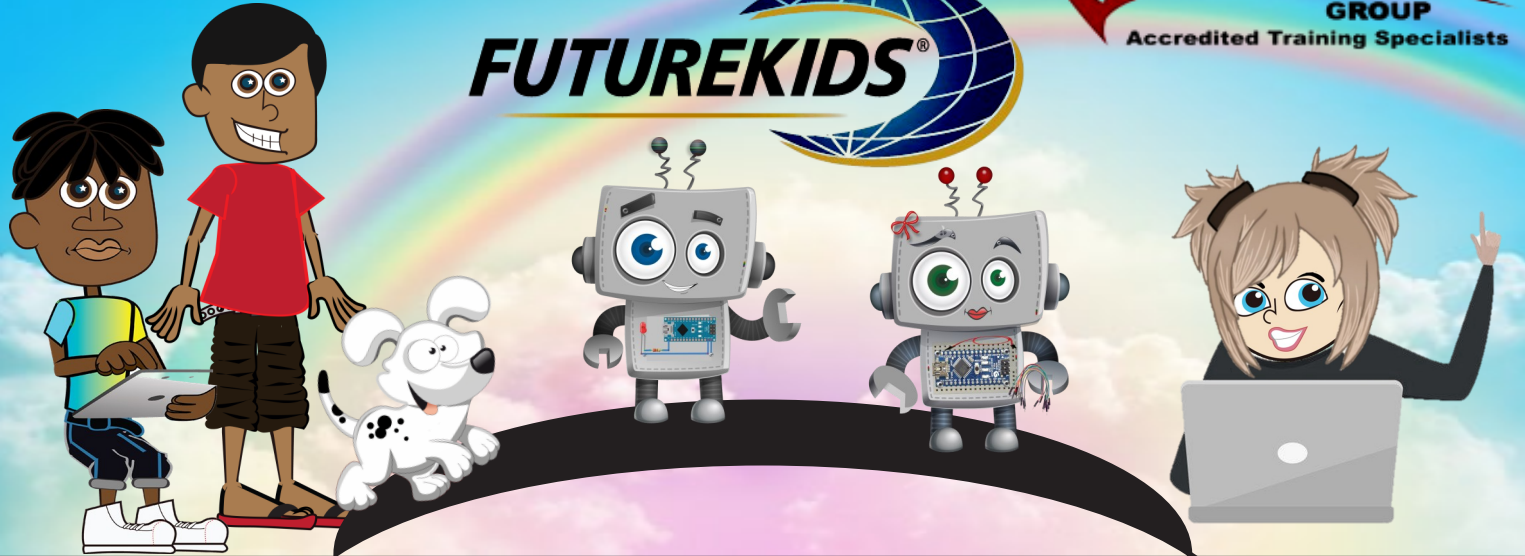




Skillspro Newsletter

July 2024

Futurekids/Skillspro

Unveiling a Legacy of Innovation, Education, and Inspiration

We hope you had a restful and enjoyable break! As we kick off Term 3, we are filled with excitement and anticipation for the learning and growth opportunities that lie ahead. This term promises to be both engaging and challenging as we dive deeper into our curriculum and prepare for key assessments.

What to Expect

- **Engaging Lessons:** Our team have planned dynamic and interactive lessons to keep students and teachers motivated and excited about learning.
- **Comprehensive Assessments:** The upcoming assessments will cover a wide range of topics, providing a thorough evaluation of each student's knowledge and skills.
- **Supportive Environment:** We are committed to supporting our teachers every step of the way. Extra help and resources will be available for those who need them.

WHAT YOU TEACH
»→ **teach**

ⓉⓞⓓⓐⓎ

may someday

light ☆

the world.

L.W.Fox

© The Teacher/Nov/Dec

MAKING A DIFFERENCE IN

EDUCATION

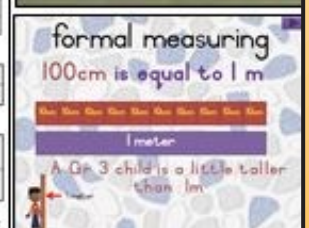
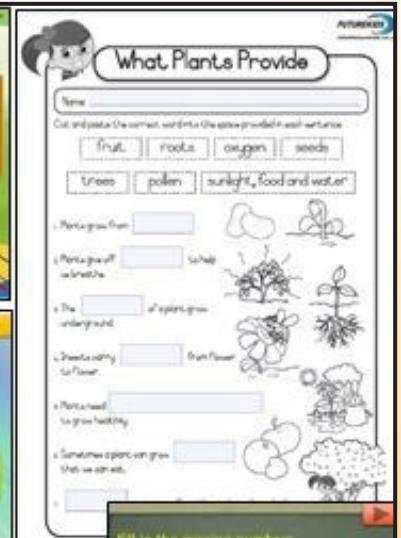
with Future-FUN CAPS

