



Western Cape  
Government

Education

# Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement  
for Schools of Skills and Schools with Skills Units

## Bricklaying and Plastering

Year 1, 2, 3 and 4

2013

## **PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM**

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

## **ACKNOWLEDGEMENT**

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

# ANNUAL TEACHING PLAN FOR BRICKLAYING AND PLASTERING

## CONTENT

Page

YEAR 1 ATP .....1

YEAR 2 ATP .....3

YEAR 3 ATP .....9

YEAR 4 ATP .....19

## YEAR 1 - ANNUAL TEACHING PLAN

### TERM: 1

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Know the building industry</b>	<b>Understand health and safety rules of the building site:</b> <ul style="list-style-type: none"> <li>Understanding the importance of wearing protective gear.</li> <li>Know the safety signs of the building site.</li> </ul>	Demonstration and practical	Protective clothes and safety equipment  Safety signs
2		<b>Basic First Aid</b>	Practical demonstration of basic first aid	First aid kit
3 & 4		<b>Know how to handle tools:</b> <ul style="list-style-type: none"> <li>Identifying brick laying tools.</li> <li>Select the correct tools for specific job</li> <li>How to care for bricklaying tools</li> <li>Clean maintain and store bricklaying tools</li> <li>Understand the function of different bricklaying tools</li> </ul>	Practical Demonstration on the use of tools  Practical demonstrations on how to handle tools	Bricklaying tools  Visual charts  Charts and tools
5		<b>Know building materials</b> <ul style="list-style-type: none"> <li>Know dangers and safety precautions when handling building material.</li> </ul>	Demonstrating the use of various bricklaying Materials.	Samples of building material
6		<b>Demonstrate the necessary skills of the trade</b>	<b>Set out and prepare the workstation</b> <ul style="list-style-type: none"> <li>Know the methods of squaring</li> <li>Know the symbols on a building plan</li> </ul>	Practical demonstration of how to do squaring.  Practical demonstration of symbols on a building plan.
7	<b>Able to measure using various instruments /equipment</b> <ul style="list-style-type: none"> <li>Know and understands the SI unit standards</li> <li>Able to read a tape and measure</li> <li>How to use a gauge rod</li> </ul>	Practical demonstration of using the tape measure  Practical demonstration how to make a gauge rod.	Tape measures Baton Pencil and chalk Saw	

8	<b>Apply the necessary skills, attitudes and knowledge in the building industry</b>	<b>Build a brick wall/block wall</b> <ul style="list-style-type: none"> <li>○ Mixing mortar</li> <li>○ Basic bricklaying techniques</li> </ul>	Practical demonstration on how to mix mortar, and apply bricklaying techniques	Sand, lime, wheel burrow, spades, water, bricks, blocks, bricklaying trowel, Level,
9 & 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 2 - ANNUAL TEACHING PLAN

### TERM: 1

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Understand Health and safety rules of the building site.</b>	<b>Understands the importance of wearing protective gear.</b> <ul style="list-style-type: none"> <li>○ Show the types of protective gear.</li> <li>○ The use and purpose of safety gear.</li> <li>○ Caring and storage</li> </ul>	Demonstrate various safety precautions in the workplace using the actual protective gear	Protective/ safety gear
2	<b>Understand Health and safety rules of the building site.</b>	<b>Know safety signs at the building - site/workshop</b> <ul style="list-style-type: none"> <li>○ Know the rules of the work place.</li> <li>○ Know various building materials and emphasise the precautions of handling it.</li> </ul>	Set up the sets of rules for each work station environment and do a practical demonstration of the implications of the rules.  Do a practical demonstration of the handling of materials focusing on the precautions and safety precautions.	Safety gear Tools and materials in the work place for bricklaying and plastering.
3		<b>Apply basic first aid principles.</b> <ul style="list-style-type: none"> <li>○ Explain the accessibility to the first aid kit.</li> <li>○ List what is inside the first aid box/kit</li> </ul>	Do a drill the emergency situations.  Show the real first aid box with the contents to learners. Explain the use of the kit inside the box.	First aid box with kit
4		<b>Apply basic first aid principles.</b>	Emulate first aid situations	
5	<b>Know how to handle tools</b>	<b>Select the correct tools for a specific job.</b> <ul style="list-style-type: none"> <li>○ Know how to care for tools.</li> </ul>	Display tools in their designated places. Label each one.	The tool box/

