D; refers to artworks that are flat, such as drawings and paintings

2. Still-life – A popular subject for artists, as the object chosen is from the artist's own possession/environment. The objects are arranged to suit the artist and will remain in the same position to aid observation.

3. Visual Features – Is the outward appearance of an objects, its colour, shape, form, texture and so on.

ELEMENTS OF ART AND DESIGN PRINCIPLES OF ART TO BE RE-ENFORCED FOR THE FOUR TERMS

DATE: T1 _____ T2 _____ T3 _____ T4 _____

ELEMENTS OF ART	DESIGN PRINCIPLE OF ART
1.LINE – A continuous mark which can be short, long, thick, thin, series of dots to form a line, curly. Can be 2D, 3D, descriptive, implied or abstract	1. RHYTHM – Indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.
2.TONE – Presence of light or dark in the colour of an object or area	2.BALANCE – A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical
3.SHAPE – An area closed by an outline to make up a basic shape such as a circle, oval, rectangle, square or suggest any shape. It two dimensional, flat or limited to height and width.	3.EMPHASIS (CONTRAST) – A way of combining elements to stress the differences between those elements
4.TEXTURE – Refers to the surface of something whether it feels or appears to be smooth, rough, bumpy and so on as if they might feel if touched.	4.PROPORTION – Refers to the relationship of certain elements to the whole and to each other
5.COLOUR – Made up of three properties: hue, value and intensity. *Hue – the actual name of a colour eg. blue, indigo and maroon. *Value – hue's lightness and darkness when white or black is added to change the colour *Intensity – quality of brightness and purity the higher the intensity the colour is strong and bright. The lower the intensity the colour is faint and dull.	5.GRADATION – A way of combining elements by using a series of gradual changes in those elements eg large shapes to small shapes, dark hue to light hue and so on
6.FORM – Is three dimensional free flowing and encloses volume, height, width and depth as in a cube, pyramid, cylinder	6.HARMONY – A way of combining similar elements in an artwork to accent their similarities that is achieved through the use of repetitions and subtle gradual changes
7.SPACE – Defines positive and negative areas or a sense of depth achieved in a work of art	7.VARIETY – Concerned with diversity or contrast and variety is achieved by using different shapes, sizes, and/or colours in a work of art

8.VALUE – The lightness or darkness of tones or colours. Tint - White is the lightest value and Shade - black is the darkest. The value halfway between these extremes is called middle grey.

9.MONOCHROMATIC – Describes usage of a single colour or black with tonal variations.

8.MOVEMENT – Is used to create the look and feeling of action and to guide the viewer's eye throughout the work of art

ACTIVITY – Learners to complete the activity in their writing pad or a blank sheet. In week 1 draw picture A and in week 2 draw picture B. Use various colours to enhance the image.

A – WEEK 1



B – WEEK 2