Future-FUN CAPS

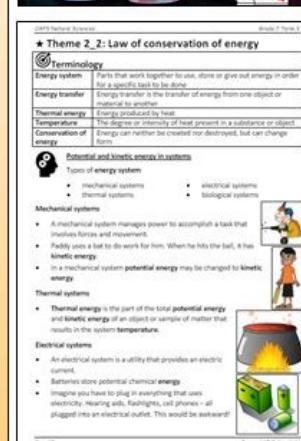
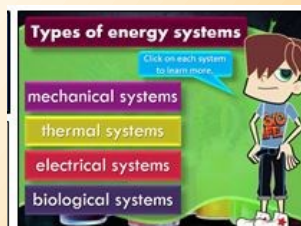
Future-FUN CAPS Curriculum consists of:

1. Online Teacher Training and Support.
2. Teacher lesson planning documents per grade, per term and per subject
3. Digital Content per topic and per theme – CAPS Curriculum (Subject Content, Flashcards, Self-test Questions (Informal Assessments)).
4. Videos and songs
5. Worksheets with memoranda.
6. Assessments with memoranda.
7. Study Notes
8. Links to DBE workbooks.

For enquiries contact us on 072 120 0369 or info@futurekids.co.za



Term 3 available



Future-FUNCAPS

Term 3: It is all about Assessments and projects!

Attention Teachers: New Assessment Sets Available!

We are excited to announce the release of three comprehensive sets of assessments designed to align perfectly with the latest Annual Teaching Plans (ATP) and Curriculum Assessment Policy Statement (CAPS) guidelines.

These assessments are meticulously crafted to ensure they meet current educational standards and provide a thorough evaluation of student understanding and progress.

Whether you're looking to determine the learners' grasp of core concepts, track their progress, or prepare them for upcoming exams, these assessments are your go-to resource. They cover a wide range of topics and are structured to support both teaching and learning effectively.

Equip your classroom with these valuable tools and make assessment time smooth and insightful.

Discover the difference with our latest assessments!

Set A

FORMAL ASSESSMENT
SOCIAL SCIENCES
Grade 6 Term 3
Geography Task Memo (02)
Marks: 40

Question Number	Content	Low (20%)	High (20%)	Total points
1	Climate and vegetation around the world	2	2	4
2	Climate and vegetation around the world	2	2	4
3	Climate and vegetation around the world	2	2	4
4	Climate and vegetation around the world	2	2	4
5	Climate and vegetation around the world	2	2	4
6	Climate and vegetation around the world	2	2	4
7	Climate and vegetation around the world	2	2	4
8	Climate and vegetation around the world	2	2	4
9	Climate and vegetation around the world	2	2	4
10	Climate and vegetation around the world	2	2	4
11	Climate and vegetation around the world	2	2	4
12	Climate and vegetation around the world	2	2	4
13	Climate and vegetation around the world	2	2	4
14	Climate and vegetation around the world	2	2	4
15	Climate and vegetation around the world	2	2	4
16	Climate and vegetation around the world	2	2	4
17	Climate and vegetation around the world	2	2	4
18	Climate and vegetation around the world	2	2	4
19	Climate and vegetation around the world	2	2	4
20	Climate and vegetation around the world	2	2	4
21	Climate and vegetation around the world	2	2	4
22	Climate and vegetation around the world	2	2	4
23	Climate and vegetation around the world	2	2	4
24	Climate and vegetation around the world	2	2	4
25	Climate and vegetation around the world	2	2	4
26	Climate and vegetation around the world	2	2	4
27	Climate and vegetation around the world	2	2	4
28	Climate and vegetation around the world	2	2	4
29	Climate and vegetation around the world	2	2	4
30	Climate and vegetation around the world	2	2	4
31	Climate and vegetation around the world	2	2	4
32	Climate and vegetation around the world	2	2	4
33	Climate and vegetation around the world	2	2	4
34	Climate and vegetation around the world	2	2	4
35	Climate and vegetation around the world	2	2	4
36	Climate and vegetation around the world	2	2	4
37	Climate and vegetation around the world	2	2	4
38	Climate and vegetation around the world	2	2	4
39	Climate and vegetation around the world	2	2	4
40	Climate and vegetation around the world	2	2	4

Question 1: Look at the pictures and fill in the missing words.