6		<ul style="list-style-type: none"> <li>○ -Know how to care for tools.</li> <li>○ Clean, maintain and store tools.</li> </ul>	Show learners how to care for the tools.	Tools of various kinds
7	<b>Read and interpret simple drawings</b>	<b>Know and understand ground plan drawing</b> <ul style="list-style-type: none"> <li>○ Exposure to building plans/ site plans etc.</li> </ul>	Show a basic building plan to learners as their first exposure to the concept of drawings as the basis for the building industry	Simple and basic drawings of a building
8	<b>Know building materials</b>	<b>Know dangers and safety precautions when handling materials</b> <ul style="list-style-type: none"> <li>○ Use practical demonstrations to show how to handle material.</li> <li>○ Learners explore the use of the material and tools.</li> </ul>	Group demonstrations	Relevant materials Safety kit/ clothes Rules written up Signs and signals in the work place
9	<b>Setting- out and prepare workstation</b>	<ul style="list-style-type: none"> <li>○ Know the methods of squaring.</li> </ul>	Use practical measuring methods  Display symbols and label them.	Measuring instruments Square measuring tool
10	<b>Assessment</b>	Formal Assessment Tasks; Practical and Theory		

## YEAR 2-ANNUAL TEACHING PLAN

### TERM: 2

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1 & 2.	<b>Setting- out and prepare workstation</b>	<ul style="list-style-type: none"> <li>○ Know symbols.</li> <li>○ Apply symbols</li> </ul>	Display symbols and label them. Do practical application of symbols	Show chart of symbols Chart of symbols
3	<b>Able to measure using various instruments/ equipment.</b>	<b>Know and understands the SI unit standard.</b>	Learners practice measuring skills by measuring different sizes, lengths, distances and heights, circumferences; sizes of various shapes; triangle, square, circle, rectangle etc.	Measuring tape of various sorts.
4		<ul style="list-style-type: none"> <li>○ Apply and practice various measurements using the IS unit standards</li> </ul>	Practice measuring different items using the IS system Mark-offs.	Measuring tapes.
5		<ul style="list-style-type: none"> <li>○ Able to read a tape and to measure.</li> </ul>	Practice measuring different items using the IS system	Measuring tape
6		<ul style="list-style-type: none"> <li>○ Know how to use a gauge rod.</li> </ul>	Practical methods on how to use a gauge rod	Use mock set-up
7		<b>Apply skills in using a gauge rod</b>	Practical applications in unfamiliar situations	Use mock set-set-up
8	<b>Know how to handle tools</b>	<b>Learn handling techniques of various tools.</b>	Demonstrate the skills of handling various tools.	Appropriate tools

9		<b>Application of skills in handling of tools</b>	Set up various workstations where learners can use the tools under supervision.	Use simulation activities in the use of tools
10	<b>Assessment</b>	<p>Formal Assessment Tasks:</p> <p><b>Practical: Build a brick wall/ block wall.</b>  Mixing mortar) (Basic Brick laying technique  Assess correct method of mixing mortar ratios</p> <p><b>Theory:</b></p>		

## YEAR 2 - ANNUAL TEACHING PLAN

### TERM: 3

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Setting- out and prepare workstation</b>	<ul style="list-style-type: none"> <li>Know the methods of squaring: 3:4:5</li> </ul>	Show method to build a corner using the squaring method of 3:4:5 in stretcher bond	Measuring tape Pencil Square gauge
2		<b>Apply methods of squaring</b>	Build a 90degree corner	Building material
3		<ul style="list-style-type: none"> <li>Know how to erect profiles and gauge rod.</li> </ul>	Setting up profiles	Gauge rod, fish line, markers
4		<b>Setting out profiles</b>	Setting up profiles	Gauge rod, fish line, markers Pencil
5		<b>Erect profiles</b>	Setting up profiles	Gauge rod, fish line, markers Pencil
6		<b>Erect profiles in practical situations-</b>	Setting up profiles	Gauge rod, fish line, markers Pencil
7	<b>Able to measure using various instruments/ equipment</b>	<ul style="list-style-type: none"> <li>Know and understands the SI unit standard.</li> <li>Able to read a tape and to measure.</li> <li>Know how to use a gauge rod.</li> </ul>	Set up various workstations where learners can use the tools under supervision.	Measuring equipment
8		<ul style="list-style-type: none"> <li>Apply measurement techniques /skills in a variety of situations and using a gauge rod.</li> </ul>	Set up various workstations where learners can use the tools under supervision.	Measuring equipment
9 & 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