1.1. In picture A: **Weather** describes the condition of the atmosphere at a particular time and place.

1.2. In picture B: **Climate** describes the average weather conditions in a particular area over a long period of time.

1.3. Temperature is measured in **°C/Celsius**.

1.4. Temperature is measured with a **thermometer**.

1.5. When the air in an area feels hot and wet we say it is **humid**.

1.6. If the area's temperature is between 10°C and 30°C, it is classified as a **temperate** climate.

TASK: Rights and responsibilities of citizens in a democracy. Create a poster with information about Fatima Meer or Pius Langa.

INSTRUCTIONS:

- Choose a topic.
- Create a poster of any of these leaders.
 - Your poster must be at least two A4 pages or one A3 page.
 - Your project must be in your own handwriting.
 - Your project must be done in class.
 - Gather information and bring it to school. Bring at least 3 pictures about the chosen topic.
 - You should use at least 3 different sources of information.
 - Your project should be creative. Use colour pencils/crayons.
 - Add your name, class and title and bibliography at the back of your poster.
 - Add at least three or more pictures, add some artwork or illustrations in your project.
 - Add the following information:
 - Basic information about this person.
 - Information about her main activities.

Set B

FORMAL ASSESSMENT
SOCIAL SCIENCES
Grade 6 Term 3
History Project (03)
Marks: 40

Question Number	Content	Low (20%)	High (20%)	Total points
1	Climate around the world	2	2	4
2	Climate around the world	2	2	4
3	Climate around the world	2	2	4
4	Climate around the world	2	2	4
5	Climate around the world	2	2	4
6	Climate around the world	2	2	4
7	Climate around the world	2	2	4
8	Climate around the world	2	2	4
9	Climate around the world	2	2	4
10	Climate around the world	2	2	4
11	Climate around the world	2	2	4
12	Climate around the world	2	2	4
13	Climate around the world	2	2	4
14	Climate around the world	2	2	4
15	Climate around the world	2	2	4
16	Climate around the world	2	2	4
17	Climate around the world	2	2	4
18	Climate around the world	2	2	4
19	Climate around the world	2	2	4
20	Climate around the world	2	2	4
21	Climate around the world	2	2	4
22	Climate around the world	2	2	4
23	Climate around the world	2	2	4
24	Climate around the world	2	2	4
25	Climate around the world	2	2	4
26	Climate around the world	2	2	4
27	Climate around the world	2	2	4
28	Climate around the world	2	2	4
29	Climate around the world	2	2	4
30	Climate around the world	2	2	4
31	Climate around the world	2	2	4
32	Climate around the world	2	2	4
33	Climate around the world	2	2	4
34	Climate around the world	2	2	4
35	Climate around the world	2	2	4
36	Climate around the world	2	2	4
37	Climate around the world	2	2	4
38	Climate around the world	2	2	4
39	Climate around the world	2	2	4
40	Climate around the world	2	2	4

Question 1: Research about the life story of a South African who has contributed to building democracy in our country or your community. It does not have to be a famous person. You can write a biography of a person who lives in your local area.

1.1. Circle the correct heading (2).

INSTRUCTIONS:

- Do research about the life story of a South African who has contributed to building democracy in our country or your community. It does not have to be a famous person. You can write a biography of a person who lives in your local area.
 - It can be a religious leader, sportsperson, businessperson, politician, etc.
- Collect information about that person.
- Use library books, internet, pictures, photographs, newspapers or any other resources.
- Arrange the information you have gathered in such a way that you are telling the life of the person's life. This is called a biography.
- The heading for the biography:
 - Paragraph 1: Description of the person's early life.
 - Full name of the person
 - Date of birth (and death, if they have died)
 - Place of birth
 - Place of the person
 - Schooling and family life
 - Paragraph 2: Their profession. Important things the person did to build democracy.
 - Paragraph 3: The significance of their achievements. Ways in which the person helped or changed the lives of others.
 - Paragraph 4: Reflections (what you have learnt/admired about the person).
 - A timeline of about six events in the person's life.

Set C

FORMAL ASSESSMENT
SOCIAL SCIENCES
Grade 6 Term 3
History Project (03)
Marks: 40

Question Number	Content	Low (20%)	High (20%)	Total points
1	Climate and vegetation around the world	2	2	4
2	Climate and vegetation around the world	2	2	4
3	Climate and vegetation around the world	2	2	4
4	Climate and vegetation around the world	2	2	4
5	Climate and vegetation around the world	2	2	4
6	Climate and vegetation around the world	2	2	4
7	Climate and vegetation around the world	2	2	4
8	Climate and vegetation around the world	2	2	4
9	Climate and vegetation around the world	2	2	4
10	Climate and vegetation around the world	2	2	4
11	Climate and vegetation around the world	2	2	4
12	Climate and vegetation around the world	2	2	4
13	Climate and vegetation around the world	2	2	4
14	Climate and vegetation around the world	2	2	4
15	Climate and vegetation around the world	2	2	4
16	Climate and vegetation around the world	2	2	4
17	Climate and vegetation around the world	2	2	4
18	Climate and vegetation around the world	2	2	4
19	Climate and vegetation around the world	2	2	4
20	Climate and vegetation around the world	2	2	4
21	Climate and vegetation around the world	2	2	4
22	Climate and vegetation around the world	2	2	4
23	Climate and vegetation around the world	2	2	4
24	Climate and vegetation around the world	2	2	4
25	Climate and vegetation around the world	2	2	4
26	Climate and vegetation around the world	2	2	4
27	Climate and vegetation around the world	2	2	4
28	Climate and vegetation around the world	2	2	4
29	Climate and vegetation around the world	2	2	4
30	Climate and vegetation around the world	2	2	4
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33	Climate and vegetation around the world	2	2	4
34	Climate and vegetation around the world	2	2	4
35	Climate and vegetation around the world	2	2	4
36	Climate and vegetation around the world	2	2	4
37	Climate and vegetation around the world	2	2	4
38	Climate and vegetation around the world	2	2	4
39	Climate and vegetation around the world	2	2	4
40	Climate and vegetation around the world	2	2	4

Question 1: Look at the pictures and indicate whether the statements are true or false.

1.1. The weather is what the temperature and conditions are in an area over a long period.

1.2. Climate is what the weather is like in an area on a particular day.

1.3. Cold climates are characterized by temperatures consistently below 10°C throughout the year.

INSTRUCTIONS:

- Democracy in South Africa. Create a 4-6 page project about Democracy in South Africa focusing on the election process.
 - Page 1
 - Name, surname and grade
 - Subject
 - Title of your project
 - Page 2 Democracy
 - Define democracy and citizenship
 - Explain the basic principles of democracy
 - Identify the rights and responsibilities of citizens in a democracy
 - Page 3 Elections
 - Explain how elections work from voter registration to ballot casting and counting
 - Discuss the various roles and responsibilities of individuals in the election process, including voters, candidates, election officials, and the media
 - Page 4 Elections
 - Provide a step-by-step guide to Election Day procedures, covering topics such as polling stations, voting booths, ballot papers, and the role of election observers. Explain how votes are counted and how election results are determined.

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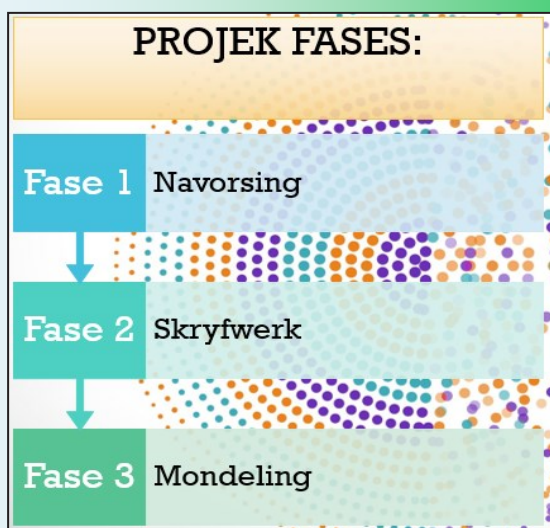
NUWE ONTWIKKELING

GRAAD 4—7

TALE KREATIEWE SKRYFPROJEK

Die kwartaal 3 Kreatiewe Skryfprojek vir **Huistaal en Eerste Addisionele Taal** is **splinternuut** en gereed vir gebruik! Elke graad het **drie stappe** om van te kies, ontwikkel volgens departementele spesifikasies. Die projekte dek 'n verskeidenheid genres wat oor die grade versprei is, met 'n wye reeks tekste, temas en opdragte om van te kies. Dit bied leerders die geleentheid om hul kreatiwiteit en skryfvaardighede te ontwikkel in 'n gestruktureerde, maar inspirerende omgewing. 'n Fantastiese hulpbron vir taalonderrig!