**YEAR 2 - ANNUAL TEACHING PLAN**

**TERM: 4**

<b>Wk</b>	<b>Exit: Level Outcomes</b>	<b>Content/ Context</b>	<b>Methodology/ Activities</b>	<b>Resources/ References</b>
1	<b>Know how to handle tools.</b>	<ul style="list-style-type: none"> <li>○ Learn handling techniques of various tools.</li> <li>○ Learn how to handle appropriate power tools.</li> </ul>	Expose learners to various tools.	Different trowels
2		<ul style="list-style-type: none"> <li>○ Know how to assist with/at machine tools</li> </ul>	The use of the concrete mixer is demonstrated	Concrete mixing machine
3	<b>Build a brick wall/ block wall.</b>	<ul style="list-style-type: none"> <li>○ Set up vertical columns/profile to plumb with line a level well supported.</li> <li>○ Apply block laying techniques.</li> </ul>	In work stations set up profiles for block laying	Building material/ block etc.
4		<ul style="list-style-type: none"> <li>○ Set up vertical columns /profile to plumb in different situations</li> </ul>	Work stations: Using a supervisor	Plumb level, fish line etc
5		<ul style="list-style-type: none"> <li>○ Mark off profiles according to predetermined course heights.</li> </ul>	Work stations: Using supervisor Working with corner posts and hurdles	Long spirit level; string line
6		<ul style="list-style-type: none"> <li>○ Mark off profiles according to predetermined course heights. Apply skills in various settings</li> </ul>	Work stations: Supervisor to guide Working with corner posts and hurdles	Using appropriate tools
7	<b>Build foundations (Solid and hollow masonry units).</b>	<ul style="list-style-type: none"> <li>○ Transfer foundation lines accurately to the ground.                             <ul style="list-style-type: none"> <li>• (Use gauge rod and transferring of levels)</li> <li>• (Laying of bricks: Laying bed joint; buttering of perp joint)</li> </ul> </li> </ul>	Working with corner posts and hurdles Set work stations for brick laying. Working in teams of six	Using appropriate tools
8 & 9		<b>Review the work covered in the year</b>		
10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 3 - ANNUAL TEACHING PLAN

### TERM: 1

Wk	Exit Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Understand Health and safety rules of the building site.</b>	<ul style="list-style-type: none"> <li>Know safety precautions when using equipment such as extension ladders, scaffolding and harnesses.</li> <li>Erect and dismantle scaffolding in accordance with specified methods.</li> <li>Adhere to safety procedures.</li> </ul>	Working in teams, the use of ladders, scaffolding and harnesses are explained. This a practical session	Safety equipment and real scaffolds
2		<ul style="list-style-type: none"> <li>Erect and dismantle scaffolding in accordance with specified methods.</li> <li>Apply basic first aid principles.</li> </ul>	<p>Working in teams, the use of ladders, scaffolding and harnesses are explained. This a practical session</p> <p>Emergency drills are also affected, what to do when someone falls etc.</p>	<p>Safety equipment and real scaffolds</p> <p>Emergency kit</p>
3	<b>Know how to handle tools</b>	<ul style="list-style-type: none"> <li>Understands the different functions of different tools</li> <li>Clean, maintain and store tools.</li> </ul>	<p>The use of appropriate tools is demonstrated.</p> <p>The safety and caring of tools are also demonstrated</p>	Tools of various kinds.
4.	<b>Read and interpret simple drawings</b>	<ul style="list-style-type: none"> <li>Know the symbols used on a building plan.</li> </ul>	A basic drawing of a building site is use to show learners the different symbols that are used and their meaning.	Builders plan/ construction plan etc.

5	<b>Read and interpret simple drawings</b>	<ul style="list-style-type: none"> <li>○ Know how to use scale.</li> <li>○ Know wall sizes.</li> <li>○ Know simple abbreviations used on basic plans.</li> </ul>	Doing simple planning reading principles. Learners draw their own building plan to apply the knowledge that they have learned.	Pen and paper exercise.
6	<b>Know building materials</b>	<ul style="list-style-type: none"> <li>○ Know different basic type of materials used in the building industry.</li> <li>○ Know storage and care for materials</li> </ul>	Various building materials such as cement, bricks, sand etc is showed to learners.  Show how it is stored.	Learners are taken to the location where the materials are stored.
7.	<b>Setting- out and prepare workstation</b>	<ul style="list-style-type: none"> <li>○ Apply squaring techniques</li> <li>○ Set- out and erect profiles and gauge rod.</li> <li>○ Applying bricklaying techniques: using basic tools.</li> </ul>	In work stations build a wall	All appropriate tools and materials
8	<b>Able to measure using various instruments/ equipment.</b>	<ul style="list-style-type: none"> <li>○ Know and understands the SI unit standard.</li> <li>○ Able to read a tape and to measure.</li> <li>○ Know the 3:4:5 methods.</li> <li>○ Applying bricklaying techniques: Using various tools for bricklaying</li> </ul>	Using various tools:  Put learners in working teams with leaders and followers.	Long spirit level Steel measuring tape String line bricklayer's pins bricklaying trowel (280 – 300mm blade) Mash hammer Brick bolster Wheel-barrow Shovel bucket Strong gloves Bricklayer's steel scraper (for raked joins if required)

9	<b>Know how to handle tools</b>	<ul style="list-style-type: none"> <li>○ Learn handling techniques of various tools.</li> <li>○ Applying bricklaying techniques: Using various tools for bricklaying</li> <li>○ Learn how to handle appropriate power tools.</li> <li>○ Know how to assist with/at machine tools.</li> </ul>	Learners do practical work with the distinct focus to handle tools correct.	Use various tools
10	<b>Assessment</b>	Formal Assessment Tasks; practical and Theory		

## YEAR 3 - ANNUAL TEACHING PLAN

### TERM: 2

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Build foundations (Solid and hollow masonry units)</b>	<ul style="list-style-type: none"> <li>○ Transfer foundation lines accurately to the ground.</li> <li>○ Excavate trenches in accordance with the specified dimensions and building regulations.</li> <li>○ Install pegs level and at the correct heights including different step levels.</li> </ul>	<p>Work in teams</p> <p>Use stations to show various steps for the preparation of the foundation</p>	String line; hurdle; pegs etc.
2.	<b>Build foundations (Solid and hollow masonry units)</b>	<ul style="list-style-type: none"> <li>○ Casting concrete, applying the correct masonry bond and mortar ratios.                             <ul style="list-style-type: none"> <li>• (Laying of bricks: Laying bed joint; buttering of perp joint).</li> </ul> </li> </ul>	<p>Work in teams.</p> <p>Locate various work stations with ability groups.</p> <p>Basic doing measurement concrete mix; middle – doing casting and advance groups doing bricklaying</p>	Materials and tools necessary to complete the foundation
3.	<b>Build a finished foundation wall up to damp proof course using supplied masonry units</b>	<ul style="list-style-type: none"> <li>○ Setting out the foundation wall.</li> <li>○ Build a foundation wall on the centre of the strip footing.</li> </ul>	Advance group demonstrate building of the out of the foundation wall.	Materials and tools necessary to complete the foundation
4	<b>Build a brick wall/ block wall.</b>	<ul style="list-style-type: none"> <li>○ -Set up vertical columns/profile to plumb with line a level well supported.</li> <li>○ -Mark off profiles according to predetermined course heights.</li> <li>○ Build 110 &amp; 220 brick wall between columns</li> </ul>	Work in team and set up working stations/ building sites.	Materials and tools necessary to complete the columns and profiles.

5.		<ul style="list-style-type: none"> <li>○ Set up vertical columns/profile to plumb with line a level well supported.</li> <li>○ Mark off profiles according to predetermined course heights.</li> <li>○ Build 110 &amp; 220 brick wall between columns</li> </ul>	Continue...	Materials and tools necessary to complete the wall and between columns.
6.	<b>Build corners.</b>	<ul style="list-style-type: none"> <li>○ Build a right angle return half brick wall between vertical columns/profiles.</li> <li>○ Build a one brick corner in stretcher bond.</li> </ul>	Continue...	Materials and tools necessary to complete the one brick corner in stretcher bond.
7.	<b>Build corners.</b>	<ul style="list-style-type: none"> <li>○ Build half brick corner in stretcher bond.</li> </ul>	Working teams continue with the more advance learners taking the lead in the completion of the corners	Materials and tools necessary to complete the half brick corner in stretcher bond
8	<b>Build corners.</b>	Build a one brick corner in stretcher bond.	Advance learners do the craftsmanship by applying their skills.	Materials and tools necessary to complete the half brick corner in stretcher bond
9.	<b>Build Columns.</b>	<ul style="list-style-type: none"> <li>○ Build 330 columns or piers.</li> <li>○ Build a flat arch.</li> <li>○ Build 220 columns.</li> </ul>	Leader learners get an opportunity to show case their skill by building columns or piers. The other learners assist with other tasks such as preparing the mortar, holding molts etc.	Materials and tools necessary to complete the flat arch and columns.
10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