PROJEK FASES:



LITERATUUR GENRES

- Graad 4 • Gedigte
- Graad 5 • Fabels
- Graad 6 • Kortverhale
- Graad 7 • Roman/Drama



GRAAD 4 - GEDIGTE	
AHT	AEAT
STEL A	STEL A
Fase 1: Navorsing My beste maat In die tuin	Fase 1: Navorsing Donker
Fase 2: Skryfwerk Gedig oor 'n troeteldier	Fase 2: Skryfwerk Gedig oor iets wat jou bang maak
Fase 3: Mondeling Dra eie gedig van fase 2 voor	Fase 3: Mondeling Toespraak – Selfs die dapperste mens is ook bang vir iets
STEL B	STEL B
Fase 1: Navorsing Skoolkonsert In die tuin	Fase 1: Navorsing Onder my bed Monstermasker
Fase 2: Skryfwerk Gedig oor 'n pouse by die skool	Fase 2: Skryfwerk Gedig oor maskers
Fase 3: Mondeling Dra eie gedig van fase 2 voor	Fase 3: Mondeling Dra eie gedig van fase 2 voor

GRAAD 7 - ROMAN / DRAMA	
AHT	AEAT
STEL A	STEL A
Fase 1: Navorsing Jou Romeo – Biografie van skrywer en vrae	Fase 1: Navorsing Pad na jou hart – Biografie van aktrise en vrae
Fase 2: Skryfwerk Resensie	Fase 2: Skryfwerk Resensie
Fase 3: Mondeling Toespraak oor stereotipering en interessante feite van Jou Romeo	Fase 3: Mondeling Toespraak oor fliek se gebeure, interessante feite, progressie en jou wenslysie
STEL B	STEL B
Fase 1: Navorsing Vyf en 'n half wense – Plakkaat en vrae	Fase 1: Navorsing Duur vriendskap
Fase 2: Skryfwerk Verhoogdrama (Toneelstuk)	Fase 2: Skryfwerk Toneelstuk – Twee vriende gaan op 'n avontuur
Fase 3: Mondeling Voer in groepe toneelstuk van fase 2 op	Fase 3: Mondeling Voer in groepe toneelstuk van fase 2 op

Aanlyn opleiding 16 Julie

Future-FUNCAPS

NEW DEVELOPMENT

GRADE 4—7

LANGUAGE CREATIVE WRITING PROJECT

The term 3 Creative Writing Project for **Home Language** and **First Additional Language** is **brand new** and ready to go! Each grade has **three sets** to choose from, developed according to departmental specifications. The projects cover a variety of genres spread across the grades, with a wide range of texts, themes and assignments to choose from. It offers learners the opportunity to develop their creativity and writing skills in a structured but inspiring environment. A great resource for language teaching!

PROJECT STAGES:

Stage 1 Research

Stage 2 Writing

Stage 3 Oral presentation

LITERATURE GENRE

Grade 4 • Poems

Grade 5 • Fables

Grade 6 • Short Story

Grade 7 • Novel/Drama

Stages	Grade 5 Fables	
	EHL	EFAL
Set A		
Stage 1: Research	The oak and the reeds Animal Homes	The elephant and the ant
Stage 2: Write	Write your own fable in steps	Write a fable about two animals
Stage 3: Oral	Choose a fable that inspired you and prepare a speech of 2 minutes	Give a speech about a fable where you have identified the moral
Set B		
Stage 1: Research	The fox and the goat	The rat and the elephant
Stage 2: Write	Write a fable about one character outwitting another	Rewrite the fable you have read with a modern-day twist
Stage 3: Oral	Tell the class about a funny fable where the one character outwits another character	Retell the fable you have read