**YEAR 3 - ANNUAL TEACHING PLAN**

**TERM: 3**

<b>Wk</b>	<b>Exit: Level Outcomes</b>	<b>Content/ Context</b>	<b>Methodology/ Activities</b>	<b>Resources/ References</b>
1	<b>Build foundations (Solid and hollow masonry units)</b>	<ul style="list-style-type: none"> <li>○ Transfer foundation lines accurately to the ground.</li> <li>○ Excavate trenches in accordance with the specified dimensions and building regulations.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the foundation trenches
2		<ul style="list-style-type: none"> <li>○ Install pegs level and at the correct heights including different step levels.</li> </ul>	Work in teams and on various sites/ work stations.	Continues...
3	<b>Build a finished foundation wall up to damp proof course using supplied masonry units</b>	<ul style="list-style-type: none"> <li>○ Casting concrete, applying the correct masonry bond and mortar ratios.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the casting of concrete
4		<ul style="list-style-type: none"> <li>• (Laying of bricks: Laying bed joint; buttering of perp joint).</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to start the foundation wall.
5	<b>Build a finished foundation wall up to damp proof course using supplied masonry units</b>	<ul style="list-style-type: none"> <li>○ Setting out the foundation wall.</li> <li>○ Build a foundation wall on the centre of the strip footing.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the foundation wall.
6	<b>Build super structures</b>	<ul style="list-style-type: none"> <li>○ Erect and dismantle scaffolding in accordance with specified methods.</li> <li>○ Adhere to safety procedures.</li> </ul>	Work in teams and on various sites/ work stations.	Scaffolding Safety kit.
7		<ul style="list-style-type: none"> <li>○ Set up vertical profiles to plumb line and level is well supported. Mark-off profiles according to specified heights.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the profiles
8		<ul style="list-style-type: none"> <li>○ Set up vertical profiles to plumb line and level is well supported. Mark-off profiles according to specified heights.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the profiles

9		<ul style="list-style-type: none"> <li>○ Build wall to permissible heights SABS0400</li> <li>○ Adhere to safety procedures.</li> </ul>	Work in teams and on various sites/ work stations.	Materials to necessary to complete the wall at the specified height.
10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 3 - ANNUAL TEACHING PLAN

### TERM: 4

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Build super structures</b>	<ul style="list-style-type: none"> <li>Build wall to permissible heights SABS0400</li> <li>Adhere to safety procedures.</li> </ul>	<p>Work in teams with a supervisor.</p> <p>Set-up safety rules and drill procedures in case of an emergency.</p>	Materials and tools necessary
2		<ul style="list-style-type: none"> <li>Build wall to permissible heights SABS0400</li> <li>Adhere to safety procedures.</li> </ul>	Continues..	Materials and tools necessary
3		<ul style="list-style-type: none"> <li>Position door and window frames in accordance with specifications. Apply dpc, build in sills, and embed ties in mortar.</li> </ul>	Demonstrate every step for fitting doors in frames	Materials and tools necessary
4		<ul style="list-style-type: none"> <li>Position door and window frames in accordance with specifications. Apply dpc, build in sills, and embed ties in mortar.</li> </ul>	Demonstrate every step for fitting window frames	Materials and tools necessary
5		<ul style="list-style-type: none"> <li>Install horizontal re-enforcement in accordance with movement and strength requirements.</li> </ul>	Demonstrate how re-enforcement is installed. Practice with groups as they work on their own in mock scenarios.	Materials and tools necessary
6 & 7		<ul style="list-style-type: none"> <li>Provide beam filling to prevent rodent entry.</li> </ul>	Demonstrate rodent prevention strategies and impress the reasons for secure work	Materials and tools necessary

8	<b>Plaster a brick wall/ block</b>	<ul style="list-style-type: none"> <li>○ Identify measure and prepare work area. <ul style="list-style-type: none"> <li>• Use correct materials and tools.</li> <li>• Mix mortar in accordance with specified work requirements</li> <li>• Apply wall surface finish in accordance with specified requirements.</li> </ul> </li> </ul>	Work in teams to apply finish to walls- emphasize the techniques and finished product.	Materials and tools necessary
9 & 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 4 - ANNUAL TEACHING PLAN

### TERM: 1

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Understand Health and safety rules of the building site.</b>	<ul style="list-style-type: none"> <li>Know safety precautions when using equipment such as extension ladders, scaffolding and harnesses.</li> </ul>	<p>Revised procedures when working with scaffolding.</p> <p>Emphasise safety and the drills in case of emergencies.</p>	Materials and tools necessary
2		<ul style="list-style-type: none"> <li>Know safety precautions when using equipment such as extension ladders, scaffolding and harnesses.</li> </ul>	Set up mock scaffolding scenarios: Even and uneven ground levels; earth moving site etc.	Materials and tools necessary
3		<ul style="list-style-type: none"> <li>Apply basic first Aid principles.</li> </ul>	Revised first aid drills in case of emergencies	
3	<b>Read and interpret simple drawings</b>	<ul style="list-style-type: none"> <li>Know how to use scale.</li> <li>Know the symbols used on a building plan.</li> <li>Know wall sizes.</li> </ul>	<p>Provide learners with a real building drawing.</p> <p>Learners must identify the symbols, the main markings and various dimensions of the plan.</p> <p>Show learners the basics of reading a plan.</p>	Materials and tools necessary
4		<ul style="list-style-type: none"> <li>Know simple abbreviations used on basic plans.</li> <li>Understands the layout of a basic drawing dimension on plans.</li> </ul>	Show learners the foundation and basement plan of a building; Show learners a typical floor plan	Materials and tools necessary

5		<ul style="list-style-type: none"> <li>Understands the layout of a basic drawing dimension on plans.</li> </ul>	Show learners the dimension of a roof plan. Make sure that learners can distinguish between the different plans	Materials and tools necessary
6	<b>Know building materials</b>	<ul style="list-style-type: none"> <li>Know storage and care for materials.</li> </ul>	Show learners more advance type of materials used in the building industry such as quick dry cement; different grains of sand; Different forms of wet works.	Materials and tools necessary
5.	<b>Setting- out and prepare workstation</b>	<ul style="list-style-type: none"> <li>Know the methods of squaring.</li> <li>Know symbols.</li> <li>Reading a plan.</li> </ul>	Prepare learners to build super structures.  Revise all methods to drill procedures such as squaring.	Materials and tools necessary
6		<ul style="list-style-type: none"> <li>Know how to erect profiles and gauge rod.</li> </ul>	Drill again transferring information from a plan onto the work station	Materials and tools necessary
7		<ul style="list-style-type: none"> <li>Know how to erect profiles and gauge rod.</li> </ul>	Prepare the profiles for the super structure	Materials and tools necessary
8	<b>Able to measure using various instruments/ equipment.</b>	<ul style="list-style-type: none"> <li>Know and understands the SI unit standard.</li> <li>Able to read a tape and to measure</li> <li>Know the 3:4:5 methods.</li> <li>Know how to use a gauge rod.</li> </ul>	Revised again the measurements and gauging of the building structure.  Revise the quality of the mortar mixing – revise drilling of mortar mix	Materials and tools necessary
9& 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 4 - ANNUAL TEACHING PLAN

### TERM: 2

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Know how to handle tools.</b>	<ul style="list-style-type: none"> <li>Learn handling techniques of various tools.</li> <li>Learn how to handle appropriate power tools. Know how to assist with/at machine tools</li> </ul>	Prepare tools for the super structure.	Materials and tools necessary
2	<b>Build foundations (Solid and hollow masonry units).</b>		Work in teams with a foreman. Drill skills of listening, team work and pace for completion of the work	Materials and tools necessary
3	<b>Build a finished foundation wall up to damp proof course using supplied masonry units</b>	<ul style="list-style-type: none"> <li>Setting out the foundation wall.</li> </ul>	<p>Work in teams to set out and complete the foundation wall.</p> <p>Apply all skills and knowledge for this section of the work.</p>	Materials and tools necessary
4		<ul style="list-style-type: none"> <li>Build a foundation wall on the centre of the strip footing.</li> <li>Grout joints where specified.</li> </ul>	Work in teams with a foreman.	Materials and tools necessary
5		<ul style="list-style-type: none"> <li>Fill cavity/cores to DPC level.</li> <li>Ensure the height and thickness of the foundation wall complies with SAB 0400 standard.</li> </ul>	Supervise the practical application of damp proving.	Materials and tools necessary
6		<ul style="list-style-type: none"> <li>Fill and compact layers not exceeding 200mm.</li> </ul>		
7		<ul style="list-style-type: none"> <li>Install DPC membrane in accordance with specified requirements</li> </ul>	Apply skills under supervision to ensure total adherence.	Materials and tools necessary
8-10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 4 - ANNUAL TEACHING PLAN