Stages	Grade 7 Novel/Drama	
	EHL	EFAL
Set A		
Stage 1: Research	Black Beauty • Mind map about horses • Answer questions about the story	Jungle Book • Fill in a diagram each for two characters in the story • Answer questions about the book
Stage 2: Write	Write a review about the movie/book	Write a review about the movie/book
Stage 3: Oral	Give a speech to the following criteria: • Importance of horses • Give an oral review of the story • Explain how the message in the book is still relevant today	Give a speech to the following criteria: • Give an oral review of the story • Explain how the message in the book is still relevant today • Give some interesting facts about the animals you researched
Set B		
Stage 1: Research	Drama: Swiss Family Robinson • Create a lapbook or pamphlet • Answer questions about the drama	Drama: The True Story of Cinderella • Create a lapbook or pamphlet • Answer questions about the drama
Stage 2: Write	Write a drama	Rewrite a well-known fairy tale with a twist into a drama
Stage 3: Oral	Perform the drama	Perform the drama

Online training 16 July

Future-FUN CAPS training



The Future-FUN CAPS team has been busy! The team has been active retraining teachers in utilizing our innovative product in the classroom. This initiative aims to reinvigorate seasoned educators and ignite excitement in new teachers. The team has shown remarkable dedication in demonstrating our incredible product specifically designed for Grade R to 7 teachers, ensuring that these early education professionals are well-equipped to enhance their teaching methods. By offering comprehensive training sessions, the Future-FUN CAPS team plays a crucial role in supporting teachers, empowering them to deliver engaging and effective education. This commitment to teacher development and support underscores the team's mission to transform education for the better.

Coding & Robotics 2025

EXAMPLES

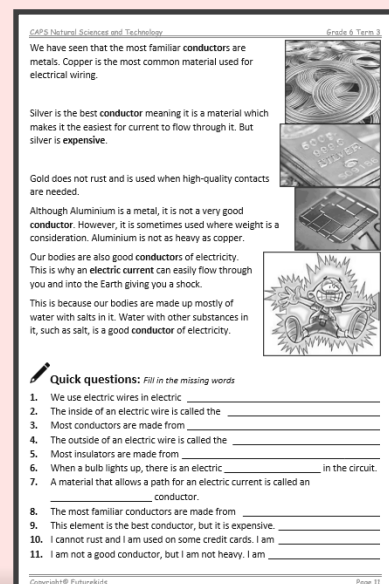
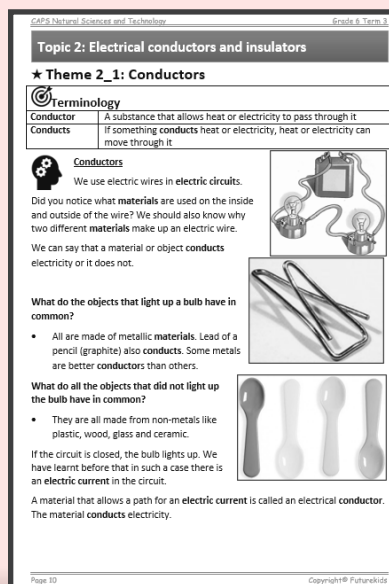
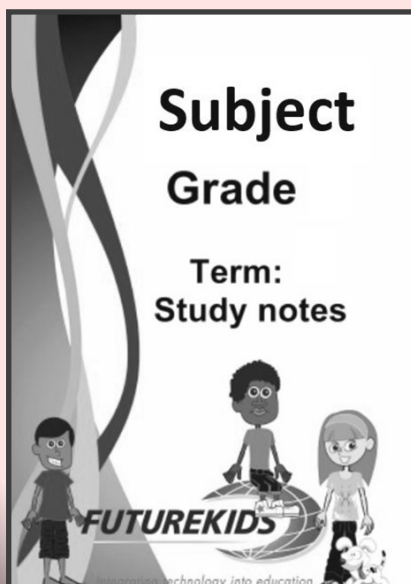
- Coding**: A diagram showing a path through a maze with letters A, B, and C, and a flowchart with 'If' and 'then' boxes.
- Robotics**: A photo of a robot made from a paper cup, with the text 'Robot with paper folding and other items.'
- Digital concepts**: A diagram showing a sequence of steps: a keyboard, a microcontroller, and a monitor, with the text 'Example: Wat does the following communicate?'.

Print Quality of Future-FUN CAPS Materials

We have identified an issue that can negatively impact print quality: copying from colour printouts. When copying from a colour copy, image details can be lost.