### TERM: 3

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Build a brick wall/ block wall.</b>	<ul style="list-style-type: none"> <li>Build 110 &amp; 220 brick wall between columns.</li> </ul>	Work in teams with supervision	Materials and tools necessary
2		<ul style="list-style-type: none"> <li>Build a cavity wall with door and window frames</li> <li>(Block laying).</li> </ul>	Work in team with supervision.	Materials and tools necessary
3		<ul style="list-style-type: none"> <li>Apply block laying techniques- Build blocks between columns.</li> </ul>	Team work.	Materials and tools necessary
4	<b>Build corners.</b>	<ul style="list-style-type: none"> <li>Build a right angle return half brick wall between vertical columns/profiles.</li> </ul>	Work in groups with a supervisor.	Materials and tools necessary
5		<ul style="list-style-type: none"> <li>Build half brick corner in stretcher bond.</li> </ul>	Work in groups	Materials and tools necessary
6		<ul style="list-style-type: none"> <li>Build a one brick corner in stretcher bond.</li> </ul>	Work in groups	Materials and tools necessary
7	<b>Build Columns</b>	<ul style="list-style-type: none"> <li>Build 330 columns or piers.</li> <li>Build 220 columns.</li> </ul>	Guided steps by demonstration  Guided steps demonstrated by supervisors	Materials and tools necessary
8		<ul style="list-style-type: none"> <li>Build a flat arch.</li> </ul>	Guided steps demonstrated by supervisors	Materials and tools necessary
9 & 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		

## YEAR 4 - ANNUAL TEACHING PLAN

### TERM: 4

Wk	Exit: Level Outcomes	Content/ Context	Methodology/ Activities	Resources/ References
1	<b>Build super structures</b>	<p><b>Practical Examination</b></p> <ul style="list-style-type: none"> <li>Erect and dismantle scaffolding in accordance with specified methods.</li> <li>Set up vertical profiles to plumb line and level is well supported. Mark-off profiles according to specified heights.</li> </ul>	<p>Set up teams to erect scaffolding, work out roles and responsibilities.</p> <p>More skilled learners take lead in setting up profiles.</p>	Materials and tools necessary
2		<ul style="list-style-type: none"> <li>Position door and window frames in accordance with specifications. Apply dpc, build in sills, and embed ties in mortar.</li> <li>Adhere to safety procedures.</li> </ul>	Work in teams, a learner takes the lead under the supervision of the teacher.	Materials and tools necessary
3		<ul style="list-style-type: none"> <li>Install horizontal re-enforcement in accordance with movement and strength requirements.</li> <li>Provide beam filling to prevent rodent entry.</li> </ul>	Work in teams, a learner takes the lead under the supervision of the teacher.	Materials and tools necessary
4		<ul style="list-style-type: none"> <li>Build wall to permissible heights SABS0400</li> </ul>	Work in teams, a learner takes the lead under the supervision of the teacher.	Materials and tools necessary
5		<ul style="list-style-type: none"> <li>Apply wall surface finish in accordance with specified requirements.</li> </ul>	Assign roles to finish the wall. More skilled learners take the lead to demonstrate finishing.	Materials and tools necessary
6		<ul style="list-style-type: none"> <li>Use anchorage material in accordance with specified roof covering and structure. Mark-off, position and build in roof anchors (tie down).</li> </ul>	Supervisor/ teacher demonstrate anchoring.	Materials and tools necessary

8		<ul style="list-style-type: none"> <li>○ Build ancillary wall to complete structure. Provide for future services. <ul style="list-style-type: none"> <li>• (Build T-junction in 110 and 220 walling).</li> </ul> </li> </ul>		Materials and tools necessary
9 10	<b>Assessment</b>	Formal Assessment Tasks: Practical and Theory		