To ensure optimal results, we recommend the following:

- **Always use the original document for copying.** Avoid making copies from previously copied materials. Each copy generation reduces image quality.
- **Utilize black and white versions for copying.** We have implemented a new process from Term 4 of 2024 onwards. Black and white versions of Workbooks and Study Notes will be made available (e.g. NSG4T1_BW.pdf).



Testimonial

Future-FUN CAPS

What a brilliant concept! The learners get the opportunity to learn and at the same time have fun while doing it. The presentations are eye-catching and very effective to keep the learners focussed. The activities in the presentation give the teacher the opportunity to assess whether the learners understand the content. The biggest advantage of FUN CAPS is the fact that it has various types of alternative media support to help the teacher make the lesson interesting. These include videos, e-books and online activities. This saves the teacher from spending hours on the internet looking for suitable media for a specific topic. This is truly a one-stop-product! All you need is to switch on your computer....the rest is Future-FUN CAPS!

- Sarelda Lawrence, IT TEACHER, Labiance Primary School

Future-FUN KIDS SOUTH AFRICA Magazine



National Symbols of SA

Match the word in column A with the correct National Symbol in column B. Write only the correct letter in the answer column.

Column A	Answer Column	Column B
Galjoen		a) National Animal
Blue Crane		b) National Fish
Springbok		c) National Tree
King Protea		d) National Bird
Yellowwood		e) National Flower



Write the correct name of each national symbol underneath each picture.



Hoofstede van Suid-Afrika

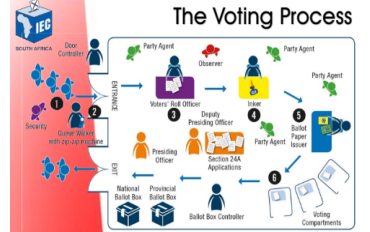
Trek 'n lyn om die hoofstad met die korrekte provinsie te pas.



Maikeng
Bhisho
Bloemfontein
Johannesburg
Pietmaritzburg
Polokwane
Mbombela
Kimberley
Kaapstad

Vrystaat
Gauteng
Noordwes
Oos-Kaap
Mpumalanga
Noord-Kaap
Wes-Kaap
KwaZulu-Natal
Limpopo

The Voting Process



How the Parliament is elected

Elections for Parliament are held every five years. Every citizen over the age of 18 can vote. The party, which wins the next election, will become the majority party and will therefore be able to form a new government.

Parliament is elected using proportional representation and party lists. Before the election each political party submits a list of its candidates in a numbered order of preference. This means the most popular candidate will be no. 1, the next no. 2 and so on.

After the election the percentage of votes cast for each party is worked out. The seats in Parliament are allocated in proportion to the number of votes cast in the election. This means a party that won 10% of the votes will get 10% of the seats. If a party wins 20 seats, the first 20 people on its party list will become MPs.

The latest edition of Future-FUN CAPS magazine celebrates everything that makes South Africa special, from its rich culture and heritage to its vibrant communities and breathtaking landscapes. This issue offers inspiration, entertainment, and information for both locals and global citizens. Grab your copy and embark on an unforgettable journey through the heart and soul of South Africa!

Please e-mail info@skillspro.co.za if you would like us to e-mail you this magazine



Term 3: Training dates

- ☐ FFC Online (08 July)
- ☐ FFC Homeschool (12 July)
- ☐ FFC Language Project (16 July)
- ☐ FFC Grade R (17 July)
- ☐ FFC TSD and Content (17 July)
- ☐ FFC Maths Project (23 July)
- ☐ FFC Assessment (24 July)
- ☐ Skillspro ICT (16 & 18 July)
- ☐ Futurekids ICT (23 & 25 July)
- ☐ Coding & Robotics L1 (06 & 07 Aug)
- ☐ Coding & Robotics FreeCAD (15 Aug)
- ☐ Coding & Robotics L2 (13 & 14 Aug)
- ☐ Coding & Robotics HTML (22 Aug)
- ☐ Coding & Robotics L3 (20 & 21 Aug)

Contact details



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Elaine 079 166 5833

Gerda 072 120 0369

<https://www.ffCAPS.co.za/>

103 Gars Street,

Fochville, 2515

Office Hours: 7:15—16:00

PAXI

PepHome Fochville

P5680

Please go to the following link if you would like to attend the training: <https://bit.ly/3W8dD3v>